

COLLEGE OF ARTS AND SCIENCES

PROGRAM OF STUDY

Introduction

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

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

Yet the faculty believes that each student's education should have certain common qualities. These include familiarity with several different ways of knowing that are reflected in the various disciplines and fields of study. In addition to these general areas of knowledge, students acquire effective writing and quantitative skills, study foreign languages, achieve cultural breadth, and concentrate on one particular field through which they deepen their imaginative and critical thinking as fully as possible. To accomplish these objectives, the college has certain requirements for graduation.

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

Summary of Requirements

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

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

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

Explanation of Requirements

Foreign Language Requirement

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

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

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

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

Proficiency

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

Qualification

Qualification may be attained in any of the following ways:

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

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

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

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

Students may earn a score of 56 on the placement test at the end of a course numbered 122 (second semester of the introductory sequence) and consequently attain *qualification* without taking 123, the third semester of the introductory sequence.

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

For students in the graduating classes of 2007 and later:

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

OR

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

Placement

Entering students who have had two or more years of high school study in a language, who have been awarded credit for language work at another college or university, or who are native speakers, bilingual, or have spoken the language at home, may enroll in a course in the same language only after being placed by examination. The placement exam may have been taken in high school (SAT II, taken after the last course, or AP, if the score was 4 or 5) or at Cornell (LP test). Students may, but need not, retake a language test if a year or more has passed since last taking it. Being placed by examination into the first course at a non-introductory level does not earn credit toward the degree. Degree credit is earned only for demonstrated mastery of work equivalent to the first course at an intermediate level at Cornell and placement into the second intermediate course.

Placement Tests and Advanced Placement Credit

- The following language placement and advanced standing tests are scheduled at the beginning of each semester:
 - Chinese, Japanese, and Korean (schedule available from the Department of Asian Studies, 388 Rockefeller Hall);
 - German (schedule available from the Department of German Studies, 183 Goldwin Smith Hall);
 - French, Italian, and Spanish (schedule available from the Department of Romance Studies, 303 Morrill Hall);

Placement in Language Courses and Advanced Placement Credit

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

French

Placement Tests	SAT II	Language Courses	Literature Courses
LPF			
below 37	below 410	121	
37-44	410-480	112 or 122	
45-55	490-590	123	
56-64	600-680	206 209 H ADM 266	201
60 and above	640 and above		220, 221, 222
65 and above	690 and above		CASE required for placement in language.
AP 4 or 5 in language, 3 credits			CASE required for placement in language.
AP 4 or 5 in literature, 3 credits and proficiency			CASE required for placement in language.

German

Placement Tests	SAT II	Language Courses	Literature Courses
LPG			
below 37	below 370	121	
37-44	370-450	122	
45-55	460-580	123	
56-64	590-680	200 205	200
65 and above	690 and above		CASE required for placement
AP 4 or 5, 3 credits			CASE required for placement

Italian

Placement Tests	SAT II	Language Courses	Literature Courses
LPI			
below 37	below 370	121	
37-44	370-450	122	
45-55	460-580	123	
56-64	590-680	209	214, 215, 216, or 217
65 and above	690 and above		CASE recommended for placement*
AP 4 or 5 in language, 3 credits			CASE recommended for placement*
AP 4 or 5 in literature, 3 credits and proficiency			CASE recommended for placement*

* Students who have a score of 65 or higher on the LPI, or 690 or higher on the SAT II, or an AP score of 4 or 5 may enroll in Italian 216 or 209 without taking the CASE.

Spanish

Placement Tests	SAT II	Language Courses	Literature Courses
LPS			
below 37	below 370	121	
37-44	370-450	112 122	
45-55	460-580	123	
56-64	590-680	200 209 207	218
65 and above	690 and above		CASE recommended for placement*
AP 4 or 5 in language, 3 credits			CASE recommended for placement*
AP 4 or 5 in literature, 3 credits and proficiency			CASE recommended for placement*

*Students who have a score of 65 or higher on the LPS, or 690 or higher on the SAT II, or an AP score of 4 or 5 may enroll in Spanish 200, 207, or 209 without taking the CASE.

- Russian (schedule available from the Department of Russian Literature, 226 Morrill Hall).

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

Native speakers of Spanish who have completed their secondary education in a Spanish-speaking country do not take the CASE. For these students, the Spanish program offers a walk-in service, the Native Language Accreditation for Spanish, in the third week of September and the first week of February. Students interested in this service should contact Eleanor Dozier in Morrill Hall. Spanish-English bilinguals who do not fit the definition of "native speakers," and whose test scores make them eligible, should take the CASE.

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

Substitutions to the Language Requirement

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

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

Distribution Requirements

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

In satisfying the distribution requirements, students become acquainted with a broad range of subject matter and points of view among disciplines in the college and explore areas that may be entirely new to them. Or, to look at it the other way, as first-year students explore subjects that interest them, they begin to satisfy distribution requirements.

Consequently, first-year students should take courses to prepare for possible majors and to explore subjects new to them and take no course only in order to satisfy a distribution requirement. Although students may complete distribution requirements over eight semesters, they can take advanced courses in subjects they (perhaps unexpectedly) find intriguing only if they have completed the introductory prerequisites. Consequently, students should not postpone satisfying distribution requirements until the last semesters. Once sure of a major, students should consider which distribution requirements are yet unfulfilled and how to fulfill them with courses that complement their overall program.

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

I. Physical and Biological Sciences

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

Primary list:

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

Animal Science:

427 Fundamentals Endocrinology

Anthropology:

275 Human Biology and Evolution

371 Human Paleontology

474 Lab and Field Methods in Human Biology

Applied & Engineering Physics:

470 Biophysical Methods

Astronomy: all courses

Biological Sciences: all 3 or 4 credit courses (including any combination of two courses from BIO 101-104) *except* BIO G 200 and BIO G 499 (unless permission is obtained from the Director of Undergraduate Studies in biology), BIO G 209, BIO G 498, and BIOSM 204.

Biological & Environmental Engineering:

456 Biomechanics of Plants

Biology & Society:

214 Biological Basis of Sex

461 Environmental Policy

Chemistry and Chemical Biology: all courses

Cognitive Studies:

111 Brain, Mind, and Behavior

330 Intro to Computational Neuroscience

Crop Science:

398 Environmental Microbiology

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

Entomology:

400 Insect Development

452 Herbivores and Plants

453 Princ/Pract Historical Biogeography

455 Insect Ecology

456 Stream Ecology

Feminist, Gender, and Sexuality Studies:

214 Biological Basis of Sex

Food:

394 Applied and Food Microbiology

History:

287 Evolution

Horticulture:

243 Taxonomy of Cultivated Plants

Natural Resources:

456 Stream Ecology

Nutritional Science:

275 Human Biology and Evolution

475 Mechanisms of Birth Defects

Physics: all courses *except* 205, 209

Plant Pathology:

407 Nature of Sensing and Response

Psychology:

111 Brain, Mind, & Behavior

322 Hormones and Behavior

324 Biopsychology Laboratory

330 Intro to Computational Neuroscience

332 Biopsychology of Learning and Memory

396 Introduction to Sensory Systems

424 Neuroethology

429 Olfaction and Taste: Structure and Function

431 Effects of Aging on Sensory and Perception Systems

460 Human Neuroanatomy

492 Sensory Function

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

Animal Science:

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

Anthropology:

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

Applied and Engineering Physics:

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

Archaeology:

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

Dance:

- 312 The Moving Body: Form and Function

Electrical Engineering:

- 430 Lasers and Optical Electronics

Engineering:

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

Entomology:

- 212 Insect Biology

Food:

- 200 Introductory Food Science

Materials Science and Engineering:

- 281 The Substance of Civilization

Natural Resources:

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

Nutritional Science:

- 115 Nutrition and Health

Psychology:

- 223 Introduction to Biopsychology
- 326 Evolution of Human Behavior

II. Mathematics and quantitative reasoning

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

Applied Economics and Management:

- 210 Introductory Statistics

Biochemistry, Molecular and Cell Biology:

- 321 Numerical Methods in Computational Molecular Biology

Biometry:

- 301 (formerly 261) Statistical Methods

City and Regional Planning:

- 321 Introduction to Quantitative Methods

Cognitive Studies:

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

Computer Science:

- 100 Introduction to Computer Programming
- 172 Computation, Information, and Intelligence

- 211 Computers and Programming
- 280 Discrete Structures
- 312 Structure and Interpretation of Computer Programs
- 321 Numerical Methods in Computational Molecular Biology
- 324 Computational Linguistics
- 486 Applied Logic

Ecology and Evolutionary Biology:

- 362 Dynamic Models in Biology

Earth and Atmospheric Science:

- 435 Statistical Methods in Meteorology and Climatology

Economics:

- 319 Introduction to Statistics and Probability
- 320 Introduction to Econometrics
- 321 Applied Econometrics
- 368 Game Theory
- 431 Monetary Economics
- 476/477 Decision Theory

Engineering:

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

Industrial and Labor Relations:

- 210 Statistical Reasoning I
- 211 Statistical Reasoning II

Linguistics:

- 424 Computational Linguistics
- 485 Topics in Computational Linguistics

Mathematics:

- all courses except 101 and 109

Philosophy:

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

Physics:

- 205 Reasoning about Luck
- 209 Relativity and Chaos

Psychology:

- 350 Statistics and Research Design

Sociology:

- 301 Evaluating Statistical Evidence

If students choose two courses from this list to satisfy part of the distribution requirement, those two courses may not have significant overlap. For example, students may not choose two beginning courses in statistics. Nor may they earn credit toward the degree for overlapping courses: Biometry 301, formerly 261 (Statistical Methods I), CRP 223, (Intro to Statistical Reasoning), ECON 321 (Applied Econometrics), ILR 210 (Statistical Reasoning I), MATH 171 (Statistical Theory and Application in the Real World), PSYCH 350 (Statistics Research and Design), SOC 301 (Evaluating Statistical Evidence).

III. Social sciences and history

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

- Anthropology
- Economics

- Government
- History
- Linguistics
- Psychology
- Sociology

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

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

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

IV. Humanities and the arts

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

- Asian Studies
- Classics
- Comparative Literature
- English
- German Studies
- History of Art

Music: If a student applies one course in music toward distribution, it must be in music history, culture, or theory. If a student applies more than one course, an acceptable sequence may include four credits (two half courses) in musical performance, organizations, or ensembles combined with theory, history, and culture courses. Students may count performance credits as only one course toward distribution.

- Philosophy
- Romance Studies (French, Italian, and Spanish Literature)
- Russian Literature
- Theatre, Film, and Dance

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

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

Students in the graduating classes of 2007 and later must complete four courses in science and quantitative reasoning as described for the classes of 2006 and earlier.

In addition, they must complete five courses of three or more credits each from the following five categories of courses in the humanities and social sciences; they must include at least one course from four different categories and no more than three in the same department. How an individual course is categorized is indicated with the appropriate abbreviation in its description.

Cultural Analysis (CA)

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

Historical Analysis (HA)

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

Knowledge, Cognition, and Moral Reasoning (KCM)

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

Literature and the Arts (LA)

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

Social and Behavioral Analysis (SBA)

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

individuals (e.g., discrimination, inequality, prejudice, stigmas, conflict resolution).

Breadth Requirements

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

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

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

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

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

Students who transfer to the college from another institution are under the above rules for advanced placement credit, but are eligible to have credit for post high school coursework 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 towards distribution and breadth. However, **for students in the graduating classes of 2006 or earlier**, courses offered or cross-listed by their major department may be counted only toward the distribution category of the major department itself. For example, a history major may not count a course cross-listed between history and a literature department toward distribution in the humanities.

The Major

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

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

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

Available majors

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

Some students want to pursue a subject that cannot be met within an established major. They may plan, with the help of their faculty adviser, an independent major that includes courses from several departments and even colleges. See "Independent Major Program," under "Special Academic Options." Whatever the major—chemistry, math, philosophy, or music—graduates from the College of Arts and Sciences earn the one degree the college awards, a Bachelor of Arts.

Double majors

Only one major is required for graduation. Some students choose to complete two or

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

Electives

Of the 34 courses and 120 credits required for graduation, almost one-third are free electives. How students use these electives frequently makes the difference between an ordinary and a truly interesting course of study. Students must complete at least four courses and at least 15 credits offered outside the major field and not used to fill another requirement except breadth. AP credits not otherwise used may fulfill elective requirements. Students may group electives to complete one of the established interdisciplinary concentrations or may form their own unofficial concentration or "minor" separate from their major. Students may also group electives into a second major. Since only one major is required, students may count courses in a second major as electives. Some students choose to explore a variety of subjects; some develop a concentration in a department or subject outside Arts and Sciences to gain applied training or specialized knowledge.

Residence

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

Consequently, eight semesters of full-time study in the College of Arts and Sciences are integral to earning the B.A. degree. Even if the minimum requirements can be met in fewer semesters, the faculty of the college expects students to take advantage of the resources of the university for eight full terms and obtain as rich and advanced an education in the liberal arts and sciences as possible. Students may complete their undergraduate degrees with credits earned at other institutions or as part-time or summer students at Cornell only if they have completed their eight full-time semesters of residence or satisfied the criteria listed below under "Part-time study in final semester."

For transfer students from other institutions, each full semester of study at their previous institution counts as one of the eight semesters of residence. However, even if transfer students have completed more than four full semesters at their previous institution, they must spend a minimum of four semesters on the Cornell campus in Ithaca enrolled in the College of Arts and Sciences. Internal transfers from other colleges at Cornell must spend four semesters on campus in Ithaca as students in the Internal Transfer Division or in the college.

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

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

Acceleration

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

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

1. All graduation requirements except for the residency requirement (120 total credits, 100 Arts and Sciences credits, 34 courses, all college requirements, and the university's physical education requirement).
2. Either condition *a* or *b*:
 - a. 60 credits before beginning their last four semesters in the college and the prerequisites for admission to the major in time to spend *four* semesters in the major.
 - b. 48 credits in College of Arts and Sciences courses numbered "300" and above and prerequisites for admission to the major in time to spend *four* semesters in the major. Upper-level courses taken in other colleges at Cornell University may count toward the 48 only if approved as part of the major.
3. 100 credits at Cornell at "C" (not C-) or above. Courses completed with a grade of "S" will count toward the 100 credits. Advanced placement and transfer credits do not count toward this requirement.
4. Students may not use credits earned while on leave of absence to reduce their terms of residence. In other words, they must be eligible to accelerate without applying any credit toward the degree that they earned while on leave.
5. Accelerants may not finish the degree with credits earned in summer or winter session, through part-time study (unless they meet the guidelines for part-time study), or at an off-campus program, including Cornell in Washington, SEA Semester, Urban Semester, or study abroad. That is, they may not exit through any program other than a regular, full-time Cornell semester in Ithaca.

Students matriculating as freshmen may not compress their undergraduate education into

fewer than six semesters of residence. Transfer students, both from other institutions and from other colleges at Cornell, must satisfy the eight semester residence requirement and must spend at least four semesters in the college on campus in Ithaca.

Ninth term

Students who can graduate in eight semesters should do so. If a worthy academic plan for a full ninth or tenth semester is approved, the student enrolls in the college as a special student for the additional work. Such a status allows enrollment in a full schedule of courses and full access to campus resources for full tuition, but allows financial aid only from loans or outside agencies, not from Cornell funds. Students who need fewer than 12 credits in a ninth or tenth term in order to graduate should complete the outstanding courses and pay prorated tuition. Students may spend a ninth term with Cornell aid only with permission of the Committee on Academic Records. Such permission is normally granted only to:

- 1) Students who have been ill or experienced other untoward circumstances beyond their control.
- 2) Students who were academically underprepared for the curriculum at Cornell and needed to begin with a lighter schedule of courses than normal. (See Dean Turner, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall, about this option.)

Part-time study

Students in good academic standing may take a personal leave of absence and enroll in the School of Continuing Education, but such semesters of extramural study do not count as terms of residence and credits from such semesters may not be used to reduce the terms of residence.

Part-time study in special circumstances

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

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

Part-time study in final semester

Students may complete their degrees with part-time study and pay prorated tuition at Cornell after fewer than eight semesters of full-time residence only if:

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

two courses, one of which is the thesis itself. They must register for the thesis and at least one additional course.

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

Courses and Credits

Counting courses and credits

Students must complete at least 34 courses to graduate—that is, an average of four courses during each of six semesters and five courses during each of two semesters. A three- or four-credit course counts as one course; a two-credit course counts as one-half course. Single-credit courses do not count as part of the 34 except in certain cases when they form a part of a series and two in the same series can be aggregated to count as one-half course (certain offerings in the Department of Music and Department of Theatre, Film and Dance fall into this category). Three one-credit courses do not aggregate to count as one course. A six-credit language course counts as 1 1/2 courses, while the summer FALCON Programs in Asian languages count as eight credits and two courses each and regular semester FALCON counts as 16 credits and four courses. Archaeology and geology fieldwork for more than six credits counts as two courses each. BIOGD 281 counts as 1 1/2 courses. Other five- or six-credit courses count as one course. Courses students place out of with AP credit count toward the 34.

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

Using courses towards more than one requirement

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

- 1) A course may be used to fulfill a distribution, breadth, and also a major requirement (except as noted under previous section of restrictions on applying AP credits, transfer credits, and Cornell courses to distribution requirements).
- 2) A one-semester course in foreign literature (not language) or culture that is acceptable for achieving proficiency or certifying Option I in that language may also be applied to the relevant distribution requirement and, if appropriate, to the breadth requirement.

- 3) Courses may count toward breadth requirements and toward any other requirement except First-Year Writing Seminars.
- 4) Courses in a second major may count as electives.

Auditing

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

Repeating courses

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

Courses that do not count toward the degree

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

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

Advanced placement credit

See p. 6–11. Advanced placement credits count as part of the 120 credits and 34 courses required for the degree. They do not count as part of the 100 credits required in Arts and Sciences at Cornell; their application to distribution and breadth requirements is restricted or prohibited, as explained previously under "Restrictions." AP credits are posted on the transcript during the summer between the freshman and sophomore years, after students have decided whether to accept the credit or forfeit it by taking the Cornell course they had placed out of.

Summer session credit

A student may earn credit toward the degree by completing courses in Cornell's summer session or by successfully petitioning for credit for summer courses at other colleges.

Students should consult their advisers regarding summer study plans.

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

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

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

Transferring credit earned away from Cornell while on leave of absence

Students may petition to transfer credits from other accredited institutions for work completed while on leave of absence. Petitions are available in 55 and 172 Goldwin Smith Hall and at www.arts.cornell.edu. The relevant department will decide whether the course is comparable to Cornell courses. Credit approved for transfer counts as part of the 120 required for graduation and as part of the 34 courses. It does not count among the 100 credits required in Arts and Sciences and cannot be used to graduate in fewer than eight semesters. Its application to distribution and breadth requirements is restricted or prohibited as described under "Restrictions."

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

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

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

SPECIAL ACADEMIC OPTIONS

Degree Programs

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

College Scholar Program

The College Scholar Program is meant to serve students whose interests and talents would benefit from a little more academic freedom than other students have, who demonstrate exceptional promise, and who show the maturity to plan and carry out, with the help of their adviser, a well-designed program of study. College Scholars design idiosyncratic programs: some pursue diverse interests; others integrate a variety of courses into a coherent subject. Up to 40 students in each class are accepted into the program.

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

Each applicant to the College Scholar Program is asked to write an essay, which is due the last Wednesday in April of the freshman year. Students should contact Dean Ken Gabard, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall, for further information.

Dual-Degree Program with Other Colleges

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

Independent Major Program

The Independent Major Program allows students to design their own interdisciplinary majors and pursue a subject that cannot be found in an established major. Proposals for an independent major must be equivalent in coherence, breadth, and depth to a departmental major, well suited to the student's academic preparation, and consistent with a liberal education. Proposals must also be supported by a faculty adviser and are assessed by a board of faculty members. Independent majors substitute for established majors, but students must still satisfy all the other requirements for the bachelor's degree. Students should contact Dean Stephen Friedfeld, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall, for further information. Deadlines for submitting independent major proposals are listed on the calendar supplement for the College of Arts and Sciences.

Double Registration with and Early Admission to Professional Schools

Registration in the senior year of the College of Arts and Sciences and the first year of Cornell Law School or the Johnson Graduate School of Management, is occasionally possible. A very few exceptionally well-prepared students who have earned 105 credits before the start of the senior year and have been accepted by one of the above-named professional schools may be permitted to register simultaneously in the college and in one or another of these professional schools during the seventh and eighth terms. They earn the B.A. degree after the first year of professional school.

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

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

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

Teacher Education

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

For more information, contact the Program Coordinator at 255-9573.

Special-Interest Options

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

Concentrations

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

Informal Minors

Some students organize electives within a discipline or department in Arts and Sciences or another college. Such informal minors can be developed with the help of the departmental directors of undergraduate studies. They are not noted on the transcript.

Independent Study

Independent study affords students the opportunity to pursue special interests or research not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the independent course, must approve the proposed study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study (proposal forms are available on-line at www.arts.cornell.edu and in the Office of Undergraduate Admissions and Advising, 55 and 172 Goldwin Smith Hall). In one semester students may earn up to six credits with one instructor or up to eight credits with more than one instructor.

Undergraduate Research Program

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

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

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

Students interested in this program should consult Dean David DeVries in the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Language Study

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

They gain proficiency in the language and familiarity with the culture. Students who are interested in the Far East should be aware of the opportunities to pursue rapid and thorough beginning studies on campus with the objective of studying abroad in China or Japan. Students interested in this program should contact the Department of Asian Studies, 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 French, German, Italian, Japanese, Mandarin Chinese, and Spanish. It helps prepare students who plan to study abroad and helps returning students share their cultural experiences while further increasing their language skills. Students interested in this program should see the Academic Administrator, 136 Goldwin Smith Hall.

Prelaw Study

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

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

Premedical Study

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

The adviser for students in the College of Arts and Sciences who are planning careers in medicine is Dean Janice Turner, Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall.

Off-Campus Programs

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

approves student's participation in more than one off-campus program.

Study Abroad

Each year about 200 undergraduates in Arts and Sciences include semester- or year-long study abroad as part of their formal undergraduate education. Ideally, study abroad builds on a broad liberal arts background in the early semesters: area studies, language training, and preparation in the proposed field of study are all essential.

Many students go abroad to pursue work in their majors. Focused academic work in an appropriate institution abroad can prepare students for advanced study or honors work in the final semesters back in Ithaca.

The college insists wherever possible on study at foreign institutions alongside their degree candidates rather than study in self-contained programs that offer courses specially designed for foreigners.

The primary goals of this cultural immersion are to learn firsthand the modes of inquiry, methods of analysis, and educational values of higher education offered to students of another country and to involve students in social relationships with peers who may hold a new and unexpected range of social attitudes.

The college advocates study abroad that enables students to become competent enough in another language to experience daily life, develop social relationships, and accomplish formal course work in that language. **Students who intend to study abroad in a country where the host language is not English must demonstrate a serious commitment to learning the language through course work before studying abroad; specific language requirements may vary, but most programs require two semesters of 200-level language instruction.** At least one area studies course or one course in the history, culture, economics, politics, or social relations of the country of destination must be part of every student's preparation for study abroad.

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

Study abroad is possible during the sophomore and junior years or during the first semester of the senior year. Study abroad in the final semester is rarely approved. Important steps to prepare for study abroad include

- substantial progress with college distribution requirements;
- admission to a major and a faculty adviser in the major;
- clear academic agenda for study abroad;
- appropriate preparatory study of the country or region of destination, especially language study.

Study abroad can earn up to 15 arts and sciences credits per semester of full-time course work, as long as the curriculum abroad is consistent with that of the college. A maximum of 10 credits is awarded for each trimester of study. Courses that fall outside the

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

Applications to study abroad must have the support of a faculty adviser in the major and the approval of Dean Pat Wasyliv in the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall. Although students investigate options for study abroad and submit final applications through the Cornell Abroad office, Arts and Sciences applicants submit to the college an essay describing the academic rationale for study abroad, an outline of prospective courses to be taken and any other relevant materials.

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, however, become part of the Cornell grade point average.

Students who transfer to Cornell and must complete at least four semesters of residence on campus in Ithaca may not study abroad as one of those four semesters.

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

Summer Residential Programs in Archaeology

During the summer months students may participate in a Cornell-sponsored archaeological project. In recent years the program has organized archaeological projects in Central America, Greece, Israel, Italy, Turkey, and New York State. Students should contact the Archaeology Program for information about the sites currently available. Students planning on attending field schools organized by other institutions should see Prof. Peter Kuniholm, B48 Goldwin Smith Hall.

Marine Science

Shoals Marine Laboratory is a seasonal field station that offers a variety of courses and experiences designed to introduce undergraduates to the marine sciences. The laboratory is located on Appledore Island, six miles off the Maine/New Hampshire coasts. Students should contact the Shoals Marine Laboratory Office, G14 Stimson Hall, for further information.

Cornell in Washington

The Cornell in Washington program offers students from all colleges in the university an opportunity to earn full academic credit for a semester in Washington, D.C. Students take courses from Cornell faculty, conduct individual research projects, and work as externs. The Cornell in Washington program offers two study options: (1) studies in public

policy, and (2) studies in the American experience. The program also offers unique externship opportunities: students serve as externs in a federal agency, congressional office, or non-governmental organization and take part in a public policy or humanities seminar. They define and carry out individual research projects under the supervision of Cornell faculty. Potential externships are arranged through, and approved by, the Cornell in Washington program. For further information, see p. 20 or inquire at McGraw Hall, 255-4090. Study in Washington during a final semester of residence is allowed only and unusually by petition. Students should consult with the dean of seniors, Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall.

Fieldwork

Sometimes fieldwork is an appropriate part of a student's major. A three-member faculty committee helps the student plan the project, arranges for ongoing supervision, and evaluates the project at the end of the term. Fieldwork always involves writing a long paper or several short ones, as well as practical experience. All proposals for fieldwork must be presented in advance to the college faculty's Committee on Academic Records for approval. A maximum of 15 credits in fieldwork may be earned. For further information students should contact an advising dean in Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall.

ACADEMIC INTEGRITY

Academic integrity is the heart of intellectual life—both in learning and in research. All members of the university community simply must support each other's efforts to master new material and discover new knowledge by sharing ideas and resources, by respecting each other's contributions, and by being honest about their own work. Otherwise the university will fail to accomplish its most central and important goals.

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

ADVISING

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

Faculty Advisers

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

Advisers and new advisees meet first during orientation week to discuss course selection. New students are encouraged to see their advisers again early in the term, before it is too late to drop courses, to discuss their academic progress and to become better acquainted. Advisers and advisees meet at least once each semester to discuss courses for the following term, and more often if advisees wish to discuss academic or personal issues or to petition for an exception to college rules.

Student Advisers

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

Major Advisers

After acceptance into a major, students are assigned a major adviser, a faculty member in the major department, with whom they shape and direct their course of study. The adviser eventually certifies the completion of the major. Students should consult their major adviser about all academic plans, including honors, study abroad, acceleration, and graduate study. The adviser's support is especially important if a student petitions for an exception to the normal procedures or requirements.

Office of Undergraduate Admissions and Advising

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

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

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

Gerard Cox, seniors (2003-04 only)—255-4833

Maria Davidis, Dean's Scholars, Cornell Presidential Research Scholars Fellowships, and Mellon Minority Fellows (on leave 2003-04)—255-5004

Administrator—Language House Program—255-6543

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

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

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

Irene Komor, career counseling—254-5295

Diane J. Miller, career services—255-6924

Sally O'Hanlon, registrar—255-5051

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

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

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

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

Committee on Academic Records

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

Petitions

The college faculty takes graduation requirements seriously, and the faculty's Committee on Academic Records virtually never waives a requirement outright. However, some students, with the support of their advisers, propose structuring their educations or fulfilling the spirit of college requirements in ways other than the specified norms. The Committee on Academic Records decides on such requests. If you find that your undergraduate education would be better realized by satisfying requirements or proceeding in a way that requires an exception to normal rules, you should meet with an advising dean in the Office of Undergraduate Admissions and Advising. The deans are expert in the college's expectations and procedures and can help you formulate a petition, if appropriate. The committee decides petitions on the basis of their educational merit.

Actions

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

REGISTRATION AND COURSE SCHEDULING

Enrollment in Courses in the College of Arts and Sciences

New Students

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

Continuing Students

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

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

Limits on Numbers of Courses and Credits

To meet the 34-course requirement, students must normally take four courses during each of six semesters and five courses during each of two semesters. To meet the 120-credit requirement, students must average 15 credits per semester. (AP credit and/or summer credits may reduce the average numbers of courses and credits required each semester.)

Minimum number of credits per semester

To maintain good academic standing as a full-time student, students must complete at least twelve degree credits per semester; if for compelling personal or academic reasons students need to carry fewer than 12 credits, they should consult their faculty adviser and an advising dean. Permission is by petition only; it is freely given for first-year students.

Maximum number of credits per semester

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

Attendance

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

Student athletes should discuss scheduled absences with their instructors at the beginning of the term. Courses vary in their tolerance of absences. Instructors are not obligated to approve absences for purposes of

participating in extra-curricular activities, although most will be as flexible as is sensible for a student's academic program.

Adding and Dropping Courses

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

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

Courses officially dropped after the seventh week will be noted on the transcript by a "W" where the grade would normally appear. **This is a matter of record and cannot be petitioned. Petitions to withdraw from courses may not be submitted after the end of the twelfth week in the term.** Deadlines for short courses will be adjusted according to the length of the courses.

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

Leaves of Absence

Taking time off from college to gain experiences or funds or to find direction is sometimes useful. Usually, of course, students take leaves at the end of a semester for the following semester. Students in good academic standing, however, may take a leave as late as the seventh week of a semester, although there are serious financial consequences to taking leaves after a term has begun. Five years is the maximum length of time a student may be on leave and return without special permission. Leaves of absence are of four types:

- 1) *Personal leaves* impose no conditions concerning reentering the college except for the five-year limit. Readmission is automatic upon written request made by August 1 for a fall term and January 1st for a spring term.
- 2) *Medical leaves*, for at least six months, are granted by the college only on recommendation by University Health Services. Before they may return, students must normally satisfy UHS that the condition requiring the leave has been corrected. The student's academic standing is also subject to review at the time of the leave and on return. The college may set academic conditions for return, conditions appropriate to the individual situation.
- 3) *Conditional leaves* are granted when the student is not in good academic standing or, in unusual circumstances and with the approval of the college faculty's

Committee on Academic Records, between the seventh and twelfth weeks of the term. In consultation with the student, an advising dean and the Committee on Academic Records set the conditions for the student's return. Students may not return from conditional leaves for at least two terms or until specific and individual conditions, such as completing unfinished work, have been met. Students may be granted conditional leaves after the twelfth week of a term only under extraordinary circumstances, usually medical emergencies, and with the approval of the faculty's Committee on Academic Records.

- 4) *Required leaves:* The Committee on Academic Records may require a leave of absence if a student is not making satisfactory progress toward the degree. See the section "Academic Actions."

Any student who wishes to take a leave of absence should consult an advising dean in the Office of Undergraduate Admissions and Advising, 55 or 172 Goldwin Smith Hall. On readmission, the student's graduation date will be recalculated.

Transferring Credits Earned While on Leave

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

Study Abroad and International Students on Leave of Absence

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

Withdrawals

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

Transferring within Cornell (Internal Transfer)

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

In some cases, students who want to transfer into the College of Arts and Sciences may transfer directly. In other cases, they may be referred to the Internal Transfer Division. During the term immediately preceding transfer into the College of Arts and Sciences, students should complete at least 12 credits of courses in the College of Arts and Sciences with a 3.0 average and with no grades of *Incomplete*, S-U grades (unless only S-U grades are offered for that particular course), or grade below C (C- is below C). Satisfying this minimum requirement does not, however, guarantee admission. Admission to the college is based on consideration of the student's entire record at Cornell and the high school record, not just the work of one semester. It is also based on ability to complete the B.A. degree within a reasonable time. Internal transfers are required to spend four semesters in Arts and Sciences and thus should initiate the transfer process no later than the second semester of sophomore year. They also must complete at least 100 credits at Cornell with grades of C (not C-) or above. Interested students should see Dean Yolanda Clarke, 172 Goldwin Smith Hall.

ACADEMIC STANDING

Students are in good academic standing for the term if they successfully complete at least 12 degree credits by the end of the term and earn no more than one D and no F or U grades. If a student completes only three courses, all grades must be above D. In addition, students are expected to make satisfactory progress toward satisfying requirements for the degree and to earn grades of C (not C-) or better in at least 100 of the 120 credits for the degree. Courses listed under "courses that do not count toward the degree" do not count toward good academic standing in a semester.

Academic Actions

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

Warning

Any student who fails to maintain good academic standing will, at a minimum, be warned. A warning is posted on a student's college record but is not reported to the university registrar and does not appear on official transcripts.

Required leave of absence

A student in serious academic difficulty may be required by the faculty Committee on Academic Records to take a leave of absence,

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

Required withdrawal

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

Forgery or Fraud on Forms

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

GRADES

Letter Grades

See Grading Guidelines, page 14.

S-U Grades

The S-U (satisfactory-unsatisfactory) option allows students to explore unfamiliar subjects or take advanced courses in subjects relatively new to them without being under pressure to compete with better prepared students for high grades. Students are expected to devote full effort and commitment to a course and complete all work in a course they take for an S-U grade. The S-U option is contingent upon the instructor's willingness to assign such grades. Students must select their grading option and obtain the instructor's approval for the S-U option during the first three weeks of the term. Virtually no exceptions to this deadline are permitted, and consequently students adding courses after the third week of the term must normally add them for a letter grade. A grade of S is equivalent to a grade of C- or higher; a grade of U, which is equivalent to any grade below C-, is a *failing* grade equal to an F. S means the student

receives the credit specified for the course. U means no credit is given. A few courses in the college are graded exclusively S-U; in that case, the final grade appears on the transcript as SX or UX.

Prerequisite courses for graduate school and courses counting toward the major should not be taken for an S-U grade, unless the department grants permission. Students may elect the S-U option in courses used to satisfy distribution and elective requirements, provided that such courses do not also count toward major requirements or serve as prerequisites for admission to the major. First-year writing seminars and most language courses disallow the S-U option. In any case, students are advised to use the S-U option sparingly, if they intend to apply to graduate school or for transfer to another college. There is no limit on the number of courses each term for which students may elect the S-U grade, but within the 120 credits required for the degree, a minimum of 80 credits must be in courses for which a letter grade was received.

Note of Incomplete

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

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

Note of R

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

Grade Reports

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

Class Rank

The college does not compute class rank.

Dean's List

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

adv/deanslist.asp and in the Office of Undergraduate Admissions and Advising, 55 Goldwin Smith Hall.

GRADUATION

The Degree

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

Application to Graduate

In the first semester of their senior year, students attend senior briefings and then complete an application to graduate. The application allows the college to check each student's plan for fulfilling college requirements. This process is intended to help seniors identify problems early enough in the final year to make any necessary changes in course selection to satisfy those requirements. *Nonetheless, meeting graduation requirements is the student's responsibility*; problems that are discovered, even late in the final term, must be resolved by the student before the degree can be granted.

Degree Dates

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

Honors

Bachelor of Arts with Honors

Almost all departments offer honors programs for students who have demonstrated exceptional accomplishment in the major and succeeded in research. The honors programs are described by individual departments. The degree of Bachelor of Arts *cum laude*, *magna cum laude*, or *summa cum laude* will be conferred upon a student who, in addition to having completed the requirements for the degree of Bachelor of Arts, has been recommended for a level of honors by the major department, the Independent Major Program, or the College Scholar Program. Concentrations do not offer honors programs.

Bachelor of Arts with Distinction

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

- 1) completed at least 60 credits while registered in regular sessions at Cornell;
- 2) ranked in the upper 30 percent of their class at the end of the seventh semester, or next-to-last semester for transfers and accelerants;
- 3) received a grade below C- in no more than one course;
- 4) received no failing grade;

- 5) have no frozen *Incompletes* on their records, and
- 6) maintained good academic standing, including completing a full schedule of at least 12 credits, in each of their last four terms.

CALENDAR SUPPLEMENT

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

	Fall 2003	Spring 2004
Last day for adding courses without petition.	Sept. 19	Feb. 13
Last day for adding a First-Year Writing Seminar.	Sept. 12	Feb. 6
Last day for changing grade option to S-U or letter.	Sept. 19	Feb. 13
First deadline for submitting independent major requests. Go to 172 Goldwin Smith Hall, for further information.	Sept. 29	Feb. 23
Last day for dropping courses without petition.	Oct. 17	March 12
Last day to petition to withdraw from a course.	Nov. 21	April 23
Second deadline for submitting independent major requests. Go to the Office of Undergraduate Admissions and Advising, 172 Goldwin Smith Hall, for further information.	Dec. 1	April 5
Deadline for requesting internal transfer to the College of Arts and Sciences for the following term.	Dec. 5	May 7
Deadline for applying to the College Scholar Program.		April 28
Deadline for applying to study abroad.	See Cornell Abroad, 474 Uris Hall	
Course enrollment (preregistration) for the following term.	TBA	TBA

ADMINISTRATION

Peter Lepage, acting dean—255-4146

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

Paul Houston, senior associate dean—255-4147

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

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

Harry Shaw, senior associate dean—255-4147

Departments, Programs and Courses

AFRIKAANS

See Department of German Studies (Dutch).

AFRICANA STUDIES AND RESEARCH CENTER

D. Ohadike, director, (255-0532); A. Adams, N. Assiè-Lumumba, A. Bekerie, L. Edmondson, R. Harris, S. Hassan, A. Mazrui, A. Nanji, J. Turner. Offices: 310 Triphammer Road, 255-4625 or 255-4626.

The Africana Studies and Research Center is concerned with the examination of the history, culture, intellectual development, and social organization of Black people and cultures in the Americas, Africa, and the Caribbean. Its program is structured from an interdisciplinary and comparative perspective and presents a variety of subjects in focal areas of history, literature, social sciences, and African languages. African languages such as Swahili is consistently offered, fall and spring semesters and 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 joint major program. This program enables the student to complete a major in any of the other disciplines represented in the college while at the same time fulfilling requirements for a major in Africana Studies. This requires only a few more credits than is usually the case when one completes a single major course of study. Courses offered by the center are open to both majors and nonmajors and may be used to meet a number of college distribution requirements, including historical/temporal breadth (*) and geographical breadth (@) requirements, such as freshman writing seminars, language (Swahili), expressive arts, humanities, social sciences, and history.

The center also brings distinguished visitors to the campus, sponsors a colloquium series, and houses its own library.

The Africana Major

The undergraduate major offers interdisciplinary study of the fundamental dimensions of the African-American and African 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 or African-

American) for the undergraduate concentration; and

- 3) a full transcript of courses taken and grades received.

The center's undergraduate faculty representative will review the applications and notify students within two weeks of the status of their request.

After acceptance as a major in the Africana Center, a student must maintain a C+ cumulative average in the center's courses while completing the major program. The Africana major must complete 36 credits in courses offered by the center, to include the following four core courses: AS&RC 205, 231, 290, and 422. Beyond the core courses, the student must take eight credits of center courses numbered 200 or above and 15 credits numbered 300 or above. The program of an undergraduate major may have a specifically Afro-American focus or a specifically African focus.

Joint Majors

The center encourages joint majors in the College of Arts and Sciences and in other colleges. Joint majors are individualized programs that must be worked out between the departments concerned. The center's undergraduate faculty representative, Professor Bekerie, will assist students in the design and coordination of joint major programs. However, in any joint major program, the center will require at least 16 credits be taken in Africana studies courses, including AS&RC 290.

Double Majors

In the case of double majors (as distinct from joint majors) students undertake to carry the full load of stipulated requirements for a major in each of the two departments they have selected.

Certificate in African Studies

In conjunction with the Institute for African Development, the Africana Studies and Research Center administers an undergraduate Certificate in African Studies program. The certificate is offered as a minor concentration available to students in all of the undergraduate colleges at Cornell. Many of the courses in the program might be used to fulfill other course distribution requirements. By pursuing this certificate, students acquire an interdisciplinary understanding of Africa. After developing a foundation of knowledge on the culture, society, and development of Africa in the core course "Africa: The Continent and Its People," students pursue 15 credit hours in a humanities or development studies track or a combination of the two, including an additional core course, either "African Civilizations and Cultures" or "Contemporary African Development Issues." The requirements for the certificate are a minimum of 18 credit hours, including the core courses. Students interested in the certificate program must contact Professor Bekerie (the center's undergraduate faculty representative) who will register them in the program and assign them a faculty adviser from their own college. The faculty adviser will be responsible for determining completion of the certificate requirements.

Honors

The honors program offers students the opportunity to complete a library research thesis, a field project in conjunction with a report on the field experience, or a project or experiment designed by the student. The requirements for admission to the honors program for all students—regular majors, joint majors, and double majors—are a B- cumulative average in all courses and a B+ cumulative average in the center's courses. Each student accepted into the honors program will have an honors faculty committee consisting of the student's adviser and one additional faculty member, which is responsible for final evaluation of the student's work. The honors committee must approve the thesis or project before May 1 of the student's junior year. The completed thesis or project should be filed with the student's faculty committee by May 10 of the senior year.

Language Requirement

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

AS&RC 131 Swahili

Fall. 4 credits. Laboratory time TBA.

A. Nanji.

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

AS&RC 132 Swahili

Spring. 4 credits. Prerequisite: Swahili 131.

A. Nanji.

Continued study of the basic grammatical formation of the language and the introduction of reading material ranging from songs to short stories. A great many drills are used in this course to help develop the student's comprehension of the language. Swahili tapes are utilized during all of these sequences.

AS&RC 133 Swahili

Fall. 4 credits. Prerequisites: Swahili 131 and 132. Language laboratory time TBA.

A. Nanji.

Advanced study in reading and composition.

AS&RC 134 Swahili

Spring. 4 credits. Provides language qualification. Prerequisite: Swahili 133.

A. Nanji.

In this course more emphasis is placed on the development of reading ability and the acquisition of writing skills. Students are expected to read and comprehend selected Swahili stories and write compositions on chosen topics. Ample consideration is given to oral practice in the classroom.

AS&RC 171 Black Families and the Socialization of Black Children (III) (SBA)

Fall. 3 credits. Staff.

This course provides an examination of the evolution of the Black family from its roots in Africa, the evolution of family forms, the impact of social policy, and a consideration of the literature stressing family and child well-being. Among the major topics considered are male/female relationships, childbearing and

parental roles, the extended family, and economic and health issues. The component of the course focusing on youth primarily covers child and adolescent development.

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

Spring. 3 credits. Faculty.

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

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

Fall. 3 credits. L. Edmondson.

An introductory interdisciplinary course focusing on Africa's geographical, ecological, and demographic characteristics; indigenous institutions and values; the triple cultural heritage of Africanity, Islam, and Western civilization; main historical developments and transitions; and contemporary political, economic, social, and cultural change. Africa's ties with the United States (from trans-Atlantic slavery to the present), its impact on the emerging world order, and its contribution to world civilization are also explored.

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

Fall. 4 credits. Prerequisite: Swahili 134.

A. Nanji.

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

AS&RC 204 History and Politics of Racialisation: A Comparative Study (III)

Spring. 4 credits. A. Bekerie.

The primary focus of this course is on the historical and contemporary significance of racialisation in the United States and South Africa with regard to societal development and inter-relations. It includes an analysis of the historical development of racialised barriers as an instrument of power and privilege. The ways with which racialisation is used as an instrument of ideology to social status, cultural hierarchy and economic positions are also examined. Particular emphasis is given to the development and perpetuation of scientific racism in both places. The apparent success against Jim Crow form of racism in the United States and apartheid in South Africa appears to transform racism into subtle and 'scientific' sphere. This transformation and its continued impact in perpetuating social inequality are further analyzed.

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

Spring. Offered in summer session. 3 credits. D. Ohadike.

This course is concerned with the peoples of Africa and the development of African cultures and civilizations from the earliest times to the present day. It focuses on the near modern civilizations of Africa south of the Sahara, and the ancient civilizations of Egypt and the Nile Valley, together with their contributions to the development of the major world civilizations. The course also deals with the socio-political organization of African societies, their kinship

systems, cross-cutting ties, rites of passage, gender relations, and arts (including music, dance, folklore, architecture, sculpture, painting, and body decoration).

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

Fall. 3 credits. A. Adams.

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

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

Spring. 3 credits. J. Turner.

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

AS&RC 271 Introduction to African Development (also CRP and GOVT 271) @ (III)

For description, see CRP 271.

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

Spring. 3 credits. D. Barr and J. Turner.

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

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

Fall. 3 credits. Not offered fall 2003. D. Ohadike.

This course deals with the history of resistance and liberation movements in Africa, Brazil, the Caribbean, and the United States. It is concerned with the dialectical relationships between European domination and Black resistance. It examines the methods, strength, and complexity of Black resistance and

liberation, together with the rise of revolutionary classes in Africa and the Diaspora. It draws attention to the importance of unity and organization in resistance and then shows similarities, connections, and continuities in Black resistance. Finally, it demonstrates that African background helped shape the nature of struggles for independence and civil liberties in the Caribbean, Brazil, and the United States.]

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

Fall. 3 credits. J. Turner.

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

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

Spring. 3 credits. S. Hassan.

This course investigates the different forms of African-American visual artistic traditions in relation to their historical origins and socio-cultural context from the early days of slavery to the present time. The course starts with an overview of African art and the experiences of the Middle Passage and slavery in relation to African-American traditions in the decorative arts including: pottery, architecture, ironwork, quilting, and basketry. This is followed by a fine art survey starting with the eighteenth and nineteenth centuries, continuing through the early twentieth-century Harlem Renaissance up to the present. Certain issues related to African-American arts and creativity such as "improvisation," "Black Aesthetic," and "Pan Africanism" are also explored. Slides, films, and film strips are used extensively to illustrate topics discussed. Visits to museums and relevant current exhibitions may be arranged.

AS&RC 310 Art in African Culture and Society (also ART H 378) @ (IV) (LA)

Fall. 3 credits. S. Hassan.

This course is a survey of the visual art and material cultural traditions of sub-Saharan Africa. It aims at investigating the different forms of visual artistic traditions in relation to their historical and sociocultural context. The symbolism and complexity of traditional African art are explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies is used to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical order. New and contemporary art forms associated with major socioeconomic changes and processes of assimilation and acculturation are also explored. These include tourist art, popular art, and elite art.

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

Fall. 3 credits. Not offered fall 2003. A. Mazrui.

This course deals with power and political participation in Africa. Topics include: the colonial background and its political consequences; the pre-colonial continuities in the post-colonial politics; ethnicity and allegiance in the African polity; and the

monarchical tendency in African political culture. Discussion covers a spectrum of topics from the warrior tradition to the military coup in the post-colonial era; from the elder tradition to presidential gerontocracy; from the sage tradition to intellectual meritocracy. Other major topics include class *versus* ethnicity in African politics; the one-party *versus* the multiparty state; socio-cultural *versus* socio-economic ideologies; the gender question in African politics; the soldier and the state; and the African political experience in a global context.]

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

Fall. 4 credits. A. Adams.

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

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

Spring. 3 credits. L. Edmondson.

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

AS&RC 362 Global Perspectives on Gender

Spring. 4 credits. N. Assié-Lumumba.

The course examines how forms of gender inequality have been shaped by international forces and structured by differences in national histories. The class is taught by a rotating set of two faculty members from different departments. Contingent on the particular faculty member directing the course, the class considers such issues as cross-cultural perspectives on gender; the history of work and family life in different societies; the gendered division of labor in local, national, and international economies; the impact of colonialism; the organized efforts of women to define gender relations; and the role of the state in constructing an engendered economy and polity.

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

Fall. 3 credits. 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 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: 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.]

AS&RC 381 African History, 1800-Present @ (III) (HA)

Spring. 3 credits. D. Ohadike.

This is a survey of African history in the nineteenth and twentieth centuries. It deals with African revolutions in the nineteenth century; the ending of the slave trade and the politics of the abolition; European scramble and partition of Africa; resistance to European colonial conquest; African societies in the colonial period; the politics of decolonization; Neo-colonialism; the rise and decline of military regimes; African debt crisis; and conflict and reconciliation in Africa.

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

Fall. 4 credits. A. Bekerie.

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

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

Spring. 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, and the significant urban political power bases giving rise to African American mayoralty 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.

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

Spring. 4 credits. J. Turner.

The socioeconomic conditions of the African-American urban community are the central focus of the course. Community development models are explored in relationship to the

social needs of the African-American population. The changing configuration of internal organization of the African American community nationally is examined.

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

Spring. 4 credits. A. Adams.

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

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

Fall. 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 are 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 are also discussed. The course offers a unique opportunity of looking at African culture and society, and at issues of social change, gender, class, tradition, and modernization through African eyes.]

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

Fall. 4 credits. L. Edmondson.

A study of the historical, geostrategic, political, economic, and social (including racial and cultural) forces affecting the domestic and international experiences of Caribbean societies. Special attention is given to conflicting definitions and perceptions of the Caribbean; contending theories of Caribbean social structure and models of development; the continuing salience of struggles for change and transformation; prospects of regional integration; and Caribbean challenges to the global system, especially with regard to the region's relations with the United States and the region's position in the Third World in the context of the North-South cleavage.

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

Fall. 4 credits. A. Adams.

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

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

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

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

Fall. 4 credits. A. A. Mazrui.

This course addresses the historical dimension of Islam in the black experience, examining global Africa as a whole. We define "global Africa as the experience of Africa in its interaction with its own diaspora dispersed in the rest of the world." Within the African continent, Islam is part of the triple religious heritage that includes rivalry with Christianity and coexistence with African indigenous religions. In the Americas, Islam is up against Western secularism as well as Western Christianity. This course attempts to explore those religious complexities. How has Islam affected the cultures of the African peoples worldwide—from sculpture to family life, from architecture to the dress code, from poetry to politics? The issue of slavery and Islam also will be addressed as an important theme in the course. We are also concerned with the interaction between Islam and contemporary ideologies of socialism, nationalism, and race consciousness in the black experience.

AS&RC 468-469 Honors Thesis

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

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

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

Fall. 4 credits. R. Harris.

The course analyzes the personalities, ideas, and activities central to the struggle for African-American liberation from the eighteenth century to the present. It examines theories of leadership and the structure of protest movements with the goal of understanding current leadership needs and trends among African Americans.

[AS&RC 478 Family and Society in Africa @ (III)]

Fall. 4 credits. Not offered fall 2003. N. Assié-Lumumba.]

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

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. Among the topics covered are: women in non-westernized/pre-colonial societies; the impact of colonial policies on the status of women; gender and access to schooling, participation in the economy and politics; women and the law; women and health issues; gender issues in southern Africa; womanism and feminism; the United Nations Decade of Women; and the four World Conferences on Women (Mexico 1975, Copenhagen 1986, Nairobi 1985, and Beijing 1995).

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

Fall. 4 credits. Not offered fall 2003.
D. Ohadike.]

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

Spring. 4 credits. L. Edmondson.

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

[AS&RC 498-499 Independent Study]

Fall, 498; spring, 499. Africana Center faculty.

For students working on special topics, with selected reading, research projects, etc., under the supervision of a member of the Africana Studies and Research Center faculty.

[AS&RC 501 Global Africa: Comparative Black Experience]

Spring. 4 credits. A. Mazrui.

This seminar addresses two diasporas in the Black experience. The *diaspora of enslavement* concerns slaves and descendants of slaves in both the Western and Eastern Diaspora. The *diaspora of colonization* concerns demographic dispersal as a result of colonialism. The majority of African-Americans are part of the Diaspora of Enslavement. Recent Algerian immigrants into France are part of the Diaspora of Colonization. Jamaicans and Trinidadians in Britain are part of a *double diaspora*—products of both enslavement and colonialism. The course addresses these areas of Black comparison: Comparative Slavery—A Triple Heritage; Race and Race Mixture in Four Traditions; Comparative Emancipation from Slavery; Comparative Liberation from Colonialism; Comparative Struggle for Civil Rights; The Gender Question in Global Africa; and Comparative Quest for Global Equality.

[AS&RC 502 Education and Development in Africa]

Spring. 4 credits. N. Assié-Lumumba.

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

Fall. 4 credits. Not offered fall 2003.
S. Hassan.]

[AS&RC 504 Political Change in Africa]

Fall. 4 credits. A. Mazrui.

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

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

Spring. 4 credits. Prerequisite: upperclass or graduate standing or permission of instructor. Not offered 2003–2004.
R. Harris.]

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

Spring. 4 credits. A. Adams.

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

[AS&RC 532 Twentieth-Century Black Cultural Movements]

Fall. 4 credits. A. Adams.

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

[AS&RC 598-599 Independent Study]

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

[AS&RC 601-602 Africana Studies Graduate Seminar]

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

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

[AS&RC 698-699 Thesis]

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

AKKADIAN

See Department of Near Eastern Studies.

AMERICAN STUDIES

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

Emeritus: J. Silbey

The Major

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

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

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

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

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

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

Honors

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

Prerequisite Courses (see also under appropriate departments)

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

4 credits. Not offered 2003-2004.

G. C. Altschuler and D. McCall.

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

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

Fall. 4 credits. G. Altschuler and D. McCall.

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

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

Spring. 4 credits. N. Salvatore.

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

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

4 credits. Not offered 2003-2004.

M. C. Garcia.

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

American Studies 430 Seminars

AM ST 430.1 The Politics of the American Civil War (also GOVT 408)

Fall. 4 credits. Prerequisite: permission of instructor. R. Bense.

The Civil War, along with the founding of the nation in the late eighteenth century, is one of the two most important influences on the course of American Political development. Arising out of intense ideological, cultural, and economic competition between the slave South and the free labor North, the conflict created two new national states: a northern Union that replaced the loose federation of the antebellum period and a southern Confederacy that perished at Appomattox. In this course, particular attention is paid to: the

political economy and culture of plantation slavery in the antebellum South; the apparent inevitability of collision between the slave and free states and their respective societies; the military, political, and economic strategies that determined, on both sides, the course and duration of the war; the limits and possibilities of reform of southern society during Reconstruction; and the impact of the Civil War on the subsequent development of the United States.

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

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

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

AM ST 430.3 The Postmodern Presidency (also GOVT 405)

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

This course examines the presidencies of Reagan, Bush, and Clinton 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, our emphasis is on the work of cultural critics and historians. We 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) is an attendant subtheme. The postmodern presidency is read as a site of political as well as cultural contestation. The Kennedy assassination serves as a case study in the formation of a national icon. The larger question of this approach to the presidency concerns the relationship between everyday life practices and citizenship as well as the role of national fantasy in American political culture today. Because this is a presidential election year, we examine popular representations of the 2004 campaign.

Readings will include Frances Fitzgerald, *Way Out There in the Blue*; Edmund Morris, *Dutch*; Lydia Millet, *George Bush, Dark Prince of Love*; Michael Rogin's *Independence Day*, or *How I Learned to Stop Worrying and Love the Enola Gay*; and Ronald Reagan, *the Movie*.

We will examine films/film excerpts including *Dave*, *Mars Attacks*, *Forrest Gump*, *Independence Day*, *Primary Colors*, *Murder at 1600*, *JFK*, *Nixon*, and *House of Yes*.

AM ST 430.5 The Rabinor Seminar (also HIST 448, LSP 430.5)

Spring. 4 credits. Prerequisite: permission of instructor. M. C. Garcia.

The Rabinor Seminar in American Studies explores the role of diversity in the formation of a distinct American tapestry. The specific topic varies each year, but the general subject is the promise and experience of pluralism. Topic for spring 2004: U.S.-Cuba Relations. This upper-level seminar examines the political, economic, and cultural relations between the United States and Cuba over the past two centuries, with special emphasis on the role of exiles and immigrants in shaping policy.

AM ST 430.6 The Milman Seminar

Spring. 4 credits. Prerequisite: permission of instructor. G. C. Altschuler.

The Milman Seminar: Baseball in American Culture. Through a reading of fiction and nonfiction, we examine the role of baseball as it has shaped and reflected the attitudes and values of Americans. Novels assigned 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 include Warren Goldstein, *Playing for Keeps*; Robert Peterson, *Only the Ball Was White*; and Andrew Zimbalist, *Baseball and Billions*. Each student in the course writes a 25- to 35-page research paper.

Anthropology, Sociology, and Economics**[AM ST 221 Anthropological Representation: Ethnographies of Latino Culture (also ANTHR 221 and LSP 221)]**

3 credits. Not offered 2003–2004.

V. Santiago-Irizarry.

For description, see ANTHRO 221.]

AM ST 323 American Economic History (also ECON 323)

Spring. 4 credits. P. McClelland.

For description, see ECON 323.

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

Fall. 4 credits. V. Santiago-Irizarry.

For description, see ANTHRO 377.

Literature and Theatre Arts**AM ST 206 Introduction to American Literature: Land, Labor, and Language (also ENGL 203)**

Fall. 4 credits. B. Maxwell.

For description, see ENGL 203.

AM ST 207 Introduction to American Literature: Narrating the Nation (also ENGL 204)

Spring. 4 credits. K. McCullough.

For description, see ENGL 204.

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

Fall. 4 credits. B. Maxwell.

For description, see COM L 215.

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

Fall. 4 credits. M. P. Brady.

For description, see ENGL 206.

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

Spring. 4 credits. Limited to 15. Preference given to sophomores. S. Haenni.

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

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

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

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

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

Fall. 4 credits. M. P. Brady.

For description, see ENGL 240.

AM ST 252 Twentieth-Century Women Novelist (also ENGL 251)

Spring. 4 credits. S. Samuels.

For description, see ENGL 251.

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

Spring. 4 credits. E. Cheyfitz.

For description, see ENGL 260.

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

4 credits. Not offered 2003–2004. S. Wong.

For description, see ENGL 262.]

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

Spring. 4 credits. P. Sawyer.

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

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

4 credits. Not offered 2003–2004.

N. Waligora-Davis.

The problem of an American national literature is explored through the reading, discussion, and close analysis of texts across the range of American literary history. Not a survey, this course focuses on the relations of the texts to each other, the shaping of national identities in those relationships, and the assumptions about history, language, and the self that underlie them.]

[AM ST 276 Literature in the Cold War Culture (also ENGL 276)]

Not offered 2003–2004. B. Maxwell.

For description, see ENGL 276.]

[AM ST 291 American 1920s: Literature and Culture (also ENGL 291)]

4 credits. Not offered 2003–2004.

B. Maxwell.

For description, see ENGL 291.]

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

Fall. 4 credits. H. Spillers.

For description, see ENGL 293.

[AM ST 318 Queer Theatre (also THETR 320)]

4 credits. Not offered 2003–2004. E. Gainor.

For description, see THETR 320.]

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

4 credits. Not offered 2003–2004. E. Gainor.

For description, see THETR 336.]

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

4 credits. Not offered 2003–2004. E. Gainor.

For description, see THETR 337.]

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

Spring. 4 credits. Some course work in film useful but not required. S. Haenni.

At the close of World War II, the French coined the term "film noir" to describe a new, "dark," and "gloomy" set of Hollywood films that were populated by femmes fatales, criminal gangs, private eyes, and lovers on the run, and that centered on issues of violence, crime, paranoia, betrayal, pessimism, and self-

doubt. Deriving from hard-boiled detective fiction, and influenced by German expressionist cinema, *film noir* has now become one of the most acclaimed genres in Hollywood film. In this course, we explore both the stylistic characteristics and thematic and cultural contexts of *film noir*. We examine the history and function of "noir" as a critical term, the influence of hard-boiled fiction, and the evolution of *noir* style and *noir* narratives. We investigate how *film noir* articulates anxieties about postwar masculinity and about the sexual and social roles of women; how it popularizes psychology; how it portrays the city as an "urban jungle"; and how it represents a response to fears about communism and the atomic bomb. Screenings include major studio features such as *Double Integrity* and *Laura*, B-pictures such as *Detour* and *Gun Crazy*, and "neo-noirs" such as *Chinatown* and *Devil in a Blue Dress*. Our discussion of films will be guided by readings in film criticism and history.

AM ST 361 Early American Literature (also ENGL 361)

Fall. 4 credits. J. Porte.
For description, see ENGL 361.

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

4 credits. Not offered 2003-2004. D. Fried.
For description, see ENGL 362.]

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

4 credits. Not offered 2003-2004.
K. McCullough.
For description, see ENGL 363.]

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

4 credits. Not offered 2003-2004.
B. Maxwell.
For description, see ENGL 365.]

AM ST 366 The Nineteenth-Century American Novel (also ENGL 366)

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

[AM ST 367 The Modern American Novel (also ENGL 367)]

4 credits. Not offered 2003-2004. D. McCall.
For description, see ENGL 367.]

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

4 credits. Not offered 2003-2004. P. Sawyer.
For description, see ENGL 368.]

[AM ST 369 Survey of African American Literature to 1917 (also ENGL 375)]

4 credits. Not offered 2003-2004.
For description, ENGL 375.]

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

4 credits. Not offered 2003-2004.
H. Spillers.
For description, see ENGL 376.]

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

4 credits. Not offered 2003-2004.
R. Gilbert.
For description, see ENGL 378.]

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

Fall. 4 credits. N. Waligora-Davis.
For description, see ENGL 374.

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

Fall. 4 credits. S. Haenni.
More than being characterized by a retreat from political, critical cinema and by the reemergence of the Hollywood blockbuster such as *The Godfather*, *Star Wars*, and *Jaws*, the seventies were also a period of enormous innovation and cross-fertilization in film history and film style. Profound changes in the film industry and film technology, along with larger social, political, and cultural developments, enabled new ways of understanding—and using—the cinematic image as well as film sound. In this course, we focus on the transnational nature of seventies film; the influence of European art cinema on American film; the reworking and rejuvenation of genre films (neo-noir, western, horror film, road movie, etc.); European responses to and appropriation of American film genres, film conventions, and subject matter; Asian influence in the United States particularly the martial arts film; the emergence of film subcultures, such as black independent film and blaxploitation. Screenings include work by Arthur Penn, Robert Altman, Francis Ford Coppola, Steven Spielberg, Charles Burnett, John Cassavetes, Mario Van Peebles, Gordon Parks, Milos Forman, Sergio Leone, Michelangelo Antonioni, Lina Wertmüller, Bertrand Blier, Louis Malle, Eric Rohmer, Chantal Akerman, Rainer Werner Fassbinder, Wim Wenders, Nicholas Roeg, and Stanley Kubrick and are guided by readings in film criticism and film history.

AM ST 394 Public Discourse, Political Stages: African-American Drama and Performance, 1950-Present (also THETR 394)

Fall. 4 credits. J. Frank.
For description, see THETR 394.

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

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

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

Spring. 4 credits. M. P. Brady.
For description, see ENGL 398.

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

Spring. 4 credits. R. Gilbert.
For description, see ENGL 403.

[AM ST 461 Asian Americans and Popular Culture (also AAS 461, ENGL 461, THETR 461)]

4 credits. Not offered 2003-2004.
For description, see AAS 461.]

[AM ST 465 Proseminar in American Studies (also ENGL 465)]

4 credits. Not offered 2003-2004. J. Porte.
For description, see ENGL 465.]

AM ST 469 William Faulkner (also ENGL 469)

Fall. 4 credits. H. Spillers.
For description, see ENGL 469.

[AM ST 470 Studies in the Novel: Forms of American Fiction: The Short Story as Novel (also ENGL 470)]

4 credits. Not offered 2003-2004. L. Herrin.
For description, see ENGL 470.]

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

4 credits. Not offered 2003-2004.
L. Donaldson.
For description, see ENGL 473.]

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

4 credits. Not offered 2003-2004.
D. Fredericksen.
For description, see FILM 475.]

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

4 credits. Not offered 2003-2004.
S. Haenni.
For description, see FILM 476.]

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

4 credits. Not offered 2003-2004. J. Porte.
For description, see ENGL 479.]

Government and Public Policy

GOVT 111 Introduction to American Government and Politics

Fall. 3 credits. T. J. Lowi.
An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

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

Fall. 4 credits. M. E. Sanders.
For description, see GOVT 302.

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

Spring. 4 credits. J. Rabkin.
For description, see GOVT 327.

AM ST 315 Prisons (also GOVT 314)

Fall. 4 credits. M. Katzenstein.
For description, see GOVT 314.

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

4 credits. Not offered 2003-2004.
M. E. Sanders.
For description, see GOVT 316.]

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

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

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

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

de Tocqueville, de Beauvoir; Kristeva's consideration of "the foreigner") and the pertinence of American genres such as the captivity narrative for readings of Chateaubriand or de Tocqueville and Beaumont's writings on prison.

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

Fall. 4 credits. J. Rabkin.
For description, see GOVT 328.

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

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

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

4 credits. Not offered 2003–2004.
M. Katzenstein.
For description, see GOVT 353.]

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

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

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

4 credits.
For description, see S&TS 390.]

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

4 credits.
For description, see S&TS 391.]

AM ST 422 War at Home (also GOVT 420)

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

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

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

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

Spring. 4 credits. 428 and consent of instructor are required for 429. T. Lowi.
For description, see GOVT 429.

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

Fall and spring. 8 credits each term.
S. Jackson.
Offered in the Cornell in Washington Program. This course, taught in Washington, D.C., forms the core of the public policy option of the Cornell in Washington Program.

History

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

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

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

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

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

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

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

Spring. 4 credits. J. Parmenter.
For description, see HIST 158.

[AM ST 201 Popular Culture in the United States, 1900–1945]

4 credits. Not offered 2003–2004.
G. Altschuler.
American Studies 201 deals with American popular culture in the period between 1900 and the end of World War II. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines, and music, we try to better understand the ways in which popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and the less powerful, seek to "control" images and themes. Topics for 201 include: the Western; Cultural Heroes and the Cult of Individualism in the 1920s; The Hays Code and the Black Sox scandal; Mae West and the "New Women"; Advertising in an Age of Consumption; Gangsters and G-Men; and Jackie Robinson and the American Dilemma.]

[AM ST 202 Popular Culture in the United States, 1945–Present]

4 credits. Not offered 2003–2004.
G. Altschuler.
American Studies 202 treats the period from 1945 to the present. As we examine best-sellers, films, sports and television, radio, ads, newspapers, magazines, and music, we try to better understand the ways in which popular culture shapes and/or reflects American values. The course also depicts popular culture as "contested terrain," the place where social classes, racial and ethnic groups, women and men, the powerful and less powerful, seek to "control" images and themes. Topics for 202 include: The "Honeymooners" and 1950s Television, soap operas; "Gross-out" movies; Elvis; The Beatles, and Guns On Roses; Gothic Romances; and People Magazine and USA Today.]

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

4 credits. Not offered 2003–2004.
M. C. Garcia.
For description, see HIST 202.]

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

4 credits. Not offered 2003–2004.
R. Polenberg.
For description, see HIST 208.]

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

Fall. 4 credits. Limited to 20 students.
M. B. Norton.
For description, see HIST 209.

[AM ST 210 Civil Rights and Civil Wrongs: The Search for Racial Justice in America, 1945–1970]

Fall. 4 credits. Not offered 2003–2004.
N. Salvatore.

In this seminar we read a variety of texts that underscore the fierce struggle to define the meaning of civil rights in American society during this era. We explore this from multiple perspectives through readings of historical, legal, political, theological, and literary readings.]

AM ST 211 American Diversity in the Twentieth Century (also HIST 213, AAS 212) (III) (HA)

Fall. 4 credits. Permission of instructor required. Preference given to AM ST majors. Limited to 15 students. D. Chang.
This seminar offers an in-depth analysis of diversity in America during the twentieth century. It uses local case studies and examines national discourses to investigate the experiences of people in an increasingly diverse nation. It also explores contests over the meaning and role of "diversity" in twentieth-century American politics. Course materials include some of the most significant monographs recently published as well as primary documents.

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

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

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

4 credits. Not offered 2003–2004.
D. Chang.
For description, see HIST 264.]

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

Fall. 3 credits. Prerequisite: permission of instructor. W. LaFeber.
For description, see HIST 214.

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

4 credits. Not offered 2003–2004.
M. C. Garcia and R. Craib.
For description, see HIST 225.]

AM ST 229 Jefferson and Lincoln (also HIST 229)

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

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

4 credits. Not offered 2003–2004.
J. Brumberg.
For description, see HD 241.]

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

4 credits. Prerequisite: permission of instructor. Not offered 2003-2004.
R. L. Moore.

For description, see HIST 242.]

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

4 credits. Not offered 2003-2004.
M. Washington.

For description, see HIST 251.]

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

4 credits. Not offered 2003-2004.
J. Brumberg.

For description, see HD 258.]

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

4 credits. Not offered 2003-2004.
M. C. Garcia.

For description, see HIST 260.]

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

Spring. 4 credits. M. C. Garcia.

For description, see HIST 261.]

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

Spring. 4 credits. M. B. Norton.

For description, see HIST 273.]

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

Spring. 4 credits. M. Washington.

For description, see HIST 303.]

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

Fall. 4 credits. M. Kammen.

For description, see HIST 304.]

[AM ST 306 History of American Workers: 1960-90s (also ILRCB 306)]

Fall. 3 credits. J. Cowie.

For description, see ILRCB 306.]

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

Spring. 3 credits. J. Cowie.

For description, see ILRCB 303.]

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

4 credits. Not offered 2003-2004.
S. Haenni.

The emergence of the cinema in the late-nineteenth 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. In this course, we examine how the cinema has participated and intervened in urban transformations by imagining and representing the American city variously as a panorama, a musical symphony, a mystery to be deciphered, a stage for civic theater, a modernist artwork, or a post-apocalyptic wasteland. How does the cinema produce a particularly modern, urban experience? How has it been shaped by urban politics and how, in turn, does it shape the way in which we

understand the city? Screenings may include films such as *Manhattan*, *The Crowd*, *Skyscraper Souls*, *42nd Street*, *Naked City*, *Asphalt Jungle*, *Just Another Girl on the I.R.T.*, *Blade Runner*, and will be supplemented by readings in film history, as well as urban history and urban theory.]

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

Fall. 4 credits. R. Polenber.

For description, see HIST 318.]

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

4 credits. Not offered 2003-2004.
N. Salvatore.

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

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

Fall. 4 credits. M. B. Norton.

For description, see HIST 321.]

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

4 credits. Not offered 2003-2004.
M. B. Norton.

For description, see HIST 325.]

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

4 credits. Not offered 2003-2004.
N. Salvatore.

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

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

Fall. 4 credits. E. Baptist.

For description, see HIST 331.]

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

4 credits. Not offered 2003-2004.
S. Blumin.

For description, see HIST 332.]

[AM ST 333 The Urbanization of American Society, 1860-2000 (also HIST 333)]

4 credits. Not offered 2003-2004.
S. Blumin.

For description, see HIST 333.]

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

Fall. 4 credits. S. Blumin.

For description, see HIST 336.]

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

Spring. 4 credits. S. Blumin.

For description, see HIST 337.]

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

4 credits. Not offered 2003-2004.
R. Polenber.

For description, see HIST 340.]

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

4 credits. Not offered 2003-2004.
R. Polenber.

For description, see HIST 341.]

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

Spring. 4 credits. E. Baptist.

For description, see HIST 343.]

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

Fall. 4 credits. M. Washington.

For description, see HIST 335.]

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

Fall. 4 credits. R. L. Moore.

For description, see HIST 345.]

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

Spring. 4 credits. R. L. Moore.

For description, see HIST 346.]

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

3 credits. Not offered 2003-2004.

J. Brumberg.

For description, see HD 359.]

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

4 credits. Not offered 2003-2004.
M. B. Norton.

For description, see HIST 378.]

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

Spring. 4 credits. Limited to 15 students.
E. Baptist.

For description, see HIST 411.]

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

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

For description, see HD 417.]

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

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

For description, see HIST 419.]

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

Fall. 4 credits. Limited to 15 students.
D. Chang.

For description, see HIST 420.

AM ST 421 Undergraduate Seminar in American Cultural History (also HIST 421)

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

For description, see HIST 421.

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

Fall. 4 credits. Limited to 15 students.
M. Washington.

For description, see HIST 439.

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

4 credits. Prerequisite: permission of instructor. Not offered 2003–2004.

R. Polenberg.

For description, see HIST 440.]

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

Spring. 4 credits. J. Brumberg.

For description, see HD 455.

AM ST 466 Iroquois History (also HIST 466)

Fall. 4 credits. Not open to freshmen.
J. Parmenter.

For description, see HIST 466.

AM ST 499 New World Encounters, 1500–1800 (also HIST 499)

Spring. 4 credits. J. Parmenter.

For description, see HIST 499.

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

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

For description, see HIST 500.

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

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

For description, see GOVT 500.

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

3 credits. Not offered 2003–2004. S. Pond.

For description, see MUSIC 101.]

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

3 credits. Not offered 2003–2004. S. Pond.

For description, see MUSIC 222.]

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

Fall. 3 credits. J. Peraino.

For description, see MUSIC 221.

AM ST 224 Beyond Tradition: Native American Art, 1850–Present (also ART H 215, AIS 215)

Fall. 4 credits. K. Morris.

For description, see ART H 215.

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

3 credits. Not offered 2003–2004.

J. Jennings.

For description, see DEA 243.]

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

4 credits. Not offered 2003–2004.

L. L. Meixner.

For description, see ART H 270.]

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

3 credits. Not offered 2003–2004.

H. Gottfried.

For description, see LA 282.]

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

Fall. 4 credits. J. E. Bernstock.

For description, see ART H 365.

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

4 credits. Not offered 2003–2004.

L. L. Meixner.

For description, see ART H 360.]

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

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

For description, see ARCH 390.

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

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

M. Woods.

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

3 credits. Prerequisites: ARCH 181–182 or permission of instructor. Not offered 2003–2004. M. Woods.

For description, see ARCH 398.]

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

4 credits. Not offered 2003–2004.

L. L. Meixner.

For description, see ART H 462.]

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

4 credits. Not offered 2003–2004.

L. L. Meixner.

For description, see ART H 461.]

AM ST 472 Reel/Real Indians: Art and Indigenous Identities in the Twentieth Century (also ART H 470, AIS 470)

Spring. 4 credits. K. Morris.

For description, see ART H 470.

Honors

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

AM ST 493–494 Honors Essay Tutorial

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

ANTHROPOLOGY

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

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

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

The Major

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

Students see the Director of Undergraduate Studies to apply to the major and get an adviser. They prepare a short statement about their interests and goals for the major, then meet with their adviser to develop a course plan reflecting these special interests. This concentration should include at least 32 credits in addition to the two introductory courses used to enter the major. Examples of possible concentrations are myth and ritual; ethnicity and identity; action research; nature and culture in human history; anthropology and literature, or law, or the arts, or medicine; human origins; ethnomusicology; primate and human behavior; prehistory of the Americas, or Europe, or Africa; cultural construction of

the person; etc. When warranted, the adviser is free to approve up to two cognate courses from other departments totaling up to eight credit hours to fulfill the 32-credit requirement. Students may revise their program of study in consultation with their adviser as they move through their studies. Our goal is to provide a close and supportive advising relationship and a strong and coherent structure for the student's major.

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

Study abroad and off-campus study programs:

the Department of Anthropology encourages students to consider a semester of study abroad or off-campus study developed as an integral part of the student's major concentration. The Director of Undergraduate Studies serves as the Anthropology Study Abroad adviser.

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

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

Honors

Honors in anthropology are awarded for excellence in the major, which includes overall grade point average and completion of an honors thesis. Anthropology majors interested in the Honors Program should consult the chair of the Honors Committee in their junior year. To qualify for entrance into the Honors Program, a student must have at least a 3.0 GPA overall and 3.3 GPA in the major, and the consent of a faculty member in anthropology who will guide the honors thesis. After applying to the program and being admitted as a candidate by the Honors Committee, the student conducts research and writes a thesis. This thesis is evaluated by the faculty research adviser and two other faculty members. Honors (i.e., cum laude, magna cum laude, or summa cum laude) are awarded based on the quality of the thesis and the student's overall record. Honors candidates must start this process by consulting their major adviser about the honors program early in their junior year.

In addition, students may enroll in ANTHR 483 (fall or spring) "Honors Thesis Research." To complete the thesis, students must enroll in 491 (fall or spring) "Honors Thesis Write-up." Only ANTHR 483 may count toward hours for completion of the anthropology

major requirements. The credit hours for these courses are variable, grades for these courses are given by the faculty research adviser, and they are based on performance during thesis research and writing.

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

Special Programs and Facilities

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

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

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

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

I. Introductory Courses

A. Nature and Culture:

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

Fall. 3 credits. Fee for lab usage and maintenance, \$5. 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 103 The Scope of Anthropology

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

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

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

Spring. 3 credits. 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 are stressed. Demonstrations and films supplement the lectures.

ANTHR 211 Sophomore Seminar: Nature and Culture # (III) (SBA)

Spring. 4 credits. Limited to 15. Sophomore Writing Seminar. S. Sangren.

"Nature and Culture" is a sophomore seminar that examines and evaluates contrasting views of how best to understand the interactions of nature and culture in human life. This examination surveys the familiar terrain of "nature" versus "nurture" debates. Beyond these debates, cultural anthropological study of other societies reveals that assumptions about human nature are intrinsically intertwined with the legitimacy of social arrangements (family organization, beliefs about gender and procreation, forms of political authority). This cross-cultural perspective on linkages between ideologies of nature and culture, on the one hand, and social-institutional arrangements, on the other, provides a useful critical vantage in a consideration of similar linkages in our own society. In addition, the course takes up current political debates in which ideas about nature and culture divide opinion. The course is premised on a strong claim for the contribution of cultural anthropology to the development of better science and to a reflective understanding of human potential.

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

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

Fall. 3 credits. Not offered 2003-2004. Offered alternate years. J. D. Haas, K. A. R. Kennedy.]

B. Culture and History:

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

Fall. 3 credits. Staff.

A broad introduction to archaeology—the study of material remains to answer questions about the human past. Case studies highlight the variability of ancient societies and

illustrate the varied methods and interpretive frameworks archaeologists use to reconstruct them. This course can serve as a platform for both archaeology and anthropology undergraduate majors.

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

Spring. 3 credits. K. March.

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

ANTHR 103 The Scope of Anthropology

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

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

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

Fall. 3 credits. Staff.

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

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

Fall. 3 credits. Not offered 2003–2004.]

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

Fall. 3 credits. Not offered 2003–2004. T. Volman.]

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

Fall. 3 credits. Not offered 2003–2004.]

II. Honors and Independent Study

ANTHR 483 Honors Thesis Research

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

ANTHR 491 Honors Thesis Write-Up

Fall or spring. Credit TBA. Staff.

ANTHR 497 Independent Study: Undergrad I

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

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

ANTHR 498 Independent Study: Undergrad II

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

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

III. Understanding Cultures and Societies

Anthropologists examine the diversity of human behaviors, social relationships and structures, economies, political and legal orders, worldviews, logics, languages, symbols, myths, and religions among the many other means human beings invent to create and reproduce social life around the world. Anthropologists work from a holistic perspective to account for differences and similarities across cultures. Anthropologists also take small-scale societies and local sociocultural systems as the object of analysis. They collect data primarily through ethnographic fieldwork, that is, months or years of participating in and observing of the societies they study. Anthropologists see inherent linkages between the practical and the meaningful dimensions of human existence.

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

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

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

Spring. 4 credits. Not offered 2003–2004. A. Willford.]

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

Spring. 4 credits. Not offered 2003–2004. H. Miyazaki.]

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

Fall. 4 credits. Staff.

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

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

Spring. 4 credits. B. Lambert.

Much of this course is a survey of forms of the family, descent groups, and marriage systems. The role of age and sex in the social structure is also considered. The last part of

the course is devoted to a history of the British and American family and to its fate in utopian communities.

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

Fall. 4 credits. Not offered 2003–2004.]

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

Fall. 4 credits. V. Santiago-Irizarry.

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

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

Fall. 4 credits. Not offered 2003–2004. D. Boyer.]

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

Fall. 4 credits. J. Rigi.

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

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

Fall. 4 credits. Prerequisite: anthropology major or permission of instructor. Not offered 2003–2004. D. Holmberg.]

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

Spring. 4 credits. S. Sangren.

This course is premised on the notion that understanding social life requires understanding how social institutions are produced and sustained through time—that is to say, one must understand "society" as a process of production. By the same token, all cultures produce ideas or "representation" (e.g., about reality, nature, society, gender, authority) that serve to legitimize or validate each society's particular social arrangements. These ideologies play an important role in social production, on the one hand, and are also products of social processes, on the other. This course focuses on the linkages between ideology and social production in readings drawn from social theory and

ethnographic case studies. We discuss strongly diverging views (psychoanalytic, post-modernist, poststructuralist, practice-theory, neoMarxist) on how best to conceive social processes. An integrating theme is that understanding ideology and its alienating operations is essential in developing a coherent understanding of what culture, in the last analysis, is.

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

Fall. 4 credits. S. Sangren.

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

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

Spring. 4 credits. D. Boyer.

Anthropological research on institutions and professions is a rapidly expanding area of inquiry. Anthropology is broadening horizons of research on complex societies, social elites, and reflexivity. This mode of research has conceptual and methodological challenges all its own, some of which require rethinking or adapting the "traditional" armature of anthropological theory and field research. For example, how can anthropological theories of language and culture be made helpful/relevant to understanding the everyday life of institutions and the social subjectivity of professionals? How can ethnographers gain access to institutions (such as consulting and advertising firms) where logics of proprietary knowledge are paramount? This course reviews past and present ethnography on professionals and institutions with special attention to what conceptual paradigms and methods are suitable to the objects of inquiry.

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

Spring. 4 credits. Not offered 2003-2004. D. Holmberg.]

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

Spring. 4 credits. Not offered 2003-2004. H. Miyazaki.]

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

Spring. 4 credits. V. Munasinghe.

The most baffling aspect of ethnicity is that while ethnic sentiments and movements gain

ground rapidly within the international arena, the claim that ethnicity does not exist in any objective sense is also receiving increasing credence within the academic community. How can something thought "not to exist" have such profound consequences in the real world? In lay understandings, ethnicity is believed to be a "natural" disposition of humanity. If so, why does ethnicity mean different "things" in different places? Anthropology has much to contribute to a greater understanding of this perplexing phenomenon. After all, the defining criterion for ethnic groups is that of critical distinctiveness. Through ethnographic case studies, this course examines some of the key anthropological approaches to ethnicity. We explore the relationship of ethnicity to culture, ethnicity to nation, and ethnicity to state to better understand the role ethnicity plays in the identity politics of today.

B. Interpretive Approaches in Cultural Anthropology:

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

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

Fall. 3 credits. D. Boyer.

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

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

Spring. 4 credits. J. Fajans.

You are what you eat! This course examines the way food is produced, prepared, exchanged, presented, and given meaning in cultures around the world. It examines the symbolism of specific foodstuffs. Who prepares food and how it is done? Who feeds whom and how 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 320 Myth, Ritual, and Symbol (also RELST 320) @ (III) (CA)

Spring. 4 credits. J. Fajans.

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

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

Fall. 4 credits. S. Sangren.

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

ANTHR 350 Art, Material Culture, and Society @ # (III) (SBA)

Fall. 4 credits. J. Winegar.

This course explores the major anthropological approaches to the relationship between objects and social life. Since the beginning of their discipline, anthropologists have analyzed the different functions of objects in human societies and the meanings that different cultures attribute to them. They also have studied the relationship between the aesthetic properties of objects and the political, economic, and social relations specific to the different cultures that produce them. In this course, we analyze the major themes in these anthropological studies of art and material culture by looking at examples from Africa, the Middle East, Australia, Oceania, and Europe and subcultural groups in the United States and Great Britain. These include: how and why objects are categorized in different cultures (e.g., as art objects, utilitarian objects, ritual objects); the debate over the cross-cultural applicability of "art" and "aesthetics"; the roles and ideologies of "the artist" in different societies; the ways that different objects are used to define groups of people (e.g., according to clan, gender, class, nationality); the relationship between the exchange/circulation of objects and social relations between different groups; the commodification of objects; the international trade in tourist objects and art; and the role of museums in representing/constructing cultures through objects. Students create a comprehensive design for a museum exhibition as their final project.

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

Spring. 4 credits. V. Santiago-Irizarry.

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

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

Fall. 4 credits. Not offered 2003–2004.
A. Willford.]

[ANTHR 387 Comparative Islamic Movements (also NES 387) @ (III) (CA)]

Fall. 4 credits. J. Rigi.
For course description, see section IIIC,
Understanding Cultures and Societies.

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

Spring. 4 credits. Not offered 2003–2004.]

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

Spring. 4 credits. Not offered 2003–2004.]

[ANTHR 418 Sacred Time and Ordinary Time (also S HUM 417)]

Spring. 4 credits. Limited to 15 students.
K. Jordan.
This course examines the interpenetration of sacred and ordinary in a variety of cultural settings, from small-scale societies to modern states. It looks at the allocation of labor for the sacred, and the inclusionary and exclusionary relations this creates, as well as the re-emergence of sacredness within secular states, historicizing and engendering both processes.

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

Spring. 4 credits. H. Miyazaki.
In this course, we will seek to carve out a space for a new kind of anthropological engagement with philosophy and theology. Following an examination of ways in which anthropologists have engaged with philosophy and theology, we will examine a full range of philosophical and theological reflections on hope. Texts will be drawn from the following traditions: Kantian philosophy, Marxist philosophy, existentialism, pragmatism, political theology, education theory, feminism, and queer theory. The goal of this course is to confront the character of hope in the production of academic knowledge through an investigation of academics' reflection on hope itself.

[ANTHR 427 Giving and Humanitarianism (also S HUM 426)]

Spring. 4 credits. Limited to 15 students.
E. Bornstein.
This seminar explores the boundaries between secular and sacred practices of giving and humanitarianism. It addresses the cultural specificity of global humanitarian aid and the ways that charitable giving has been theorized historically. For example, what makes charity a recognizable and culturally appropriate practice? How do different cultural understandings of humanity and kinship affect humanitarian efforts that promote giving to strangers? In institutionalized giving, how are supposedly universal conceptions of humanity addressed in local settings? Using Christian, Islamic, and Hindu religious texts, we compare conceptions of charity in a historical and cross-cultural perspective. Along with primary religious texts, we read social theories of giving and international humanitarianism as well as anthropological examples of giving in specific local contexts of the United States, Africa, and India. The seminar is divided into four thematic sections: humanitarianism and the three salvational religions. Readings include selections from the Bible, the Quran, Vedic and Upanishadic texts, and the

Bhagavad Gita as well as anthropological theory, ethnographic case studies, and literary examples.

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

Fall. 4 credits. H. Miyazaki.
In this seminar, we will study a series of debates surrounding exchange in the Pacific. In discussing these debates, we will investigate a wide range of theoretical issues such as reciprocity, the production of value, gender, ritual language, material culture, and colonialism. In particular, we will read the work of Bronislaw Malinowski, Marcel Mauss, Marshall Sahlins, Annette Weiner, Nancy Munn, Maurice Godelier, Marilyn Strathern, and Nicholas Thomas. The ultimate purpose of the seminar is to appreciate anthropologists' divergent modalities of intellectual engagement and their shared aesthetics of ethnographically grounded critique.

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

Fall. 4 credits. Not offered 2003–2004.
J. Henderson.]

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

Spring. 4 credits. Not offered 2003–2004.]

C. Cultures in Anthropological Perspective:

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

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

Spring. 3 credits. Limited to 15. Sophomore Writing Seminar. V. Munasinghe.
This interdisciplinary course (with an emphasis in anthropology) will introduce students to the multiple routes/roots, lived experiences and imagined worlds of South Asians who have traveled to various lands at different historical moments spanning Fiji, South Africa, Mauritius, Britain, Malaysia, the United States, Trinidad, and even within South Asia itself such as the Tamil-speaking population of Sri Lanka. The course will begin with the labor migrations of the 1830s and continue to the present. The primary exercise will be to compare and contrast the varied expressions of the South Asian Diaspora globally to critically evaluate this transnational identity. Thus, we will ask what, if any, are the ties that bind a fifth-generation Indo-Trinidadian whose ancestor came to the New World as an indentured laborer or "coolie" in the mid-nineteenth century to labor in the cane fields, to a Pakistani medical doctor who migrated to the United States in the late 1980s. If diaspora violates a sense of identity based on territorial integrity, then could "culture" serve as the basis for a shared identity?

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-intensive study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the

discipline's outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.

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

Fall. 3 credits. Not offered 2003–2004.
V. Santiago-Irizarry.]

[ANTHR 230 Cultures of Native North America @ # (III) (CA)]

Fall. 4 credits. B. Lambert.
A survey of the principal Eskimo and American Indian culture areas north of Mexico. Selected cultures are examined to bring out distinctive features of the economy, social organization, religion, and worldview. Although the course concentrates on traditional cultures, some lectures and readings deal with changes in native ways of life that have occurred during the period of European-Indian contact.

[ANTHR 260 Japanese Popular Culture (III) (CA)]

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

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

Fall. 4 credits. V. Munasinghe.
The common perception of ethnicity is that it is a "natural" and an inevitable consequence of cultural difference. "Asians" overseas, in particular, have won reputations as people who cling tenaciously to their culture and refuse to assimilate into their host societies and cultures. But, who are the "Asians?" On what basis can we label "Asians" an ethnic group? Although there is a significant Asian presence in the Caribbean, the category "Asian" itself does not exist in the Caribbean. What does this say about the nature of categories that label and demarcate groups of people on the basis of alleged cultural and phenotypical characteristics? This course examines the dynamics behind group identity, namely ethnicity, by comparing and contrasting the multicultural experience of Asian populations in the Caribbean and the United States. Ethnographic case studies focus on the East Indian and Chinese experiences in the Caribbean and the Chinese, Korean, Japanese, Filipino, and Indian experiences in the United States.

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

Spring. 4 credits. Not offered 2003–2004.
H. Miyazaki.]

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

Spring. 4 credits. Not offered 2003–2004.
A. Willford.]

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

Fall. 4 credits. Not offered 2003–2004.
J. Fajans.]

[ANTHR 337 Gender, Identity, and Exchange in Melanesia @ (III) (SBA)]
Fall. 4 credits. Not offered 2003-2004.]

[ANTHR 339 Peoples and Cultures of the Himalayas (also ANTHR 739) @ (III) (CA)]
Spring. 4 credits. Not offered 2003-2004.
K. March.]

ANTHR 343 Anthropology Through China Ethnography @ (III) (SBA)
Fall. 4 credits. S. Sangren.

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

[ANTHR 344 Male and Female in Chinese Culture and Society (also FGSS 344) @ (III) (SBA)]
Fall. 4 credits. Not offered 2003-2004.
S. Sangren.]

[ANTHR 346 The Kayapo of Brazil (also ANTHR 646) @ (III) (CA)]
Spring. 4 credits. Not offered 2003-2004.
T. Turner.]

ANTHR 355 Ancient Mexico and Central America (also ARKEO 355) @ # (III) (HA)]
Spring. 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 356 Archaeology of the Andes (also ARKEO 356) @ # (III) (HA)]
Spring. 4 credits. Not offered 2003-2004.
J. Henderson.]

ANTHR 377 The United States (also LSP 377 and AM ST 377) (III) (CA)]
Fall. 4 credits. V. Santiago-Isrizarry.
The anthropological inquiry into one's own culture is never a neutral exercise. This course explores issues in the cultural construction of the United States as a "pluralistic" society. We 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 include historic documents and accounts, popular writing, and recent ethnographies on the United States.

[ANTHR 383 Topics in African Ethnography: The State and Civil Society in Colonial and Contemporary Africa @ (III) (SBA)]
Fall. 4 credits. Not offered 2003-2004.
J. Schoss.]

ANTHR 384 Africa in the Global Economy (also ANTHR 784) @ (III) (SBA)]
Fall. 4 credits. J. Schoss.

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

ANTHR 387 Comparative Islamic Movements (also NES 387) @ (III) (CA)]
Fall. 4 credits. J. Rigi.

The course analyzes the emergence of Islamic movements in Russia, the Caucasus, Central Asia, and the Middle East with particular attention to their ideologies, their constituencies, and their relations with the state, nationalism, culture, and society. We explore several major questions: To what extent have these movements emerged in response to contemporary social and political issues? To what extent do these movements draw on Koran and Hadith? To what extent are their programs and ideologies modern inventions? What are the similarities and differences between these movements cross-regionally? And finally, what is the historical context and significance of these movements?

[ANTHR 413 Religion and Politics in Southeast Asia (also ASIAN 413) @ (III) (CA)]
Spring. 4 credits. Not offered 2003-2004.
A. Willford.]

ANTHR 441 Himalayan Ethnographies (also ANTHR 741) @ (III) (CA)]
Fall. 4 credits. D. Holmberg.

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

[ANTHR 442 Violence, Symbolic Violence, Terror and Trauma in South Asia and the Himalayas (also ANTHR 642) @ (III) (CA)]
Spring. 4 credits. Not offered 2003-2004.
D. Holmberg.]

ANTHR 450 The Anthropology of Europe (also ANTHR 750)]
Spring. 4 credits. D. Boyer, D. Greenwood, J. Rigi.

This rotating seminar will deal with diverse topics related to the anthropology of Europe. Examples are postsocialist transitions, the ethnographic representation of transnational relations and institutions in Europe, integration in the West and disintegration in the East of Europe, immigration, regionalism, and ethnic conflict. Each year it will be staffed by one of the three Europeanists in the Department of Anthropology—Dominic Boyer, Davydd Greenwood, and Jakob Rigi. The course will serve to balance the area curriculum of the department by adding the "West" to our offerings. It will also serve the Modern European Studies Concentration and the International Relations Concentration directly as an additional, much-needed offering at the upper levels. As the topics and professors will shift, students can take more than one of these seminars.

[ANTHR 456 Mesoamerican Religion, Science, and History @ # (III) (CA)]
Fall. 4 credits. Not offered 2003-2004.
J. Henderson.]

ANTHR 462 Catalhöyük and Archaeological Practice (also ANTHR 762 and ARKEO 462/762) @ # (III) (HA)]
Fall. 4 credits. N. Russell.

Çatalhöyük is a famous and extraordinary Neolithic site in Anatolia. It has intrinsic interest as one of the largest sites in the world at this time, for its spectacular wall paintings and other art, and for many claims of myths of origin that have been made about it (first city, first cattle domestication, first drum, first town plan, etc.). In addition to the many fascinating aspects of the site itself, it is the nexus of many key issues in current archaeology. The current excavations not only employ a wide range of the latest scientific methods but aim to forge a new humanistic approach to fieldwork, putting postprocessual archaeology into practice. The site has been adopted as a sacred place by the goddess movement and plays a role in local, national, and international politics as well as the construction of national identity. Thus it exemplifies the intersection of politics and archaeology. Both the earlier and the current project have made explicit efforts to communicate with nonarchaeologists, thus engaging the issues of public archaeology. It is a key site, in the context of other work in the region, for the understanding of animal domestication, Neolithic ritual and religion, gender relations in the prehistoric Near East, and the effects of aggregated settlement. In this course, we will use the site as a focus to examine these and other issues in archaeological practice in general and the Neolithic of the Near East in particular.

[ANTHR 477 Ethnology of Island Southeast Asia @ (III) (CA)]
Fall. 4 credits. Not offered 2003-2004.]

[ANTHR 493 Seminar in Archaeology (also ARKEO) (III) (HA)]
Fall. 4 credits. Not offered 2003-2004.]

IV. Anthropological Thought and Method

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

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

Fall. 3 credits. Not offered 2003–2004.
T. Volman.]

[ANTHR 306 Ethnographic Description (III)]

Fall. 4 credits. Not offered 2003–2004.]

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

Fall. 4 credits. J. Siegel.

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

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

Spring. 4 credits. N. Russell.

Human-animal relationships are often seen in utilitarian, especially nutritional, terms. This is especially true of the analysis of animal remains from archaeological sites. It is clear, however, that animals and meat have significance far beyond their economic value. This course focuses on these nondietary roles of animals in human societies, past and present. We will explore a broad range of issues to gain a fuller view of human relations to animals. Domestication involves not only the technical process of controlling animal movements and breeding, but more crucially requires a fundamental shift in the human perception of animals and their relationship to them. Are pets domestic animals in the same sense as animals that are eaten, or does their owners' relationship with them more closely resemble that of hunters with their prey? Do wild animals mean the same thing to hunter-gatherers and farmers who hunt? We will also consider the importance of animals as wealth, as objects of sacrifice, as totems (metaphors for humans), and as symbols in art. Meat has undeniable dietary value, but the social aspect of consumption is also important. Meat can be used in the context of such behaviors as feasting and meat sharing to create, cement, and manipulate social relationships. In this seminar, we will examine these issues primarily (but not exclusively) in the context of the ethnography and archaeology of the Old World with which the instructor is most familiar, but students are encouraged to offer examples from their own areas of expertise. This course is open to students of archaeology, cultural anthropology, and other disciplines who have an interest in human-animal relations.

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

Fall. 4 credits. D. J. Greenwood.

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

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

Spring. 4 credits. T. Turner and J. Rigi.
A reading and interpretation of Marx's principal writings, emphasizing both the continuities and the changes from his earlier to his later works, with attention given to contemporary developments and controversies in Marxian scholarship.

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

Fall. 4 credits. T. Volman.
For description, see section V, Human History and Archaeology.

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

Fall. 4 credits. Not offered 2003–2004.
V. Santiago-Irizarry.]

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

Spring. 4 credits. Not offered 2003–2004.]

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

Spring. 4 credits. Not offered 2003–2004.]

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

Fall. 4 credits. Prerequisite: undergraduates must have two prior anthropology courses or permission of instructor. Not offered 2003–2004. J. Fajans.]

ANTHR 458 Archaeological Analysis (also ANTHR 658 and ARKEO 458/658) (III) (SBA)

Spring. 4 credits. Prerequisite: one course in archaeology or permission of instructor. Limited to 15 students. J. Henderson.
An introduction to methods of recording, processing, and analyzing archaeological data. Topics include recording of excavation and survey data in the field; processing artifacts in the laboratory; storing and retrieving data; and basic methods of describing, tabulating, analyzing, and interpreting artifacts (mainly ceramic vessels), stratigraphy, and spatial distributions. Intended for those with some understanding of the uses to which archaeological data are put in regional synthesis and interpretation; previous field experience is helpful.

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

Fall. 4 credits. Not offered 2003–2004.]

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

Fall. 5 credits. Not offered 2003–2004.
N. Russell.]

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

Spring. 4 credits. Permission of instructor only. Not offered 2003–2004. N. Russell.]

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

Spring. 4 credits. Not offered 2003–2004.]

[ANTHR 474 Laboratory and Field Methods in Human Biology (also BIOEE 474) (I)]

Spring. 5 credits. Limited to 16 students. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Recommended: permission of instructor by preregistering in E231 Corson. Independent research project required. Offered alternate years. Not offered 2003–2004. K. A. R. Kennedy.]

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

Fall. 4 credits. Not offered 2003–2004.
A. Willford.]

ANTHR 487 Field Research Abroad

Fall or spring. Credit TBA. Intended for undergraduate students only. Staff.
Field research abroad as part of the Cornell-Nepal Studies Program, the Cornell-Honduras Program, or other departmentally-approved programs. Topics are selected and project proposals prepared by students in consultation with faculty. Fieldwork typically involves extended research (usually four–six weeks) in a foreign setting with faculty supervision, culminating in a major paper or report.

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

Spring. 4 credits. 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?

ANTHR 495 Action Research Practicum

Fall and spring. 2 credits. Prerequisite: student must be holder of Bartels Action Research Undergraduate Fellowship.
D. Greenwood.
The Henry E. Bartels Undergraduate Action Research Fellowship Program offers opportunities for Cornell University undergraduate students from all colleges, departments, and majors to engage in action research projects in the local community, including the Ithaca area and the Cornell campus community. This is a two-part course.

V. Human History and Archaeology

Archaeology tells the story of human origins, the invention of farming and settled life, the rise of complex social institutions and technologies, and the worldviews of the past, while also teaching field and laboratory methods for uncovering the human past.

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

Spring. 3 credits. T. Volman.

For course description, see section IA, Introductory Courses.

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

Fall. 3 credits. Not offered 2003-2004.
T. Volman.]

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

Fall. 3 credits. Not offered 2003-2004.]

ANTHR 242 Early Agriculture @ # (III) (HA)

Spring. 3 credits. N. Russell.

Throughout most of the human career, people survived by hunting and gathering wild foods. The advent of food production is one of the most profound changes in (pre)history. This course examines the current evidence for the appearance and spread of agriculture (plant and animal domestication) around the world. We consider definitions of agriculture and domestication, the conditions under which it arises, the consequences for those who adopt it, and why it has spread over most of the world.

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

Fall. 4 credits. Not offered 2003-2004.
T. Volman.]

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

Spring. 4 credits. N. Russell.

For description, see section IV, Anthropological Thought and Method.

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

Spring. 4 credits. J. Henderson.

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

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

Spring. 4 credits. Not offered 2003-2004.
J. Henderson.]

ANTHR 370 Environmental Archaeology (also ANTHR 670 and ARKEO 370/670) (I/PBS Supplementary List)

Fall. 4 credits. T. Volman.

A survey of selected topics in paleoenvironmental analysis and reconstruction, with emphasis on how they inform interpretations of the archaeological record. The course ranges broadly from a general consideration of human ecology and the role of environment in culture change to detailed study of specific techniques and approaches.

ANTHR 371 Human Paleontology (also BIOEE 371) # (I) (PBS)

Fall. 4 credits. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Lects, M W F 2:30; lab, 1 hour each week, TBA; occasional field trips. Offered alternate years.
K. A. R. Kennedy.

A broad survey of the fossil evidence for human evolution with special attention to skeletal and dental anatomy, geological contexts, paleoecology, dating methods, archaeological associations, and current theories of human origins and physical diversity.

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

Fall. 4 credits.

A survey of contemporary and recent peoples with economies based completely or mainly on hunting and gathering. Selected societies from various parts of the world will be examined to compare aspects of technology, subsistence practices, organization, and beliefs. The impact of contact with more economically advanced societies will be considered.

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

Spring. 4 credits. Not offered 2003-2004.]

[ANTHR 409 Approaches to Archaeology (also ANTHR 609 and ARKEO 409/609) (III) (CA)]

Fall. 4 credits. Not offered 2003-2004.]

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

Fall. 4 credits. Not offered 2003-2004.
J. Henderson.]

ANTHR 458 Archaeological Analysis (also ANTHR 658 and ARKEO 458/658) (III) (SBA)

Spring. 4 credits. J. Henderson.

For description, see section IV, Anthropological Thought and Method.

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

Fall. 4 credits. Not offered 2003-2004.]

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

Fall. 4 credits. N. Russell.

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

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

Fall. 5 credits. Not offered 2003-2004.
N. Russell.]

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

Spring. 4 credits. Not offered 2003-2004.
N. Russell.]

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

Spring. 4 credits. Not offered 2003-2004.]

[ANTHR 469 Gender and Age in Archaeology (also ANTHR 669, ARKEO 469/669) # (III) (SBA)]

Spring. 4 credits. Not offered 2003-2004.
N. Russell.]

[ANTHR 493 Seminar in Archaeology (also ARKEO 493) (HA)]

Fall. 4 credits. Not offered 2003-2004.]

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

Spring. 4 credits. T. Volman.

For course description, see section IV, Anthropological Thought and Method.

VI. Nature and Culture

Thinking about nature and culture and their interaction is central to contemporary anthropology. The courses in this section present a biological and evolutionary perspective on behavior, focus on the interplay between nature and culture, and discuss the controversies surrounding these relationships between these dimensions of human life.

[ANTHR 208 The Evolution of Human Mating (I/PBS Supplementary List)]

Spring. 4 credits. Not offered 2003-2004.]

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

Spring. 4 credits. S. Sangren.

For course description, see section IA, Introductory Courses.

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

ANTHR 242 Early Agriculture @ # (III) (HA)

Spring. 3 credits. N. Russell.

For course description, see section V, Human History and Archaeology.

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

Fall. 4 credits. Not offered 2003-2004.
S. Sangren.]

ANTHR 370 Environmental Archaeology (also ANTHR 670 and ARKEO 370/670) (I/PBS Supplementary List)]

Fall. 4 credits. T. Volman.

For description, see section V, Human History and Archaeology.

ANTHR 371 Human Paleontology (also BIOEE 371) # (I) (PBS)

Fall. 4 credits. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Lects, M W F 2:30; lab, 1 hour each week TBA; occasional field trips. Offered alternate years.
K. A. R. Kennedy.

For course description, see section V, Human History and Archaeology.

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

Fall. 4 credits. T. Volman.

For description, see section V, Human History and Archaeology.

[ANTHR 375 Evolutionary Theory and Human Behavior (also ANTHR 675) (I/PBS Supplementary List)]

Spring. 4 credits. Not offered 2003-2004.]

ANTHR 390 Primate Behavior and Ecology (I/PBS Supplementary List)]

Spring. 4 credits. Prerequisite: ANTHR 101 or permission of instructor.

A. Clark Arcadi.

The course investigates all aspects of non-human primate life. Based on the

fundamentals of evolutionary theory, group and inter-individual behaviors are presented. In addition, an understanding of group structure and breeding systems is reached through an evaluation of ecological constraints imposed on primates in different habitats. Subjects include: primate taxonomy, diet and foraging, predation, cooperation and competition, social ontogeny, kinship, and mating strategies. Field trip fee: \$15.

[ANTHR 409 Approaches to Archaeology (also ANTHR 609 and ARKEO 409/609) (III) (CA)]

Fall. 4 credits. Not offered 2003–2004.]

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

Fall. 4 credits. Limited to 15 students.

Prerequisite: anthropology major or permission of instructor. Not offered 2003–2004. D. Holmberg.]

ANTHR 490 Topics in Biological Anthropology

Spring. 4 credits. Prerequisites: ANTHR 101, ANTHR 390, or permission of instructor. A. Clark Arcadi.

Current topics in biological anthropology are explored. Topics change each semester. Topic for Spring 2004: Human-Primate Interactions: Local Ecologies, Global Economies, and Conservation Strategies.

Relevant courses in other departments

[BIOPL 247 Ethnobiology]

Fall (2004). 3 credits. D. M. Bates.]

BIOPL 348 The Healing Forest

Spring. 2 credits. D. M. Bates, E. Rodriguez.

BIOPL 442 Current Topics in Ethnobiology

Fall. 2 credits. Permission to register is required. Limited to 12 students. D. Bates.

[MUSIC 104 Introduction to World Music II: Asia]

Fall. 3 credits. Not offered 2003–2004. M. Hatch.]

MUSIC 245 Gamelan in Indonesian History and Cultures

Fall. 3 credits. Permission of instructor required. M. Hatch.

[NS/HD/B&SOC 347 Human Growth and Development: Biological and Social Interactions]

Spring. 3 credits. Not offered 2003–2004. J. Haas, S. Robertson.]

NS 630 Anthropometric Assessment

Spring. 1 credit. J. Haas.

VII. Graduate Seminars

The graduate program in anthropology is described in much greater detail in the Graduate Program brochure which is available through the Director of Graduate Studies. This document is also found on the anthropology department web page at falcon.arts.cornell.edu/Anthro/. The seminars described immediately below pertain to the program in socio-cultural 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 socio-cultural anthropology: ANTHR 600 and 601. ANTHR

603 is strongly recommended. These courses are open to graduate students from other related fields. This sequence, and the graduate curriculum in general, is premised on the idea that anthropology is best defined as the comparative study of human social life. This definition resists institutional pressures in the academy to distinguish social science from humanistic or cultural studies and scholarly from more worldly applications. Our most important method, ethnography, is at once scientific and humanistic; disciplinary aspirations refuse to view cultural interpretation and analytic explanation as separable values. Furthermore, theory in anthropology is directly related to practice in the world whether in relation to research or more action-oriented pursuits. Consequently, the core sequences as well as most other courses for graduate students are oriented explicitly toward subverting an ideological construction of social life as separable into cultural and social (or political-economic) domains.

ANTHR 600 Proseminar: Culture and Symbol

Fall. 6 credits. D. Boyer.

This course focuses on an appreciation of symbolic, expressive, and representational forms and processes both as producers and products of social activities. Through the study of symbolic anthropology, structuralism, exchange, myth and ritual, religion, gender, personhood, linguistics, semiology, etc., we investigate how identity and meaning are linked to the practical exigencies of social life. While emphasizing aspects of the discipline generally associated with cultural anthropology, the course endeavors to set the stage for a dialectical understanding of social, political, economic, and symbolic activities as interrelated phenomena. The works of de Saussure, Levi-Strauss, Dumont, Geertz, Victor Turner, Sahlins, among others, as well as contemporary theories are given careful attention.

ANTHR 601 Proseminar: Social Organization

Spring. 6 credits. T. Turner.

This course focuses on linkages between culture and social institutions, representations and practices. The nature of these linkages is debated from strongly contesting points of view in social theory (structuralist, poststructuralist, utilitarian, hermeneutic, Marxist). Unlike debates in critical theory where the form of contestation has been mainly philosophical, in anthropology, these issues have developed in ethnographic analyses. The course briefly surveys kinship theory and economic anthropology with a focus on implications for general issues in social theory. Discussion of attempts to develop dialectical syntheses around the motion of "practice" follows. The issues addressed in this section carry over into the next, colonialism and post-colonialism, in which poststructuralist readings of history are counterposed to Marxist ones. Finally, Lacanian and Marxist visions of ideology as they relate to anthropological theory and ethnographic analysis are examined with particular emphasis on the cultural and social production of persons.

[ANTHR 602 The Practices of Anthropology]

Fall. 4 credits. Not offered 2003–2004.]

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

Fall. 4 credits. Not offered 2003–2004. V. Santiago-Irizarry.]

[ANTHR 604 Praxis and Culture]

Spring. 4 credits. Not offered 2003–2004.]

[ANTHR 605 Archaeological Research Design (also ANTHR 405 and ARKEO 405/605)]

Spring. 4 credits. Not offered 2003–2004.]

[ANTHR 606 Professional Ethics for Anthropologists]

Spring. 4 credits. Non-anthropology grads with consent of instructor. Not offered 2003–2004. T. Turner.]

[ANTHR 609 Approaches to Archaeology (also ANTHR 409 and ARKEO 409/609)]

Fall. 4 credits. Not offered 2003–2004.]

[ANTHR 610 Language and Myth]

Fall. 4 credits. Not offered 2003–2004.]

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

Spring. 4 credits. Not offered 2003–2004. D. Holmberg.]

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

Fall. 4 credits. Not offered 2003–2004.]

[ANTHR 616 Cultural Production of the Person]

Spring. 4 credits. Not offered 2003–2004. J. Fajans.]

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

Fall. 4 credits. Prerequisite: concurrent attendance in the lectures and films of ANTHR/FGSS 321 and permission of instructor. Staff.

For course description, see ANTHR 321, section IIIA, Understanding Cultures and Societies.

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

Spring. 4 credits. V. Santiago-Irizarry.

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

ANTHR 628 Social Forms of Violence in Anthropological Perspective

Fall. 4 credits. J. Siegel.

The seminar treats war, the feud, and witchcraft with the aim of framing questions in ways amenable to anthropological analysis. We ask why death so frequently prompts sentiments of vengeance; we consider witchcraft, asking about its relation to the uncanny and we attempt to reread Evans-Pritchard and others in the light of current

theories of violence. We also consider colonial war and the jihad.

[ANTHR 629 Chinese Ethnology]
Spring. 4 credits. Not offered 2003-2004.]

[ANTHR 632 Andean Symbolism]
Spring. 4 credits. Not offered 2003-2004.]

ANTHR 635 Southeast Asia: Readings in Special Problems

Fall or spring. Credit TBA. Staff.
Independent reading course on topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

[ANTHR 640 Problems in Himalayan Studies]

Fall, spring. 4 credits. Not offered 2003-2004. D. Holmberg.]

ANTHR 641 South Asia: Readings in Special Problems

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

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

Spring. 4 credits. Not offered 2003-2004. D. Holmberg.]

ANTHR 644 Research Design

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

[ANTHR 646 The Kayapo of Brazil (also ANTHR 346)]

Spring. 4 credits. Not offered 2003-2004. T. Turner.]

[ANTHR 652 Evidence: Ethnography and Historical Method]

Fall. 4 credits. Not offered 2003-2004. H. Miyazaki.]

ANTHR 655 East Asia: Readings in Special Problems

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

[ANTHR 656 Maya History (also ARKEO 656)]

Spring. 4 credits. Not offered 2003-2004. J. Henderson.]

ANTHR 658 Archaeological Analysis (also ANTHR 458 and ARKEO 458/658)

Spring. 4 credits. J. Henderson.
For description, see ANTHR 458, section IV, Anthropological Thought and Method.

[ANTHR 659 Archaeology of the Household (also ANTHR 459 and ARKEO 459/659)]

Fall. 4 credits. Not offered 2003-2004.]

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

Spring. 4 credits. Not offered 2003-2004. V. Santiago-Irizarry.]

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

Fall. 4 credits. D. J. Greenwood.
For description, see ANTHR 362, Section IV, Anthropological Thought and Method.

ANTHR 663 Action Research

Spring. 4 credits. D. Greenwood.
This seminar is a practicum in action research (AR) in which the semester becomes a self-managing learning environment for the exploration of the techniques and group processes involved in AR, including co-generative learning, searching, and AR facilitation. Participation in a seminar-centered LISTSERV on the Internet is expected.

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

Spring. 4 credits. Not offered 2003-2004. B. Lambert.]

ANTHR 667 Contemporary Archaeological Theory (also ARKEO 667)

Fall. 4 credits. Prerequisite: undergraduates with permission of instructor only. N. Russell.

This course surveys recent developments and current debates in archaeological theory. This includes the processual/postprocessual debate and contrasts between scientific and humanistic approaches more generally, as well as other approaches (Marxist, feminist, etc.). We also discuss ethical concerns and engagements with groups outside archaeology with interests in the past.

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

Spring. 4 credits. T. Turner and J. Rigi.
For course description, see ANTHR 368, section IV, Anthropological Thought and Method.

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

Spring. 4 credits. Not offered 2003-2004. N. Russell.]

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

Fall. 4 credits. T. Volman.
For description, see ANTHR 370, section V, Human History and Archaeology.

[ANTHR 671 Palaeoanthropology of South Asia (also BIOEE 671 and ASIAN 620)]

Fall. 3 credits. Not offered 2003-2004.]

ANTHR 672 Hunters and Gatherers (also ANTHR and ARKEO 372/672)

Fall. 4 credits.
For description, see ANTHR 372, section V, Human History and Archaeology.

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

Fall. 3 credits. Prerequisite: one year of introductory biology, ANTHR 101, or permission of instructor. Offered alternate years. Not offered 2003-2004. K. A. R. Kennedy.]

[ANTHR 677 The Anthropology of Global Turbulence]

Fall. 4 credits. Not offered 2003-2004. J. Rigi.]

ANTHR 678 Value and Life: From Gift to Spectacle

Spring. 4 credits. J. Rigi.
A major aspect of the contemporary world is an unprecedented dialectical process of commoditization of life world and culture on the one hand, and the semiotization of commodities and economy on the other. In other words, culture and economy have mutually appropriated each other logics and their boundaries are blurred: culture has emerged as a particular branch of economy, and economy has become a particular branch of cultural production. The aim of the course is to analyze the dialectical unity and tension between culture and economy through reviewing theories and ethnographies of value. Here value is considered in a broad sense: economic, cultural, moral and ethical. The course starts with classical discussion on gift/commodity, reciprocity/market; then moves to discuss rationality by addressing substantivist/formalist debate; then focuses on Marxian tradition (value, money, fetishism, alienation, commodity reification). Marx will be compared with Simmel. In the third stage, we will move to contemporary theories of value (Baudrillard, Jameson, Mandel, David Harvey, Guy Debord). By engaging with these theories we shall try to arrive to a critical understanding of the contemporary culture, economic, and political processes.

[ANTHR 679 Technocracy: Anthropological Approaches]

Spring. 4 credits. Not offered 2003-2004. A. Riles.]

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

Fall. 4 credits. Not offered 2003-2004. A. Willford.]

ANTHR 682 Perspectives on the Nation

Fall. 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 690 Ritual and Myth: Structure, Process, Practice]

Spring. 4 credits. Not offered 2003–2004.]

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

Spring. 4 credits. A. Rules.

This seminar aims to rethink the anthropological understanding of law and of social movements, respectively, by considering how legal scholars, advocates, government officials, and activists conceive of the relationship between knowledge and politics. We will focus attention on a comparison of feminist theory and legal theory on the one hand, and gender and sexuality-focused social movements and bureaucratic and judicial action on the other. Readings will focus primarily, but not exclusively, on examples from East Asia. One objective of the seminar is to experiment with a variety of possibilities and approaches anthropologists might wish to deploy in the ethnography of law and social movements. Toward this end, four weeks of the course will be devoted to engaging with the work of four anthropologists working on these questions from radically differing perspectives. These four anthropologists will come to Cornell to participate in our class discussions during the week in which we discuss their work. The seminar will coincide with a conference on feminist and legal theory in East Asia.

[ANTHR 699 Current Fields in Biological Anthropology]

Fall. 4 credits. Not offered 2003–2004.]

ANTHR 701 Independent Study: Grad I

Fall or spring. Credit TBA. Intended for graduate students only. Staff.

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

ANTHR 702 Independent Study: Grad II

Fall or spring. Credit TBA. Intended for graduate students only. Staff.

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

ANTHR 703 Independent Study: Grad III

Fall or spring. Credit TBA. Intended for graduate students only. Staff.

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

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

Fall. 4 credits. Not offered 2003–2004. J. Fajans.]

ANTHR 726 Ideology and Social Production (also ANTHR 426)

Spring. 4 credits. S. Sangren.

For description, see ANTHR 426, section III. A., Understanding Cultures and Societies.

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

Spring. 4 credits. Not offered 2003–2004. K. March.]

ANTHR 741 Himalayan Ethnographies (also ANTHR 441) @

Fall. 4 credits. D. Holmberg.

For description, see ANTHR 441, section III. A., Understanding Cultures and Societies.

ANTHR 750 The Anthropology of Europe (also ANTHR 450) @

For description, see ANTHR 450, section III. A., Understanding Cultures and Societies.

ANTHR 762 Catalhoyuk and Archaeological Practice (also ANTHR 462 and ARKEO 462/762)

Fall. 4 credits. N. Russell.

For description, see ANTHR 462, section III. C., Understanding Cultures and Societies.

ANTHR 784 Africa in the Global Economy (also ANTHR 384)

For description, see ANTHR 384, section III. C., Understanding Cultures and Societies.

ARABIC AND ARAMAIC

See under Department of Near Eastern Studies.

ARCHAEOLOGY

S. Baugher (Landscape Architecture), R. G. Calkins (History of Art), K. M. Clinton, director of graduate studies, (Classics), J. E. Coleman (Classics), D. Evett (Language House Program), R. T. Farrell (English), K. L. Gleason (Landscape Architecture), J. S. Henderson, chair (Anthropology), K. A. R. Kennedy (Ecology and Evolutionary Biology), P. I. Kuniholm (Lab of Dendrochronology), R. McNeal, (Asian Studies), D. I. Owen (Near Eastern Studies), J. R. Piggott (History), A. Ramage (History of Art), N. Russell (Anthropology), B. S. Strauss (History), M. A. Tomlan (City and Regional Planning), T. P. Volman, director of undergraduate study (Anthropology), Jeffrey 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 masters' 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 Archaeology 100 or one of the basic courses as defined below before they will be admitted to the major. This course will not be counted toward the major requirements.

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

Once admitted to the major, students must take at least 32 additional credits from the courses listed below, or from related fields

selected in consultation with a major adviser of their choosing. The courses chosen should provide exposure to a broad range of cultures known through archaeology and the methods of uncovering and interpreting them. Sixteen of the credit hours should be at the 300 level or above. At least two courses must be taken from each of the following categories: B. Anthropological Archaeology; C. Classical, Near Eastern, and Medieval Archaeology; and D. Methodology and Technology.

Either ARKEO 481 or ARKEO 482 (Honors Thesis, fall and spring) can count toward the major, but not both. In addition to ARKEO 481 or 482, only four credits of ARKEO 300 (Individual Study) or other supervised study can count towards the major.

Courses basic to the discipline of archaeology are marked with the word "Basic" after the number of credit hours. It is recommended that majors who are planning to pursue graduate studies in archaeology take at least two of the basic courses in each category. Further courses in languages and geology are also recommended.

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

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

The Concentration

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

First-Year Writing Seminars

For course descriptions, see the first-year writing seminar brochure.

I. Introductory Courses and Independent Study Courses

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

Fall. 3 credits. Basic. Staff.

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

[ARKEO 201 Lost Tribes and Sunken Continents (also ANTHR 201) @ #
Summer only. 3 credits. Not offered 2003-2004. D. Evett.]

ARKEO 300 Individual Study in Archaeology and Related Fields
Fall and spring. Credit TBA. Prerequisite: ARKEO 100 or permission of instructor. Students pursue topics of particular interest with the guidance of a faculty member.

ARKEO 481-482 Honors Thesis
481, fall; 482, spring. 4 (V) credits. S-U only. Prerequisite: admission to Honors Program.
The student, under faculty direction, prepares a senior thesis.

ARKEO 600 Special Topics in Archaeology
Fall and spring. 4 (V) credits.
Students pursue advanced topics of particular interest under the guidance of a faculty member(s).

ARKEO 681-682 Master's Thesis
681, fall; 682, spring. 4 (V) credits. S-U only. Limited to students admitted to Master's Program in Archaeology.
Students, working individually with faculty member(s), prepare a Master's Thesis in Archaeology.

II. Anthropological Archaeology

[ARKEO 202 Interpretive Archaeology (also ANTHR 202)]
Fall. 3 credits. Limited to 50 students. Not offered 2003-2004. T. P. Volman.
For description, see ANTHR 202.]

ARKEO 203 Early People: The Archaeological and Fossil Record (also ANTHR 203)
Spring. 3 credits. T. P. Volman.
For description, see ANTHR 203.

[ARKEO 204 Ancient Civilizations (also ANTHR 204)]
Fall. 3 (4) V credits. Not offered 2003-2004. J. S. Henderson.]

[ARKEO 215 Stone Age Art (also ANTHR 215)]
Fall. 3 credits. Not offered 2003-2004. T. P. Volman.]

ARKEO 242 Early Agriculture (also ANTHR 242)
Spring. 3 credits. N. Russell.
For description, see ANTHR 242.

ARKEO 255 Great Empires of the Andes (also ANTHR 255) @ # (III) (HA)
Summer only. 3 credits. M. Malpass.
The Andes region of South America, stretching from northern Colombia to Tierra del Fuego, saw the rise and fall of some of the world's most spectacular societies, from the Moche of the north Peruvian coast to the Incas. Not only were the cultures of this area highly developed, but many of the technologies—

metallurgy, textiles, ceramics, and stonemasonry, to name just four—were unusually sophisticated. The Andean region saw the indigenous domestication of plants and animals as well as the rise of state-level societies. This course introduces students to the cultural developments of this fascinating area, from the earliest times to the fall of the Incas in AD 1543.

[ARKEO 317 Stone Age Archaeology (also ANTHR 317)]
Fall. 4 credits. Not offered 2003-2004. T. P. Volman.]

ARKEO 330 Humans and Animals (also ANTHR 330)
Spring. 4 credits. N. Russell.
For description, see ANTHR 330.

ARKEO 355 Ancient Mexico and Central America (also ANTHR 355)
Spring. 4 credits. J. Henderson.
For description, see ANTHR 355.

[ARKEO 356 Archaeology of the Andes (also ANTHR 356) # @ (III) (HA)]
Spring. 4 credits. Not offered 2003-2004. J. Henderson.]

ARKEO 372 Hunters and Gatherers (also ARKEO 672 and ANTHR 372/672)
Spring. 4 credits. T. Volman.
For description, see ANTHR 372.

[ARKEO 409 Approaches to Archaeology (also ARKEO 609 and ANTHR 409/609)]
Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. Staff.]

[ARKEO 459 Archaeology of the Household (also ARKEO 659 and ANTHR 459/659)]
Fall. 4 credits. Not offered 2003-2004. J. Henderson and N. Russell.]

ARKEO 462 Cataloyuk and Archaeological Practice (also ARKEO 762 and ANTHR 462/762)
Fall. 4 credits. N. Russell.
For description, see ANTHR 462.

[ARKEO 469 Gender and Age in Archaeology (also ARKEO 669 and ANTHR 469/669)]
Spring. 4 credits. Not offered 2003-2004. N. Russell.]

[ARKEO 493 Seminar in Archaeology (also ANTHR 493)]
Fall. 4 credits. Not offered 2003-2004.]

ARKEO 494 Seminar in Archaeology: The Archaeology of Human Origins (also ANTHR 494)
Spring. 4 credits. T. P. Volman.
For description, see ANTHR 494.

[ARKEO 609 Approaches to Archaeology (also ARKEO 409 and ANTHR 409/609)]
Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. N. Russell.]

[ARKEO 659 Archaeology of the Household (also ARKEO 459 and ANTHR 459/659)]
Fall. 4 credits. Not offered 2003-2004. J. Henderson and N. Russell.]

ARKEO 667 Contemporary Archaeological Theory (also ANTHR 667)

Spring. 4 credits. Prerequisite: undergraduates by permission of instructor. Limited to 14 students. N. Russell.
For description, see ANTHR 667.

[ARKEO 669 Gender and Age in Archaeology (also ARKEO 469 and ANTHR 469/669)]
Spring. 4 credits. Not offered 2003-2004. N. Russell.]

[ANTHR 456 Mesoamerican Religion, Science, and History]
Fall. 4 credits. Not offered 2003-2004. J. Henderson.]

[ARKEO 656 Maya History (also ANTHR 656)]
Spring. 4 credits. Not offered 2003-2004. J. Henderson.]

LA 260 Preindustrial Cities and Towns of North America (also CRP 260)
Fall. 3 credits. S. Baugher.
For description, see LA 260.

III. Classical, Near Eastern, and Medieval Archaeology

[ARKEO 221 Minoan-Mycenaean Art and Archaeology (also CLASS 221 and ART H 221)]
3 credits. Not offered 2003-2004. J. Coleman.]

ARKEO 227 The Bible and Ancient Near Eastern Civilization (also NES 227, JWST 227, and RELST 227)
Spring. 3 credits. J. Zorn.

The Hebrew Scriptures are a composite work containing a wide array of literary forms: historical works, prophetic texts, and wisdom literature, among others. These works themselves were compiled from an even wider assortment of text types: cosmologies, folk tales, love songs, palace records, treaties, letters, and more. These texts were not written in a cultural vacuum but find a home in the literary world of Israel's neighbors, including Mesopotamians, Egyptians, Hittites, and others. This course examines the different literary genres found in the Hebrew Scriptures in comparison with similar material from the ancient Near East. This in turn will clarify the interpretation, dating, and purpose of the Biblical material.

[ARKEO 232 Archaeology in Action I (also ART H 224 and CLASS 232)]
Fall. 3 credits. Not offered 2003-2004. P. I. Kuniholm.]

[ARKEO 233 Archaeology in Action II (also ART H 225 and CLASS 233)]
Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2003-2004. P. I. Kuniholm.]

[ARKEO 240 Old World Prehistory (also ANTHR 240)]
Fall. 3 credits. Not offered 2003-2004. N. Russell.]

ARKEO 263 Introduction to Biblical History and Archaeology (also NES 263, JWST 263, and RELST 264)
Spring. 3 credits. J. Zorn.
For description, see NES 263.

[ARKEO 266 Jerusalem through the Ages (also NES 266, JWST 266, RELST 266)]

Fall. 3 credits. Not offered 2003–2004.
J. Zorn.]

[ARKEO 268 Ancient Egyptian Civilization (also NES 268 and JWST 268)]

Spring. 3 credits. Not offered 2003–2004.
G. Kadish.]

[ARKEO 275 Ancient Seafaring (also JWST 261 and NES 261)]

3 credits. Not offered 2003–2004.
D. I. Owen.]

[ARKEO 321 Mycenae and Homer (also CLASS 321 and ART H 321)]

Fall. 4 credits. Prerequisite: at least 1 previous course in Archaeology, Classics, or History of Art. J. Coleman.
For description, see CLASS 321.

[ARKEO 360–361 Origins of Mesopotamian Civilization (also NES 360–361)]

360, fall; 361, spring. 4 credits. D. Owen.
For description, see NES 360–361.

[ARKEO 366 The History and Archaeology of the Ancient Near East (also JWST 366 and NES 366)]

Fall. 4 credits. Not offered 2003–2004.
D. I. Owen.]

[ARKEO 380 Introduction to the Arts of China (also ART H 380)]

Fall. 4 credits. Not offered 2003–2004.
A. Pan.]

[ARKEO 417 Early Medieval Archaeology and Literature (also ARKEO 617, ENGL 417 and 617)]

Fall. 4 credits. Prerequisite: permission of instructor. Enrollment limited to 15 students. This course may be used as one of the three pre-1800 courses required of English majors. Not offered 2003–2004.
R. T. Farrell.]

[ARKEO 425 Seminar on the Bronze Age Architecture of Asia Minor (also ART H 425 and CLASS 430)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004.
P. I. Kuniholm.]

[ARKEO 432 Sardis and the Cities of Asia Minor (ART H 424 and CLASS 432)]

4 credits. Prerequisite: permission of instructor. Not offered 2003–2004.
A. Ramage.]

[ARKEO 434 The Rise of Classical Greece (also ART H 434 and CLASS 434)]

Spring. 4 credits. Recommended: CLASS 220 or 221 or ART H 220 or 221, or permission of instructor. Not offered 2003–2004. P. I. Kuniholm.]

[ARKEO 435 Seminar on Roman Art and Archaeology (also CLASS 435 and ART H 427)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004.
A. Ramage.]

[ARKEO 520 Seminar in Classical Archaeology (also ART H 520 and CLASS 630)]

Spring. 4 credits. P. Kuniholm.
Seminar on Greek Archaeology.

[ARKEO 617 Early Medieval Archaeology and Literature (also ARKEO 417, ENGL 417 and 617)]

Fall. 4 credits. Not offered 2003–2004.
R. T. Farrell.]

[ARKEO 629 The Prehistoric Aegean (also CLASS 629)]

4 credits. For graduate students and advanced undergraduates with permission of instructor. J. E. Coleman.
For description, see CLASS 629.

[CLASS 220 Introduction to Art History: The Classical World (also ART H 220)]

Fall. 4 credits. Not offered 2003–2004.
J. Coleman.]

CLASS 240 Greek Art and Archaeology

Spring. 3 credits. J. Coleman.
For course description, see CLASS 240.

[CLASS 319 Art in the Daily Life of Greece and Rome (also ART H 319)]

Spring. 4 credits. Not offered 2003–2004.
A. Ramage.]

[CLASS 322 Greeks and Barbarians (also ART H 328)]

Fall. 4 credits. Prerequisite: CLASS 220 or 221, or permission of instructor. Not offered 2003–2004. J. Coleman.]

[CLASS 329 Greek Sculpture (also ART H 329)]

4 credits. Not offered 2003–2004.
J. E. Coleman.]

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also RELST 333)]

Fall. 4 credits. A previous course in Classics (civilization or language) or RELST 101 is recommended. Not offered 2003–2004. K. Clinton.]

[ART H 322 Arts of the Roman Empire (also CLASS 350)]

Fall. 4 credits. Not offered 2003–2004.
A. Ramage.]

[ART H 325 Greek Vase Painting (also CLASS 325)]

Fall. 4 credits. Not offered 2003–2004.
A. Ramage.]

[ART H 327 Greek and Roman Coins (also CLASS 327)]

Fall. 4 credits. Not offered 2003–2004.
A. Ramage.]

LA 545 The Parks and Fora of Imperial Rome

Spring. 3 credits. Prerequisites: advanced standing in a design field, classics or history of art, or by permission of the instructor. K. Gleason.
For description, see LA 545.

IV. Methodology and Technology**[ARKEO 256 Practical Archaeology (also CLASS 256)]**

Spring. 3 credits. Not offered 2003–2004.
J. Coleman.]

ARKEO 262 Laboratory in Landscape Archaeology (also LA 262)

Spring. 3 credits. S. Baugher.
For description, see LA 262.

ARKEO 285 Art, Archaeology, and Analysis (also ENGR 185, EAS 200, MS&E 285)

Spring. 3 credits. Does not meet liberal studies distribution requirements. Staff.
For description, see EAS 200.

ARKEO 309 Dendrochronology of the Aegean (also ART H 309 and CLASS 309) # (IV) (HA)

Fall and spring. 4 credits. Limited to 10 students. Letter only. Prerequisite: permission of instructor. P. I. Kuniholm.
Participation in a research project of dating modern and ancient tree-ring samples from the Aegean and Mediterranean. Supervised reading and laboratory work. A possibility exists for summer fieldwork in the Aegean.

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

Fall. 4 credits. Not offered 2003–2004.
T. Volman.]

ARKEO 370 Environmental Archaeology (also ARKEO 670 and ANTHR 370 and 670)

Spring. 4 credits. T. P. Volman.
For description, see ANTHR 370.

[ARKEO 402 Designing Archaeological Exhibits (also ARKEO 602)]

Spring. Variable (letter grade only). Not offered 2003–2004. S. Baugher.]

[ARKEO 405 Archaeological Research Design (also ARKEO 605 and ANTHRO 405/605)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004.
J. S. Henderson, T. P. Volman.]

[ARKEO 423 Ceramics (also ART H 423 and CLASS 431)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004.
A. Ramage.]

ARKEO 437 Geophysical Field Methods (also EAS 437)

Fall. 3 credits. Prerequisites: PHYS 213 or 208 or permission of instructor.
L. D. Brown.
For description, see EAS 437.

ARKEO 458 Archaeological Analysis (also ARKEO 658 and ANTHR 458/658)

Spring. 4 credits. Prerequisite: 1 course in archaeology or permission of instructor. Enrollment limited to 15 students.
J. S. Henderson.
For description, see ANTHR 458.

[ARKEO 463 Zooarchaeological Method (also ANTHR 463) (III)]

Fall. 5 credits. Not offered 2003–2004.
N. Russell.]

[ARKEO 464 Zooarchaeological Interpretation (also ANTHR 464) (III)]

Spring. 4 credits. Prerequisite: ARKEO/ANTHR 463. Permission of instructor only. Not offered 2003–2004.
N. Russell.]

[ARKEO 467 Origins of Agriculture (also ANTHR 467)]

Spring. 4 credits. Not offered 2003–2004.]

ARKEO 600 Special Topics in Archaeology

Fall. 4 credits. Staff.

ARKEO 601 Graduate Colloquium in Archaeology

Fall. 4 credits. Open to graduate students and advanced undergraduates by permission of instructor. K. Gleason. Faculty members of the Program in Archaeology and invited speakers present summaries of the different aspects of archaeological analysis. Topics may include: lithics, ceramic typology, petrographic and neutron activation analysis, dendrochronology and other chronological techniques, settlement patterns, inscriptions, human and animal bones.

[ARKEO 602 Designing Archaeological Exhibits (also ARKEO 402)]

Spring. Variable (letter grade only). Not offered 2003-2004. S. Baugher.]

[ARKEO 605 Archaeological Research Design (also ARKEO 405 and ANTHR 405/605)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. J. S. Henderson, T. P. Volman.]

ARKEO 670 Environmental Archaeology (also ARKEO 370 and ANTHR 370 and 670)

Spring. 4 credits. T. P. Volman. For description, see ANTHR 370.

[ANTHR 474 Laboratory and Field Methods in Human Biology (also BIOES 474)]

Spring. 5 credits. Prerequisite: 1 year of introductory biology, ANTHR 101, or permission of instructor. Not offered 2003-2004. K. A. R. Kennedy.]

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

Fall. 3 credits. Not offered 2003-2004. K. A. R. Kennedy.]

BIOEE 371 Human Paleontology (also ANTHR 371)

Fall. 4 credits. Prerequisite: one year of introductory biology, ANTHR 101, or permission of instructor. K. A. R. Kennedy. For description, see BIOEE 371.

[BIOEE 671 Paleoanthropology of South Asia (also ANTHR 671 and ASIAN 620)]

Fall. 3 credits. Not offered 2003-2004. K. A. R. Kennedy.]

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

Fall. 3 credits. Prerequisite: one year of introductory biology or ANTHR 101 or permission of instructor. Not offered 2003-2004. K. A. R. Kennedy.]

LA 261 Urban Archaeology (also CRP 261)

Fall. 3 credits. S. Baugher. For description, see LA 261.

LA 569 Archaeology in Preservation Planning and Design (also CRP 569)

Spring. 3 credits. S. Baugher. For description, see LA 569.

V. Relevant Courses at Ithaca College

Contact Sherene Baugher in Landscape Architecture at sbb8 or the Ithaca College Anthropology Department at 607-274-1331 for further information or visit their web site at www.ithaca.edu/hs/anthro/

Prehistory of South America. M. Malpass. Every other year.

New World Complex Societies. M. Malpass. Irregular offering.

Archaeological Methods and Techniques. M. Malpass. Spring 2004. Irregular offering.

World Prehistory. J. Rossen. Every semester.

North American Prehistory. J. Rossen. Every year.

People, Plants, and Culture: Archaeobotany and Ethnobotany. J. Rossen. Fall 2003. Every other year.

Seminar: Hunter-Gatherers. J. Rossen. Fall 2003. Every other year.

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

Ethnoarchaeology. J. Rossen. Every other year.

Archaeological Field School. May-July 2003.

ASIAN STUDIES

E. M. Gunn, chair (350 Rockefeller Hall, 255-5095); A. Blackburn, D. Boucher, T. Chaloeintarana, B. de Bary, H. Diffloth, A. Fathi, A. Freedman, D. Gold, T. Hahn, S. Hoare, H. Huang, N. Jagacinski, Y. Katagiri, Y. Kawasaki, F. Kotas, J. M. Law, R. McNeal, F. Mehta, C. Minkowski, D. Mookerjee-Leonard, N. Nakada, Y. Nakanishi-Whitman, S. Oja, A. Riedy, N. Sakai, T. Savella, K. Selden, M. Shin, Y. Shirai, R. Sukle, K. Taylor, Q. Teng, T. Tranviet, S. Tun, D. X. Warner; Emeritus: K. Brazell, T. L. Mei, J. Wolff; Associated Faculty: B. Anderson, A. Carlson, P. Chi, S. Cochran, A. Cohn, M. Hatch, R. Herring, D. Holmberg, M. Katzenstein, K. Kennedy, V. Koschmann, T. Loos, T. Lyons, K. March, K. McGowan, S. Mohanty, V. Munasinghe, V. Nee, A. Nussbaum, A. Pan, C. Peterson, P. Sangren, V. Shue, J. Siegel, R. Smith, J. J. Suh, E. Tagliacozzo, N. Uphoff, J. Whitman, A. Willford

The Department of Asian Studies encompasses the geographical areas of East Asia, South Asia, and Southeast Asia and offers courses in most of the disciplines of the social sciences and the humanities. Forty-five members of the Asian Studies Department specialize in languages, linguistics, literatures, and religions, while associated faculty throughout the university teach courses on Asia in their own disciplines, from art history and government to rural sociology. Asian Studies courses through the 400 level (ASIAN is the prefix) are taught in English and are open to all students in the university. Some of these courses may be counted toward majors in other departments; others fulfill various distribution requirements.

The Major

A student majoring in Asian Studies normally specializes in the language and culture of one country and often chooses an additional major in a traditional discipline.

Majors complete two courses at the 200 level (a minimum of six credits with a grade of C or better) in one of the Asian languages offered at Cornell. The major consists of at least 30 additional credits (which may include up to six credits of further language study) of courses numbered 200 and above selected by

the student in consultation with his or her adviser from among the Asia content courses offered by the Department of Asian Studies and by Asia specialists in other departments.

The applicant for admission to the major in Asian Studies must have completed at least two Asia content courses, one of which can be a language course. Students must receive permission for admission to the major from the director of undergraduate studies. The student must have received a minimum grade of C in those courses and in all other courses counted toward the major.

Honors

To be eligible for honors in Asian Studies, a student must have a cumulative GPA of 3.7 in all Asian Studies area courses, exclusive of language study only, and must successfully complete an honors essay during the senior year. Students who wish to be considered for honors should apply to the director of undergraduate studies during the second term of their junior year. The application must include an outline of the proposed project and the endorsement of a supervisor chosen from the Asian Studies faculty. During the first term of the senior year the student does research for the essay in conjunction with an appropriate Asian Studies course or ASIAN 401. By the end of the first term the student must present a detailed outline of the honors essay or other appropriate written work and have it approved by the project supervisor and the director of undergraduate studies. The student is then eligible for ASIAN 402, the honors course, which entails writing the essay. At the end of the senior year, the student has an oral examination (with at least two faculty members) covering both the honors essay and the student's area of concentration.

Concentration in East Asia Studies

A candidate for the Bachelor of Arts degree at Cornell may take a concentration in East Asia studies by completing at least 18 credits of course work.

Students normally take five courses in East Asian studies at the 200 level or above from those East Asian courses listed (China, Japan, Korea) either under Asian Studies or Asian-related courses. Of these, two courses might be Asian language courses at the 200-level or beyond. East Asian graduate courses may also be offered for the concentration, as well as East Asia-related courses with a research paper on an East Asian topic. Appropriate courses taken through Cornell Abroad in East Asia may also be counted toward the concentration. Students concentrating in East Asian studies should select an adviser from the East Asia Program faculty for consultation on their course of study. For more information, contact the Asian Studies Department at 350 Rockefeller Hall, (607) 255-5095.

Concentration in South Asia Studies

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

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

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

Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Science degree at Cornell may take a concentration in Southeast Asian studies by completing 18 credits of course work. A recommended plan would include ASIAN 208 and four courses at the intermediate or advanced stage, two of which could be a Southeast Asian language. Students taking a concentration in Southeast Asian studies are members of the Southeast Asia Program and are assigned an adviser from the program faculty. Such students are encouraged to commence work on a Southeast Asian language either at the 10-week intensive courses offered by the Southeast Asia Studies Summer Institute (SEASSI) or by studying for one semester at IKIP Malang, Indonesia; Khon Kaen University, Thailand; or Hanoi University, Vietnam; fellowships are available for undergraduates through the Cornell Abroad Program.

Intensive Language Program (FALCON)

The FALCON Program offers intensive instruction in Japanese or Chinese. The program is still the only one in the world offering a full year of intensive instruction from the elementary level, except for the exclusive language schools of some government agencies. Students must formally apply to the program, but the application process is simple and admission is open to all students. (Applications available for FALCON from the administrative assistant, room 388 Rockefeller Hall, or visit our web site <http://Lrc.cornell.edu/falcon> and apply online.) Students may take the entire sequence of 160, 161, 162, or any other portion of the program if they have the necessary background (to be determined by a placement test). The courses are full-time intensive language study; the degree of intensity required does not allow students to enroll simultaneously in other courses or to work, except perhaps on weekends. The spring semester of the Chinese program is expected to be offered in Beijing at Tsinghua University.

Study Abroad

There are many strong options for study abroad in Asia. Cornell Abroad helps students plan a year or semester abroad as part of their Cornell undergraduate degree. Cornell has affiliations with several programs and institutions in Asia and sends students to those and others.

Cornell is affiliated with IUP, the Inter-University Program for Chinese Language Studies in Beijing (at Tsinghua University) and is a member of CIEE and IES, organizations

sponsoring study abroad programs offering Chinese language instruction at several levels as well as courses in Chinese studies in the humanities and social sciences. Students may also study at other programs in China, Hong Kong, and Taiwan. The Chinese FALCON program includes a spring term in Beijing.

Cornell is a member of the consortium of the Kyoto Center for Japanese Studies, an undergraduate semester or year program in Japanese language and Japanese studies. An agreement with International Christian University (ICU), outside Tokyo, permits Cornell students to attend that institution. Cornell students have attended CIEE and IES programs as well as other programs and institutions in Japan.

Cornell is a member of the American Association of Indian Studies, which offers fellowships for intensive study in India or Hindi, Bengali, and Tamil. There are study abroad options in universities or other organizations in various regions of India.

In cooperation with Tribhuvan National University of Nepal, Cornell organizes the Cornell-Nepal Study Program for undergraduate and graduate students wishing to spend a semester or year studying and conducting research in Nepal.

Students may spend a term or year in Mongolia, Korea, Vietnam, Indonesia, Thailand, Singapore, or the Philippines or choose to study about Asia at the School of Oriental and African Studies in London, or the Faculty of Asian Studies at the Australian National University. Undergraduates should consult Cornell Abroad; graduate students should inquire at the East Asia Program, Southeast Asia Program, or South Asia Program offices.

First-Year Writing Seminars

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

General Education Courses

ASIAN 125 Introduction to the Urdu Script (also URDU 125)

Spring. 1 credit. Prerequisite: HINDI 101 or permission of instructor. Satisfactory completion of ASIAN 125 fulfills the qualification portion of the language requirement. A. Fatihi.

See URDU 125 for description.

ASIAN 191 Introduction to Modern Asian History (also HIST 191) @ (III) (HA)

Fall. 4 credits. T. Loos, V. Koschmann. See HIST 191 for description.

ASIAN 192 Introduction to World Music: Asia (also MUSIC 104) @ (IV) (CA)

Fall. 3 credits. M. Hatch. See MUSIC 104 for description.

[ASIAN 206 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also HIST 207) @ (III)]

Spring. 4 credits. Not offered 2003–2004. T. Loos.]

ASIAN 208 Introduction to Southeast Asia @ (III or IV) (CA)

Spring. 3 credits. T. Chaloeontarana. This course is for anyone curious about the most diverse part of Asia; it defines Southeast

Asia both as the nation-states that have emerged since 1945 (Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam) and as a larger cultural world extending from southern China to Madagascar and Polynesia. Students find a serious, organized introduction to a variety of disciplinary and topical approaches to this region, including geography, linguistics, history, religion and ideology, anthropology, marriage and family systems, music, literacy and literature, art and architecture, agriculture, industrialization and urbanization, politics and government, warfare and diplomacy, ecological and human degradation, and business and marketing. The course teaches both basic information and different ways of interpreting that information.

ASIAN 211 Introduction to Japan: Japanese Texts in History @ # (IV) (HA)

Fall. 3 credits. B. deBary.

An introduction to Japanese Studies for nonmajors. The course takes up diverse cultural artifacts and demonstrates how the meanings and readings generated by these artifacts have changed over time. We consider the eighth century *Kojiki*, the courtly narrative *Tale of Genji*, puppet theater, Ainu autobiography, and films and comic books dealing with themes of nuclear warfare.

ASIAN 212 Introduction to China @ # (IV) (CA)

Spring. 3 credits. K. Taylor.

An interdisciplinary introduction to Chinese culture especially designed for students not majoring in Asian Studies. The class explores literature, history, religion, art and archaeology, and other aspects of China's rich and diverse heritage, from earliest times to the present.

ASIAN 215 Introduction to South Asian Civilization @ (IV) (HA)

Spring. 3 credits. A. Blackburn.

An interdisciplinary introduction to the cultures and histories of South Asia, with special attention to religion, political authority, and the arts. Designed for students not majoring in Asian Studies.

ASIAN 218 Introduction to Korea (also HIST 218) @ (III or IV) (CA)

Spring. 3 credits. M. Shin.

A multi-disciplinary introduction to Korean history, society, and culture. The first part of the course will examine sources of Korean "tradition" in their historical contexts. The second part, on the transition to a modern society, will cover the mid 19th century to the Korean War. The last part will be devoted to contemporary society.

Asia—Literature and Religion Courses

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

[ASIAN 220 Buddhism in America (also RELST 220)]

Winter. 3 credits. Not offered 2003–2004. J. M. Law.]

[ASIAN 241 China's Literary Heritage: An Introduction in Translation @ # (IV) (LA)]

Fall. 3 credits. Not offered 2003–2004. D. X. Warner.]

ASIAN 245 Gamelan in Indonesian History and Cultures (also MUSIC 245) @ (IV) (LA)

Fall or spring. 3 credits. M. Hatch.
See MUSIC 245 for description.

[ASIAN 249 Peddlers, Pirates and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900 (also HIST 249/648) @ # (III) (HA)

Spring. 4 credits. Not offered 2003-2004.
E. Tagliacozzo.
See HIST 249 for description.]

ASIAN 250 Introduction to Asian Religions (also RELST 250) @ # (IV) (HA)

Spring. 3 credits. D. Boucher.
This course explores a range of religious traditions in South Asia (Pakistan, India, and Sri Lanka) and East Asia (China and Japan) including Hinduism, Buddhism (South and East Asian), Confucianism, Daoism, and Shinto. We concentrate on these religions in traditional times in order to understand better the historical foundations that have influenced much of what these cultures are today. The course format includes lectures and discussion sections.

[ASIAN 277 Meditation in Indian Culture (also RELST 277) @ # (IV) (CA)

Spring. 3 credits. Not offered 2003-2004.
D. Gold.]

[ASIAN 284 Southeast Asia in the World System: Capitalism and Incorporation, 1500-Present (also HIST 284) @ # (III)]

Fall. 4 credits. Not offered 2003-2004.
E. Tagliacozzo.
See HIST 284 for description.]

ASIAN 293 History of China up to Modern Times (also HIST 293) @ # (III) (HA)

Fall. 4 credits. C. Peterson.
See HIST 293 for description.

ASIAN 294 History of China in Modern Times (also HIST 294) @ (III) (HA)

Spring. 4 credits. Staff.
See HIST 294 for description.

[ASIAN 298 The U.S.-Vietnam War (also HIST 289) @ (III) (HA)

Spring. 3 credits. Not offered 2003-2004.
K. Taylor.]

[ASIAN 299 Buddhism (also RELST 290) @ # (IV) (CA)

Fall. 4 credits. Not offered 2003-2004.
D. Boucher.]

[ASIAN 301 Schools of Thought-Ancient China @ # (IV)]

Winter. 4 credits. Not offered 2003-2004.
R. McNeal.]

[ASIAN 302 Art of War in Ancient China @ # (IV) (HA)

Fall. 4 credits. Not offered 2003-2004.
R. McNeal.]

[ASIAN 306 Zen Buddhism (also RELST 306) @ # (IV) (KCM)]

Spring. 4 credits. Prerequisites: any course at the university level in Buddhism or Asian Studies (Religious Studies) 250, or consent of the instructor. Course limited to 15 students. Graduate students can take this course for credit and sign up for an additional credit hour for an extra session. Not offered 2003-2004. J. M. Law.]

ASIAN 307 Indian Dance (also DANCE 307)

Fall. 0-3 credits. D. Bor.
For description, see DANCE 307.

ASIAN 308 Indian Dance II (also DANCE 317, PE 161)

Fall. 0-3 credits. Students may receive 3 credits for attending additional Friday lecture and completing academic requirements. G. Pradhan.
The continuation of ASIAN 307/DANCE 307, Odissi Classical Dance. Emphasis is mainly on choreography as well as continuing to refine and perfect the basic movements learned in the preliminary course. Guru Pradhan will explore the nine rasas or emotions used in dramatic dance based on the teaching of the ancient text the "Natyasastra." Meets twice weekly for movement classes.

ASIAN 312 Intellectuals in Early Modern Korea @ # (IV) (HA)

Fall. 4 credits. Prerequisite: one course on modern Japan or Korea. M. Shin.
An introduction to early modern Korean history (mid 19th century to the Korean War) through a survey of its major intellectuals. The course will give an overview of the political and socio-economic background that gave rise to these intellectuals and then examine how they commented on the conditions of their times. All readings in English.

ASIAN 315 Japanese Cinema and the City (also VISST 315 and FILM 326)

Spring. 4 credits. No knowledge of the Japanese language or prior course work in cinema are required. A. Freedman.
Centering on depictions of the city, this introduction to Japanese film explores important movements and major directors from early cinema to *anime*. The class will analyze form and genre and discuss how filmmakers represented the Japanese city, its social problems, and diverse population.

ASIAN 328 Construction of Modern Japan (also HIST 328) @ (III)

Spring. 4 credits. J. V. Koschmann.
For description, see HIST 328.

[ASIAN 347 Tantric Traditions (also RELST 349) @ # (IV) (CA)

Fall. 4 credits. Not offered 2003-2004.
D. Gold.]

[ASIAN 348 Indian Devotional Poetry (also RELST 348) @ # (IV) (LA)

Spring. 4 credits. Not offered 2003-2004.
D. Gold.]

[ASIAN 351 Indian Religious Worlds (also RELST 351) @ (IV) (CA)

Fall. 4 credits. Not offered 2003-2004.
D. Gold.]

[ASIAN 354 Indian Buddhism (also RELST 354) @ # (IV) (HA)

Fall. 4 credits. Not offered 2003-2004.
D. Boucher.]

[ASIAN 355 Japanese Religions (also RELST 355) @ (IV) (CA)

Spring. 4 credits. Not offered 2003-2004.
J. M. Law.]

[ASIAN 356 Theravada Buddhism (also RELST 363) @ (IV) (CA)

Fall. 4 credits. Not offered 2003-2004.
A. Blackburn.]

ASIAN 357 Chinese Religions (also RELST 357) @ # (IV) (CA)

Fall. 4 credits. D. Boucher.

This course presents a broad survey of Chinese religions from the earliest historical records through the late imperial and modern periods, from highbrow philosophical movements to local deity cults. Our survey focuses intensively on the great traditions of Confucianism, Taoism, and Buddhism as well as the lesser known practices that often fall through the cracks. Our goal in part is to trace patterns of continuity among competing and sometimes acrimonious voices.

ASIAN 359 Japanese Buddhism: Texts in Context (also RELST 359) @ # (IV) (HA)

Spring. 4 credits. J. M. Law.
We focus on six figures in Japanese Buddhism: Saichō (767-822), Kūkai (774-835), Hōnen (113-1212), Nichiren (1222-1282), Dogen (1200-1253) and Hakuin (1686-1769), studying their lives, writings, core practices and doctrines, and a central religious dynamic the work of each embodies: establishment of a Mahayana ordination, esoteric practice, the popularization of Buddhism, Buddhist pro-nationalist ideologies, and establishment of Zen meditation as iconic "Japanese" Buddhism.

ASIAN 373 Twentieth-Century Chinese Literature @ (IV) (LA)

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

[ASIAN 374 Chinese Narrative Literature (also COM L 376) @ # (IV) (LA)]

Spring. 4 credits. Not offered 2003-2004.
D. X. Warner.]

[ASIAN 380 Vietnamese Literature in Translation @ # (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004.
K. Taylor.]

ASIAN 381 Introduction to the Arts of Japan (also ART H 384) @ # (IV) (LA)

Fall. 4 credits. A. Pan.
See ART H 384 for description.

[ASIAN 383 Introduction to the Arts of China (also ART H 380 and ARKEO 380) @ # (IV) (LA)]

Spring. 4 credits. Not offered 2003-2004.
A. Pan.
See ART H 380 for description.]

ASIAN 384 Representation and Meaning in Chinese Painting (also ART H 385) @ # (IV) (CA)

Spring. 4 credits. A. Pan.
See ART H 385 for description.

ASIAN 385 History of Vietnam (also HIST 388/688) @ # (IV) (HA)

Fall. 4 credits. K. Taylor.
This course is a survey of Vietnamese history and culture from earliest times to the present. Graduate students may enroll and attend a seminar section.

ASIAN 388 Theorizing Gender and Race in Asian Histories and Literatures (also ASIAN 688 and COM L 398/698) @ (IV) (CA)

Fall. 4 credits. N. Sakai.
This course offers a series of discussions on (1) the historically specific modes of sexism and racism in Japan and East Asia, (2) the

mutual implication of sexism and racism in various contexts, (3) the roles of gender and race in the production of knowledge about Japan and East Asia, and (4) the conceptions of gender and race in the social formations particular to East Asia.

[ASIAN 390 The Sanskrit Epics (also CLASS 390) @ # (IV) (LA)]

Spring. 4 credits. Not offered 2003–2004.
C. Minkowski.]

[ASIAN 392 Cosmology and Divination in Antiquity (also CLASS 392 and NES 392) @ # (IV) (HA)]

Fall. 4 credits. Not offered 2003–2004.
C. Minkowski.]

[ASIAN 394 The House and the World: Architecture of Asia (also ART H 395) @ # (IV) (HA)]

Spring. 4 credits. Not offered 2003–2004.
K. McGowan.
See ART H 395 for description.]

[ASIAN 395 Classical Indian Philosophical Systems (also CLASS 395 and RELST 395) @ # (IV) (KCM)]

Spring. 4 credits. Prerequisite: some background in philosophy or in classical culture. Not offered 2003–2004.
C. Minkowski.]

ASIAN 396 Southeast Asian History from the Eighteenth Century (also HIST 396) @ (III) (HA)]

Spring. 4 credits. T. Loos.
See HIST 396 for description.]

ASIAN 406 The Sacred in Secular India (also S HUM 404)

Fall. 4 credits. D. Gold.
See S HUM 404 for description.]

ASIAN 410 Chinese Film (also VISST 410) @ (IV) (LA)]

Spring. 4 credits. E. Gunn.
The course surveys Chinese films from the 1920s to the present and various responses to them. Films from mainland China, Hong Kong, and Taiwan are included, together with critical studies employing a variety of different critical methods.

[ASIAN 411 History of the Japanese Language (also LING 411 and JAPAN 410) @ # (III) (HA)]

Fall. 4 credits. Not offered 2003–2004.
J. Whitman.
See LING 411 for description.]

[ASIAN 412 Linguistic Structure of Japanese (also LING 412) (III) (KCM)]

Spring. 4 credits. Not offered 2003–2004.
J. Whitman.
See LING 412 for description.]

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

Spring. 4 credits. A. Willford.
See ANTHR 413 for description.]

[ASIAN 414 Second Language Acquisition I (also LING 414) (III) (KCM)]

Spring. 4 credits. Not offered 2003–2004.
Y. Shirai.
See LING 414 for description.]

[ASIAN 415 Virtual Orientalisms (also S HUM 415 and COM L 418)]

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2003–2004.
B. de Bary.]

ASIAN 416 Undergraduate Seminar on Gender and Sexuality in Southeast Asian History (also HIST 416) @ (III) (CA)]

Spring. 4 credits. T. Loos.
See HIST 416 for description.]

[ASIAN 417 Second Language Acquisition II (also LING 415) (III) (KCM)]

Spring. 4 credits. Not offered 2003–2004.
Y. Shirai.
See LING 415 for description.]

ASIAN 421 Religious Reflections on the Human Body (also RELST 422) (IV) (KCM)]

Spring. 4 credits. Prerequisites: one course in Religious Studies or permission of instructor. J. M. Law.

We study understandings of and ideologies about the body as it defines parameters of religious experience and expression, reading from cultural anthropology, history of religions, philosophy, and psychoanalysis, with cases from Japan: Kukai's formulation of the body in Shingon Buddhism, the body in ascetic and shamanic practice, ritual purity systems, illness and healing, the body in spiritual cultivation and ritual practice. Comparative cases will also be examined.

[ASIAN 425 Theories of Civilization (also HIST 494) @ # (III or IV) (HA)]

Spring. 4 credits. Not offered 2003–2004.
K. Taylor.]

[ASIAN 430 Structure of Korean (also LING 430 and KOREA 430) (III) (KCM)]

Spring. 4 credits. Not offered 2003–2004.
J. Whitman.
See LING 430 for description.]

[ASIAN 438 Monks, Texts, and Relics: Transnational Buddhism in Asia (also ASIAN 638 and RELST 438) (IV) (CA)]

Spring. 4 credits. Prerequisites: one previous 300-level or above course in ASIAN or RELST or permission of the instructor. Not offered 2003–2004.
A. Blackburn.]

[ASIAN 441 Mahayana Buddhism (also RELST 441) @ # (IV) (CA)]

Spring. 4 credits. Not offered 2003–2004.
D. Boucher.]

ASIAN 444 Youth in Japanese Literature and Culture (also VISST 444) (IV) (LA)]

Fall. 4 credits. All readings in English. No knowledge of Japanese language is required. A. Freedman.

Through analysis of literature, film, and popular culture from the nineteenth century to the present, this seminar examines the images and lives of Japanese boys and girls and the social and political implications of their representation. The class also explores how youth expressed disapproval and initiated change through cultural movements.

[ASIAN 445 Japanese Imperialism in East Asia @ (IV) (HA)]

Fall. 4 credits. Prerequisite: at least one previous course on modern East Asia. Limited to 15 students. Not offered 2003–2004. M. Shin.]

ASIAN 449 History and Methods of the Academic Study of Religion (also RELST 449) @ (III) (KCM)]

Spring. 4 credits. Prerequisite: 1 course satisfying the religious studies major.
D. Boucher.

This course provides advanced students in Religious Studies or the humanities familiarity with important methodological issues in the academic study of religion. Following a brief historical outline, we survey major approaches to the academic study of religion currently used and discussed in Religious Studies. We read works from the following approaches to the study of religion: anthropology, philosophical hermeneutics, phenomenology, history of religions, the sociology of religion and critical ideological studies. In the final segment of the class, we focus on recent developments in the field of Religious Studies.

[ASIAN 450 Crime and Diaspora in Southeast Asian History (also HIST 451) @ # (III)]

Fall. 4 credits. Not offered 2003–2004.
E. Tagliacozzo.
See HIST 451 for description.]

[ASIAN 460 Indian Meditation Texts (also RELST 460) @ # (IV) (KCM)]

Fall. 4 credits. Not offered 2003–2004.
D. Gold.]

[ASIAN 462 Religion, Colonialism, and Nationalism in South and Southeast Asia (also ASIAN 662 and RELST 462) (IV) (CA)]

Spring. 4 credits. Prerequisites: one previous course in ASIAN, RELST, HIST, ANTH at 300 level or above or permission of instructor. Not offered 2003–2004.
A. Blackburn.]

[ASIAN 476 Senior Seminar: Comparative Colonial Law and Society (also HIST 476 and FGSS 476) @ (III)]

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2003–2004.
T. Loos.
See HIST 476 for description.]

[ASIAN 479 Art of the T'ang Dynasty (also ART H 481) @ # (IV)]

Spring. 4 credits. Not offered 2003–2004.
A. Pan.
See ART H 481 for description.]

[ASIAN 481 Translation and Identities @ (IV) (KCM)]

Spring. 4 credits. Not offered 2003–2004.
N. Sakai.]

[ASIAN 482 Seminar: Gender Adjudicated (also HIST 480) @ # (III)]

Fall. 4 credits. Not offered 2003–2004.
T. Loos.
See HIST 480 for description.]

[ASIAN 483 Internationalism, Nationalism, and Modern Japanese Discursive Space @ (III) (KCM)]

Spring. 3 credits. Not offered 2003–2004.
N. Sakai.]

[ASIAN 486 Ritual and Performance in Japanese Religions (also RELST 486) (IV) (CA)]

Spring. 4 credits. Class size limited to 12. Prerequisites: instructor consent for undergraduates. Ability to read Japanese is not required, but there are optional readings in Japanese. Graduate students may sign up for this as a graduate level course. Not offered 2003–2004. J. M. Law.]

[ASIAN 491 Art and Collecting: East and West (also ART H 490) @ # (IV) (CA)]

Spring. 4 credits. Not offered 2003-2004.
K. McGowan.

See ART H 490 for description.]

[ASIAN 492 Undergraduate Seminar in Medieval Chinese History (also HIST 492) @ # (III) (HA)]

Fall. 4 credits. Prerequisites: ASIAN 293/HIST 293, HIST 360, or permission of instructor. C. Peterson.

See HIST 492 for description.

[ASIAN 493 Problems in Modern Chinese History (also HIST 493/693) @ (III)]

Fall. 4 credits. S. Cochran.
See HIST 493 for description.

[ASIAN 496 Tokugawa Literature and Thought @ # (IV) (HA)]

Spring. 4 credits. Not offered 2003-2004.
N. Sakai.]

[ASIAN 499 Problems in Modern Chinese History (also HIST 499/694) @ (III) (HA)]

Spring. 4 credits. Not offered 2003-2004.
S. Cochran.

See HIST 499 for description.]

[ASIAN 580 Problems in Asian Art: Body, Memory, and Architecture (also ART H 580)]

Spring. 4 credits. Not offered 2003-2004.
K. McGowan.

See ART H 580 for description.]

Asia—Graduate Seminars

For complete descriptions of courses numbered 600 or above, consult the director of graduate studies.

[ASIAN 601 Southeast Asia Area Seminar: Thailand (also HIST 487/687)]

Fall. 4 credits. T. Chaloehtiarana, T. Loos. This seminar tackles the issues that dominate the political, sociocultural, economic, and historic landscape of Thailand. It will ask where this colonized country "fits" in the scholarship on (post)coloniality, globalization, and development. We read both the classics and contemporary works on Thailand spanning the fields of the humanities and social sciences. The seminar is created for upper-level undergraduates and graduate students and will provide an important pivot point for comparativists and those in interdisciplinary studies examining countries in Asia and the developing world.

[ASIAN 602 Southeast Asia Seminar]

Spring. 4 credits. Staff.

[ASIAN 603 Southeast Asia Topical Seminar: Sociology of Natural Resources and Development (also R SOC 607)]

Fall. 4 credits. Not offered 2003-2004. Staff.]

[ASIAN 604 Southeast Asia Topical Seminar]

Spring. 3-4 credits. Not offered 2003-2004.
T. Chaloehtiarana.]

[ASIAN 605-606 Master of Arts Seminar in Asian Studies]

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

[ASIAN 610 SLA and the Asian Languages (also LING 609)]

Fall. 4 credits. Not offered 2003-2004.
Y. Shirai.

See LING 609 for description.]

[ASIAN 612 Japanese Bibliography and Methodology]

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

[ASIAN 613 Southeast Asian Bibliography and Methodology]

Fall. 1 credit. Prerequisite: permission of instructor. A. Riedy.

This course is designed to instruct students in methods of identifying and locating resources for the study of Southeast Asia. Emphasis is on the practical aspects of using various types of bibliographical tools to identify both primary and secondary sources in Southeast Asian and Western languages. Electronic databases and online services as well as traditional printed resources are covered. Relevant arcana of library science is explained as necessary. Required of honors students and Master of Arts candidates. No foreign language competence is required but a reading knowledge of at least one Southeast Asian language or other Asian language (especially Chinese or Japanese) and a major European language (especially French, Spanish, or Dutch) is highly desirable.

[ASIAN 626 The 18th Century and the Emergence of Literary Modernity]

Spring. 4 credits. Not offered 2003-2004.
N. Sakai, T. Yoda.]

[ASIAN 638 Monks, Texts, and Relics: Transnational Buddhism in Asia (also RELST 438)]

Spring. 4 credits. Prerequisites: one previous 300 level or above course in ASIAN or RELST or permission of the instructor. Not offered 2003-2004.
A. Blackburn.]

[ASIAN 648 Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800-1900 (also HIST 249/648)]

Spring. 4 credits. Not offered 2003-2004.
E. Tagliacozzo.

See HIST 648 for description.]

[ASIAN 650 Seminar in Asian Religions]

Fall. 4 credits. Graduate students only. Limited to 10 students. Reading knowledge of modern Japanese desirable. J. M. Law. Topic fall 2003: Shamanism in Japanese Religion and Ritual Performance. We explore theoretical and ethnographic issues raised by a focus on shamanism in Japanese religions and ritual performance reading, works constructing our understanding of shamanism, core literature on shamanism in Japanese religious studies and anthropology, and cases addressing the complexity of shamanism. We examine the interplay between academic categories, scholars, tourism, preservation of folk performing arts, and renewed interest in "exotic" forms of religious experience.

[ASIAN 651 Crime and Diaspora in Southeast Asian History (also HIST 451/650)]

Fall. 4 credits. Not offered 2003-2004.
E. Tagliacozzo.

See HIST 650 for description.]

[ASIAN 653 Buddhist Narrative Literature]

Fall. 4 credits. Students must have reading knowledge of either Chinese or Sanskrit.
D. Boucher.

This course will examine a body of related genres of Buddhist narrative literature known as jataka and avadana. These early post-

Asokan texts represent a significant development in the construction of the biography of the Buddha and other Buddhist saints, developments that manifested themselves in both literature and art during this period. This seminar is designed to help explore these genres in the primary languages (Sanskrit or Chinese) while also drawing attention to the scholarship on them.

[ASIAN 654 Indian Buddhism]

Fall. 4 credits. Graduate students attend ASIAN 354 and arrange additional meetings with instructor. Not offered 2003-2004. D. Boucher.]

[ASIAN 662 Religion, Colonialism, and Nationalism in South and Southeast Asia (also RELST 462)]

Spring. 4 credits. Prerequisites: one previous course in ASIAN, RELST, HIST, ANTH at 300 level or above or permission of instructor. Not offered 2003-2004.
A. Blackburn.]

[ASIAN 676 Southeast Asia Reading Seminar: Thai Political Novel]

Fall. 4 credits. Not offered 2003-2004.
T. Chaloehtiarana.]

[ASIAN 684 Southeast Asia in the World System: Capitalism and Incorporation, 1500-Present (also HIST 284/684)]

Fall. 4 credits. Not offered 2003-2004.
E. Tagliacozzo.

See HIST 684 for description.]

[ASIAN 685 History of Vietnam (also HIST 388/688)]

Fall. 4 credits. K. Taylor.

This course is a survey of Vietnamese history and culture from earliest times to the present. Graduate students may enroll and attend a seminar section.

[ASIAN 688 Theorizing Gender and Race in Asian Histories and Literature]

Fall. 4 credits. Students enrolling in ASIAN 688 must have a reading knowledge of Japanese. N. Sakai.

See ASIAN 388 for description.

[ASIAN 693 Problems in Modern Chinese History (also HIST 493/693)]

Fall. 4 credits. S. Cochran.
See HIST 493 for description.

[ASIAN 694 Problems in Modern Chinese History (also HIST 499/694)]

Spring. 4 credits. Not offered 2003-2004.
S. Cochran.

See HIST 499 for description.]

[ASIAN 696 Modern Southeast Asia: Graduate Proseminar (also HIST 396/696)]

Spring. 4 credits. T. Loos.
See HIST 396 for description.

[ASIAN 701-702 Seminar in East Asian Literature]

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

[ASIAN 703-704 Directed Research]

703, fall or spring; 704, fall or spring. 1-4 credits. Staff.

[ASIAN 705 Crosslinguistic Topics—Language Acquisition (also LING 700.2)]

Fall. 4 credits. Not offered 2003-2004.
Y. Shirai.

See LING 700.2 for description.]

ASIAN 899 Master's Thesis Research

Fall, spring. 2-4 credits. Staff.

ASIAN 999 Doctoral Dissertation Research

Fall, spring. 2-4 credits. Staff.

Honors Courses

ASIAN 401 Asian Studies Honors Course

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

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

ASIAN 402 Asian Studies Honors: Senior Essay

Fall or spring. 4 credits. Prerequisite: admission to the honors program. Staff.

The student, under faculty direction, prepares an honors essay.

ASIAN 403-404 Asian Studies Supervised Reading

Fall, spring, or both. 1-4 credits.

Prerequisite: permission of instructor.

Open to majors and other qualified students.

Intensive reading under the direction of a member of the staff.

Bengali

BENGL 121-122 Elementary Bengali

121, fall; 122, spring. 4 credits each term.

BENGL 122 provides language

qualification. Prerequisite: for BENGL 122, BENGL 121 or examination. D. Mookerjea-Leonard.

The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script is also introduced.

BENGL 201-202 Intermediate Reading and Conversation

201, fall; 202, spring. 4 credits each term.

BENGL 202@ provides language proficiency and satisfies Option 1.

Prerequisites: for BENGL 201, BENGL 122 or examination; for BENGL 202, BENGL 201 or examination. D. Mookerjea-Leonard.

Building on skills mastered at the elementary level and continuing grammar instruction, this course is designed to advance students' oral competence and enhance comprehension skills through reading and listening. Its aim is to enable students to interact productively when immersed in the environment and/or to carry out research in primary material in the language.

BENGL 203-204 Intermediate Bengali Composition and Conversation

203, fall; 204, spring. 2 credits each term.

BENGL 204@ provides language proficiency and satisfies Option 1.

Prerequisites: for BENGL 203, BENGL 122 or examination; for BENGL 204, BENGL 203 or examination. D. Mookerjea-Leonard.

This course complements the verbal skills developed in BENGL 201-202, Intermediate Reading and Conversation, by improving writing skills.

BENGL 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. D. Mookerjea-Leonard.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

BENGL 303-304 Bengali Literature I, II

303, fall; 304, spring. 4 credits each term.

Prerequisites: BENGL 203-204 or equivalent. D. Mookerjea-Leonard.

An introduction to noted Bengali writers. Selections of works by Rabindranath Tagore and Abanindranath Tagore and short stories by Bonophul are covered. The course is devoted to reading these works and developing literary criticism and creative writing in Bengali.

Burmese

NOTE: Contact S. Tun in Morrill Hall 405 before classes begin for placement or other testing and organizational information.

BURM 103-104 Burmese Conversation Practice

103, fall; 104, spring. 2 credits each term.

Prerequisites: for BURM 104, BURM 103 and BURM 121. May not be taken alone.

Must be taken simultaneously with BURM 121-122. Satisfactory completion of BURM 104/122 fulfills the qualification portion of the language requirement. S. Tun.

Additional drills, practice, and extension of materials covered in BURM 121 and 122.

These courses are designed to be attended simultaneously with BURM 121-122 respectively, allowing students to obtain qualification within a year.

BURM 121-122 Elementary Burmese

121, fall; 122, spring. 4 credits each term.

BURM 122 provides language

qualification. Prerequisite: for BURM 122, BURM 121. May be taken alone or simultaneously with BURM 103-104.

Satisfactory completion of BURM 104/122 fulfills the qualification portion of the language requirement. S. Tun.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

BURM 123 Continuing Burmese

Fall. 4 credits. *Provides language*

qualification. Prerequisite: BURM 122.

Satisfactory completion of BURM 123 fulfills the qualification portion of the language requirement. S. Tun.

Continuing instruction in conversational and reading skills, to prepare students for 200-level courses.

BURM 201-202 Intermediate Burmese Reading @

201, fall or spring; 202, fall or spring. 3

credits each term. *BURM 201 provides language proficiency and satisfies Option 1.*

Prerequisites: for BURM 201, BURM 123; for BURM 202, BURM 201. S. Tun.

Continuing instruction in Burmese, with emphasis on consolidating and extending conversational skills, and on extending reading ability.

BURM 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. S. Tun.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

BURM 301-302 Advanced Burmese

301, fall or spring; 302, fall or spring. 3

credits each term. Prerequisites: for BURM

301, BURM 202 or permission of instructor; for BURM 302, BURM 301. S. Tun.

Continuing instruction on conversational and literary skills, but with special emphasis on reading. Students encounter various genres and styles of written Burmese. Readings will include articles on current events, and either several short stories or a novel. Focus is on developing reading skills, particularly on vocabulary development, consolidating and expanding grammar, and appreciating stylistic and cultural differences.

BURM 303-304 Advanced Burmese II

303, fall or spring; 304, fall or spring. 3

credits each term. Prerequisite: for BURM

303, BURM 202 or permission of instructor; for BURM 304, BURM 303. S. Tun.

This is a course for students who have good conversational ability in Burmese and some familiarity with Burmese culture, but who need to strengthen reading skills and further enrich their vocabulary. Students, in consultation with the instructor, are able to select reading materials. There is also an opportunity for those who need it, to strengthen listening skills, through the study of current films, TV, and radio programs in Burmese.

BURM 401-402 Directed Individual Study

401, fall; 402, spring. 2-4 credits variable

each term. Prerequisite: permission of instructor. S. Tun.

This course is designed to accommodate the needs of advanced or specialized students, and faculty interests. Topics of reading and discussion are selected on the basis of student need.

Cambodian

See Khmer.

Chinese

NOTE: Testing for placement, except for those with near-native abilities (particularly those schooled in a Chinese setting up until the age of about 12), takes place in registration week, before classes begin. Time and place will be posted on the web at <http://Lrc.cornell.edu/asian/programs/placement> and the bulletin board outside Rockefeller 350. Students with some Chinese schooling who want to obtain 3 or 6 credits for their proficiency will be tested at the beginning of the second week of classes. Again, the time and place will be announced.

CHIN 101-102 Elementary Standard Chinese (Mandarin)

101, fall; 102, spring. 6 credits each term.

Prerequisite: for CHIN 102, CHIN 101, or equivalent. Letter grades assigned unless

student receives exceptional permission from the course coordinator for S-U. You must enroll in lecture and 1 section. Since each section is limited to 10-12 students, students missing the first 2 class meetings without a university excuse are dropped so others may register. No student will be added after the second week of classes. Satisfactory completion of CHIN 102 fulfills the qualification portion of the language requirement. S. Hoare and staff.

A course for beginners only, providing a thorough grounding in conversational and reading skills. Students with some facility in the spoken language (because Chinese is spoken at home) but who do not read characters should take 109-110. Students who read Chinese, but who speak 'dialects,' such as Cantonese or Amoy, should enroll in CHIN 215.

CHIN 109-110 Beginning Reading and Writing (Standard Chinese)

109, fall; 110, spring. 4 credits each term.

CHIN 110 provides language

qualification. Prerequisites: must have permission of instructor to enroll. Students who complete CHIN 110 normally continue with CHIN 209 and 210. Because of high demand for this course, students missing the first 2 meetings without a university excuse are dropped so others may register. F. Lee Mehta.

This course is intended primarily for students who speak some Chinese (e.g., at home), but who have had little or no formal training. The focus is on characters, reading comprehension, basic composition, standard grammar, and reading aloud with standard Chinese (Mandarin) pronunciation.

CHIN 111-112 Elementary Cantonese

111, fall; 112, spring. 4 credits each term.

Prerequisite: For CHIN 111, must have permission of instructor. For CHIN 112, completion of CHIN 111, or equivalent. Students who have Mandarin background should enroll in CHIN 112. *Satisfactory completion of CHIN 112 provides language qualification.* No student will be added after the second week of classes. H. Huang.

CHIN 111 teaches Cantonese as spoken in Canton and Hong Kong for beginners who have no Chinese language background from heritage or previous training. CHIN 111-112 gives comprehensive training in oral/aural skills and reading/writing in Cantonese. CHIN 111 focuses primarily on oral/aural skills.

CHIN 201-202 Intermediate Standard Chinese (Mandarin) @

201, fall or summer; 202, spring or summer. 4 credits each term. *CHIN 201 provides language proficiency and satisfies Option 1.* Prerequisites: for CHIN 201, CHIN 102 with a grade of C+ or above or equivalent; for CHIN 202, CHIN 201 or equivalent. Q. Teng and staff.

Continuing instruction in written and spoken Chinese with particular emphasis on consolidating basic conversational skills and improving reading confidence and ability.

CHIN 209-210 Intermediate Reading and Writing @

209, fall; 210, spring. 4 credits each term. *CHIN 209 provides language proficiency and satisfies Option 1.* Prerequisites: for CHIN 209, CHIN 110 or equivalent; CHIN 210, CHIN 209. After completing 210, students may only take 400-level courses in Chinese. Staff.

Continuing focus on reading and writing for students with spoken background in standard Chinese; introduction of personal letter writing and other types of composition.

CHIN 211-212 Intermediate Cantonese @

211, fall; 212, spring. 4 credits each term.

CHIN 211 provides language proficiency

and satisfies Option 1. Prerequisites: for 211, permission of instructor and completion of CHIN 112 or students who have elementary conversational skills in Cantonese from heritage but have very limited formal training in Cantonese character reading and writing. For 212, CHIN 211 or equivalent. H. Huang.

A course that gives comprehensive training in oral and written Cantonese at a higher level than CHIN 111-112. Oral training covers conversational Cantonese expression focusing on daily life topics. Written training includes reading aloud and writing Cantonese characters and the skills to write simple compositions in Cantonese characters.

CHIN 213-214 Intermediate Reading and Writing for Cantonese Speakers

213, fall; 214, spring. 4 credits each term.

Prerequisite for 214: 213 or equivalent.

CHIN 214 provides language proficiency and satisfies Option 1. Prerequisite:

Cantonese speakers who have no major problems in oral expressions in Cantonese and have had basic formal training in reading and writing Chinese characters, or students who have equivalent abilities. H. Huang.

A course intended primarily for students who are Cantonese speakers (e.g., at home) or equivalent and have had some basic training in Chinese character reading and writing. The training focuses on reading comprehension of and writing in Cantonese characters, including reading articles written in Cantonese characters from published books or newspapers, writing compositions or reading logs in Cantonese characters.

CHIN 215 Mandarin for Cantonese Speakers @

Fall. 4 credits. Prerequisite: Advanced Cantonese with a native-like reading and writing ability. Limited to 15 students. *Provides language proficiency and satisfies Option 1.* Staff.

Works on standard Chinese pronunciation and differences in vocabulary and grammar between Cantonese and Mandarin.

CHIN 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

CHIN 301-302 High Intermediate Chinese

301, fall; 302, spring. 4 credits each term.

Satisfies Option 1. Prerequisites: for CHIN 301, CHIN 202 or equivalent; for CHIN 302, CHIN 301. F. Lee-Mehta.

Continuing instruction in spoken Chinese and in various genres and styles of written Chinese.

CHIN 304 Advanced Mandarin Conversation

Spring. 1 credit. Prerequisite: CHIN 202, CHIN 215, CHIN 301, or permission of instructor. Limited to 10 students. Staff.

Offers a wonderful speaking and listening opportunity to students who wish to maintain/increase their language proficiency by engaging in guided discussions of various topics.

CHIN 411-412 Advanced Chinese: Fiction, Reportage, Current Events

411, fall; 412, spring. 4 credits each term.

Prerequisites: for CHIN 411, CHIN 302 or equivalent; for CHIN 412, CHIN 411 and permission of instructor required. Q. Teng. Reading, discussion, and composition at advanced levels.

CHIN 425 Special Topics

Fall. 4 credits. Prerequisite: permission of instructor. Y. Wang.

Topic fall 2003: Traditional Chinese Music and Performing Arts. How should Chinese treat traditional culture? Break all living links and protect it as a relic in museums? Or allow it to remain vibrant and evolving? This course introduces the historical development of traditional Chinese music and then turns to analysis of the role of traditional music in China today.

Chinese FALCON (Full-year Asian Language CONcentration)

For full information, brochures, etc., see the FALCON Program Coordinator in 388 Rockefeller Hall or e-mail: falcon@cornell.edu or <http://Lrc.cornell.edu/falcon>

CHIN 160 Introductory Intensive Mandarin

Summer only. 8 credits. *Provides language qualification.* S. Hoare and staff.

Introduction to spoken and written Mandarin. Lectures on linguistic and cultural matters, intensive practice with native speakers, and laboratory work. Students who complete this course with a grade of at least B are normally eligible to enroll in CHIN 201.

CHIN 161-162 Intensive Mandarin @

161, fall; 162, spring. 16 credits each term.

CHIN 161 provides language proficiency

and satisfies Option 1. Prerequisites: for CHIN 161, CHIN 160 or equivalent or permission of instructor; for CHIN 162, CHIN 161 or placement by FALCON staff prior to beginning of spring term. Students must apply formally to the program; application open to all Cornell students and students from other institutions. S. Hoare and staff.

Work on spoken and written Chinese from an intermediate level to an advanced level. This is a full-time program and full academic load; the demands of the program do not normally permit students to take other courses simultaneously. With a sequence of 160, 161, and 162, in only one calendar year a student can complete as much Chinese as would be gained in three or more years of regular study at most academic institutions. This course sequence also serves to fulfill the language requirement for the MA in Asian Studies and the joint MBA/MA in Asian Studies. CHIN 162 is scheduled to be held in Beijing, People's Republic of China. For more information and application forms, please contact the FALCON Program office.

Literature in Chinese

CHLIT 213-214 Introduction to Classical Chinese @ # (LA)

213, fall; 214, spring. 3 credits each term. *Provides language proficiency and satisfies Option 1.* Prerequisite: qualification in Chinese or permission of instructor. May be taken concurrently with CHIN 101-102, 201-202, 301-302. D. Zhang.

This is a two-part introductory course. Students will learn the fundamental grammar and vocabulary of classical Chinese by analyzing and translating short passages. The course is open to students who have studied at least two years of any language that employs the Chinese writing system (e.g., Mandarin, Cantonese, Japanese).

[CHLIT 300 Reading from the Early Masters @ # (HA)

Fall. 4 credits. Prerequisites: CHLIT 213-214 or permission of instructor. Not offered 2003-2004. R. McNeal.]

CHLIT 307 Readings in Classical Chinese Literature @ # (IV) (LA)

Spring. 4 credits. Prerequisite: CHLIT 214 or permission of instructor. D. X. Warner. 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 nuances of classical Chinese, as well as the various genres, themes, and literary styles that were foundational for the later Chinese literary tradition.

CHLIT 421-422 Directed Study

Fall or spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff. Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop course content.

CHLIT 423 Readings in Chinese History @

Fall. 4 credits. *Satisfies Option 1.* Y. Wang. Topic Fall 2003: Modern Approaches to China's Past. The main purpose of this class is to read articles that introduce major figures, events, and findings in the development of the fields of Chinese historical studies and archaeology. Learning to read in these two fields, students will deepen their knowledge of Chinese history and interpretive approaches to China's past.

[CHLIT 435 Chinese Buddhist Texts @ # (IV)

Fall. 4 credits. Prerequisite: 1 year of classical Chinese or permission of the instructor. Not offered 2003-2004. D. Boucher.]

[CHLIT 497 Disjuncture: Text and Exegesis @ # (IV) (LA)

Spring. 4 credits. Prerequisite: permission of instructor. Students should have completed the equivalent of CHLIT 214 and any CHLIT course at the 300 level. Not offered 2003-2004. R. McNeal.]

[CHLIT 603 Seminar in Chinese Fiction and Drama

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. E. Gunn.]

[CHLIT 605 Seminar in Chinese Fiction and Drama

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. Staff.]

[CHLIT 610 Chinese Cultural Criticism

Spring. 4 credits. Not offered 2003-2004. E. Gunn.]

[CHLIT 615 Seminar: Ideas and Literature of Medieval China

Spring. 4 credits. Not offered 2003-2004. D. X. Warner.]

[CHLIT 618 Seminar on Ancient China

Fall. 4 credits. Also fulfills Humanities requirement. Prerequisite: CHLIT 213-214 or permission of instructor. Not offered 2003-2004. R. McNeal.]

CHLIT 621-622 Advanced Directed Reading: Chinese Historical Syntax

621, fall; 622, spring. 2-4 credits. Prerequisite: permission of instructor. Staff. Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

[CHLIT 697 Disjuncture: Text and Exegesis

Spring. 4 credits. Prerequisite: permission of instructor. Students should have completed the equivalent of CHLIT 214 and any CHLIT course at the 300 level. Not offered 2003-2004. R. McNeal.]

Hindi

HINDI 101-102 Elementary Hindi-Urdu

101, fall; 102, spring. 6 credits each term. *HINDI 102 provides language qualification.* Prerequisite: for HINDI 102, HINDI 101 or equivalent. A. Fatihi.

This course sequence is meant for those students who have had very little or no exposure to Hindi-Urdu. It is designed to enable such students to read, write and converse in the language with confidence and enjoyment. Hindi and Urdu are sister languages and share an identical grammar and elementary vocabulary. The language presented in the course is colloquial. The Hindi script is taught first and the Urdu script is taught as an additional course in the spring semester. Students who have some experience of Hindi-Urdu or a closely related language are suited for HINDI 109-110, and should check with the instructor.

HINDI 109-110 Accelerated Elementary Hindi-Urdu

109, fall; 110, spring. 3 credits each term. *HINDI 110 provides language qualification.* Prerequisite for HINDI 110: HINDI 109 or equivalent. A. Fatihi.

An entry-level sequence for students with some prior exposure to Hindi-Urdu or a closely related language. This course sequence provides a thorough grounding in all the language skills: listening, speaking, reading, and writing. Completion of this sequence, including satisfactory performance on an examination given at the end of HINDI 110, constitutes a level of performance equal to that of the 101-102 sequence, and is thus considered to fulfill qualification for the language requirement plus eligibility for 200-level Hindi-Urdu courses. Check with instructor regarding placement.

HINDI 201-202 Intermediate Hindi Reading @

201, fall; 202, spring. 3 credits each term. *HINDI 201 provides language proficiency and satisfies Option 1.* Prerequisites: for HINDI 201, HINDI 102; for HINDI 202, HINDI 201 or permission of instructor. A. Fatihi.456

[HINDI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. *HINDI 203 provides language proficiency and satisfies Option 1.* Prerequisites: for HINDI 203, HINDI 102; for HINDI 204, HINDI 203 or permission of instructor. Not offered 2003-2004. A. Fatihi.]

HINDI 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. A. Fatihi.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

HINDI 301-302 Advanced Readings in Hindi Literature

301, fall; 302, spring. 4 credits each term. Prerequisites: for HINDI 301, HINDI 202; for HINDI 302, HINDI 301 or equivalent. A. Fatihi.

Selected readings in modern Hindi literature.

Indonesian

For students who have completed INDO 121-122-123 or its equivalent there is the option of a one-semester program in Malang, East Java, during the junior year. The program combines a variety of cultural and artistic options with area course work and advanced language study. Complete information is available through Cornell Abroad.

Students who have completed a minimum of 18 credits or the equivalent are eligible to apply for a summer program in the Advanced Indonesian Abroad Program. Further information is available from the Southeast Asia Program (180 Uris Hall, 255-2378).

INDO 121-122 Elementary Indonesian

121, fall; 122, spring. 4 credits each term. Prerequisite: for INDO 122, INDO 121. T. Savella and staff.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

INDO 123 Continuing Indonesian

Fall. 4 credits. *Provides language qualification.* Prerequisite: INDO 122 or equivalent. T. Savella and staff.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings and sharpens listening skills.

[INDO 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. *INDO 203 provides language proficiency and satisfies Option 1.* Prerequisites: for INDO 203, INDO 123; for INDO 204, INDO 203 or permission of instructor. Not offered 2003-2004. T. Savella and staff.]

INDO 205-206 Intermediate Indonesian @
205, fall; 206, spring. 3 credits each term.
INDO 205 provides language proficiency and satisfies Option 1. Prerequisites: for INDO 205, INDO 123 or equivalent; for INDO 206, INDO 205 or equivalent.
T. Savella and staff.

This course develops all four skills: reading, writing, speaking, and comprehension.

[INDO 300 Directed Studies]
Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor.
Times arranged with instructor. Not offered 2003-2004. T. Savella and staff.}

INDO 305-306 Directed Individual Study
305, fall; 306, spring. 2-4 credits.
Prerequisites: INDO 301-302 and 303-304 or equivalent knowledge of Indonesian or Malay. T. Savella and staff.

A practical language course on an advanced level in which the students read materials in their own field of interest, write reports, and meet with the instructor for two hours a week for two credits and twice a week for four credits.

Japanese

JAPAN 101-102 Elementary Japanese
101, fall; 102, spring. 6 credits each term.
JAPAN 102 provides language qualification. Prerequisite for JAPAN 102: JAPAN 101 or placement by the instructor during registration period. Intended for beginners or for those who have been placed in the course by examination. You must enroll in lecture and 1 section. R. Sukle, Y. Nakanishi, and staff.

A thorough grounding in all four language skills—speaking, hearing, reading, writing—at the beginning level, but with a special emphasis on oral communication and actual use of the language in social context. Homework for the course is largely work on the skill aspects of language through practice in the language lab with tapes or CD-ROM. The lecture provides explanation, analysis, and cultural background necessary for successful interaction with Japanese people. The sections are conducted entirely in Japanese. Materials covered are not the same as for JAPAN 141-142.

JAPAN 141-142 Beginning Japanese at a Moderate Pace
141, fall; 142, spring. 4 credits each term.
Prerequisite for JAPAN 142: JAPAN 141 or placement by instructor during registration period. Y. Kawasaki and staff.

Beginning level training in listening, speaking, reading, and writing, with more emphasis on written skills than JAPAN 101-102. Classroom activities focus on oral communication skills. Homework for the course is largely written exercises. Fewer credits and fewer class contact hours than JAPAN 101-102; the course meets five hours per week (MTWRF). Materials covered are not the same materials as JAPAN 101-102.

JAPAN 201-202 Intermediate Japanese Conversation @
201, fall and summer; 202, spring and summer. 4 credits each term. *JAPAN 201 provides language proficiency and satisfies Option 1.* Prerequisites: for JAPAN 201, JAPAN 102 or placement by the instructor during registration; for JAPAN 202, JAPAN 201 and 203 or placement by

the instructor during registration. You must enroll in lecture and 1 section. Students enrolled in JAPAN 201 are strongly urged to enroll concurrently in JAPAN 203.
Y. Katagiri.

This course is for students with an elementary level of Japanese to continue study of the language and acquire widely applicable oral proficiency. Sections are conducted entirely in Japanese to develop listening comprehension and speaking ability through practical situational practices. Lectures give versatile knowledge of essential structural patterns systematically, with audiovisual aids (e.g., Japanese TV) to demonstrate use in actual situations.

JAPAN 203-204 Intermediate Japanese Reading I @

203, fall; 204, spring. 2 or 3 credits each term. *JAPAN 203 provides language proficiency and satisfies Option 1.* Prerequisites: for JAPAN 203, JAPAN 102, or placement by the instructor during registration; for JAPAN 204, JAPAN 203 or placement by the instructor during registration. N. Nakada.

Reading of elementary texts emphasizing practical materials, with development of writing skills.

JAPAN 241-242 Intermediate Japanese at a Moderate Pace

241, fall; 242, spring. 4 credits each term.
JAPAN 241 provides language qualification.
JAPAN 242@ provides language proficiency and satisfies Option 1. Prerequisites: for JAPAN 241, JAPAN 142 or placement by instructor during registration period; for JAPAN 242, JAPAN 241 or placement by instructor. Y. Kawasaki.

Training in listening, speaking, reading, and writing for those students who have acquired a basic beginning-level command.

JAPAN 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. Staff.
Taught on a specialized basis to address particular student needs. Times arranged with instructor.

JAPAN 301-302 Communicative Competence @

301, fall; 302, spring. 3 credits each term.
301 satisfies Option 1. Prerequisites: for JAPAN 301, JAPAN 202 and placement by the instructor during registration; for JAPAN 302, JAPAN 301 or placement by the instructor during registration.
Y. Kawasaki and staff.

This is a course for students who have learned basic Japanese grammar and oral skills and would like to use the language for natural conversation and effective oral communication. The course is intended to: (1) expand vocabulary for daily life use; (2) brush up on knowledge of basic grammar for fluency; and (3) develop communicative skills for varied situations.

JAPAN 303-304 Intermediate Japanese Reading II @

303, fall; 304, spring. 4 credits each term.
303 satisfies Option 1. Prerequisites: for JAPAN 303, JAPAN 202 or placement by the instructor during registration; for JAPAN 304, JAPAN 303 or placement by the instructor during registration. Staff.

Reading of selected modern texts with emphasis on expository style.

JAPAN 401-402 Oral Narration and Public Speaking

401, fall; 402, spring. 2 credits each term.
Prerequisites: for JAPAN 401, JAPAN 302 or placement by the instructor during registration; for JAPAN 402, JAPAN 401 or placement by the instructor during registration. Y. Katagiri.

An advanced course to develop skills in oral delivery in formal settings. Students increase vocabulary and patterns used in public occasions, e.g., class presentations, speeches, discussions, interviews and debates. Fluency and listening comprehension are emphasized. Also for those interested in academic settings, e.g., research students or conference participants. Conducted entirely in Japanese, using Japanese audiovisual and written materials.

JAPAN 403-404 Advanced Japanese Reading

403, fall; 404, spring. 4 credits each term.
Prerequisite: JAPAN 304 or permission of instructor.

Section I: Area of Humanities. Cannot be used for distribution. Reading of selected modern texts. K. Selden.

Section II: Area of Economics and Social Science. Cannot be used for distribution. Y. Kawasaki. Reading of selected modern texts with emphasis on expository style.

[JAPAN 410 History of the Japanese Language (also LING 411 and ASIAN 411) @ # (III) (HA)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004.
J. Whitman.]

JAPAN 421-422 Directed Readings

421, fall; 422, spring. 1-4 credits. Limited to advanced students. Prerequisite: placement by the instructor during registration. K. Selden.

Topics are selected on the basis of student needs.

Japanese FALCON (Full-year Asian Language Concentration)

Director: R. Sukle, 388 Rockefeller Hall; FALCON Program Coordinator, 388 Rockefeller Hall, 255-6457, e-mail: falcon@cornell.edu or <http://lrc.cornell.edu/falcon>.

There are three small interactive classes per day conducted entirely in Japanese and one lecture conducted in English and Japanese. The interactive classes are conducted by experienced and highly trained teachers; the lecture is conducted by an expert in Japanese language structure. Two one-hour sessions in the language lab are required daily. Additional preparation time in the language lab of up to 3 hours is necessary in the evenings. Exposure to the language exceeds that of even students living and studying in Japan, providing over 1,800 hours of exposure throughout the full-year program. The extensive exposure and intensive work on the language allows students to develop a level of fluency, accuracy, and control of the language not achieved in any other type of academic settings. The course is designed to develop 'copability' in the students by bringing them up to the level where they will be able to successfully make further progress in the language on their own even if they do not have further formal instruction. The intensive

nature of the program allows graduate students to complete their language work in minimal time and undergraduates, including freshmen, to achieve levels of Japanese that are far beyond what is normally achieved in a four-year program, provided they continue their study of Japanese after FALCON.

JAPAN 160 Introductory Intensive Japanese (FALCON)

Summer only. 8 credits. *Satisfies language qualification.* R. Sukle and staff.

This is the first term of the FALCON Program. It is a full-time, intensive, nine-week course which begins at the absolute beginning level, in speaking as well as rudimentary reading and writing. Formal application must be made to the program, but admission is open to all students, not just those planning to take the full-year program. Students completing this course and planning to continue at Cornell in the fall may continue with the fall and spring terms of FALCON (JAPAN 161 and 162), or they should consult the FALCON Director, Robert Sukle, at 255-0734 or rjs19@cornell.edu, about other options.

JAPAN 161-162 Intensive Japanese (FALCON) @

161, fall; 162, spring. 16 credits each term. *JAPAN 161 provides language proficiency and satisfies Option 1.* Prerequisites: for JAPAN 161, JAPAN 160, or JAPAN 102 at Cornell, or placement by FALCON staff prior to beginning of fall term; for JAPAN 162, JAPAN 161, or placement by FALCON staff prior to beginning of spring term. Students must apply formally to program (see above); application open to all Cornell students and students from other institutions. R. Sukle and staff.

Work on spoken and written Japanese from an intermediate level to an advanced level. This is a full-time program and full academic load; the demands of the program do not normally permit students to take other courses simultaneously. With a sequence of 160-161-162, in only one calendar year a student can complete as much Japanese as would be contained in three or more years of regular study at most academic institutions. This course sequence also serves to fulfill the language requirement for the M.A. in Asian Studies and the joint M.B.A./M.A. in Asian Studies.

Literature in Japanese

JPLIT 406 Introduction to Classical Japanese @ #

Fall. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: permission of instructor. K. Selden.

This course is an introduction to the fundamental grammar and vocabulary of classical Japanese.

JPLIT 408 Readings in Classical Japanese @ #

Spring. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: JPLIT 406 or permission of instructor. K. Selden.

This course is intended for students who have completed the JAPAN 403/404 sequence or the equivalent. Readings of excerpts and complete brief pieces from representative premodern Japanese literature mostly with the use of standard modern annotated editions.

Different selections and themes are introduced each year.

JPLIT 421-422 Directed Readings

421, fall; 422, spring. 2-4 credits. Prerequisite: for JPLIT 421, JAPAN 404 or equivalent; for JPLIT 422, JAPAN 421 or equivalent. Staff.

Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

[JPLIT 613 Seminar in Tokugawa Culture and Thought

Spring. 2-4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. N. Sakai.]

JPLIT 614 Seminar in Modern Japanese Literature: Reading "Japan" in a Digital Age (also COM L 695)

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

How might postmodern debates on language and difference transform our understanding of the project of cross-cultural learning institutionalized in postwar American area studies? Intended as an introductory course for graduate students, this class emphasizes weekly close readings of important primary texts which have grappled with, or attempted to challenge, epistemological assumptions, categories, and processes which have informed modern disciplinary knowledge of cultural others. Readings will include texts by Rey Chow, James Clifford, Jacques Derrida, Gayatri Spivak, and others.

[JPLIT 617 Modern Japanese Philosophy

Fall. 4 credits. Not offered 2003-2004. N. Sakai.]

JPLIT 618 Japanese Philosophical Discourse II

Fall. 4 credits. Prerequisites: reading knowledge of Japanese. N. Sakai.

Students will read, analyze, and evaluate the philosophical discourse of modern Japan in conjunction with contemporary European and American developments. The main concern of this course is the operation of "comparison." The seminar is neither a search for the national (or oriental) character of Japanese philosophy nor a project of explaining philosophical arguments in terms of the traits of the national culture but rather an attempt to comprehend how philosophy participates in the construction and transformation of given social formations. Readings in Japanese and English.

[JPLIT 624 Advanced Readings in Modern Japanese Literature

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. B. de Bary.]

JPLIT 625 Directed Readings

Fall or spring. 4 credits. Staff. Students choose a faculty member to oversee this independent study. The student and the faculty member work together to develop class readings.

[JPLIT 700-701 Seminar: Reading of Historical Materials—Japanese Imperial Nationalism and Its Literature

700, fall; 701, spring. 4 credits. Not offered 2003-2004. N. Sakai.]

Khmer (Cambodian)

KHMER 121-122-123 Elementary Khmer

121, fall; 122, spring; 123 fall. 4 credits each term. *Completion of KHMER 123 provides language qualification.*

Prerequisite: for KHMER 122, KHMER 121; for KHMER 123, KHMER 122. Staff.

A course for beginners or those who have been placed in the course by examination. The course gives a thorough grounding in speaking and reading.

KHMER 201-202 Intermediate Khmer Reading @

201, fall; 202, spring. 3 credits each term. *KHMER 201 provides language proficiency and satisfies Option 1.*

Prerequisites: for KHMER 201, KHMER 102; for KHMER 202, KHMER 201. Staff.

Continuing instruction in spoken and written Khmer.

[KHMER 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term.

KHMER 203 provides language proficiency and satisfies Option 1.

Prerequisites: for KHMER 203, KHMER 102; for KHMER 204, KHMER 203. Not offered 2003-2004. Staff.]

KHMER 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

KHMER 301-302 Advanced Khmer

301, 302, fall. 4 credits each term.

Prerequisites: for KHMER 301, KHMER 202 or equivalent; for KHMER 302, KHMER 301. Staff.

Continuing instruction in spoken and written Khmer; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

[KHMER 401-402 Directed Individual Study

401, fall; 402, spring. For advanced students. 2-4 credits each term.

Prerequisite: permission of instructor. Not offered 2003-2004. Staff.]

Korean

KOREA 101-102 Elementary Korean

101, fall; 102, spring. 6 credits each term.

KOREA 102 provides language qualification. H. Diffloth and staff.

Covers basics of speaking, reading, and writing. Introduces Hangul writing system and grammar.

KOREA 109-110 Elementary Reading

109, fall; 110, spring. 3 credits each term.

KOREA 110 provides language qualification. Prerequisite: permission of instructor. H. Diffloth and staff.

This course is for students who have spoken some Korean in the home, but whose reading and writing skills are limited or nonexistent. If in doubt about eligibility, see instructor.

KOREA 201-202 Intermediate Korean @
201, fall; 202, spring. 4 credits each term.
KOREA 201 provides language proficiency and satisfies Option 1. Prerequisites: for KOREA 201, KOREA 102 or permission of instructor; for KOREA 202, KOREA 201. H. Diffloth and staff.

Covers the basics of speaking, reading, and writing at the intermediate level.

KOREA 209-210 Intermediate Reading @
209, fall; 210, spring. 4 credits each term.
KOREA 209 provides language proficiency and satisfies Option 1. Prerequisites: for KOREA 209, KOREA 110 or permission of instructor; for KOREA 210, KOREA 209 or permission of instructor. H. Diffloth and staff.

An intermediate level of reading comprehension and writing course for students who have acquired basic oral proficiency. Introduces some reading and writing with Chinese characters. If in doubt about eligibility, see instructor.

KOREA 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. H. Diffloth.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

KOREA 301-302 Advanced Korean @
301, fall; 302, spring. 4 credits each term.
301 satisfies Option 1. Prerequisites: for KOREA 301, KOREA 202 or placement by instructor; for KOREA 302, KOREA 301 or placement by instructor. H. Diffloth and staff.

Reading of advanced texts, including newspapers and Chinese character material, together with advanced use of the spoken language.

[KOREA 430 Structure of Korean (also LING 430 and ASIAN 430) (III) (KCM)]
Spring. 4 credits. Not offered 2003-2004. J. Whitman.

See description under LING 430.]

Literature in Korean

[KRLIT 305 Modern Korean Literature in Translation @ (IV)]

Spring. 4 credits. Prerequisite: ASIAN 218 or its equivalent. Not offered 2003-2004. M. Shin.]

KRLIT 405 Readings in Korean Literature @ (IV) (LA)

Fall. 4 credits. Prerequisite: three years of Korean language study or permission of instructor. M. Shin.

Reading of a variety of prose works in modern Korean. Assignments are chosen from newspapers, magazines, short stories, novels, and academic texts.

KRLIT 432 Middle Korean (also LING 432) @ # (IV) (LA)

Spring. 4 credits. Prerequisite: KOREA 301 or equivalent. J. Whitman.

For description, see LING 432.

KRLIT 617 Colonial Modernity in Korea

Spring. 4 credits. Prerequisites: fluency in Korean and permission of instructor. 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. The objective is to analyze the relation between colonialism and capitalist development and the roots of Korea's division. Readings will involve theoretical works, contemporary scholarship, and primary source materials.

Nepali

The Cornell Nepal Study Program

Cornell and the central campus of Tribhuvan National University (in Kripipur, Kathmandu) cosponsor a semester or year in Nepal at the Cornell Nepal Study Program for both undergraduate and graduate students. North American students live and study with Nepali students at the Cornell program houses near the university, taking courses taught in English by faculty from Tribhuvan University. After an intensive orientation, semester courses include intensive spoken and written Nepali language, Contemporary Issues in Nepal, and Research Design and Methods in a wide variety of fields in the social and natural sciences and the humanities. (Language instruction in Tibetan and Newari may also be arranged.) There is a ten-day study tour and field trip during the term, and students execute their research proposal during four weeks of guided field research, writing up their findings for presentation at the end of the term.

Juniors, seniors, and graduate students from any field may apply. Students should have a desire to participate in a program featuring relatively intense cultural immersion and to undertake rigorous field research. Instruction is in English, but prior study of Nepali language is strongly recommended for Cornell students. Those interested in the program should consult Cornell Abroad (cuabroad@cornell.edu).

NEPAL 101-102 Elementary Nepali

101, fall; 102, spring. 6 credits each term.

NEPAL 102 provides language qualification. Prerequisite: for NEPAL 102, 101 or examination. S. Oja.

Intended for beginners. The emphasis is on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

NEPAL 160 Intensive Nepali

Summer only. 6 credits. Intended for beginners. S. Oja.

Emphasis is on the spoken language, in dialogues, exercises, and conversation practice. In addition, however, special attention is given to assisting students to develop vocabularies and abilities appropriate to their unique professional needs. Reading and writing practice use both colloquial and scholarly materials in the Nepali (Devanagari) script.

NEPAL 201-202 Intermediate Nepali Conversation @

201, fall; 202, spring. 3 credits each term.

NEPAL 201 provides language proficiency and satisfies Option 1. Prerequisites: for NEPAL 201, NEPAL 102 or examination; for NEPAL 202, NEPAL 201 or examination. S. Oja.

Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.

NEPAL 203-204 Intermediate Nepali Composition @

203, fall; 204, spring. 3 credits each term.

NEPAL 203 provides language proficiency and satisfies Option 1. Prerequisites: for NEPAL 203, NEPAL 102 or examination; for NEPAL 204, NEPAL 203 or examination. S. Oja.

A systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

NEPAL 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor. S. Oja.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

NEPAL 301-302 Advanced Nepali

301, fall; 302, spring. 3 credits each term.
Prerequisite: NEPAL 204 or permission of instructor. S. Oja.

Reading of advanced texts, together with advanced drill on the spoken language.

Pali

[PALI 131-132 Elementary Pali

131, fall; 132, spring. 3 credits each term.
This language series cannot be used to satisfy the language requirement. Not offered 2003-2004. Staff.]

PALI 151 Accelerated Elementary Pali

Spring. 3 credits. Prerequisites: prior background in Sanskrit or permission of the 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 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: PALI 132. PALI 151 or two years of Sanskrit. D. Boucher or A. Blackburn.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Sanskrit

SANSK 131-132 Elementary Sanskrit (also CLASS 191-192 and LING 131-132)

131, fall; 132, spring. 4 credits each term.

SANSK 132 provides language qualification. Offered alternate years. Staff

An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as quickly as possible.

[SANSK 251-252 Intermediate Sanskrit (also CLASS 291-292 and LING 251-252) @ # IV

251, fall; 252, spring. 3 credits each term.

SANSK 251 provides language proficiency and satisfies Option 1. Prerequisite: SANSK 132 or equivalent. Offered alternate years. Not offered 2003-2004; next offered 2004-2005. C. Minkowski.]

Literature in Sanskrit

[SNLIT 467-468 Reading in Sanskrit Literature: The Vedas @

Spring. 3 credits. Prerequisite: permission of instructor. Not offered 2003-2004. C. Minkowski.]

Sinhala (Sinhalese)

SINHA 101-102 Elementary Sinhala

101, fall; 102, spring. 6 credits each term. *SINHA 102 provides language qualification.* Prerequisite: for SINHA 102, SINHA 101 or equivalent. Staff.

A semi-intensive course for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

SINHA 160 Intensive Sinhala

Summer only. 6 credits. Intended for beginners. Offered alternate years. Emphasis is on the spoken (colloquial) language, the writing system is introduced and used to present all Sinhala materials, with additional reading practice with colloquial materials. A foundation is laid for later study of the written language (literary Sinhala).

SINHA 201-202 Intermediate Sinhala Reading @

201, fall; 202, spring. 3 credits each term. *SINHA 201 provides language proficiency and satisfies Option 1.* Prerequisites: for SINHA 201, SINHA 102; for SINHA 202, SINHA 201 or equivalent. Staff.

[SINHA 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. *SINHA 203 provides language proficiency and satisfies Option 1.* Prerequisites: for SINHA 203, SINHA 102 or permission of instructor; for SINHA 204, SINHA 203 or equivalent. Not offered 2003-2004. Staff.]

SINHA 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Tagalog

TAG 121-122 Elementary Tagalog

121, fall; 122, spring. 4 credits each term. Prerequisite: for TAG 122, TAG 121. T. Savella.

A thorough grounding is given in basic speaking and listening skills with an introduction to reading.

TAG 123 Continuing Tagalog

Fall. 4 credits. *Provides language qualification.* Prerequisite: TAG 122 or equivalent. T. Savella.

Improves speaking skills, such as fluency and pronunciation, focusing on verbal communication skills; offers a wide range of readings; and sharpens listening skills.

TAG 205-206 Intermediate Tagalog @

205, fall; 206, spring. 3 credits each term. *TAG 205 provides language proficiency and satisfies Option 1.* Prerequisites: for TAG 205, TAG 123 or equivalent; for TAG 206, TAG 205 or equivalent. T. Savella. This course develops all four skills: reading, writing, speaking, and comprehension.

TAG 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. T. Savella. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Thai

THAI 101-102 Elementary Thai

101, fall; 102, spring. 6 credits each term. *THAI 102 provides language qualification.* Prerequisite: for THAI 102, THAI 101 or equivalent. Intended for beginners or students placed by examination. N. Jagacinski.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

THAI 201-202 Intermediate Thai Reading @

201, fall; 202, spring. 3 credits each term. *THAI 201 provides language proficiency and satisfies Option 1.* Prerequisites: for THAI 201, THAI 102; for THAI 202, THAI 201 or equivalent. N. Jagacinski. Continuing instruction in spoken and written Thai.

THAI 203-204 Intermediate Composition and Conversation @

203, fall; 204, spring. 3 credits each term. *THAI 203 provides language proficiency and satisfies Option 1.* Prerequisites: for THAI 203, THAI 102; for THAI 204, THAI 203. N. Jagacinski. Intermediate instruction in spoken and written grammar and reading comprehension.

THAI 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. N. Jagacinski.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

THAI 301-302 Advanced Thai

301, fall; 302, spring. 4 credits each term. Prerequisite: THAI 202 or equivalent. N. Jagacinski.

Selected readings in Thai writings in various fields.

THAI 303-304 Thai Literature @

303, fall; 304, spring. 4 credits each term. *Satisfies Option 1.* Prerequisite: THAI 302 or equivalent. N. Jagacinski. Reading of significant novels, short stories, and poetry written since 1850.

THAI 401-402 Directed Individual Study

401, fall; 402, spring. 4 credits each term. For advanced students or students with special problems or interests. Prerequisite: permission of instructor. N. Jagacinski.

Urdu

See also listings under HINDI/ASIAN 125.

URDU 125 Introduction to the Urdu Script (also ASIAN 125)

Spring. 1 credit. Prerequisite: HINDI 101 or permission of instructor. Satisfactory completion of URDU 125 fulfills the qualification portion of the language requirement. A. Fatihi.

This course provides instruction in the basics of the Urdu script. It is intended primarily for students who have had some exposure to Hindi or Urdu but who have had little or no formal training in the script. The course focuses on mastering the script and pronunciation. It does not provide instruction in grammar.

Vietnamese

VIET 101-102 Elementary Vietnamese

101, fall; 102, spring. 6 credits each term. *VIET 102 provides language qualification.* Prerequisite: for VIET 102, VIET 101 or equivalent. Intended for beginners or students placed by examination. T. Tranviet.

A thorough grounding is given in all language skills: listening, speaking, reading, and writing.

VIET 201-202 Intermediate Vietnamese @

201, fall; 202, spring. 3 credits each term. *VIET 201 provides language proficiency and satisfies Option 1.* Prerequisites: for VIET 201, VIET 102 or equivalent; for VIET 202, VIET 201. T. Tranviet.

Continuing instruction in spoken and written Vietnamese.

VIET 203-204 Intermediate Vietnamese Composition and Reading @

203, fall; 204, spring. 3 credits each term. *VIET 203 provides language proficiency and satisfies Option 1.* Prerequisite: permission of instructor only. T. Tranviet. Designed for students and "native" speakers of Vietnamese whose speaking and listening are at the advanced level, but who still need to improve writing and reading skills.

VIET 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. T. Tranviet.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

VIET 301-302 Advanced Vietnamese @

301, fall or spring; 302, fall or spring. 3 credits each term. *Satisfies Option 1.* Prerequisites: for VIET 301, VIET 202 or permission of instructor; for VIET 302, VIET 301. T. Tranviet.

Continuing instruction in spoken and written Vietnamese; emphasis on enlarging vocabulary, increasing reading speed, and reading various genres and styles of prose.

VIET 401-402 Directed Individual Study

401, fall; 402, spring. 2-4 credits variable each term. Prerequisite: permission of instructor. Intended for advanced students. T. Tranviet.

Various topics according to need.

Vietnamese Literature

VTLIT 222-223 Introduction to Classical Vietnamese @

222, fall; 223, spring. 3 credits. *VTLIT 222 provides language proficiency and satisfies Option 1.* Prerequisite: qualification in Vietnamese or permission of instructor. K. Taylor.

This is a two-semester sequence of courses introducing 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, mostly from the seventeenth through nineteenth centuries, including historical records, prose writings, and poetry.

[VTLIT 224 Continuing Classical Vietnamese @

Fall. 3 credits. Not offered 2003-2004. K. Taylor.]

Related Courses in Other Departments and Colleges

Check the primary department section for the offering status of the following courses. Courses in other colleges will count as College of Arts and Sciences credit only for Asian Studies majors.

Asia/General Courses

ANTHRO 374 Human Palaeontology

AEM 464 Economics of Agricultural Development (also ECON 464)

AEM 667 Topics in Economic Development (also ECON 770)

COMM 424/624 Communication in the Developing Nations

ECON 473 Economics of Export-Led Development

GOVT 674 Theory and Practice of Nationalism

HIST 190 Introduction to Asian Civilization

HIST 495 Kings and States: Asian Models

ART H 280 Introduction to Art History: Approaches to Asian Art

ILRIC 637 Labor Relations in Asia

R SOC 205 Rural Sociology and International Development

China—Area Courses

ANTHR 655 East Asia: Readings in Specific Problems

ECON 469 Economy of China

ECON 772 Economics of Development

[GOVT 347 Government and Politics of China]

[GOVT 437 Contemporary China: Society and Politics]

[GOVT 438 Contemporary China: Political Economy]

GOVT 449/749 Politics and Magic: Popular Religion and Political Power in China

GOVT 642 Comparative Political Economy: East and Southeast Asia

GOVT 645 Chinese Politics

HIST 243 China and the West before Imperialism

HIST 293 History of China up to Modern Times

HIST 294 China in Modern Times

HIST 492 Undergraduate Seminar in Medieval Chinese History

HIST 493/693 Problems in Modern Chinese History

HIST 791-792 Seminar in Medieval Chinese History

ART H 380 Introduction to the Arts of China

ART H 481 The Arts in Modern China

Japan—Area Courses

ANTHR 345 Japanese Society

ANTHR 655 East Asia: Readings in Specific Problems

ARCH 339 Elements, Principles, and Theories in Japanese Architecture

GOVT 642 Comparative Political Economy: East and Southeast Asia

[HIST 230 Japan and the Pacific War]

HIST 297/497 Japan Before 1600

HIST 328 State, Society, and Culture in Modern Japan

HIST 420 Tale of Genji in Historical Perspective

HIST 489 Seminar in Modern Japanese History

HIST 798 Seminar in Japanese Thought

ILRHR 656 International Human Resource Management

[MUSIC 481 Japanese Music: Style and Tradition]

South Asia—Area Courses

[ANTHR 275 Human Biology and Evolution (also BIOES 275 and NS 275)]

[ANTHR 321 Sex and Gender]

ANTHR 339 Peoples and Cultures of the Himalayas

[ANTHR 406 Culture of Lives]

[ANTHR 621 Sex and Gender]

ANTHR 640-641 South Asia: Readings in Specific Problems

[ANTHR 673 Human Evolution: History, Concepts, and Theory (also BIOES 673)]

ARCH 342 Architecture as a Cultural System

ARCH 441-442 Special Topics in Architectural Culture and Society

ARCH 445 Architecture and the Mythic Imagination

ARCH 446 Topics in Architecture, Culture, and Society

ARCH 447 Architectural Design and the Utopian Tradition

ARCH 647-648 Architecture in its Cultural Context I & II

ARCH 649 Graduate Investigations in Architecture, Culture, and Society

CRP 671 Seminar in International Planning

[ECON 475 Economic Problems of India]

HD 436 Language Development (also PSYCH 436 and LING 436)

HD 633 Seminar on Language Development

Southeast Asia—Area Courses

[ANTHR 322 Magic, Myth, Science, and Religion (also RELST 322)]

[ANTHR 335 People and Cultures of Mainland Southeast Asia]

ANTHR 420 Development of Anthropology Thought

[ANTHR 424 Anthropology Amongst Disciplines]

[ANTHR 619 Anthropology Approaches to Study of Buddhism(s) in Asia]

ANTHR 628 Political Anthropology: Indonesia

ANTHR 634-635 Southeast Asia: Readings in Special Problems

GOVT 642 Comparative Political Economy: East and Southeast Asia

HIST 244 History of Siam and Thailand

HIST 395 Southeast Asian History from the Eighteenth Century

HIST 695 Early Southeast Asia: Graduate Proseminar

HIST 696 Modern Southeast Asia: Graduate Proseminar

HIST 795-796 Seminar in Southeast Asian History

ART H 490 Art and Collecting: East and West

MUSIC 245 Gamelan in Indonesian History and Cultures

MUSIC 445-446 Cornell Gamelan Ensemble

MUSIC 604 Ethnomusicology

ASIAN AMERICAN STUDIES PROGRAM

The Asian American Studies Program is a university-wide academic program housed administratively within the College of Arts and Sciences. Its aim is to promote teaching, research, and educational activities related to Asian Americans and to serve as a resource to the campus and regional communities. The program's undergraduate courses, offered within the program and cross-listed with departments in various colleges, meet distribution requirements and count toward a concentration in Asian American Studies. The program does not offer a graduate course of study, but students can undertake graduate work in Asian American Studies within selected disciplines of the university.

Undergraduate Concentration

The program's undergraduate concentration affords students an opportunity to develop a multidisciplinary approach to the study of Asians in the hemispheric Americas. The course of study stresses developments within the United States, but also underscores the transnational and comparative contexts of Asian America and the field's connections with African American, American Indian, Latino, and Women's Studies. Students must work with a faculty adviser from among the program's affiliated faculty and must complete at least 15 units of credits as follows: (a) AAS 110 and two additional courses in Asian American Studies; (b) one course in African American, American Indian, U.S. Latino Studies, or Feminist, Gender, and Sexuality Studies*; and (c) one course in East Asian, South Asian, or Southeast Asian Studies.* (*These courses must be approved by the student's faculty adviser, and they should address issues of race, gender, or the histories and cultures of Asian peoples.) Students must

file an application for the concentration with the Asian American Studies Program.

Resource Center

The program's Asian American Studies Resource Center provides meeting space for the more than 40 undergraduate student organizations of the Cornell Asian Pacific Student Union and the graduate student Asian Pacific American Graduate Association. It also holds a modest print collection of books, periodicals, and newspapers; a current news clipping file; a comprehensive data base of publications on Asian Americans since 1977; and a sizable collection of videotapes as well as music CDs on the Asian American experience.

Research

The program encourages faculty and student research on Asian Americans by sponsoring guest lectures, conferences, film festivals, readings, and exhibits. It also funds research projects and student travel to conferences and research sites. The Asian American Studies Workshop is the program's principal research initiative, engaging Cornell's faculty and students with invited faculty from other universities in a year-long intensive study of selected themes.

Core Faculty

D. Chang, V. Munasinghe, S. Wong

Advisory Board

T. Chaloeintiarana (Southeast Asia Program), B. de Bary (Asian studies), S. Han (sociology), V. P. Kayastha (Kroch Library), J. V. Koschmann (history), V. Munasinghe (anthropology), V. Nee (sociology), N. Sakai (Asian studies), S. Samuels (English), A. M. Smith (government), K. W. Taylor (Asian studies), Wai-Kwong Wong (Gannett Health Center), S. Wong, director (English), D. Yeh (vice president student/academic services)

Courses

AAS 110 Introduction to Asian American Studies (III or IV) (CA)

Spring. 3 credits. This course can be used to satisfy either a social science or humanities distribution requirement.
D. Chang.

An interdisciplinary, cross-cultural introduction to Asian American Studies focusing on contemporary issues. Major themes include: identity and stereotypes, gender, family, community, education, migration and labor, and anti-Asianism. Coverage is given to both Hawaii and the U.S. mainland, and to Chinese, Filipinos, Hawaiians, Japanese, Koreans, South Asians and Southeast Asians.

AAS 210 Sophomore Seminar: South Asian Diasporic Locations (also ANTHR 210) (CA)

Spring. 4 credits. Enrollment is limited to 15 students. V. Munasinghe.

This interdisciplinary course, with an emphasis on anthropology, introduces students to the multiple routes/roots, lived experiences, and imagined worlds of South Asians who have traveled to various lands—Fiji, South Africa, Mauritius, Britain, Malaysia, the United States, and Trinidad—as well as within South Asia itself, at different historical moments. The course begins with the labor migrations of the 1930s and continues to the present. We

compare and contrast the varied expressions of the South Asian Diaspora to critically evaluate transnational identity.

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

AAS 211 Sophomore Seminar: Race and the American City: Reading San Francisco and New York (also ENGL 211) (IV) (LA)

Fall. 4 credits. Enrollment is limited to 15 students. S. Wong.

This course will introduce students to the work of twentieth-century African American and Asian American writers who are based, or whose writings are based, in San Francisco and New York City. Students will also be introduced to a range of historical, geographical, sociological, and philosophical literature that addresses the ways in which space enters into the constitution and conduct of social life in urban centers. How do societies organize space, and whose interests are served by particular spatial configurations? In what ways, and by what means, are spaces gendered or racialized? In this course, we will look at how power and discipline are written into the apparently neutral spatial organization of our lives as social beings. We will examine the genealogy of the racialization of space that goes variously by the names of "Chinatown," "barrio," or "ghetto." We will ask how race configures the urban environment and how the urban environment configures race. How do spatial relations generate racial meanings and racial formations? What is the role of spatial organization in the production of racial categories, and how have writers articulated this process? The readings for the course will draw on literature, city planning, cultural geography, history, and sociology. Imaginative writing will make up approximately 60 to 70 percent of the readings.

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

AAS 212 American Diversity in the 20th Century (also HIST 213, AM ST 211)

Fall. 4 credits. D. Chang.

For course description, see HIST 213.

[AAS 213 Asian American History (also HIST 263)]

Fall. 4 credits. Not offered 2003–2004.

For description, see HIST 263.]

[AAS 262 Asian American Literature (also ENGL 262)]

Spring. 4 credits. Not offered 2003–2004.
S. Wong.

For description, see ENGL 262.]

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

Fall. 4 credits. V. Munasinghe.

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

[AAS 412 Undergraduate Seminar in Asian American History (also HIST 412)]

Spring. 4 credits. Not offered 2003–2004. For description, see HIST 412. A reading and research seminar that covers various topics in Asian American history.]

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

Fall. 4 credits. D. Chang.

This seminar offers in-depth analysis of Asian American communities. Beginning in the mid-nineteenth century and ending with late-twentieth century examinations, this course uses the community study as a lens to explore the development of Asian America. It focuses on themes of collective strategies of resistance to discrimination as well as tensions within Asian American populations. Course materials include some of the most significant monographs recently published as well as primary documents.

[AAS 438 Immigration and Ethnic Identity (also SOC 438)]

Spring. 4 credits. Not offered 2003–2004. For description, see SOC 438.]

[AAS 453 Twentieth-Century American Women Writers of Color (IV) (LA)]

Fall. 4 credits. Not offered 2003–2004.

S. Wong.

This course explores a range of writing—novels, stories, poems, essays—by American women writers of color in the twentieth century. We 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 works by Joy Harjo, Leslie Marmon Silko, Sandra Cisneros, Theresa Hak Kyung Cha, Sigrid Nunez, Jamaica Kincaid, Maxine Hong Kingston, Gwendolyn Brooks, Ann Petry, Carolivia Herron, Shani Mootoo, and Helena Maria Viramontes.]

[AAS 478 Self and Nation in Asian-American Literature (also ENGL 478)]

4 credits. Not offered 2003-2004. S. Wong. A study of the ways in which Asian American writers have constructed discourses of self and nation. Topics include nationalism, feminism, identity politics, and theories of minority discourse. In our reading of selected works of prose, poetry, and drama by Chinese American, Filipino American, Japanese American, and Korean American writers, we ask questions about the relation of these works to the moment of their production and reception, and the manner in which these textual representations engage with shifting cultural and political struggles. Writers under discussion may include: Carlos Bulosan, Theresa Hak Kyung Cha, Frank Chin, Jessica Hagedorn, and David Henry Hwang, Maxine Hong Kingston, Joy Kogawa, and David Mura.]

AAS 479 Ethnicity and Identity Politics: An Anthropological Perspective (also ANTHRO 479)

Spring. 4 credits. V. Munasinghe. The most baffling aspect of ethnicity is that, while ethnic sentiments and movements gain ground rapidly within the international arena, the claim that ethnicity does not exist in any objective sense is also receiving increasing credence within the academic community. How can something thought "not to exist" have such profound consequences in the real world? In lay understandings, ethnicity is believed to be a "natural" disposition of humanity. If so, why does ethnicity have different meanings in different places? Anthropology has much to contribute to a greater understanding of this perplexing phenomenon. After all, the defining criterion for ethnic groups is that of cultural distinctiveness. Through ethnographic case studies, this course will examine some of the key anthropological approaches to ethnicity. We will explore the relationship of ethnicity to culture, ethnicity to nation, and ethnicity to state to better understand the role ethnicity plays in the identity politics of today.

AAS 495 Independent Study

Fall or spring. 1-4 credits. Staff. Topic and credit hours to be mutually arranged between faculty and student. Independent Study Forms must be approved by Asian American Studies Program Office.

ASTRONOMY

J. F. Veverka, chair (312 Space Sciences Building, 255-3507); T. L. Herter, director of undergraduate studies (202 Space Sciences Building 255-5898); J. F. Bell, J. A. Burns, D. B. Campbell, D. F. Chernoff, J. M. Cordes, E. E. Flanagan, P. J. Gierasch, R. Giovanelli, P. F. Goldsmith, M. P. Haynes, J. R. Houck, D. Lai, R. V. E. Lovelace, P. D. Nicholson, C. J. Salter, S. W. Squyres, G. J. Stacey, Y. Terzian, S. A. Teukolsky, I. M. Wasserman. Emeritus: T. Gold, T. Hagfors, M. O. Harwit, E. E. Salpeter

Cornell's astronomy faculty, research staff, graduate, and undergraduate students are active in diverse areas of modern astronomy ranging from theoretical astrophysics and general relativity to radio and radar astronomy, infrared and optical astronomy, and the exploration of the solar system. Cornell operates two local optical

observatories, the world's largest radio telescope at Arecibo, Puerto Rico, and with two other institutions, the 200-inch optical telescope at Mt. Palomar in California. Several members of the department faculty are also Principal Investigators on major NASA space and planetary exploration missions.

The department offers a number of courses to satisfy a general interest in astronomy. These courses have few or no prerequisites and are not intended for the training of professional astronomers. Among the introductory courses, several choices are available, depending on background and on the requirements to be fulfilled. The 100-level courses are designed primarily for nonscience majors. The alternative introductory sequence ASTRO 211-212 is geared toward sophomore physical science and engineering majors and requires coregistration in beginning calculus. ASTRO 201 and 202 are intended for students with an interest in astronomy but no scientific background; they are topical rather than survey-oriented. ASTRO 332 is designed for physical science and engineering majors as an introduction to astrophysics. Other courses at the 200 and 300 levels may appeal to students of various backgrounds and interests, as indicated in the individual course descriptions.

Courses numbered above 400 are intended for students who have had two to three years of college physics and at least two years of college mathematics. ASTRO 440, Independent Study, permits students to engage in individual research projects under the guidance of a faculty member.

Interested students are encouraged to become members of the undergraduate Cornell Astronomy Club. The club has access to the Fuertes Observatory on campus and conducts regular observing and astrophotography sessions. All students are invited to visit the Space Sciences Building, see the exhibits on display there, and consult faculty members about career plans or choice of courses.

The Major

The purpose of the major in astronomy is to provide in-depth knowledge and education about the nature of the universe. Astronomy relies heavily on preparation in physics and mathematics. Consequently, many courses in these fields are included as prerequisites. In preparation for the major, students normally elect the introductory physics sequence PHYS 112-213-214 or 116-217-218 and the complementary pathway in mathematics, MATH 111-122-221-222 or 191-192-293-294 (or equivalent). Students who anticipate undertaking graduate study are urged to elect the honors physics sequence PHYS 116-217-218-318-327 if possible. The sophomore seminar, ASTRO 233 "Topics in Astronomy and Astrophysics," provides an introduction to current research in astronomy and astrophysics for prospective majors, but is not required of students who elect to major in astronomy after the sophomore year. Students are also urged to acquire computer literacy. ASTRO 234 is designed to give students hands-on experience with the methods of analysis, visualization, and simulation needed in astrophysical research. Acceptance to the major is first considered after completion of three semesters of introductory physics and mathematics and in general requires a GPA of 3.2 in physics and mathematics courses.

The major requirements stress the importance of building a strong preparation in physical science. The following upper level courses are normally required:

PHYS 314 or 318, 316, 323 or 327, 341 and 443
A&EP 321-322 (or equivalent, e.g. MATH 420 and 422)

ASTRO 410, 431, and 432.

Upon consent of the major adviser, students interested in planetary studies may substitute appropriate advanced courses or may pursue an independent major under the program in the Science of Earth Systems. Majors are encouraged to supplement the above courses with any astronomy, physics, or other appropriate courses at or above the 300 level. Advanced seniors can enroll in astronomy graduate courses with the consent of the instructor. Students are also encouraged to work with faculty members on independent study projects under the course ASTRO 440 or to apply to a variety of programs at Cornell, Arecibo, and elsewhere that offer undergraduates summer employment as research assistants. Nearly all undergraduate majors and concentrators become involved in research projects in the junior and senior years.

Students whose interest in astronomy is sparked somewhat late in their undergraduate career are encouraged to discuss possible paths with the Director of Undergraduate Studies in Astronomy.

Honors. A student may be granted honors in astronomy upon the recommendation of the Astronomy Advisers Committee of the astronomy faculty.

Double majors. A double major in astronomy and another subject is possible in many circumstances. However, the set of courses used to fulfill the requirements for each major must be completely independent.

Concentration. The concentration in astronomy for other majors normally requires 12 credits, at least eight of which must be at the 300 level or above. ASTRO 233 and 234 are recommended for sophomores planning to concentrate in astronomy.

Distribution Requirement

All courses in astronomy, except ASTRO 233 and 234, may be used to fulfill the science distribution requirement in the College of Arts and Sciences.

Courses**ASTRO 101 The Nature of the Universe (I) (PBS)**

Fall. 4 credits. No prerequisites. Labs limited to 18 students each and discussions limited to 30 students each. T. Herter, labs: G. Stacey.

This course introduces students to the cosmos. The birth, evolution, and death of stars, the formation of the chemical elements, and the nature of white dwarfs, neutron stars, and black holes are discussed. An introduction to the theories of special relativity and general relativity is given. The course covers the search for other worlds outside the solar system and the possible existence of life and intelligence elsewhere in the universe. Modern theories of cosmology are presented, and the origin, structure, and fate of the universe are discussed. Most of the course notes as well as sample exams and simulations are made available on the web.

ASTRO 102 Our Solar System (I) (PBS)

Spring. 4 credits. Labs limited to 18 students each; discussions limited to 30 students each. J. Burns; labs: G. Stacey.

The past few decades have seen incredible advances in the exploration of our solar system. In this course students learn about the current state and past evolution of the Sun and its family of planets, moons, asteroids, and comets. The course emphasizes images and other data obtained from current and past NASA space missions and how these data provide insights about the important processes that have shaped the evolution of solar system objects. General astronomical concepts relevant to the study of the solar system are also discussed. Critical focus is on developing an understanding of the Earth as a planetary body and discovering how studies of other planets and satellites influence models of the climatic, geologic, and biologic history of our home world. Other topics covered include impact hazards, the search for life in the solar system, and future missions.

ASTRO 103 The Nature of the Universe (I) (PBS)

Fall. 3 credits. T. Herter.

Identical to ASTRO 101 except for omission of the laboratory (see description above).

ASTRO 104 Our Solar System (II) (PBS)

Spring. 3 credits. J. Burns.

Identical to ASTRO 102 except for omission of the laboratory.

ASTRO 105 An Introduction to the Universe (I) (PBS)

Summer. 3 credits. Prerequisite: high school physics recommended.

J. Harrington, L. Keller.

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 shi, and how do they die? What are the chemical elements, and how were they formed in stars? What are quasars, pulsars, and black holes? How was the solar system formed? What are the environments of other planets like? What is the basic structure of Earth and the other planets? Will we catastrophically alter the earth? Does life exist elsewhere in the universe? How can we find out? Each student has an opportunity to make observations with small telescopes.

ASTRO 106 Essential Ideas in Relativity and Cosmology (I) (PBS)

Summer. 3 credits. Prerequisites: high school algebra and trigonometry.

R. A. Saenz.

An explanation of Einstein's theories of special and general relativity, which brought about a fundamental change in our conceptual understanding of space and time. Correspondence to, and conflicts with, common sense. Applications to various areas in special relativity space travel, the equivalence of mass and energy, nuclear fission and fusion, and thermonuclear processes in the sun and in general relativity (motion of light and particles in curved space-time, cosmological models, and the question of whether the universe is open or closed).

ASTRO 107 An Introduction to the Universe (II) (PBS)

Summer. 4 credits. J. Harrington, L. Keller.

Identical to ASTRO 105 except for the addition of the afternoon laboratory that emphasizes mathematical problem-solving. This option is recommended for potential majors in science and engineering.

ASTRO 195 Observational Astronomy (I) (PBS)

Fall. 3 credits. Limited to 24 students.

Permission of instructor required.

G. Stacey.

This course provides a "hands-on" introduction to observational astronomy intended for liberal arts students at the freshman and sophomore level. High school mathematics is assumed, but otherwise there are no formal prerequisites. The course objective is to teach how we know what we know about the universe. The course is set up with two lectures and one evening laboratory per week. Not all of the evening sessions will be used. Planned exercises include five or six observational labs (star gazing with binoculars and small telescopes, telescopic observations and CCD imaging of star clusters, nebulae, and the planets, solar observations, radio observations of the Milky Way Galaxy), plus a selection of exercises from the following: experiments in navigating by the stars; construction and use of simple instruments such as optical spectrometers and sun dials; laboratory spectroscopy; experiments in planetary cratering; collection and study of micrometeorites; computer simulations of the orbits of planets and their satellites; and cosmological explorations using data from the Hubble Space Telescope available on the web.

ASTRO 201 Our Home in the Universe (I) (PBS)

Fall. 3 credits. Assumes no scientific background. Course intended for freshmen and sophomores. Permission of instructor required. R. Giovanelli, M. Haynes.

A general discussion of our relation to the physical universe and how our view of the universe has changed from ancient to modern times. Several main themes are covered over the course of the semester: the evolution of our view of the sky from that of ancient cultures to that of space telescopes; the death of stars and the formation of black holes; dark matter and the structure of galaxies; and the origin, evolution, and fate of the universe. We present a nonmathematical introduction to these subjects and discuss uncertainties and unresolved issues in our understanding.

ASTRO 202 Our Home in the Solar System (II) (PBS)

Spring. 3 credits. Prerequisite: some background in science is required. Course intended for freshmen and sophomores.

J. Veverka.

This writing course is designed to develop an understanding of our home planet as a member of a diverse family of objects in our solar system. Discussion centers on how studies of other planets and satellites have broadened our knowledge and perspective of Earth, and vice versa. We study, debate, and learn to write critically about important issues in science and public policy that benefit from this perspective. Topics discussed include global warming, the impact threat, the searches for extrasolar planets and extraterrestrial intelligence and the exploration of Mars.

ASTRO 211 Astronomy: Stars, Galaxies, and Cosmology (I) (PBS)

Fall. 4 credits. Intended for engineering and physical sciences freshmen and sophomores. Prerequisite: introductory calculus or coregistration in MATH 111 or 191 or consent of instructor. J. Houck.

The topics to be discussed include the following: the formation and evolution of normal and extreme stars, the structure and evolution of galaxies, and cosmology.

ASTRO 212 The Solar System: Planets, Satellites, and Rings (I) (PBS)

Spring. 4 credits. Intended for first and second year engineering and physical sciences students. Prerequisite: introductory calculus or coregistration in MATH 111 or 191; some knowledge of classical physics (mechanics and thermodynamics). D. Campbell, staff.

An introduction to the solar system, with emphasis on the application of simple physical principles. Topics include: the Sun, nucleosynthesis of the elements, radioactive dating, seismology and planetary interiors, planetary surfaces and atmospheres including greenhouse models, orbital mechanics and resonances, interrelations between meteorites, asteroids and comets, the Jovian planets, icy moons and ring systems, and the search for extra-solar planets.

ASTRO 233 Sophomore Seminar: Topics in Astronomy and Astrophysics: The Origin of Cosmic Structures

Fall. 2 credits. Prerequisites: PHYS 112 or 116 and 213 or 217, MATH 112, 122 or 192 OR permission of instructor. Enrollment is limited to 15 students. Intended for sophomores planning to major in astronomy or related fields. M. Haynes, D. Campbell.

Topics may change yearly. The fall 2003 course will be offered as a Knight sophomore seminar and will explore the theme: "From Planets to Galaxies: The Origin of Cosmic Structures". Emphasis is placed on understanding both the context and the methodology of such issues as the search for extrasolar planets, interstellar chemistry, the role of supermassive black holes in galaxy formation, and the influence of environment on galaxy evolution.

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

ASTRO 234 Modern Astrophysical Techniques

Spring. 2 credits. Prerequisites: 2 semesters of introductory physics and 2 semesters of calculus plus ASTRO 233 or permission of instructor. Some experience with computer programming expected. Intended for sophomores majoring or concentrating in astronomy or related fields. J. Harrington/staff.

The course reviews the basic techniques employed in astrophysical research, both observational and theoretical, to explore the universe. Basic methods and strategies of data acquisition and image and signal processing are discussed. Students gain hands-on experience with visualization techniques and methods of error analysis, data fitting, and numerical simulation. Exercises address the processes by which astrophysicists piece together observations made with today's

foremost astronomical instruments to solve questions concerning the origin of planets, stars, galaxies, and the universe itself.

ASTRO 280 Space Exploration (I) (PBS)
Fall. 3 credits. Staff.

This course provides an overview of space science, with particular emphasis on the solar system, and a detailed examination of a few selected objects, including the planet Mars, the satellites in the outer solar system, and comets. The focus is on methods of collecting information and especially on spacecraft and space missions. Topics include the design and limitations of instruments. Ethical and political questions associated with space exploration are discussed. Intended for students with an interest in science, technology, and associated policy issues. No special background in physical sciences, math, or engineering is assumed.

[ASTRO 290 Relativity and Astrophysics (I) (PBS)]

Spring. 4 credits. Prerequisites: knowledge of freshman physics, calculus, and geometry. Not offered 2003-2004.
I. Wasserman.

This course provides a geometrically based introduction to special and general relativity, followed by consideration of astrophysical applications. Includes discussion of tests of Einstein's theory of space, time, and gravitation; the physics of white dwarfs, neutron stars, and black holes; an introduction to modern cosmology.]

ASTRO 299 Search for Life in the Universe (I) (PBS)

Spring. 4 credits. Prerequisites: 2 courses in any physical science subject or permission of instructors. J. Cordes, Y. Terzian.

The contents of the universe is surveyed. Theories of cosmic and stellar evolution, and of the formation and evolution of planetary systems, planetary atmospheres, and surfaces are reviewed. Questions regarding the evolution of life and the development of technology are discussed. Methods to detect extraterrestrial life with emphasis on radio telescopes and associated instrumentation are presented. Hypothetical communication systems are developed and discussed.

[ASTRO 310 Planetary Imaging Processing (I) (PBS)]

Fall. 3 credits. Prerequisites: two semesters of introductory physics and some experience with computer programming expected. Intended for sophomores or juniors majoring or concentrating in astronomy or related fields. Not offered 2003-2004. J. Bell.

This course reviews the basic techniques employed in the collection and processing of spacecraft images of planets, moons, rings, asteroids, and comets, from both the observational and theoretical perspectives. Students gain hands-on experience with digital image manipulation, including visualization, calibration, statistics, and error analysis. Specific examples involve the processing and analysis of imaging data from missions like Voyager, Clementine, Galileo, NEAR, Mars Pathfinder, Mars Global Surveyor, and the Hubble Space Telescope. Exercises encompass the range of techniques used by planetary scientists to acquire and process spacecraft data that are then used to address questions

on the geology, composition, and evolution of solar system bodies.]

ASTRO 331 Climate Dynamics (also EAS 331) (I) (PBS)

Fall. 4 credits. Prerequisite: MATH 112 or 192 or equivalent or instructor's approval.
K. Cook, P. Gierasch.

Processes that determine climate and contribute to its change are discussed, including atmospheric radiation, ocean circulation, and atmospheric dynamics. Contemporary climate change issues are investigated and discussed in the context of natural variability of the system.

ASTRO 332 Elements of Astrophysics (I) (PBS)

Spring. 4 credits. Prerequisites: MATH 112, 122, 192, or equivalent. PHYS 213 or 217.
P. Goldsmith, P. Nicholson.

An introduction to astronomy, with emphasis on the application of physics to the study of the universe. Covers: physical laws of radiation; distance, size, mass, and age of stars, galaxies, and the universe; stellar evolution and nucleosynthesis; supernovae, pulsars, and black holes; galaxies and quasars. Introduction to cosmology. Mainly intended for students of science, engineering, and science education interested in astronomy and astrophysics.

ASTRO 342 Atmospheric Dynamics (also EAS 342) (I) (PBS)

Spring. 3 credits. Prerequisites: one year each of calculus and physics. K. H. Cook, P. J. Gierasch.

An introduction to the basic equations and techniques used to understand motion in the atmosphere, with an emphasis on the space and time scales typical of storm systems (the synoptic scale). The governing equations of atmospheric flow are derived from first principles and applied to middle latitude and tropical meteorology. Topics include balanced flow, atmospheric waves, circulation, and vorticity.

ASTRO 410 Experimental Astronomy (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 214/8 (or 310 or 360), PHYS 323/7 (or coregistration) or permission of instructor required. J. Cordes, P. Goldsmith, J. Houck.

Observational astrophysics. Major experiments involve techniques in CCD (charge-coupled-device) imaging, optical photometry, optical spectroscopy, radiometry, radio spectroscopy and radio astronomy. The experiments involve use of the Hartung-Boothroyd Observatory's 24-inch telescope, a laboratory two-element radio interferometer, and a radio telescope mounted on top of the Space Sciences Building. The laboratory covers the fundamentals of using astronomical instrumentation and data analysis as applied to celestial phenomena: asteroids, normal stars, supernova remnants, globular clusters, planetary nebulae, the interstellar medium, OH masers, and galaxies.

ASTRO 431 Introduction to Astrophysics and Space Sciences (I) (PBS)

Fall. 4 credits. Prerequisites: mathematics above the 200 level and physics above the 300 level; PHYS 443 is recommended.
P. Goldsmith.

An overview of modern astrophysical concepts for physical science majors. Major topics include stellar formation, structure, and

evolution; stellar atmospheres; compact objects (white dwarf, neutron star, and black holes); planets; and brown dwarfs. Current research problems in these areas are introduced along the way. The emphasis is on using fundamental principles of physics to explain astronomical phenomena. A variety of physics, including elements of atomic and molecular physics, solid state physics and fluid mechanics, are introduced or reviewed in a quick, practical fashion in order to be put to use in solving astrophysics puzzles.

ASTRO 432 Introduction to Astrophysics and Space Sciences II (I) (PBS)

Spring. 4 credits. Prerequisite: ASTRO 431 or permission of instructor. D. Chernoff.
This course is divided into two broad topics; the astrophysics of the interstellar medium and cosmology. The interstellar medium section covers thermal equilibrium and radiative transport in HII regions, atomic gas regions, and molecular clouds. The cosmology section includes expansion of the universe; metrics, Friedmann equations, dark matter, cosmological tests, the early universe, and the cosmological production of the elements.

[ASTRO 434 The Evolution of Planets (I) (PBS)]

Spring. 4 credits. Not offered 2003-2004. Staff.]

ASTRO 440 Independent Study in Astronomy

Fall or spring. 2-4 credits. Prerequisite: permission of instructor. Recommended: familiarity with the topics covered in ASTRO 332, 431, or 434.

Individuals work on selected topics. A program of study is devised by the student and instructor. Students need to fill out an independent study form, have it signed by the instructor, and register in the department office, 610 Space Sciences Building.

ASTRO 490 Senior Seminar Critical Thinking (I) (PBS)

Fall. 3 credits. No prerequisites. Course is open to ALL students. Y. Terzian.
Critical thinking in scientific and nonscientific contexts. Topics include elements of classical logic, including standards of evidence and paradoxes. Case studies include examples of competing hypotheses in the history of science, as well as examples from borderline sciences. Stress will be put on creative generation of alternative hypotheses and their winnowing by critical scrutiny. Topics include the nature and history of the universe, the nature of time, the nature of reality, the possibilities of life on other planets, and artificial intelligence. The course includes debates by the students.

[ASTRO 509 General Relativity (also PHYS 553)]

Fall. 4 credits. Prerequisite: knowledge of special relativity and methods of dynamics at the level of *Classical Mechanics* by Goldstein. Not offered 2003-2004. J. York.
A systematic introduction to Einstein's theory using both modern and classical methods of computation. Topics include review of special relativity, differential geometry, foundations of general relativity (GR), laws of physics in the presence of gravitational fields, GR as a dynamical theory, experimental tests of GR. At the level of *Gravitation* by Misner, Horne, and Wheeler.]

[ASTRO 510 Applications to General Relativity (also PHYS 554)]

Spring. 4 credits. Prerequisite: ASTRO 509. Not offered 2003–2004. J. York.

A continuation of ASTRO 509 that emphasizes applications to astrophysics and cosmology. Topics include: relativistic stars, gravitational collapse and black holes, gravitational waves and cosmology, use of dynamics to formulate astrophysical and cosmological computations.]

[ASTRO 511 Physics of Black Holes, White Dwarfs, and Neutron Stars (also PHYS 525)]

Spring. 4 credits. The minimum prerequisites for this course are all of the physics at the upper division undergraduate level. Not offered 2003–2004.

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, gamma-ray bursts, and so on. Supermassive black holes also lie at the heart of the violent processes in active galactic nuclei and quasars. The study of compact objects allows one to probe physics under extreme conditions (high densities, strong magnetic fields, and gravity). This course surveys the astrophysics of compact stars and related subjects. Emphasis is on the application of diverse theoretical physics tools to various observations of compact stars. There are no astronomy or general relativity prerequisites. At the level of *Physics of Black Holes, White Dwarfs, and Neutron Stars* by Shapiro and Teukolsky.]

ASTRO 516 Galactic Structure and Stellar Dynamics

Fall. 4 credits. D. Chernoff.

This course is an introduction to the study of the structure of galaxies via the laws of modern physics. Topics include the observed kinematics and spatial distribution of stars in the vicinity of the Sun, shapes and properties of stellar orbits, the gravitational N-body problem, collisional relaxation in stellar systems, spiral structure, galaxy classification and evolution, and cosmological results in galaxy formation.

ASTRO 520 Radio Astronomy

Fall. 4 credits. D. Campbell, J. Cordes.

Covers radio astronomy telescopes and electronics; antenna theory; observing procedures and data analysis; concepts of interferometry and aperture synthesis.

[ASTRO 523 Signal Modeling, Statistical Inference, and Data Mining in Astronomy]

Spring. 4 credits. Not offered 2003–2004. J. Cordes.

The course aims to provide tools for modeling and detection of various kinds of signals encountered in the physical sciences and engineering. Data mining and statistical inference from large and diverse databases are also covered. Experimental design is to be discussed. Basic topics covered include: probability theory; Fourier analysis of continuous and discrete signals; digital filtering; matched filtering and pattern recognition; spectral analysis; Karhunen-Loeve analysis; wavelets; parameter estimation; optimization techniques; Bayesian statistical inference; deterministic, chaotic, and stochastic processes; image formation and analysis; maximum entropy techniques.

Specific applications are chosen from current areas of interest in astronomy, where large-scale surveys throughout the electromagnetic spectrum and using non-electromagnetic signals (e.g., neutrinos and gravitational waves) are ongoing and anticipated.

Applications are also chosen from topics in geophysics, plasma physics, electronics, artificial intelligence, expert systems, and genetic programming. The course is self-contained and is intended for students with thorough backgrounds in the physical sciences or engineering.]

ASTRO 525 Techniques of Optical/Infrared and Submillimeter Astronomy

Spring. 4 credits. T. Herter, G. Stacey.

Optical/infrared and submillimeter telescopes and instrumentation are discussed and related to current research in these fields. The course includes telescope design and general optical design (ray tracing). CCD, photoconductor, photovoltaic, bolometer, impurity band conduction, and heterodyne detection systems are presented. The instrumentation discussion includes general instrument design and specific applications to cameras, spectrographs, and interferometers. Detection limits of various systems, cryogenic techniques, and astronomical data analysis techniques are also discussed. Special topics include speckle interferometry and adaptive optics.

ASTRO 530 Astrophysical Processes

Spring. 4 credits. D. Lai.

Thermal and nonthermal radiation processes encountered in studies of stars, the interstellar and intergalactic media, galaxies, and quasars. Fundamentals of radiative transfer, bremsstrahlung, synchrotron radiation, and Compton scattering are covered, as well as spectral line transfer, gas heating and cooling, and topics in atomic and molecular spectroscopy. These topics are discussed within the framework of astrophysical situations, such as star formation, interstellar gas and dust clouds, jets, active galactic nuclei, clusters of galaxies and cosmology.

[ASTRO 555 Theory of the Interstellar Medium]

Fall. 4 credits. Not offered 2003–2004.

D. Chernoff, P. Goldsmith, J. Cordes, Y. Terzian.

Covers global theories of the interstellar medium-mass and energy exchange between the different phases; the role of shock waves and energetic outflows in the thermal equilibrium and ionization state of gas in the galaxy; basic astrophysical fluids and plasmas; galactic dynamics; and observation techniques, current problems and results.]

[ASTRO 560 Theory of Stellar Structure and Evolution (also PHYS 667)]

Fall. 4 credits. Not offered 2003–2004.

D. Lai.

This course is intended to provide a systematic development of stellar astrophysics, both theory and observations. Topics include: hydrostatic equilibrium; equation of state; radiation transfer and atmospheres; convection and stellar turbulence; nuclear burning and nucleosynthesis; solar neutrinos; star formation; pre-main sequence stars; brown dwarfs; end states of stellar evolution (white dwarfs, neutron stars and black holes); supernovae; interacting binary stars; stellar rotation and magnetic fields; stellar pulsations; winds and outflows. The prerequisites for the course are all undergraduate level physics. Though

helpful, no astronomy background is required.]

ASTRO 570 Physics of the Planets

Fall. 4 credits. P. Nicholson.

An introductory survey of planetary science with an emphasis on the application of physical principles. Planetary dynamics, including satellite orbits, tidal interactions, resonances, and ring dynamics. An introduction to the theory of planetary interiors, gravitational fields, heat sources, and rotational mechanics. Physics of planetary atmospheres, including radiative transfer, convection, and thermal structure. Important observational results, including those of ground-based optical, infrared, radio, and radar astronomy, as well as those made by spacecraft, are discussed. Intended for graduate students and seniors in astronomy, physics, and engineering.

[ASTRO 571 Mechanics of the Solar System (also T&AM 673)]

Spring. 3 credits. Not offered 2003–2004. J. Burns.]

[ASTRO 579 Celestial Mechanics]

Fall. 3 credits. Not offered 2003–2004.

For description, See T&AM 672.]

[ASTRO 590 Galaxies and the Universe]

Spring. 4 credits. Not offered 2003–2004.

R. Giovanelli, T. Herter.

The universe, its constituents, its large-scale structure, and its history in the light of the major thrusts of extragalactic research. The morphology, photometry, dynamics, and kinematics of galaxies and their subsystems. Determination of masses, mass-to-light ratios, and the "missing mass." Activity in Seyferts, radio galaxies, and quasars. Binaries, groups, clusters, and superclusters. The extragalactic distance scale. Galaxy formation and evolution. Confrontation of cosmological theories with observational results.]

ASTRO 599 Cosmology (also PHYS 599)

Spring. 4 credits. Prerequisites: statistical physics, quantum mechanics and electromagnetic theory. I. Wasserman.

This course is intended to provide a detailed theoretical development of current ideas in cosmology. Topics include observational overview; growth of irregularities, galaxy formation, and clustering; big bang cosmology, recombination, nucleosynthesis; very early universe, symmetry breaking, inflationary scenarios. At the level of Peebles, *Principles of Physical Cosmology*.

ASTRO 620 Seminar: Advanced Radio Astronomy

Spring. 2 credits. Prerequisites: some background in astronomical spectroscopy suggested. Open to advanced undergraduates by permission of instructor. J. Cordes, R. Giovanelli, M. Haynes.

The emphasis of the course in spring 2004 will be on large-scale surveys in radio astronomy, an interest stimulated by the forthcoming L-band (18–23 cm wavelength) array receiver (ALFA) at the Arecibo Observatory in late 2004. This instrument will revolutionize our ability to search for pulsars, hidden and low-mass galaxies, and transient sources and to probe the structure of the Milky Way. The seminar will focus on (a) major surveys carried out in radio and at other wavelengths in recent years, their scientific goals, and technical challenges, and (b) plans and prospects for major surveys that are likely

to take place in this decade with the L-band feed array at Arecibo. Large surveys require new paradigms for observational astronomy, particularly in connection with data acquisition, excision of artificial and natural interference, the management of extremely large data bases, the development of robust tools for data mining, and the timely delivery of data products to archives that are accessible to the wider community.

[ASTRO 621 Seminar: Planetary Radar Astronomy]

Spring. 3 credits. Prerequisites: intended for graduate students and upper-level undergraduates in astronomy, engineering, and geology. A good background in undergraduate mathematics and physics is required. Not offered 2003-2004.
D. Campbell.

The application of radar to the study of the surfaces of planets, planetary satellites, asteroids, and comets. Topics covered target detectability and the specification of the needed antennas, transmitters, and receiving systems; data processing techniques; imaging techniques including delay-Doppler imaging, synthetic aperture radar (SAR) and interferometric SAR; target characterization from cross section, scattering laws and polarization measurements; results from earth-based and spacecraft radar observations of Mercury, Earth, the Moon, Mars, the satellites of Jupiter, the rings of Saturn, asteroids, and comets.]

[ASTRO 640 Advanced Study and Research]

Fall or spring. Credit TBA.
Guided reading and seminars on topics not currently covered in regular courses.

[ASTRO 651 Atmospheric Physics (also EAS 651)]

Fall. 3 credits. Not offered 2003-2004.
K. Cook, S. Colucci, P. Gierasch.
For description, see SCAS 651.]

[ASTRO 652 Advanced Atmospheric Dynamics (also SCAS 652)]

Spring. 3 credits. Not offered 2003-2004.
S. Colucci, K. Cook, P. Gierasch.
For description, see SCAS 652.]

[ASTRO 660 Cosmic Electrodynamics (also A&EP 608)]

Spring. 2 credits. R. Lovelace.
Selected topics discussed in detail: the solar wind, stellar winds, Bondi accretion, Bondi-Hoyle accretion, accretion disks with B fields, magneto-rotational instability, magneto-centrifugal winds and jets from disks, Poynting jets, funnel flows, the propeller stage of accretion, advection and convection dominated accretion flows, fast dynamo processes in astrophysics.

[ASTRO 671 Seminar: Mars]

Fall. 3 credits. J. Veverka, J. Bell.
This course will review our current knowledge of the surface and atmosphere of Mars, as revealed by telescopic observation and flyby, orbital, and landed spacecraft measurements, especially focusing on data from Viking, Mars Global Surveyor, Mars Pathfinder, Mars Odyssey, and the Hubble Space Telescope. The class will emphasize key outstanding issues in martian geology, geophysics, surface composition, atmospheric studies, and climate evolution, and will also discuss how competing hypothesis regarding these issues will be tested by new missions

(Mars Exploration Rovers, Mars Express, Mars Reconnaissance Orbiter) during the next few years.

[ASTRO 673 Seminar: Planetary Atmospheres]

Spring. 2 credits. Not offered 2003-2004.
P. Gierasch.

This course deals with motions in planetary atmospheres. Among the topics discussed are the Venus general circulation, dust and water transports on Mars, alternating jets on the outer planets, and compositional layering in the outer planets.]

[ASTRO 690 Seminar: Computational Astrophysics (also PHYS 480/680)]

Spring. 3 credits. Prerequisites: working knowledge of FORTRAN. Staff.
For description, see PHYS 480/680.

[ASTRO 699 Seminar: Problems in Theoretical Astrophysics (also PHYS 665)]

Fall. 2 credits. D. Lai.
An informal seminar that explores current research problems in astrophysics, with focus on high-energy and relativistic phenomena. Possible topics include compact stars, supermassive black holes, high-energy cosmic rays, and neutrino and gravitational wave astronomy. Both the theoretical and observational/experimental aspects will be discussed by the lecturer and among the participants. This seminar is open to all graduate students.

[ASTRO 699 Seminar: Observational High Energy Physics]

Spring. 2 credits. ASTRO 511 (PHYS 525) is strongly recommended as a co- or prerequisite. Not offered 2003-2004. Staff.]

BIOLOGICAL SCIENCES

Biology is a popular subject at many universities for a variety of reasons: it is a science that is in an exciting phase of development; it prepares students for careers in challenging and appealing fields such as human and veterinary medicine, environmental sciences, and biotechnology; and it deals with the inherently interesting questions that arise when we try to understand ourselves and the living world around us. Many of the decisions we face today deal with the opportunities and problems that biology has put before us.

The major in biological sciences at Cornell is available to students enrolled in either the College of Agriculture and Life Sciences or the College of Arts and Sciences. Student services provided by the Office of Undergraduate Biology, 216 Stimson Hall, are available to students from either college.

The biology major is designed to enable students to acquire the foundations in physical and life sciences necessary to understand modern biology and to pursue advanced studies in a specific area of biology. Programs of study include animal physiology; biochemistry; computational biology; ecology and evolutionary biology; general biology; genetics and development; insect biology; microbiology; molecular and cell biology; neurobiology and behavior; nutrition; plant biology; and systematics and biotic diversity. Students interested in the marine sciences may consult the Cornell Marine Programs Office

(G14 Stimson Hall, 255-3717) for academic and career advising. For more details about the biology curriculum, see the section in this catalog on Biological Sciences or visit the Office of Undergraduate Biology website, www.bio.cornell.edu.

BIOLOGY AND SOCIETY MAJOR

B. Chabot, acting director of undergraduate studies (fall 2003), colleges of Arts and Sciences and Agriculture and Life Sciences and Human Ecology; N. Breen, advising coordinator, College of Human Ecology; D. Gurak, advising coordinator, College of Agriculture and Life Sciences; E. Adkins-Regan, D. Bates, B. Bedford, R. Boyd, J. T. Brenna, R. Calvo, R. Canfield, S. Ceci, C. C. Chu, P. Dear, R. Depue, C. Eberhard, T. Fahey, G. W. Feigenson, J. Fortune, C. Geisler, W. Ghiorse, C. Greene, J. Haas, A. Hedge, S. Hilgartner, H. C. Howland, K. A. R. Kennedy, R. Kline, B. Knuth, A. Lemley, D. Levitsky, B. Lewenstein, B. A. Lewis, M. Lynch, A. Netravali, N. Noy, S. K. Obendorf, P. Parra, A. Parrot, M. Pfeffer, T. Pinch, A. G. Power, W. Provine, J. V. Reppy, director of undergraduate studies (spring 2004), S. Robertson, E. Rodriguez, M. Rossiter, J. Shanahan, M. Small, V. Utermohlen, R. Wayne, E. Wethington, S. Wolf. Emeritus: U. Bronfenbrenner, J. Fessenden MacDonald, J. Mueller, D. Pimentel, J. M. Stycos

The Biology & Society major is suited for students who wish to combine training in biology with perspectives from the social sciences and humanities on the social, political, and ethical aspects of modern biology. In addition to providing a foundation in biology, Biology & Society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology & Society major, which involves faculty from throughout the university, is offered by the Department of Science & Technology Studies. Students in the College of Arts and Sciences, the College of Human Ecology, and the College of Agriculture and Life Sciences are eligible for the major. The major is coordinated for students in all colleges through the Biology & Society Office. Students can get information, specific course requirements, and application procedures for the major from the Biology & Society office in 306 Rockefeller Hall, 255-6047.

Because the major is multidisciplinary, students must attain a basic understanding of the several disciplines it comprises. The curriculum includes courses in ethics; statistics; history, philosophy, and social studies of science and biology; and basic biology (e.g., genetics and development; biochemistry and molecular-cell biology; ecology; evolutionary biology), as well as integrative courses offered through Biology & Society. Majors are required to take a core course and must develop a theme, an intellectually coherent grouping of courses representative of their special interest in biology and society. Recommended themes in the Biology & Society major include biology, behavior, and society; biology and human population; biology and public policy; environment and society; and health and society. Students may also develop their own

individually tailored themes (which in recent years have included topics such as biotechnology and society and agriculture, environment, and society). In consultation with their faculty adviser, students select courses that meet the foundation and core course requirements so as to build a coherent theme. Sample curricula for the recommended themes and for several student-developed themes are available in the Biology & Society office.

There are student advisers and faculty available (according to posted office hours or by appointment) in the Biology & Society offices, 306 Rockefeller Hall or 131 Rockefeller Hall, to answer questions and to provide assistance.

Admission to the Major

All students should have completed a year of college-level biology before submitting an application during their sophomore year. Juniors are considered on a case-by-case basis. Upper-division applicants should realize the difficulties of completing the major requirements in fewer than two years. Freshmen admitted to the Colleges of Agriculture and Life Sciences and Human Ecology as Biology & Society majors are considered to have been admitted to the major on a provisional basis, contingent on successful completion of the course sequence in introductory biology and submission of the application to the university major. The application includes (1) a one-page statement explaining the student's intellectual interests in the Biology & Society major and why the major is consistent with the student's academic goals and interests; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling Biology & Society requirements, including courses already taken and those the student plans to take; and (4) a transcript of work completed at Cornell University (and elsewhere, if applicable) current as of the date of application.

Acceptance into the major requires completion of the course sequence in introductory biology. Sophomores in the process of completing this prerequisite may be admitted to the major on a *provisional* basis. It is the student's responsibility to assure that final acceptance is granted upon satisfactory completion of the introductory biology sequence. Although only introductory biological science is a prerequisite for acceptance, students will find it useful to have completed some of the other requirements (listed below) by the end of their sophomore year, preferably by the end of the first semester. Students who are considering the major may also find it beneficial to take S&TS 201, "What is Science?" in their freshman or sophomore year. Human Ecology students should also consult the current Human Ecology Guide and meet with the college advising coordinator, Nancy Breen, 205 Martha Van Rensselaer Hall, 255-1928.

Major Requirements

No single course may satisfy more than one major requirement. All courses must be taken for a letter grade.

1) Basic courses

- A. BIO G 101-104 or 105-106 or 107-108 (prerequisite for admission to Biology and Society).

- B. College calculus (one course):* MATH 106, 111, 112 or any higher level calculus.
- C. Recommended but not required: General chemistry (one year sequence) (prerequisite to biochemistry and other chemistry courses): CHEM 103-104, 206, 207-208, or 215-216.

- 2) **Foundation Courses** (should be completed by end of junior year). Foundation courses are intended to provide a broad introduction to methodology and theory in their area.

These courses must be above the 100-level, at least three credit hours, and taken for a letter grade.

- A. Ethics: one course; B&SOC 205 (also S&TS 205) or B&SOC 206 (also S&TS 206, PHIL 246).**
- B. Social sciences/humanities foundation: two courses; one from any two of the following subject areas: History of Science; Philosophy of Science; Sociology of Science; Politics of Science; and Science Communication.**
- C. Biology foundation (breadth requirement): three courses; one each from three of the following subject areas: Ecology (BIO EE 261); Evolutionary Biology (BIO EE 278); Biochemistry, Molecular and Cell Biology (BIO BM, 330 or 331 or 333 or NS 262 or NS 320); Microbiology (BIO MI 290); Genetics and Development (BIO GD 281 or 282); Neurobiology and Behavior (BIO NB 221 or 222); Plant Biology (BIO PL 241); and Anatomy and Physiology (BIO AP 311 or NS 341 but **NOT** BIO AP 212).
- D. Biology foundation (Depth requirement): one biology course for which one of the above (2C) is a prerequisite.
- E. Statistics: one course selected from MATH 171, ILRST 210, BTRY 301, AEM 210, SOC 301, PSYCH 350, ECON 319, CRP 223, PAM 210.

- 3) **Core Course** (one course)**. Should be completed by end of junior year.

B&SOC 301 Life Sciences and Society (also S&TS 301); or S&TS 286: Science and Human Nature (also PHIL 286).

- 4) **Theme** (five courses that correspond to the theme selected by the student). These courses must be above the 100-level, at least three credit hours, and taken for a letter grade. Choose these courses as follows:

- A. Natural Science Issues/Biology Elective (two courses). Select from the list of B&SOC approved Natural Science Issues courses or choose course(s) with introductory biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HD, NS, NTRES, PL BR, PL PA, PSYCH, VTMED.
- B. Humanities/social sciences electives** (two courses). Courses from the list of Senior Seminars may be used as theme electives if not used to meet

another requirement, or select humanities or social sciences courses in consultation with the faculty adviser.

- C. Senior Seminar** (One course taken senior year). Courses change yearly.

* Students may petition to take a second statistics course (an advanced course, in sequence with the statistics course taken in the foundation) in place of the calculus requirement.

** Among the courses taken to meet the social sciences and humanities requirements (2.A, 2.B, 3, 4.B, and 4.C), a minimum of two social science courses and two humanities courses must be chosen. History of science, philosophy of science, and ethics courses may be counted toward the humanities requirement for the major.

Independent Study

Projects under the direction of a Biology & Society faculty member are encouraged as part of the program of study in the student's theme area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1-4 credits in B&SOC 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology & Society Office, 306 Rockefeller Hall. Independent study credits may not be used in completion of the major requirements.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented undergraduate students whose major is Biology & Society (B&SOC). Students who enroll in the honors program are expected, with faculty guidance, to do independent study and research dealing with issues in biology and society. Students participating in the program should find the experience intellectually stimulating and rewarding whether or not they intend to pursue a research career.

Biology & Society majors are considered for entry into the honors program at the end of the second semester of the junior year. Application forms for the honors program are available in the Biology & Society office, 306 Rockefeller Hall. The honors program is available to Biology & Society majors from the College of Arts and Sciences. Biology & Society majors in the Colleges of Human Ecology and Agriculture and Life Sciences must be selected by an honors committee within their college. To qualify for the Biology & Society honors program, students must have an overall Cornell cumulative grade-point average of at least 3.3, have formulated a research topic, and have found a project supervisor (with an academic appointment at Cornell) and another faculty member willing to serve as their advisers. At least one of these must be a member of the Biology & Society major. Applications will be reviewed by a committee headed by the director of undergraduate studies, who will notify students directly of the outcome. Students will be permitted to register for the honors program only by permission of the

department. Students must enroll for two semesters and may take three to five credits per semester up to a maximum of eight credits in B&SOC 498 and 499, Honors Project I and II. They must attend the honors seminar during the fall semester. More information on the honors program is available in the Biology & Society Office, 306 Rockefeller Hall (255-6047).

People to contact for Biology & Society Honors Information:

In Arts & Sciences: Brian Chabot, Acting Director of Undergraduate Studies, bfc1@cornell.edu

In Agriculture & Life Sciences: David Pimentel, Faculty Representative to CALS Honors Committee, dp18@cornell.edu

In Human Ecology: Nancy Breen, Advising Coordinator, CHE, neb5@cornell.edu

Further Information

Professor Brian Chabot, Acting Director of Undergraduate Studies, bfc1@cornell.edu

Professor Douglas Gurak, Advising Coordinator, College of Agriculture & Life Sciences, dtg2@cornell.edu

Dr. Nancy Breen, Advising Coordinator, College of Human Ecology, neb5@cornell.edu

Biology & Society Advising Office, 306 Rockefeller Hall; (607) 255-6047

Website: <http://www.sts.cornell.edu>

I. First-Year Writing Seminars and Introductory Course

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

S&TS 101 Science and Technology in the Public Arena

Fall. 3 credits. This course is recommended as an introduction to the field. It is not required and may not be used to fulfill a major requirement. T. Gillespie.

For description, see S&TS listings, S&TS 101.

II. Foundation Courses

A. Ethics (one course)

B&SOC 205 Ethical Issues in Health and Medicine (also S&TS 205) (IV) (KCM)

Fall. 4 credits. Limited to 150 students. Not open to freshmen. E. McLeary.

In today's rapidly changing world of health and medicine, complex ethical issues arise in many contexts—from the private, interpersonal interactions between doctor and patient to the broad, mass-mediated controversies that make medicine into headline news. This course examines ethical problems and policy issues that arise in contemporary medicine, health care, and biomedical research. Tools for ethical analysis are applied to a variety of cases and fundamental questions in bioethics. Perspectives from social science, history, and law also inform the course. We explore ethical questions that arise in a number of substantive contexts, including the doctor-patient relationship, medical decision making near the end of life, human experimentation, genetics and reproductive technology, public health, and the allocation of scarce resources.

B&SOC 206 Ethics and the Environment (also S&TS 206, PHIL 246) (IV) (KCM)

Spring. 4 credits. Limited to 50 students.

Open to all undergraduates; permission of instructor required for freshmen. N. Sethi.

The aim of this course is to acquaint students with moral issues that arise in the context of the environment and environmental policy. Our concerns about the environment bring to our attention the importance of economic, epistemological, legal, political and social issues in assessing our moral obligations to other humans and the natural world. Our attempt is then to explore how different factors come into play in defining our responsibilities to the environment and to examine the grounds for our environmental policy decisions. A background in basic ecology or environmental issues or ethics is helpful.

B. Social Sciences/Humanities Foundation (two courses, one from any two areas)

1. History of Science

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology

Fall. 3 credits. M. Rossiter.

For description, see S&TS listings, S&TS 233.

S&TS 282 Science in Western Civilization (also HIST 282)

Spring. 4 credits. P. Dear.

For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280)]

Fall. 4 credits. Staff.

For description, see S&TS listings, S&TS 283.]

S&TS 287 Evolution (also BIOEE 207, HIST 287)

Fall or summer. 3 credits. May not be taken for credit after BIOEE 278.

W. Provine.

For description, see BIOEE 207.

S&TS 355 Computers: From Babbage to Gates

Fall. 4 credits. T. Gillespie.

For description, see S&TS listings, S&TS 355.

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

Fall. 4 credits. Not offered 2003-2004.

Staff.

For description, see S&TS 390.]

[S&TS 433 Comparative History of Science]

Spring. 4 credits. Not offered 2003-2004.

M. Rossiter.

For description, see S&TS listings, S&TS 433.]

[S&TS 444 Historical Issues of Gender and Science (also FGSS 444)]

Spring. 4 credits. M. Rossiter.

For description, see S&TS listings, S&TS 444.]

S&TS 447 Seminar in the History of Biology: Why Is Evolutionary Biology So Controversial (also BIO EE 467, B&SOC 447, HIST 415)

Fall. 4 credits. W. Provine.

For description, see BIOEE 467.

2. Philosophy of Science

S&TS 201 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)

Spring. 3 credits. T. Pinch.

For description, see S&TS listings, S&TS 201.

S&TS 286 Science and Human Nature (also PHIL 286)

Fall. 4 credits. May be used to meet the philosophy of science requirement *if not* used to meet the core course requirement. R. Boyd.

For description, see PHIL 286.

[S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381)]

Fall. 4 credits. R. Boyd.

For description, see PHIL 381.]

3. Sociology of Science

B&SOC 301 Life Sciences and Society (also S&TS 301)

Fall. 4 credits. May be used to meet the sociology of science requirement if not used to meet the core course requirement. M. Lynch.

See Core Courses for description.

B&SOC 442 Sociology of Science (also S&TS 442, SOC 442, CRP 442)

Fall. 4 credits. Staff.

For description, see S&TS listings, S&TS 442.

HD 452 Culture and Human Development

Fall. 3 credits. Q. Wang.

For description, see HD 452.

NS 245 Social Science Perspectives on Food and Nutrition

Fall. 3 credits. J. Sobal.

For description, see NS 245.

[R SOC 208 Technology and Society]

Fall. 3 credits. Not offered 2003-2004.

C. Geisler.

For description, see R SOC 208.]

R SOC 220 Sociology of Health and Ethnic Minorities (also LSP 220)

Fall. 3 credits. P. Parra.

For description, see R SOC 220.

S&TS 201 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210)

Spring. 3 credits. T. Pinch.

For description, see S&TS listings, S&TS 201.

[S&TS 311 The Sociology of Medicine]

Spring. 4 credits. Staff.

For description, see S&TS 311.]

[S&TS 411 Knowledge, Technology, and Property]

Spring. 4 credits. Not offered 2003-2004.

S. Hilgartner.

For description, see S&TS 411.]

4. Politics of Science

[B&SOC 406 Biotechnology and Law (also S&TS 406)]

Spring. 4 credits. Not offered 2003-2004.

Staff.

For description, see S&TS 406.]

B&SOC 407 Law, Science, and Public Values (also S&TS 407)

Spring. 4 credits. M. Lynch.

For description, see S&TS listings, S&TS 407.

CRP 380 Environmental Politics

Fall. 4 credits. R. Booth.
For description, see CRP 380.

PAM 230 Introduction to Policy Analysis

Spring. 3 credits. J. Gerner.
For description, see PAM 230.

S&TS 324 Environment & Society (also R SOC 324, SOC 324)

Fall. 3 credits. C. Geisler.
For description, see R SOC 324.

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

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

[S&TS 427 Politics of Environmental Protection (also GOVT 420)]

Summer. 4 credits. Not offered 2003–2004.
S. Yearley.
For description, see S&TS listings, S&TS 427.]

5. Science Communication**COMM 260 Scientific Writing for Public Information**

Fall and spring. 3 credits. Limited to 25 non-freshman or graduate students per section. S. Conroe.
For description and prerequisites, see COMM 260.

COMM 421 Communication and the Environment

Spring. 3 credits. May be used in Foundation only if **not** taken as senior seminar. J. Shanahan.
For description, see COMM 421.

S&TS 285 Communication in the Life Sciences (also COMM 285)

Spring. 3 credits. B. Lewenstein.
For description, see COMM 285.

S&TS 352 Science Writing for the Mass Media (also COMM 352)

Fall. 3 credits. B. Lewenstein.
For description and prerequisites, see COMM 352.

S&TS 466 Public Communication of Science and Technology (also COMM 466)

Fall. 3 credits. Limited to 15 students. May be used in Foundation only if **not** taken as senior seminar. B. Lewenstein.
For description and prerequisites, see COMM 466.

C. Biology foundation (breadth requirement): Three courses: one from three of the following subject areas:

1. Biochemistry, Molecular and Cell Biology**BIOBM 330 Principles of Biochemistry, Individual Instruction**

Fall and spring. 4 credits. J. Blankenship, P. Hinkle, staff.
For description and prerequisites, see BIOBM 330.

BIOBM 331 Principles of Biochemistry: Proteins and Metabolism

Fall. 3 credits. May not be taken for credit after BIOBM 330 or 333. G. Feigenson.
For description and prerequisites, see BIOBM 331.

BIOBM 333 Principles of Biochemistry, Lectures

Summer. 4 credits. H. Nivison.
For description and prerequisites, see BIOBM 333.

NS 320 Introduction to Human Biochemistry

Fall. 4 credits. W. Arion, P. Stover.
For description and prerequisites, see NS 320.

2. Ecology**BIOEE 261 Ecology and the Environment**

Fall and summer. 4 credits. Not open to freshmen. B. Chabot, A. Dhondt, N. Hairston.
For description and prerequisites, see BIOEE 261.

3. Genetics and Development**BIOGD 281 Genetics**

Fall, spring, and summer. 5 credits. Not open to freshmen fall semester. Limited to 200 students. M. Goldberg, T. Fox, R. MacIntyre.
For description and prerequisites, see BIOGD 281.

BIOGD 282 Human Genetics

Spring. 2 or 3 credits (2 cr. if taken after BIOGD 281). Must be taken for 3 credits to fulfill Biology & Society requirements. Limited to 25 per discussion group. M. Goldberg.
For description and prerequisites, see BIOGD 282.

4. Evolutionary Biology**BIOEE 278 Evolutionary Biology**

Fall and spring. 3 or 4 credits. M. Geber, M. Shulman, staff.
For description, see BIOEE 278.

5. Microbiology**BIOMI 290 General Microbiology Lectures**

Fall, spring, and summer. 2 or 3 credits. Must be taken for 3 credits to fulfill major requirement. B. Batzing, staff.
For description and prerequisites, see BIOMI 290.

6. Neurobiology and Behavior**BIONB 221 Neurobiology and Behavior I: Introduction to Behavior**

Fall. 3, 4, or 5 credits. T. Seeley.
For description and prerequisites, see BIONB 221.

BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology

Spring. 3 or 4 credits. Staff.
For description and prerequisites, see BIONB 222.

7. Plant Biology**BIOPL 241 Introductory Botany**

Fall. 3 credits. K. Niklas.
For description, see BIOPL 241.

8. Physiology and Anatomy**BIOAP 311 Introductory Animal Physiology, Lectures (also VET MED 346)**

Fall. 3 credits. E. Loew, staff.
For description and prerequisites, see BIOAP 311.

NS 341 Human Anatomy and Physiology

Spring. 4 credits. Permission only. Must preregister for lab in 309 MVR during CoursEnroll. V. Utermohlen.
For description and prerequisites, see NS 341.

D. Biology foundation (depth requirement): one course for which one of the above breadth requirement courses (2C) is a prerequisite.

E. Statistics (one course)**AEM 210 Introductory Statistics**

Fall. 4 credits. C. VanEs.
For description and prerequisites, see AEM 210.

BTRY 301 Statistical Methods I

Fall. 4 credits. P. Sullivan.
For description and prerequisites, see BTRY 301.

[CRP 223 Introduction to Statistical Reasoning for Urban and Regional Analysis]

Fall. 3 credits. Not offered 2003–2004.
Staff.
For description, see CRP 223.]

ECON 319 Introduction to Statistics and Probability

Fall. 4 credits. Y. Hong.
For description and prerequisites, see ECON 319.

ILRST 210 Statistics: Statistical Reasoning

Fall and spring. 3 credits. P. Velleman.
For description, see ILRST 210.

MATH 171 Statistical Theory and Application in the Real World

Fall and spring. 4 credits. H. White.
For description, see MATH 171.

PAM 210 Introduction to Statistics

Fall and spring. 4 credits. K. Joyner, staff.
For description, see PAM 210.

PSYCH 350 Statistics and Research Design

Fall. 4 credits. T. Gilovich.
For description, see PSYCH 350.

SOC 301 Evaluating Statistical Evidence (also R SOC 302)

Fall. 4 credits. M. Clarkberg.
For description, see SOC 301.

III. Core Courses**B&SOC 301 Life Sciences and Society (also S&TS 301) (III) (SBA)**

Fall. 4 credits. Prerequisite: 2 semesters of social science or humanities and 1 year of introductory biology or permission of instructor. Limited to 75 students.
M. Lynch.

Critical thinking about the diverse influences shaping the life sciences. Topics include evolution and natural selection, heredity and genetic determinism, biotechnology, and reproductive interventions. We interpret episodes, past and present, in biology in light of scientists' historical location, economic and political interests, use of language, and ideas about causality and responsibility. Readings, class activities, and written assignments are designed so that students develop interpretive skills and explore their own intellectual and practical responses to controversies in biology and society.

S&TS 286 Science and Human Nature (also PHIL 286)

Fall. 4 credits. R. Boyd.
For description, see PHIL 286.

IV. Themes

A. Natural Science Issues/Biology Elective (two courses). Select from the following list of B&SOC approved Natural Science Issues courses or choose course(s) with intro biology as a prerequisite from: ALS, AN SC, BIOSCI, ENTOM, FOOD, HD, NS, NTRES, PL BR, PL PA, PSYCH, VET MED.

B&SOC 214 Biological Basis of Sex Differences (also BIOAP 214 and FGSS 214)

Spring. 3 credits. J. Fortune.
For description, see BIOAP 214.

[B&SOC 347 Human Growth and Development: Biological and Behavioral Interactions (also HD 347, NS 347)]

Spring. 3 credits. Offered alternate years.
Next offered spring 2005. J. Haas and S. Robertson.
For description and prerequisites, see HD 347.]

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

Fall. 3 credits. Not offered 2003-2004.
K. Kennedy and J. Haas.
For description, see BIOEE 275.]

[BIOEE 474 Laboratory and Field Methods in Human Biology (also ANTHR 474)]

Spring. 5 credits. Not offered 2003-2004.
K. Kennedy.
For description, see BIOEE 474.]

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

Fall. 3 credits. Offered alternate years. Not offered 2003-2004. K. Kennedy.
For description, see BIOEE 673.]

[BIOPL 247 Ethnobiology]

Fall. 3 credits. Not offered 2003-2004.
D. Bates.
For description, see BIOPL 247.]

HD 220 Biological Issues in Human Development: The Human Brain and Mind

Fall. 3 credits. E. Temple.
For description, see HD 220.

HD 266 Emotional Functions of the Brain

Fall. 3 credits. R. Depue.
For description, see HD 266.

HD 344 Infant Behavior and Development

Fall. 3 credits. Not open to freshmen.
S. Robertson.
For description and prerequisites, see HD 344.

HD 366 Psychobiology of Temperament and Personality

Fall. 3 credits. R. DePue.
For description and prerequisites, see HD 366.

HD 433 Developmental Cognitive Neuroscience

Spring. May be used as depth course if BIONB 221 or 222 is taken as breadth. 3 credits. E. Temple.
For description, see HD 433.

[HD 436 Language Development (also LING 436, PSYCH 436, COGST 436)]

Spring. 4 credits. Not offered 2003-2004.
B. Lust.
For description, see HD 436.]

NS 222 Maternal and Child Nutrition

Fall. 3 credits. Limited to 20. C. Garza, P. Brannon.
For description and prerequisites, see NS 222.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits. C. McCormick.
For description and prerequisites, see NS 331.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)

Fall. 3 credits. Limited to juniors and seniors only. B. Strupp.
For description and prerequisites, see NS 361.

NS 452 Molecular Epidemiology and Dietary Markers of Chronic Disease

Spring. 3 credits. P. Cassano.
For description and prerequisites, see NS 452.

NS 475 Mechanisms of Birth Defects

Spring. 3 credits. P. Stover.
For description and prerequisites, see NS 475.

NTRES 201 Environmental Conservation

Spring. 3 credits. T. Fahey.
For description, see NTRES 201.

PSYCH 326 Evolution of Human Behavior

Spring. 4 credits. B. Johnston.
For description and prerequisites, see PSYCH 326.

Examples of biology electives**AN SCI 300 Animal Reproduction and Development**

Spring. 3 credits.
For description, see AN SCI 300.

HD 366 Psychobiology of Temperament and Personality

Fall. 3 credits. R. DePue.
For description and prerequisites, see HD 366.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits.
For description, see NS 331.

B. Humanities/Social Science elective (two courses)

Courses listed earlier as social science/humanities foundation courses (2B) are particularly appropriate as social science/humanities electives. However, a single course cannot be used to meet both requirements. Examples of recommended social science or humanities electives are listed below. A more complete list is available in 306 Rockefeller Hall.

Examples of social science electives**AEM 464 Economics of Agricultural Development**

Spring. 3 credits. R. Christy.
For description, see AEM 464.

[ANTHRO 211 Nature and Culture]

Spring. 4 credits. Not offered 2003-2004.
For description, see ANTHR 211.]

B&SOC 314 Environmental Governance (also S&TS 314 and NTRES 314)

Spring. 3 credits. S. Wolf.
For description, see NTRES 314.

HD 457 Health and Social Behavior (also SOC 457)

Fall. 3 credits. E. Wethington.
For description, see HD 457.

NS 450 Public Health Nutrition

Spring. 3 credits. K. Rasmussen, D. Pelletier.
For description, see NS 450.

PAM 303 Ecology and Epidemiology of Health

Spring. 3 credits. E. Rodriguez.
For description, see PAM 303.

PAM 380 Human Sexuality

Spring. 3 credits. A. Parrot.
For description, see PAM 380.

PAM 435 U.S. Health Care System

Fall. 3 credits. R. Battistella.
For description, see PAM 435.

PAM 437 Economics of Health Policy

Spring. 3 credits. K. Simon.
For description, see PAM 437.

R SOC 205 Rural Sociology and International Development (also SOC 206)

Spring. 3 credits. P. McMichael.
For description, see R SOC 205.

[R SOC 490 Society and Survival]

Fall. 3 credits. Not offered 2003-2004.
For description, see R SOC 490.]

[SOC 340 Health, Behavior, and Policy]

Spring. 4 credits. Not offered 2003-2004.
S. Caldwell.
For description, see SOC 340.]

Examples of humanities electives**NTRES 407 Religion, Ethics, and the Environment**

Fall. 4 credits. R. Baer.
For description, see NTRES 407.

PHIL 241 Ethics

Spring. 4 credits. N. Sturgeon.
For description, see PHIL 241.

[PHIL 368 Global Climate and Global Justice (also GOVT 468)]

Fall. 4 credits. Not offered 2003-2004.
For description, see PHIL 368.]

[S&TS 481 Philosophy of Science (also PHIL 481)]

Spring. 4 credits. Not offered 2003-2004.
R. Boyd.
For description, see PHIL 681.]

C. Senior Seminars.**[B&SOC 406 Biotechnology and the Law (also S&TS 406)]**

Spring. 4 credits. Not offered 2003-2004.
Staff.
For description, see S&TS 406.]

[B&SOC 414 Population Policy (also R SOC 418)]

Spring. 3 credits. Staff. Prerequisite: population course or permission of instructor. Not offered 2003-2004.]

[B&SOC 427 Politics of Environmental Protection (also S&TS 427 and GOVT 420)]

Summer. 4 credits. Not offered 2003-2004.
S. Yearley.
For description, see S&TS 427.]

[S&TS 446 Biomedical Ethics]

Spring. 4 credits. Staff.
For description, see S&TS listings, S&TS 446.]

B&SOC 447 Seminar in the History of Biology (also BIOEE 467, HIST 415, and S&TS 447)

Summer (6-week session). 4 credits.
W. Provine.
For description, see BIOEE 467.

B&SOC 461 Environmental Policy (also BIOEE 661, ALS 661)

Fall and spring. Year-long course, must be started in the fall. 3 credits each term.
Limited to 12 students. D. Pimentel.
For description, see BIOEE 661.

COMM 421 Communication and the Environment

Spring. 3 credits. J. Shanahan.
For description, see COMM 421.

HD 336 Connecting Social, Cognitive and Emotional Development

Fall. 3 credits. M. Casasola.
For description, see HD 336.

HD 366 Psychobiology of Temperament and Personality

Fall. 3 credits. R. Depue.
For description and prerequisites, see HD 366.

HD 418 Psychology of Aging

Fall. 3 credits. S. Cornelius.
For description, see HD 418.

[HD 419 Midlife Development]

Spring. 3 credits. Not offered 2003–2004.
S. Cornelius.
For description, see HD 419.]

HD 464 Adolescent Sexuality (also FGSS 467)

Spring. 3 credits. R. Savin-Williams.
For description, see HD 464.

HD 660 Social Development

Spring. 3 credits. Permission of instructor required for undergraduates. K. Greene.
For description, see HD 660.

NTRES 411 Seminar in Environmental Ethics

Fall. 3 credits. R. Baer.
For description, see NTRES 411.

PAM 552 Health Care Services: Consumer and Ethical Perspectives

Fall. 3–4 credits. A. Parrot.
If using this course as a senior seminar, B&SOC majors must take it for four credits.
For description, see PAM 552.

PAM 556 Managed Care

Spring. 3 credits. For undergraduate seniors only by permission of instructor. J. Kuder.
For description, see PAM 556.

PAM 559 Epidemiology, Clinical Medicine, and Management Interface Issues

Spring. 3 credits. E. Rodriguez.
For description, see PAM 559.

[R SOC 410 Population and Environment]

Spring. 3 credits. Not offered 2003–2004.
Staff.
For description, see R SOC 410.]

R SOC 438 Population and Development (also SOC 437)

Fall. 3 credits. D. Gurak.
For description, see R SOC 438.

[R SOC 495 Population, Development, and Environment in Sub-Saharan Africa]

Fall. 4 credits. Not offered 2003–2004.
P. Eloundou-Enyegue.
For description, see R SOC 495.]

[S&TS 411 Knowledge, Technology, and Property]

Spring. 4 credits. Not offered 2003–2004.
S. Hilgartner.
For description and prerequisites, see S&TS listings, S&TS 411.]

[S&TS 438 Minds, Machines, and Intelligence (also COGST 438)]

Spring. 4 credits. Staff.
For description, see S&TS listings, S&TS 438.]

S&TS 466 Public Communication of Science and Technology (also COMM 466)

Fall. 3 credits. B. Lewenstein.
For description and prerequisites, see COMM 466.

[S&TS 490 Integrity of Scientific Practice]

Fall. 4 credits. Not offered 2003–2004.
S. Hilgartner.
For description, see S&TS listings, S&TS 490.]

[S&TS 491 Disease and Culture]

Fall. 4 credits. Staff.
For description, see S&TS listings, S&TS 491.]

[S&TS 492 Politics and the Public Health]

Spring. 4 credits. Not offered 2003–2004.
Staff.
For description, see S&TS listings, S&TS 492.]

[S&TS 645 Genetics: Politics and Society in Comparative Perspective (also GOVT 634)]

Fall. 4 credits. Not offered 2003–2004.
S. Hilgartner.
For description, see S&TS listings, S&TS 645.]

V. Other Courses

B&SOC 375 Independent Study

Fall or spring. 1–4 credits. Must have written permission of faculty supervisor and Biology & Society major.
Projects under the direction of a Biology & Society faculty member are encouraged as part of the program of study within the student's concentration area. Applications for research projects are accepted by individual faculty members. Students may enroll for 1–4 credits in B&SOC 375 (Independent Study) with written permission of the faculty supervisor and may elect either the letter grade or the S-U option. Students may elect to do an independent study project as an alternative to, or in advance of, an honors project. Applications and information on faculty research, scholarly activities, and undergraduate opportunities are available in the Biology & Society Office, 306 Rockefeller Hall. *Independent study credits may not be used in completion of the major requirements.*

[B&SOC 400 Undergraduate Seminar]

Fall or spring. Variable credit. May be repeated for credit.
From time to time different seminars on topics of interest to undergraduates are offered. Topics and instructors are listed in the Biology & Society supplement issued at the beginning of each semester.]

B&SOC 498/499 Honors Project I and II

Fall and spring. 3–5 credits each term.
Full-year project. Open only to Biology & Society students in their senior year by permission of the department. Students must have an overall GPA of 3.3. Please apply in 306 Rockefeller Hall.

Students who are admitted to the honors program are required to complete two semesters of honors project research and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course.

Students may take three to five credits per semester up to a maximum of eight credits in B&SOC 498 and 499, Honors Projects I and II. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. B&SOC 498 includes the fall Honors Seminar. The student and the project supervisor must reach clear agreement at the outset as to work to be completed during the first semester. Minimally, an honors thesis outline, bibliography, and draft introductory chapter should be accomplished. At the end of B&SOC 498, Honors Project I, a letter grade will be assigned and the advisers, in consultation with the Director of Undergraduate Studies, will evaluate whether or not the student should continue working on an honors project. Biology & Society students who do continue in the honors program for the second semester will receive a letter grade at the end of their final term whether or not they complete a thesis and whether or not they are recommended for honors.

Applications and information are available in the Biology & Society Office, 306 Rockefeller Hall.

BURMESE

See Department of Asian Studies.

CAMBODIAN

See Department of Asian Studies.

CENTER FOR APPLIED MATHEMATICS

The Center for Applied Mathematics administers a broadly based interdepartmental graduate program that provides opportunities for study and research over a wide range of the mathematical sciences. This program is based on a solid foundation in analysis, algebra, and methods of applied mathematics. The remainder of the graduate student's program is designed by the student and his or her Special Committee. For detailed information on opportunities for graduate study in applied mathematics, students should contact the Director of Graduate Studies of the Center for Applied Mathematics, 657 Frank H. T. Rhodes Hall.

There is no special undergraduate degree program in applied mathematics. Undergraduate students interested in an application-oriented program in mathematics

may select an appropriate program in the Department of Mathematics, the Department of Computer Science, or some department of the College of Engineering.

A listing of selected graduate courses in applied mathematics can be found in the description of the center in "Interdisciplinary Centers, Programs, and Studies."

CENTER FOR INTERNATIONAL STUDIES

See Interdisciplinary Centers, Programs, and Studies.

CHEMISTRY AND CHEMICAL BIOLOGY

B. K. Carpenter, chair (122 Baker Laboratory, 255-4174); R. F. Loring, associate chair; M. Hines, director of undergraduate studies; H. D. Abruna, J. Almay, B. A. Baird, T. P. Begley, J. M. Burlitch, B. K. Carpenter, R. A. Cerione, P. J. Chirik, G. W. Coates, D. B. Collum, B. R. Crane, H. F. Davis, F. J. DiSalvo, S. E. Ealick, G. S. Ezra, R. C. Fay, J. H. Freed, B. Ganem, M. A. Hines, R. Hoffmann, P. L. Houston, S. Lee, J. A. Marohn, T. McCarrick, J. E. McMurry, D. Y. Sogah, D. T. McQuade, J. Meinwald, S. Russo, D. A. Usher, B. Widom, C. F. Wilcox, P. T. Wolczanski, D. B. Zax

The Department of Chemistry and Chemical Biology offers a full range of courses in physical, organic, inorganic, analytical, theoretical, bioorganic, and biophysical chemistry. In addition to their teaching interests, Chemistry and Chemical Biology faculty members have active research programs. The link between teaching and research is a vital one in a continuously evolving scientific subject; it ensures that students will be provided with the most advanced information and perspectives, and affords opportunities for students to participate in research.

The Standard Major

The chemistry major at Cornell provides a great deal of flexibility and prepares students for a large variety of career options. In recent years, chemistry majors have gone on to graduate study in chemistry, medicine, law, and business management, as well as directly into positions with chemical, pharmaceutical, and other industrial companies. A major in chemistry can also provide the basis for work in related areas such as molecular biology, polymer science, chemical physics, geochemistry, chemical engineering, materials science, solid state physics, and secondary education. Nearly all of the required courses for the major can be completed in three years, leaving the senior year open for independent research under the supervision of a professor. Advanced courses in chemistry or courses that will enable the individual to pursue interests in related fields.

The courses are arranged as a progression, with some (including mathematics and physics) prerequisite to those that are more advanced. During the first year, a student should normally register for general chemistry (preferably CHEM 215-216 although CHEM

207-208 or 206-208 is acceptable), mathematics, a freshman writing seminar, a foreign language if necessary, or physics. CHEM 215-216 is aimed at those students with good preparation and a strong interest in chemistry. Students who do not know if their preparation is adequate should consult the instructor. In the second year a student should complete calculus and take physics and organic chemistry (CHEM 359-360 is preferred to CHEM 357-358). The second-year laboratory courses include 300, Analytical Chemistry and 301, Experimental Chemistry I. CHEM 389-390, Physical Chemistry I and II, and CHEM 302-303, Experimental Chemistry II and III, should be completed in the third year. CHEM 410, inorganic chemistry should be completed in the third or fourth year. Advanced work in chemistry and related subjects can be pursued in the fourth year and in the earlier years as well. The opportunity for independent research is also available. All students with questions about the major are encouraged to consult either the director of Undergraduate Studies or the chair of the Department of Chemistry and Chemical Biology. Entering students who are exceptionally well prepared in chemistry may receive advanced placement credit for CHEM 207.

Prerequisites for admission to a major in chemistry are (1) CHEM 215-216, 300; or 207-208, 300; or 211, 208, 300; or 206, 208, 300; (2) PHYS 207 or 112; and (3) MATH 111 or 191. Students are not encouraged to undertake a major in chemistry unless they have passed those prerequisite courses at a good level of proficiency. The minimum additional courses that must be completed for the standard major in chemistry are listed below.

- 1) CHEM 301-302-303, 359-360 (357-358 may be substituted), 389-390, and 410
- 2) MATH 112, 213; or 122, 221-222; or 192-293-294
- 3) PHYS 208

Potential majors electing to take MATH 213 are strongly urged to do so in their sophomore year to avoid scheduling conflicts with CHEM 389 in their junior year.

The sequence described above is a basic program in chemistry that students can extend substantially in whatever direction that suits their own needs and interests. Those going on to do graduate work in chemistry should recognize that these requirements are minimal and should supplement their programs, where possible, with further courses such as CHEM 405, 605, 606, 665, 666, 668, 670, 671, and 681. Even students not planning graduate work in chemistry should consider advanced work in physics and mathematics, courses in the biological sciences, and advanced work in chemistry as possible extensions of the basic program.

Honors. The honors program in chemistry offers superior students in the standard major an opportunity to study independently in seminars and to gain additional experience by engaging in research during the senior year. It is particularly recommended to those who plan graduate work in chemistry. Prospective candidates should complete the introductory organic chemistry and physical chemistry sequences by the end of the junior year, although failure to have completed those courses in the junior year does not in itself

disqualify a student from the honors program. Completion of the program at a high level of performance leads to the degree of Bachelor of Arts with honors in chemistry. Students will be admitted to the program by invitation of the department, with selection based on a superior cumulative average, including chemistry grades, and good performance in at least four credits of research at Cornell.

Prospective candidates should discuss their plans with advisers by March 1 of their junior year; participants are notified by early January of their senior year. To be awarded honors, candidates must show outstanding performance in at least eight credits of undergraduate research such as is offered in CHEM 421, 433, 461, or 477. In addition, the writing of a thesis in the honors seminar (CHEM 498) is expected.

The Alternative Major

The alternative major is a flexible program that provides core coverage of chemistry around which students can design a program to meet their own career goals. Requirements consist of a core program along with four additional courses chosen by the student. One of the four must be in chemistry at the 300 level or above; the other three may be in another field but should represent a cohesive plan should not be at the introductory level, and must be approved by a departmental committee. The prerequisites for admission to the alternative major are the same as those for the standard major.

The Core Program for the Alternative Major

- 1) CHEM 215-216, 300 (or 207-208, 300; or 211, 208, 300; or 206, 208, 300); 251, 257, 287, 289, and 410 (CHEM 357-358 or 359-360 can be substituted for CHEM 257, or CHEM 389-390 can be substituted for CHEM 287, thereby fulfilling the requirement for an additional 300-level chemistry course)
- 2) MATH 111-112; or 111, 122; or 191-192
- 3) PHYS 207-208; or 112, 213

Additional Courses for the Alternative Major

Possible plans for the remaining three courses might include programs in Biochemistry; Biology; Physics; Computer Science; Polymers; Materials Science; Science, Technology, and Society; History and Philosophy of Science and Technology; Business and Management; Economics; Education; and others.

Premedical students and those interested in pursuing double majors might find the alternative major particularly attractive. Students who select the alternative major are eligible for the honors program only in exceptional cases.

Program for Science Teachers

Chemistry majors who wish to become teachers will be interested to know that Cornell University offers a certification program for teachers of secondary (grades 7-12) science. Interested students apply to the program during their sophomore or junior years. If accepted, students integrate some course work in Education with the rest of their undergraduate studies. All chemistry majors who enter this program will remain in

the College of Arts and Sciences to complete the major.

After earning the bachelor's degree, certification students enter the Graduate Field of Education to complete a fifth year of study at Cornell. Following this fifth year, students are eligible for a master's degree from Cornell and a teaching certificate from New York State. Additional information is available from Susie Slack, 424 Kennedy Hall, 255-9255 or Prof. Deborah Trumbull, 426 Kennedy Hall, 255-3108.

Laboratory Course Regulations

Students registered for laboratory courses who do not appear at the first meeting of the laboratory will forfeit their registration in that course.

Students and members of the teaching staff are required to wear safety goggles and lab aprons in all chemistry laboratories. Close-toed footwear is required (no sandals). Students are reminded to take their goggles and lab aprons to the first laboratory session. Those who fail to cooperate with the safety program will be asked to leave the laboratories.

Students are required to pay for glassware and any other items broken or missing from their laboratory desks at the close of each semester. Students who fail to inventory their desks at the appointed time in the presence of their instructor are charged a \$10 fee in addition to charges for any breakage.

Courses

Note: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

Preliminary examinations for all courses may be given in the evening.

[CHEM 105 The Language of Chemistry (I) (PBS)]

Fall, 3 credits. This course contributes to satisfying the CALS physical science requirement of one course in chemistry. S-U or letter grades. Lec, M W F. Prelims: in normal class period. Not offered 2003-2004. Staff.

In his autobiography, A. Kornberg (Nobel Laureate in Medicine, 1959) wrote, "much of life can be understood in rational terms if expressed in the language of chemistry. It is an international language, a language for all time, a language that explains where we came from, what we are, and where the physical world will allow us to go." Through careful examination of a few milestone investigations of naturally occurring biologically important compounds (such as the antimalarial quinine, bombykol, and the sperm attractants of algae), the principles of chemistry to which Kornberg refers are developed. Methods of analyzing chemical problems are emphasized, rather than the memorization of specific results or formulas. There is an opportunity for students, working in small groups, to prepare and present short reports on topics of particular current interest at the interface between chemistry and biology.]

CHEM 106 The World of Chemistry (I) (PBS)

Spring, 3 credits. This course contributes to satisfying the CALS physical science requirement of one course in chemistry.

S-U or letter grades. Lec, M W F. Prelims: March 9, April 8. R. Hoffmann.

Chemistry is the art, craft, business, and science of substances and their transformations. Since we've learned to look inside we know that within those substances undergoing change are persistent groupings of atoms called molecules. So chemistry is also played out on the microscopic level. This is a course that looks at the way chemistry enters all aspects of the everyday world and the way it interacts with culture and the economy. We try to gain a feeling for the way science is done and grasp the interplay of chemistry and biology. The teaching is open, there are many demonstrations, as well as excerpts from books, plays, and films.

CHEM 206 Introduction to General Chemistry (I) (PBS)

Fall or summer, 4 credits. Enrollment limited. Recommended for students who have not had high school chemistry and for those needing a less intensive course than CHEM 207. Lec, M W F; lab, T R or F, or M W or F. Prelims: Oct. 9, Nov. 13. R. Hoffmann.

An introduction to chemistry, both quantitative and qualitative, this course covers much of the same material as CHEM 207, but does so at a slightly slower pace.

CHEM 207-208 General Chemistry (II) (PBS)

Fall or summer, 207; spring or summer, 208, 4 credits each term. Recommended for those students who will take further courses in chemistry. Prerequisite for CHEM 207: high school chemistry. Prerequisite for CHEM 208: CHEM 206 or 207. Lec, T R; lab, T R F M T W R F. Prelims: Oct. 9, Nov. 13, Mar. 2, April 13. Fall: J. E. McMurry; spring: M. A. Hines.

Fundamental chemical principles and descriptive facts are covered, with considerable attention given to the quantitative aspects and to the techniques important for further work in chemistry.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry 207 by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall. Taking CHEM 208 after 215 is not recommended and can be done only with the permission of the 208 instructor.

CHEM 211 Chemistry for the Applied Sciences (I) (PBS)

Fall or spring, 4 credits. Recommended for those students who intend to take only one term of chemistry. Enrollment limited. Prerequisite: high school chemistry or permission of instructor. Corequisite: a calculus course at the level of MATH 111 or 191. Lec, M W F. Labs, M T W R F. Prelims: Sept. 30, Oct. 23, Nov. 20, Feb. 26, Mar. 16, Apr. 15. Fall: J. A. Marohn; spring: P. J. Chirik.

Important chemical principles and facts are covered with the objective of understanding the role of chemistry in other fields. Emphasis is on topics such as solid-state materials,

periodic trends, and specific classes of compounds, such as polymers.

Note: Entering students exceptionally well prepared in chemistry may receive advanced placement credit for General Chemistry by demonstrating competence in the advanced placement examination of the College Entrance Examination Board or in the departmental examination given at Cornell before classes start in the fall.

CHEM 215-216 General and Inorganic Chemistry (I) (PBS)

Fall, 215; spring, 216, 4 credits each term. Recommended for students who intend to specialize in chemistry or in related fields. Enrollment limited. Prerequisites: good performance in high school chemistry, physics, and mathematics. Corequisite: a calculus course at the level of MATH 111 or 191 for students who have not taken high school calculus. Prerequisite for CHEM 216: CHEM 215. Lec, M W F; lab, M T W R or F. Prelims: Oct. 9, Nov. 13, Mar. 2, Apr. 13. Fall: R. Fay; spring: B. R. Crane.

An intensive systematic study of the laws and concepts of chemistry, with considerable emphasis on quantitative aspects. Second term includes systematics of inorganic chemistry. Laboratory work covers qualitative and quantitative analysis, transition metal chemistry, and spectroscopic techniques.

Note: Taking CHEM 208 after 215 is not recommended and can be done only with the permission of 208 instructor.

[CHEM 233 Introduction to Biomolecular Structure]

Fall, 2 credits. Limited to 30 students. Prerequisites: CHEM 207-208 or equivalents. Lec, T R. Not offered 2003-2004. S. E. Ealick.

This course is intended for students with a basic understanding of chemistry who are considering a program of study in biochemistry. The interrelationship of the structure and function of biologically important molecules are explored. Emphasis is placed on understanding the way in which the three-dimensional arrangements of atoms determine the biological properties of both small molecules and macromolecules such as proteins and enzymes. The study of molecular structure is aided by interactive computer graphics for visualizing three-dimensional structures of molecules.]

CHEM 251 Introduction to Experimental Organic Chemistry

Fall, spring, or summer, 2 credits. Recommended for non-chemistry majors. Enrollment limited. Prerequisites: coregistration in CHEM 257 or 357. Lec: fall, R or F; spring, R; lab, M T W R or F or T or R. Prelims: fall: Nov. 13; spring: Apr. 29. S. Russo.

Introduction to the synthesis, separation, and handling of materials, including applications of many types of chromatography, simple and fractional distillation, crystallization, extraction, and others.

CHEM 252 Elementary Experimental Organic Chemistry

Spring, 2 credits. Recommended for non-chemistry majors. Prerequisite: CHEM 251. Lec, F; lab, T, W. Prelims: Apr. 29. S. Russo.

A continuation of CHEM 251.

CHEM 257 Introduction to Organic and Biological Chemistry (I) (PBS)

Spring or summer. 3 credits. Prerequisite: CHEM 206 or 207. Because CHEM 257 is only a 3-credit course, it does not provide a practical route to satisfying medical school requirements. Lec's, M W F. Prelims: Feb. 19, Mar. 16, April 13. D. A. Usher.

An introduction to organic chemistry with an emphasis on those structures and reactions of organic compounds having particular relevance to biological chemistry.

Note: Because of duplication of materials, students who take both 257 and 357 will receive graduation credit only for CHEM 257.

CHEM 287-288 Introductory Physical Chemistry (I) (PBS)

Fall, 287; spring, 288. 3 credits each term. Prerequisites: CHEM 208 or 216 and MATH 111-112 and PHYS 208, or permission of instructor. Prerequisite for CHEM 288: CHEM 287 or 389. Lec's, M W F; 287: rec, M or W, T; 288: rec, M or W. Prelims: 287: Oct. 9, Nov. 25. 288: Mar. 11, Apr. 20. Fall: H. D. Abruna; spring: J. A. Maronn.

A systematic treatment of the fundamental principles of physical chemistry, focusing in the fall on thermodynamics, chemical and enzyme kinetics, and an introduction to quantum mechanics. In the spring the course is oriented to the application of physical chemistry to biological systems, including transport, kinetics, electrochemistry, spectroscopy. CHEM 287 satisfies the minimum requirement for physical chemistry in the alternative chemistry major.

CHEM 289-290 Introductory Physical Chemistry Laboratory

Fall, 289; spring, 290. 2 credits each term. Lec's: fall, R; spring, R. Lab: fall, M T; spring, M T W R. T. McCarrick.

A survey of the methods basic to the experimental study of physical chemistry, with a focus on the areas of kinetics, equilibrium, calorimetry, and molecular spectroscopy.

CHEM 300 Quantitative Chemistry

Fall. 2 credits. Prerequisite: CHEM 208, or CHEM 216 or advanced placement in chemistry. Lec, R; lab, M T W R or T. Prelim: Oct. 23, Nov. 25. J. M. Burlitch.

Volumetric, spectrophotometric, and potentiometric methods are emphasized. Techniques are learned by analysis of knowns, and then are used on unknowns. Lectures and problem sets stress the relationship between theory and applications.

CHEM 301 Experimental Chemistry I (I) (PBS)

Spring. 4 credits. Prerequisites: CHEM 300, and 357 or 359. Lec, M W F; 2 labs, M W or T R. J. M. Burlitch.

An introduction to the techniques of synthetic organic chemistry. A representative selection of the most important classes of organic reactions is explored in the first half of the semester, augmented by lectures on the reaction chemistry and the theory of separation and characterization techniques. The second half of the term is devoted to a special project, part of which is designed by the student. An opportunity to use inert atmosphere techniques is included.

CHEM 302 Experimental Chemistry II (I) (PBS)

Fall. 4 credits. Enrollment limited; preference given to chemistry majors.

Prerequisite: CHEM 301. Lec's, M W F; 2 labs, M W, T R. F. J. DiSalvo.

Instrumental methods of analysis, including chemical microscopy, visible and infra-red spectroscopies, and gas chromatography. Basic concepts of interfacing will be covered.

CHEM 303 Experimental Chemistry III (I) (PBS)

Spring. 4 credits. Each lab limited to 10 students. Prerequisites: CHEM 302, 389, 390; coregistration in the latter is permissible. Lec's, M W F 9:05; 2 labs, M W, or T R. H. F. Davis.

An introduction to experimental physical chemistry, including topics in calorimetry, spectroscopy, and kinetics. The analysis and numerical simulation of experimental data is stressed.

CHEM 357-358 Organic Chemistry for the Life Sciences (I) (PBS)

Fall or summer, 357; spring or summer, 358. 3 credits each term. Prerequisite for CHEM 357: CHEM 208 or 216 or advanced placement; recommended: concurrent registration in CHEM 251 or 300.

Prerequisite for CHEM 358: CHEM 357 or permission of the instructor. Lec's, M W F, optional rec may be offered. Prelims: Sep. 25, Oct. 21, Nov. 18, Feb. 19, Mar. 16, Apr. 15. Fall: B. Ganem; spring: G. W. Coates.

A study of the more important classes of carbon compounds—especially those encountered in the biological sciences. Emphasis is placed on their three-dimensional structures, mechanisms of their characteristic reactions, their synthesis in nature and the laboratory, methods of identifying them, and their role in modern science and technology.

Note: Because of duplication of material, students who take both CHEM 257 and 357 will receive graduation credit only for CHEM 257.

CHEM 359-360 Organic Chemistry I and II (I) (PBS)

Fall, 359; spring, 360. 4 credits each term. Recommended for students who intend to specialize in chemistry or closely related fields. Enrollment limited. Prerequisites: CHEM 216 with a grade of B or better, CHEM 208 with a grade of A or better, or permission of instructor. Prerequisite for CHEM 360: CHEM 359. Recommended: coregistration in CHEM 300-301-302. Lec's, M W F; dis sec, W; prelims, Sept. 17, Oct. 15, Nov. 12, Spring: Feb. 11, Mar. 3, Apr. 17. Fall: D. A. Usher; spring, D. T. McQuade.

A rigorous and systematic study of organic compounds, their structures, the mechanisms of their reactions, and the ways they are synthesized in nature and in the laboratory.

CHEM 389-390 Physical Chemistry I and II (I) (PBS)

Fall, 389; spring, 390. 4 credits each term. Prerequisites: MATH 213 or, ideally, 221-222; PHYS 208; CHEM 208 or 216 or permission of instructor. Prerequisite for CHEM 390: CHEM 389. Lec's, 389: M W F; rec M or W or T. Lec's, 390: M W F; prelims: 389: Sept. 30, Oct. 28, Nov. 25. 390: Feb. 19, Mar. 16, Apr. 15. Fall: H. F. Davis; spring: 390: R. F. Loring.

The principles of physical chemistry are studied from the standpoint of the laws of thermodynamics, kinetic theory, statistical mechanics, and quantum chemistry.

CHEM 391 Physical Chemistry II (also CHEM 391) (I) (PBS)

Spring. 4 credits. Enrollment limited to engineering students only. Prerequisites: MATH 293; PHYS 112, 213; CHEM 208 or 216 or permission of instructor.

Corequisite: MATH 294. Prerequisite for CHEM 391: CHEM 389. Lec's, M W F; rec M or T. T. M. Duncan.

(1) Classical thermodynamics—empirical laws that convert measurable quantities pressure, temperature, volume, and composition into abstract quantities enthalpy, entropy and Gibbs energy to describe chemical systems; and (2) chemical kinetics—reaction rate laws from experimental data and reaction mechanisms; approximation methods and applications to photolithography, polymerization, and catalysis.

CHEM 404 Entrepreneurship in Chemical Enterprise

Spring. 1 credit. Lec's, T. B. Ganem.

Designed to acquaint students with the problems of planning, starting, and managing a new scientifically oriented business venture, the course consists of six weekly 90-minute meetings focusing on case studies and assigned reading, as well as outside lectures by entrepreneurs in the chemical, pharmaceutical, and biotechnology industries. Topics include new technology evaluation and assessment, business formation, resource allocation, management development, as well as manufacturing and sales issues.

[CHEM 405 Techniques of Modern Synthetic Chemistry (I) (PBS)]

Spring. 3 or 6 credits. Enrollment limited. Prerequisites: CHEM 302 and permission of instructor. To receive 3 credits, students must perform a minimum of three 2-week experiments. 6 credits will be given for 3 additional experiments. Completion of 5 exercises in elementary glass-blowing will count as 1 experiment. Lab time required: 16 hours each week, including at least two 4-hour sessions in 1 section (M W 1:25). Lec, first week only. Not offered 2003-2004. J. M. Burlitch.]

CHEM 410 Inorganic Chemistry (I) (PBS)

Fall. 4 credits. Prerequisites: CHEM 358 or 360, and 287 or 390. Lec's, M W F. Prelims: Sept. 23, Oct. 23, Nov. 18. P. T. Wolczanski.

A systematic study of the synthesis, structure, bonding, reactivity, and uses of inorganic, organometallic, and solid-state compounds.

CHEM 421 Introduction to Inorganic Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: CHEM 303 and 389-390, or CHEM 287-288, and CHEM 289-290 with an average of B- or better, or permission of instructor. Selected faculty.

Research in inorganic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 433 Introduction to Analytical Chemistry Research

Fall or spring. 2-4 credits. Prerequisites: CHEM 303 and 390 with an average of B- or better or permission of instructor. Selected faculty.

Research in analytical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 450 Principles of Chemical Biology (I) (PBS)

Fall. 3 credits. Prerequisites: CHEM 357–358, CHEM 359–360 or equivalent. Lects, M W F. T. P. Begley.

This course covers topics at the interface of chemistry and biology with a focus on problems where organic chemistry has made a particularly strong contribution to understanding the mechanism of the biological system. Topics covered include the organic chemistry of carbohydrates, proteins and nucleic acids, strategies for identifying the cellular target of physiologically active natural products, combinatorial chemistry, and chemical aspects of signal transduction, cell division and development.

CHEM 461 Introduction to Organic Chemistry Research

Fall or spring. 2–4 credits. Prerequisites: CHEM 302 and 358 or 360 with a grade of B– or better or permission of instructor. Selected faculty.

Research in organic chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 477 Introduction to Physical Chemistry Research

Fall or spring. 2–4 credits. Prerequisite: CHEM 390 with an average of B– or better or permission of instructor. Selected faculty.

Research in physical chemistry involving both laboratory and library work, planned in consultation with a faculty member.

CHEM 498 Honors Seminar

Spring. No credit. Admission to standard chemistry majors only by departmental invitation. Additional prerequisites or corequisites: outstanding performance in either (1) two coherent 4-credit units of research in a course such as CHEM 421, 433, 461, or 477; or (2) one 4-credit unit in a course such as CHEM 421, 433, 461, or 477 and summer research equivalent to at least 4 credits in the same subject. W. R. F. Loring.

Informal presentations and discussions of selected topics in which all students participate. Professional issues are discussed, including graduate education, publication, techniques of oral and audiovisual presentation, employment, ethics, chemistry in society, and support of scientific research. Individual research on advanced problems in chemistry or a related subject under the guidance of a faculty member, culminating in a written report.

CHEM 600–601 General Chemistry Colloquium

Fall, 600; spring, 601. No credit. R. Staff. A series of talks representative of all fields of current research interest in chemistry given by distinguished visitors and faculty members.

CHEM 602 Information Literacy for the Physical Scientist

Spring. 1 credit. Primarily for graduate students and undergraduate chemistry majors doing research. Lec, T. L. Solla. An introduction to physical science information research methods, with hands-on exploration of traditional and electronic resources. Much important information can be missed and valuable time wasted without efficient information research strategies. Topics include finding chemical and physical properties, reaction and analytical information;

patents, web resources; using specialized resources in chemistry, physics, biochemistry, and materials science; and managing citations.

CHEM 605 Advanced Inorganic Chemistry I: Symmetry, Structure, and Reactivity

Fall. 4 credits. Prerequisite: CHEM 389–390 or equivalent or permission of instructor. Lects, M W F. P. J. Chirik.

Introduction to chemical bonding and applications of group theory including: hybrid orbitals, molecular orbitals, valence bond theory, molecular vibrations and spectroscopy. Application of these models to modern coordination compounds and organometallic complexes. Readings at the level of Bishop's "Group Theory and Chemistry."

[CHEM 606 Advanced Inorganic Chemistry II: Synthesis, Structure, and Reactivity of Coordination Compounds, and Bioinorganic Chemistry]

Spring. 4 credits. Lects, M W F. Not offered 2003–2004. P. T. Wolczanski.

Synthesis, structure, and reactivity of modern coordination compounds; oxidation and bioinorganic chemistry. Emphasis on bonding models, structure, and reactivity, including the elucidation of mechanisms. Readings at the level of Purcell and Kotz's *Inorganic Chemistry*, and Jordan's *Reaction Mechanisms of Inorganic and Organometallic Systems*.

CHEM 607 Advanced Inorganic Chemistry III: Solid-State Chemistry

Fall. 4 credits. Prerequisite: CHEM 605 or permission of instructor. Lects, M W F. S. Lee.

The third in a three-term sequence. Interdisciplinary approach to solids. Topics include solid-state structure and X-ray diffraction, synthesis methods, defects in solids, phase diagrams, electronic structure, and chemical and physical properties of solids. Text: *Solid State Chemistry and Its Applications*, by West. Readings from inorganic chemistry and solid-state physics texts.

CHEM 608 Organometallic Chemistry

Spring. 4 credits. M W F. P. T. Wolczanski. Synthesis, structure, and reactivity of organotransition metal complexes. Current literature is emphasized, and background readings are at the level of Collman, Hefedus, Finke, and Norton's *Principles and Applications of Organotransition Metal Chemistry*.

[CHEM 622 Chemical Communication]

Fall. 3 credits. Lects, M W F. Not offered 2003–2004; next offered fall 2004. J. Meinwald, T. Eisner. For description, see BIONB 623.]

CHEM 625 Advanced Analytical Chemistry I

Spring. 4 credits. Prerequisite: CHEM 288 or 390 or equivalent. Lects, M W F; occasional prelims W. D. B. Zax. The application of high-resolution NMR spectroscopy to chemical problems. Some practical experience will be offered.

[CHEM 627 Advanced Analytical Chemistry II]

Spring. 3 credits. Primarily for graduate students. Prerequisite: CHEM 793 or equivalent is preferable. Lects, M W F. Not offered 2003–2004; next offered spring 2004. D. B. Zax.

Modern techniques in nuclear magnetic resonance. Little overlap is expected with CHEM 625, as this course focuses on more general questions of experimental design, understanding of multipulse experiments, and aspects of coherent averaging theory. Examples taken from both liquid and solid-state NMR. May also be of interest to other coherent spectroscopies.]

CHEM 628 Isotopic and Trace Element Analysis (also NS 690)

Spring. 3 credits. Primarily for graduate students and advanced undergraduates. Prerequisite: CHEM 288 or 390 or 302, or CHEM 208 and PHYS 208, or permission of instructor. Lects T R. Offered alternate years. J. T. Brenna.

Survey course in modern high precision isotope ratio mass spectrometry (IRMS) techniques and trace/surface methods of analysis. Topics include dual inlet and continuous flow IRMS, thermal ionization MS, inductively coupled plasma MS, atomic spectroscopy, ion and electron microscopies, X-ray and electron spectroscopies, and biological and solid state applications.

CHEM 629 Electrochemistry

Fall. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisite: CHEM 390 or equivalent (MATH 213 helpful). Lects, T R. H. D. Abruna.

Fundamentals and applications of electrochemistry. Topics include the fundamentals of electrode kinetics, electron transfer theory, the electrical double layer, diffusion, and other modes of transport. A wide range of techniques and their application as well as instrumental aspects are covered.

CHEM 650–651 Organic and Organometallic Chemistry Seminar

Fall, 650; spring 651. No credit. Required of all graduate students majoring in organic or bioorganic chemistry. Juniors and seniors are encouraged to attend. M. Staff.

A series of talks representative of all fields of current research interest in organic organometallic chemistry, given by research associates, faculty members, and distinguished visitors.

CHEM 665 Advanced Organic Chemistry

Fall. 4 credits. Primarily for graduate students and junior and senior undergraduates. Prerequisites: CHEM 358 or 360, and 390 or equivalents or permission of instructor. Lects, M W F. D. T. McQuade.

Designed to couple concepts learned in physical chemistry to those learned in organic chemistry. To this end, the course is divided into three portions: thermodynamics, kinetics, and mechanistic techniques and models. Students are encouraged to participate in voluntary arrow pushing sessions held five to six evenings during the semester. The course caters to those with a strong background in chemistry, but can be successfully navigated by graduate students in other disciplines.

CHEM 666 Synthetic Organic Chemistry

Spring. 4 credits. Primarily for graduate students and upperclass undergraduates. Prerequisite: CHEM 665 or permission of instructor. Lects, T R. D. B. Collum. Modern techniques of organic synthesis; applications of organic reaction mechanisms and retrosynthetic analysis to the problems

encountered in rational multistep synthesis, with particular emphasis on modern developments in synthesis design.

CHEM 668 Chemical Aspects of Biological Processes

Fall. 4 credits. Prerequisite: CHEM 360 or equivalent. Lects, T R. T. P. Begley.

A representative selection of the most important classes of enzyme-catalyzed reactions is examined from a mechanistic perspective. Topics discussed include the chemical basis of enzymatic catalysis, techniques for the elucidation of enzyme mechanism, cofactor chemistry, and the biosynthesis of selected natural products. The application of chemical principles to understanding biological processes is emphasized.

[CHEM 669 Organic and Polymer Synthesis Using Transition Metal Catalysts]

Fall. 4 credits. Prerequisite: primarily for graduate students. CHEM 359/360 or equivalent or by permission of the instructor. Not offered 2003-2004. G. W. Coates.

Transition metal based catalysts are invaluable in both organic and polymer synthesis. This course begins with a brief overview of organometallic chemistry and catalysis. Subsequent modules on organic and polymer synthesis are then presented. Topics of current interest are emphasized.]

CHEM 670 Fundamental Principles of Polymer Chemistry

Fall. 4 credits. Prerequisite: Physical Chemistry 389/390 and Organic Chemistry 359/360 or equivalent or by permission of instructor. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymers is required. Lects, T R. D. Y. Sogah.

Emphasizes general concepts and fundamental principles of polymer chemistry. The first part of the course deals with general introduction to classes of polymers, molar masses and their distributions, and a brief survey of major methods of polymer synthesis. The second part deals with characterization and physical properties. These include solution properties—solubility and solubility parameters, solution viscosity, molecular weight characterizations (gel permeation chromatography, viscometry, light scattering, osmometry); bulk properties—thermal and mechanical properties; and structure-property relationships.

CHEM 671 Synthetic Polymer Chemistry (also MS&E 671 and CHEM 675)

Spring. 4 credits. Prerequisites: a minimum of organic chemistry at the level of CHEM 359/360 is essential. Those without this organic chemistry background should see the instructor before registering for the course. Primarily for graduate students and advanced undergraduates. No previous knowledge of polymer chemistry is required although knowledge of material covered in CHEM 670 or MS&E 452 will be helpful. Lects, T R. D. Y. Sogah.

Emphasizes application of organic synthetic methods to the development of new polymerization methods and control of polymer architecture. Emphasis is on modern concepts in synthetic polymer chemistry and topics of current interest: the study of new methods of polymer synthesis, the control of polymer stereochemistry and topology, and

the design of polymers tailored for specific uses and properties. Topics on synthesis are selected from the following: step-growth polymerization with emphasis on high-performance materials, recent developments in the synthesis of vinyl polymers with special emphasis on living polymerization methods and ring-opening metathesis polymerizations. The role polymers in nanotechnology will also be covered.

[CHEM 672 Kinetics and Regulation of Enzyme Systems]

Spring. 4 credits. Primarily for graduate students with interests in biophysical chemistry. Prerequisite: CHEM 288 or 390, BIOBN 331, or equivalents or permission of instructor. Lects, M W F. Not offered 2003-2004. B. Baird.

Focus is on protein interactions with ligands and consequent changes in structure and activity. Topics include protein structure and dynamics; thermodynamics and kinetics of ligand binding; steady state and transient enzyme kinetics; enzyme catalysis and regulation; and the role of cell membrane receptors in regulating cellular activities.]

[CHEM 677 Chemistry of Nucleic Acids]

Fall. 4 credits. Primarily for graduate students. Prerequisites: CHEM 358 or 360, and 390 or equivalents. Lects, M W. Not offered 2003-2004. D. A. Usher.

Structure, properties, synthesis, and reactions of nucleic acids from a chemical point of view. Special topics include antisense and antigene technology, ribozyme reactions (including the ribosome), mutagens, PCR, recent advances in sequencing, DNA as a computer, and alternative genetic materials.]

CHEM 678 Statistical Thermodynamics

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 390 or equivalent. Lects, M W. B. Widom.

Course covers the principles of statistical thermodynamics and how they lead to classical thermodynamics. Topics include: ensembles and partition functions; ideal gases and crystals; thermodynamic properties from spectroscopic and structural data; chemical equilibrium; statistical mechanics of surfaces and solutions, Bose-Einstein and Fermi-Dirac statistics and phases. Examples from biology materials and chemistry, at the level of the first twelve chapters of *Statistical Mechanics* by McQuarrie.

CHEM 681 Introduction to Quantum Chemistry

Fall. 4 credits. Prerequisites: 1 year of undergraduate physical chemistry, 3 semesters of calculus, 1 year of college physics. Lects T R. G. S. Ezra.

An introduction to the application of quantum mechanics in chemistry. This course covers many of the topics in CHEM 793-794 at a more descriptive, less mathematical level. The course is designed for advanced undergraduates, chemistry graduate students with a minor in physical chemistry, and graduate students from related fields with an interest in physical chemistry. At the level of *Quantum Chemistry*, by Levine, or *Molecular Quantum Mechanics* by Atkins.

CHEM 686 Physical Chemistry of Proteins

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 288 or 390 or equivalents. Letter grade for undergraduate and graduates. Lects, M W F. B. Crane.

Physical properties of proteins are presented from a quantitative perspective and related to biological function. Topics include: chemical, structural, thermodynamic, hydrodynamic, electrical and conductive properties of soluble and membrane proteins; conformational transitions, protein stability and folding; photochemistry and spectroscopic properties of proteins; and protein-protein interactions and single molecular studies.

[CHEM 700 Baker Lectures]

Fall, on dates TBA. No credit. Lec, T R. Not offered 2003-2004.

Distinguished scientists who have made significant contributions to chemistry present lectures for approximately six weeks.]

[CHEM 701 Introductory Graduate Seminar]

Fall. No credit. Highly recommended for all senior graduate students, in any field of chemistry. Lects W. Not offered 2003-2004. R. Hoffmann.

A discussion of professional issues facing young chemists as well as life skills: academic and industrial trends, presentations, employment, immigration, publication, research funding, and ethics.]

CHEM 716 Introduction to Solid State Organic Chemistry

Spring. 3 credits. Prerequisite: CHEM 607 is recommended or some exposure to (or a course in) solid state chemistry and quantum mechanics. A good undergraduate physical chemistry course may be sufficient for quantum theory, while PHYS 443 or CHEM 793 or CHEM 794 are at a substantially higher level than what is needed. Lects, M W F. S. Lee.

This course examines some principles of crystallography and also electronic structure theory of solids. We then consider properties such as conduction, superconductivity, ferroelectricity and ferromagnetism. The final portion of this course is concerned with structure-property relations.

CHEM 765 Physical Organic Chemistry I

Fall. 4 credits. Primarily for graduate students. Prerequisite: CHEM 665 or permission of instructor. Lects, M W F. C. F. Wilcox.

Exploration of contemporary tools for calculating molecular structures and energies of species of all sizes. The course uses computers extensively, but requires only a limited knowledge of mathematics (mainly linear algebra).

[CHEM 774 Chemistry of Natural Products: Combinatorial Chemistry]

Spring. 3 credits. Prerequisites: CHEM 360 and BIOBM 330 or equivalent. Lec, M W F. Not offered 2003-2004. T. P. Begley.

Combinatorial chemistry has revolutionized the way organic chemists think about structure function studies on biological systems and the design of inhibitors. This course explores the design, synthesis, screening, and use of natural (i.e., peptide, protein, nucleic acid, carbohydrate) and unnatural (i.e., totally synthetic) libraries.]

[CHEM 780 Chemical Kinetics and Molecular Reaction Dynamics]

Fall. 4 credits. Prerequisite: CHEM 681 or permission of instructor. Lects, T R. Not offered 2003-2004. P. L. Houston.

Principles and theories of chemical kinetics and molecular reaction dynamics. Topics

include potential energy surfaces, transition state theory, and statistical theories of unimolecular decomposition. Depending on class interest, the course also includes special topics such as surface reactions and photochemistry.]

CHEM 787 Modern Methods of Physical Chemistry

Fall. 4 credits. Prerequisites: 1 year of undergraduate physical chemistry, 3 semesters of calculus, 1 year of college physics, (same as for CHEM 681). Lects, T R. J. H. Freed.

This course provides the methodological background for graduate courses in chemical thermodynamics, kinetics, statistical mechanics, and quantum chemistry. It includes the methods of solution of relevant differential equations; the eigenvalue problem and linear algebra; special functions; partial differential equations for diffusion and wave mechanics; integral transforms; functions of a complex variable. At the level of *Mathematical Methods in the Physical Sciences, 2nd Edition*, by Boas. There is a midterm and a final exam, and 12 problem sets.

CHEM 788 Macromolecular Crystallography (also BIOBM 738)

Fall. 3 credits. Prerequisite: permission of instructor. Lects, T R. S. E. Ealick.

Lectures cover the fundamentals of x-ray crystallography and focus on methods for determining the three-dimensional structures of macromolecules. Topics include crystallization, data collection, phasing methods, model building, refinement, structure validation and structure interpretation.

[CHEM 791 Spectroscopy]

Spring. 4 credits. Prerequisite: CHEM 793 or PHYS 443 or equivalent. Lects, M W F. Not offered 2003–2004. G. S. Ezra.

Principles of molecular rotational, vibrational, and electronic spectroscopy. Topics include interaction of molecules with radiation; Born-Oppenheimer approximation; diatomic molecules; polyatomic molecules; feasible operations and the molecular symmetry group; and spectroscopy, dynamics, and IVR. At the level of Kroto's *Molecular Rotation Spectra*.]

[CHEM 792 Molecular Collision Theory]

Spring. 4 credits. Lects, T R. Not offered 2003–2004. G. S. Ezra.

The concepts and methods of scattering theory are described with particular emphasis on applications to problems of chemical interest. At the level of Child's *Molecular Collision Theory* and Taylor's *Scattering Theory*.]

CHEM 793 Quantum Mechanics I

Fall. 4 credits. Prerequisites: CHEM 390, coregistration in A&EP 321, or CHEM 787 or equivalents or permission of instructor. Lects, M W F. D. B. Zax.

Course topics include: Schrodinger's equation, wave packets, uncertainty principle, matrix mechanics, orbital and spin angular momentum, exclusion principle, perturbation theory, and the variational principle. At the level of Liboff's *Quantum Mechanics*.

CHEM 794 Quantum Mechanics II

Spring. 4 credits. Prerequisites: CHEM 793 or equivalent and the equivalent of or coregistration in A&EP 322, or permission of instructor. Lects, M W F. G. S. Ezra.

Topics include: WKB theory; density matrix; time-dependent perturbation theory; molecule-field interaction and spectroscopy; group theory; angular momentum theory; scattering theory; Born-Oppenheimer approximation and molecular vibrations; molecular electronic structure.

CHEM 796 Statistical Mechanics

Spring. 4 credits. Prerequisite: CHEM 678 and 793 or equivalent. Lects, T R. B. Widom.

Statistical mechanics of systems of interacting molecules. Structure and thermodynamics of liquids. Phase transitions and critical phenomena. Introduction to nonequilibrium statistical mechanics.

[CHEM 798 Bonding in Molecules]

Fall. 4 credits. Prerequisite: some exposure to quantum mechanics; a good undergraduate physical chemistry course may be sufficient, or CHEM 681. Physics 433 or CHEM 793–794 are at a substantially higher level than what is needed. Consults instructor if in doubt. Lects, T R. Not offered 2003–2004. R. Hoffmann.

The aim is to build a qualitative picture of bonding in all molecules, including organic, inorganic, organometallic systems and extended structures (polymer, surfaces, and three-dimensional materials). The approach uses molecular orbital theory to shape a language of orbital interactions. Some basic quantum mechanics is needed, more will be taught along the way. The course is directed at organic, inorganic, and polymer chemists who are not theoreticians; it is useful for physical chemists, engineers and physicists as well.]

CHINESE

FALCON Program (Chinese)

See Department of Asian Studies.

CLASSICS

H. Pelliccia (chair), L. S. Abel, F. M. Ahl, C. Brittain (director of undergraduate studies), K. Clinton, J. E. Coleman, G. Fine, G. Holst-Warhaft, T. Irwin, G. M. Kirkwood (emeritus), D. Mankin, A. Nussbaum, P. Pucci, H. R. Rawlings III, J. Rusten, D. R. Shanzer (director of graduate studies), C. Sogno, B. Strauss

The Classics department at Cornell is one of the oldest and largest in the country. The range of instruction is broad and includes courses offered by professors with related interests in the departments of History, Philosophy, Comparative Literature, History of Art, Modern Languages, Linguistics, and Near Eastern Studies, and in the Archaeology, Medieval Studies, and Religious Studies programs. The department embraces both the traditional core studies of the languages, literature, philosophy, art, and history of ancient Greece and Rome, and the different approaches to its material yielded by comparative study of Mediterranean civilizations, peace studies, and feminist and literary theory.

The department offers a wide variety of Classical Civilization courses and seminars in

English 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, Goths, Vandals and Huns, and Byzantine history; and Plato, Aristotle, and Hellenistic philosophy. These courses are designed to introduce aspects of Classical antiquity to the students with very divergent primary interests. Other Classical civilization courses with a wide appeal are those on art and archaeology, and dendrochronology (the study of tree-rings to determine the date of ancient artifacts). These courses make use of the university's large collections of ancient coins, and of reproductions of sculptures, inscriptions, and other ancient objects. Students who wish to gain first-hand archaeological experience may also join one of several summer Cornell-sponsored field-projects in Greece and Turkey.

The study of language is a vital part of Classics. The department offers courses ranging from 100-level classes designed to further the understanding of English through the study of the Latin and Greek sources of much of its vocabulary, to courses in linguistics on the morphology and syntax of the ancient languages, comparative grammar, and Indo-European (the reconstructed source of the family of languages that includes Greek, Latin, Sanskrit and most modern European languages). The core function of the department is the study of ancient Greek and Latin. Elementary Greek and Latin are taught in both two-semester courses and intensive summer or one-semester courses. (For students whose Latin is a bit rusty, the department also offers a rapid, one-semester review class.) Students with a more advanced knowledge of Greek or Latin can take advantage of a wide selection of courses, from intermediate language classes at the 200-level, which brush up and broaden knowledge of syntax and vocabulary, to graduate and faculty reading groups. All of these courses use exciting literary texts, whether the poems of Catullus and Virgil, or the dialogues of Plato and Xenophon, at the 200-level, or, in the reading groups, the latest papyrological discoveries, such as the 'new' fragments of Empedocles' cosmic poem or the 'new' epigrams of Posidippus.

The primary purpose of language-instruction is to enable the study at first-hand of the extraordinary range of powerful and challenging texts in Greek and Latin. The department offers undergraduate and graduate seminars on literary, linguistic, historical, and philosophical topics, studied through the Greek and Latin works of authors from Homer (probably from the 8th Century BCE) to Boethius (6th Century CE), and occasionally from later writers such as Dante, Petrarch, or Milton. The department strives to adapt its program to the needs of individual students from all disciplines. If you are interested in studying a Classical text or period that is not offered in the Courses of Study, please contact the directors of graduate or undergraduate studies.

Majors in Classics

The Department of Classics offers majors in Classics, Greek, Latin, and Classical Civilization.

The following are the requirements for students declaring their majors after spring 2003. (Students who declared their majors prior to fall 2003 should follow the requirements set out in the course catalog for the year in which they declared. They should use the course numbers in square brackets in this catalog to determine their major requirements.)

Classics

The Classics major has two requirements: (i) six courses in Greek and Latin numbered 201 or above; and (ii) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below). Classics majors are required to take a minimum of one 300-level course in one language and two 300-level courses in the other.

Students who are considering graduate study in Classics are strongly advised to complete the Classics major.

Greek

The Greek major has three requirements: (i) CLASS 104 [201]; (ii) 5 courses in Greek numbered 201 [203] or above; and (iii) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below). The courses in Greek must include at least 3 at the 300-level.

Latin

The Latin major has three requirements: (i) CLASS 109 or 205; (ii) 5 courses in Latin numbered 206 or above; and (iii) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below). The courses in Latin must include at least 3 at the 300-level.

Classical Civilization

The Classical Civilization major has four requirements: (i) one 200-level course in Greek or Latin; (ii) CLASS 211 or HIST 265, CLASS 212 or HIST 268, and CLASS 220; (iii) 5 courses selected from those listed under Classical civilization, Classical archaeology, Ancient Philosophy, Greek (numbered 104 or above), and Latin (numbered 109 or above); and (iv) 3 courses in related subjects selected in consultation with the student's departmental advisor (see below).

With the permission of the director of undergraduate studies, other survey courses may be substituted for the those listed in (ii).

Related Subjects

Classics is an interdisciplinary field concerned with the study of Mediterranean civilizations from the 15th century BCE to the 6th century CE. Subjects in the field include Greek and Latin language, literature and linguistics; ancient philosophy, history, archaeology and art history; papyrology, epigraphy, and numismatics. In addition to the required courses in language and literature, the majors include a requirement for related courses intended to give breadth and exposure to the other disciplines within the field and to enrich the student's study of Classical languages and literature. Since the influence of the Greek

and Roman world extended far beyond antiquity, a related course may focus on some aspect of the classical tradition in a later period. Students select related courses in consultation with their departmental 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, Classics 472. (Credit for the honors course may be included in the credits required for the major.) Candidates for honors must have a cumulative average grade of B, and an average of B+ 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.

Independent Study

Independent study at the 300 level may be undertaken by undergraduates upon completion of one semester of work at the 300 level and with the permission of the director of undergraduate studies.

Study Abroad

Cornell is associated with four programs that provide opportunities for summer, semester, or year-long 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 Classics Department awards several travel grants each year for graduate students from the Townsend Memorial Fund; undergraduates are eligible for the Caplan Fellowships (see 'awards' below). Detailed information on these programs is available in the Classics Office, 120 Goldwin Smith Hall.

Summer Support for Language Study

The Department of Classics has at its disposal a number of endowments established to assist with the tuition of 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 Classics undergraduate majors and other students needing Latin or Greek for completion of their majors; dyslexic students are accorded additional preference. Applications are due to the chair of the Department of Classics by March 31st. See also under "Awards" below.

Placement in Greek and Latin

Placement of first-year students in Greek and Latin courses is determined by examinations given by the Department of Classics during orientation week. For details concerning these examinations, contact the director of undergraduate studies.

Satisfying the College Language Requirements with Ancient Greek or Latin

Greek: option 1 is satisfied by taking CLASS 201 or above; option 2 is satisfied by taking either CLASS 101, 102, and 104 or CLASS 103 and 104.

Latin: option 1 is satisfied by taking CLASS 205 or above; option 2 is satisfied by taking either CLASS 105, 106, and 109 or CLASS 107 and 109.

Students with fluency in Greek or Latin may also satisfy option 1 by special examination; contact the director of undergraduate studies for further information. Modern Greek is offered by the Department of Near Eastern Studies. Contact NES for more information.

Freshman Writing Seminars

The department offers freshman writing seminars on a wide range of Classical and Medieval topics. Consult John S. Knight Writing Seminar Program brochures for times, instructors, and descriptions.

Awards

Departmental majors are eligible for several awards administered by the Classics department. The Kanders-Townsend Prize Fellowships are awarded annually to three or four freshmen or sophomores for summer study of Intensive Greek or Latin at Cornell and provide tuition and possibly a stipend to cover living expenses. The Harry Caplan Fellowships are awarded annually to one or two outstanding juniors by the College of Arts and Sciences for travel in Europe or the Near East.

Classical Civilization

[CLASS 170 Word Power: Greek and Latin Elements in the English Language

Spring. 3 credits. Not offered 2003-2004. Was CLASS 100.

This course gives the student with no knowledge of the classical languages an understanding of how the Greek and Latin elements that make up over half our English vocabulary operate in both literary and scientific English usage. Attention is paid to how words acquire their meaning and to enlarging each student's working knowledge of vocabulary and grammar.]

[CLASS 171 English Words: Histories and Mysteries (also LING 109) # (III) (HA)

Fall. 3 credits. Was CLASS 109. Not offered 2003-2004. M. Weiss.

For description, see LING 109.]

CLASS 211 The Greek Experience # (IV) (CA)

Fall. 3 credits. Limited to 50 students. F. Ahl.

An introduction to the literature and thought of ancient Greece. Topics include epic and lyric poetry, tragedy and comedy, and

historical, political, philosophical, and scientific writings. Some attention is also given to the daily life of ordinary citizens, supplemented by slides of ancient art and architecture.

CLASS 212 The Roman Experience # (IV) (CA)

Spring. 3 credits. D. Mankin.

An introduction to the civilization of the Romans as expressed in their literature, religion, and social and political institutions.

[CLASS 217 Initiation to Greek Culture # (IV) (LA)]

Fall. 4 credits. Limited to 18 students. This course is intended especially for freshmen. Apply in writing to the Chair, Department of Classics, 120 Goldwin Smith Hall. Not offered 2003–2004. P. Pucci and L. Abel.

Knowledge of Greek or Latin is not necessary, since all texts are in translation. What is necessary is the willingness to participate in three one-hour seminars each week and also a supplementary one- or two-hour session, during which the class participates in workshops with specially invited guests.

This course covers a wide range of Greek literary and philosophical works, as well as modern critical and philosophical writings on the Greeks. Our focus throughout is on the status of language, the many forms of discourse that appear in the literature, and the attempts the Greeks themselves made to overcome the perceived inadequacies and difficulties inherent in language as the medium of poetry and philosophy.

We inquire into the development of philosophy in the context of a culture infused with traditional, mythological accounts of the cosmos. We ask how poetic forms such as tragedy responded to and made an accommodation with philosophical discourse while creating a most emotional effect on the audience; how the first historians, using literary and philosophical discourse, created space for their own inquiry; and we discuss how these issues persist and are formulated in our own thinking.]

[CLASS 222 Ancient Fiction # (IV)]

Fall. 3 credits. All readings are in English. Not offered 2003–2004.]

CLASS 223 The Comic Theater (also COM L 223 and THETR 223) # (IV) (LA)

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, seventeenth-century France, the English Restoration, and Hollywood in the thirties and forties. Chief topics include: the growth of the comic theatrical tradition and conventions; techniques and themes of comic plots (trickster, parody, farce, caricature); and the role of comedy in society. All readings in English.

[CLASS 229 War and Peace in Greece and Rome (also HIST 228) # (III or IV)]

Fall. 4 credits. Not offered 2003–2004. B. Strauss.

For description, see HIST 228.]

CLASS 231 Ancient Philosophy (also PHIL 211) # (IV) (KCM)

Fall. 4 credits. Staff.

For description, see PHIL 211.

[CLASS 234 Seminar: Eyewitness to War in the Ancient World (also HIST 232) # (III or IV) (HA)]

Spring. 3 credits. Not offered 2003–2004. B. Strauss.

A study of ancient soldier-historians who participated in the campaigns about which they later wrote. Topics include historicity, autobiography, propaganda, prose style. Readings include selections from Thucydides, Xenophon, Julius Caesar, Josephus, Ammianus Marcellinus as well as, for comparative purposes, modern soldier-historians.]

CLASS 236 Greek Mythology (also COM L 236) # (IV) (LA)

Fall 2003 and summer 2004. 3 credits.

Limited to 200 students. D. Mankin.

A survey of the Greek myths, with emphasis on the content and significance of the myths in Mediterranean society, including the place of myth in Greek life and consciousness; the factors and influences involved in the creation of myths; and the use of myths for our understanding of Greek literature, religion, and moral and political concepts.

CLASS 237 Greek Religion and Mystery Cults (also RELST 237) # (IV) (CA)

Spring. 3 credits. K. Clinton.

Greek religion constitutes one of the essential features of ancient Greek civilization and distinguishes it from later Western civilization. Since religion permeates Greek culture, including the major art forms (epic poetry, tragedy, comedy, architecture, painting, and sculpture), the course investigates the interaction of religion with these forms—an investigation that is fruitful both for the understanding of Greek religion and the forms themselves, some of which, like tragedy, originated in cult. A representative variety of cults and their history are studied with special emphasis on mystery cults, such as the Eleusinian mysteries of Demeter and Persephone, the Kabirol, the Great Gods of Samothrace, and Bacchic rites.

[CLASS 238 The Ancient Epic and Beyond # (IV) (LA)]

Spring. 3 credits. Not offered 2003–2004. K. Clinton.

We move, Odysseus-like, to the West: beginning with Homer's *Iliad* and *Odyssey*, we continue in the Hellenistic and Augustan eras with Apollonius of Rhodes' *Argonautica* and Virgil's *Aeneid*. A shift in space and time has us conclude with two New World maritime epics: Herman Melville's *Moby Dick* and Derek Walcott's *Omeros*.]

[CLASS 244 Sophomore Seminar: Psyche, Ego, and Self # (IV) (KCM)]

Fall. 4 credits. Not offered 2003–2004.

C. Brittain and H. Pelliccia.

It is often claimed that the ancient Greeks lacked the "modern Western conception of the self," and its subsequent development was partly a result of the emergence of more introspective literary genres, such as autobiography (e.g. Augustine's *Confessions*). We examine the evidence for these claims in a variety of philosophical, literary, and psychological sources. Our starting point is the ancient Greek conceptions of soul or *psyche*, especially as these conceptions manifest themselves in decision-making. We move from Herodotus and Plato (5th–4th C. BCE) to St. Augustine 4th-to 5th C. CE), and end with early modern European (especially Cartesian) conceptions of the ego. Special attention is paid to the influence of a work's literary genre upon the representation of self

in it, and to self-preservation as a function of rhetoric. Selected readings come from Herodotus, Euripides, Plato, Aristotle, Augustine, Descartes, and a variety of contemporary authors (philosophical, anthropological, and psychological).

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

CLASS 258 Periclean Athens # (IV) (HA)

Spring. 4 credits. H. R. Rawlings III.

The first five weeks provide a synoptic view of Athens' historical and cultural achievement in the middle of the fifth century B.C.—the traditional pinnacle of "The Glory that was Greece." Readings are taken from Greek historians, philosophers, poets, and documentary texts. At least two of the (75-minute) lectures are devoted to art history and delivered by a guest speaker. The next 7–8 weeks follow the course of the Peloponnesian War to its end; readings from Thucydides are interwoven with contemporaneous texts composed by the dramatists (Sophocles, Euripides, and Aristophanes) and the sophists (supplemented with readings from Plato). The remaining classes consider the fate of Socrates and a few other fourth-century developments. The basic aim of the course is to approach an understanding of how and why a vital and creative society came unglued. There are weekly discussion sections.

[CLASS 260 Conceptions of the Self in Classical Antiquity # (IV) (KCM)]

Spring. 4 credits. There are no prerequisites for this course; all readings are in English. Not offered 2003–2004. C. Brittain.

The idea of a person or a 'self' seems to be something determined by nature: we each have one mind, a unique personality, and the capacity to act as moral agents. But the way in which we conceive of ourselves also depends on our beliefs about human nature, rationality, freedom, luck, and society. This course examines a variety of very different conceptions of the self from the period 700 BCE to 400 CE, using a range of texts from Greek and Roman literature (including epic and tragedy), medical theory, and philosophy (both pagan and Christian).]

[CLASS 265 Ancient Greece from Homer to Alexander the Great (also HIST 265) # (III)]

4 credits. Open to freshmen. Not offered 2003–2004. B. Strauss.

For description, see HIST 265.]

[CLASS 268 A History of Rome from Republic to Principate (also HIST 268) # (III)]

Spring. 4 credits. Open to freshmen. Not offered 2003–2004. Staff.

For description, see HIST 268.]

[CLASS 293 Classical Indian Narrative (also ASIAN 291) @ # (IV)]

Spring. 3 credits. Was CLASS 291. Not offered 2003–2004. C. Minkowski.]

[CLASS 331 Goths, Vandals, Franks, and Romans # (IV) (CA)]

Fall. 4 credits. Not offered 2003-2004.
D. Shanzer.

Contemporary views of the Visigothic Sack of Rome by Alaric in 410 are followed by three different case-studies for co-existence of Roman and barbarian in Late Antiquity: the Vandal kingdom (North Africa), the Ostrogothic kingdom (Italy), and finally the one that lasted, the Frankish kingdom (Gaul). Readings include contemporary primary works as well as modern historiography.]

[CLASS 333 Greek and Roman Mystery Cults and Early Christianity (also RELST 333) # (IV) (CA)]

Fall. 4 credits. A previous course in Classics (civilization or language) or Religious Studies 101 is recommended. Not offered 2003-2004. K. Clinton.

A study of the controversial question of religious continuity between paganism and early Christianity. After a brief survey of classical mystery cults and Hellenistic religion, the course focuses on such Hellenistic and Roman cults as the mystery cults of Isis, Bacchus, Mithras, and Attis and the Great Mother and on the distinctive features that contributed to their success. Discussion of Christian liturgy and beliefs to determine what Christianity owed to its pagan predecessors and to isolate the factors that contributed to its triumph over the "rival" pagan cults of late antiquity.]

[CLASS 334 Christianity and Classical Culture # (IV) (HA)]

Spring. 4 credits. D. Shanzer.

A cultural historical sampler of relations between pagans and Christians in the second to fifth century A.D. It will be divided into modules dealing with topics that will include Christian apologetics, martyrdom and persecution, the new Christian literature, public cult and asceticism, and Christianity and the great invasions.

[CLASS 339 Plato (also PHIL 309) # (IV) (KCM)]

Fall. 4 credits. Prerequisite: at least 1 previous course in philosophy. G. Fine.
For description, see PHIL 309.

[CLASS 340 Aristotle (also PHIL 310) # (IV) (KCM)]

Spring. 4 credits. Not offered 2003-2004.
J. Whiting.

Aristotle's practical and productive works (his *Ethics*, *Politics*, *Rhetoric*, and *Poetics*), with attention to their grounding in his theoretical works.]

[CLASS 341 Hellenistic Philosophy (also PHIL 308) (IV) (KCM)]

Fall. 4 credits. Pre-requisite: CLASS 231 or one philosophy course. C. Brittain.

Studies the philosophical developments of the Hellenistic period (c. 321-45 BCE), which were in part a reaction to Plato and Aristotle. The focus will be on the systematic doctrines and arguments of the Stoics and Epicureans, particularly their epistemologies and ethical theories, and the Sceptics' responses to them. We will also look at some relevant developments in medical theory. Topics will include scepticism, the psychology of action, theories of language, concept development and content, determinism and responsibility, personal identity, virtue ethics, and scientific epistemologies. Since most of the work of the Hellenistic philosophers is only available to us through either "fragments" or reports in later

texts, we will need to think to some degree about the appropriate methods for reconstructing this recently rediscovered—and influential (e.g. on seventeenth century philosophers such as Descartes and Locke)—part of the history of philosophy.

[CLASS 345 The Tragic Theater (also COM L 344 and THETR 345) # (IV) (LA)]

Spring. 4 credits. Limited to 40 students.
Not offered 2003-2004. F. Ahl.

Tragedy and its audiences from ancient Greece to modern theater and film. Topics: origins of theatrical conventions; Shakespeare and Seneca; tragedy in modern theater and film. Works studied will include: Aeschylus' *Agamemnon*; Sophocles' *Oedipus Tyrannus*, *Philoctetes*; Euripides' *Alcestis*, *Helen*, *Iphigeneia in Aulis*, *Orestes*; Seneca's *Thyestes*, *Trojan Women*; Shakespeare's *Julius Caesar*, *Titus Andronicus*, *Othello*; Strindberg's *The Father*; Dyrrenmatt's *The Visit*; Bergman's *Seventh Seal*; Cacoyannis' *Iphigeneia*.]

[CLASS 346 Art of Subversive Writing (also COM L 346) # (IV) (LA)]

Spring. 3 credits. F. Ahl.

For description, see COM L 346.

[CLASS 382 Greeks, Romans, and Victorians (also COM L 382) # (IV) (LA)]

Spring. 4 credits. Not offered 2003-2004.
F. Ahl.

This course explores how nineteenth-century (and especially Victorian English and Irish) poets, dramatists, and to a lesser extent, novelists, present Greco-Roman antiquity. The varied influences of Vergil and Homer, Seneca and Sophocles, Plautus and Aristophanes, Horace, and Greek lyric poetry are discussed in selected works of Thomas More, Shelley, Byron, Swinburne, W. S. Gilbert, Oscar Wilde, and the pre-Raphaelites and Victorian poets.]

[CLASS 387 Independent Study in Classical Civilization, Undergraduate Level]

Fall and spring. Up to 4 credits.

[CLASS 395 Classical Indian Philosophical Systems (also ASIAN 395 and RELST 395) @ # (IV) (KCM)]

Spring. 4 credits. Prerequisite: some background in philosophy or in classical Indian culture. Not offered 2003-2004.
C. Minkowski.

For description, see ASIAN 395.]

[CLASS 442 Topics in Ancient Philosophy (also PHIL 413) # (IV) (KCM)]

Fall. 4 credits. Was CLASS 413. Not offered 2003-2004. J. Whiting.

Mind, self, and psychopathology in ancient philosophy.]

[CLASS 445 Classic Modern Historiography of Ancient Greece (also HIST 435) (III)]

Fall. 4 credits. Prerequisite: an introductory course in ancient Greek history or civilization or permission of the instructor.
Not offered 2003-2004. B. Strauss.

This upper-level seminar is an introduction to some of the main themes, directions, and controversies in modern research on ancient Greece. We read selections from the leading works of scholarship on ancient Greece from the nineteenth and twentieth century, including such authors as Grote, Burckhardt, Cornford, Glotz, Momigliano, M. I. Finley, Ste. Croix, Vernant, Vidal-Naquet, and the current crop of scholars.]

[CLASS 450 The Peloponnesian War (also CLASS 632 and HIST 450/630) # (III)]

Fall. 4 credits. Prerequisites: CLASS 211 or 217, HIST 265, or permission of instructor.
Not offered 2003-2004. B. Strauss.
For description, see HIST 450.]

CLASS 461 Sacred Fictions

Fall. 4 credits. K. Haines-Eitzen.
For description see S HUM 411.

[CLASS 463 Gender and Politics in the Roman World (also HIST 463 and FGSS 464) # (III or IV) (HA)]

Spring. 4 credits. Not offered 2003-2004.
Staff.

An undergraduate seminar examining the relationship between gender and politics in the late Roman Republic and early Empire. Among the questions this course addresses are: was politics the exclusive domain of men in Roman society (as is generally assumed) or does a broader definition of politics and an understanding of the various forms political activity in ancient Rome might have taken allow a place for women in Roman political life? What role did gender have in Roman political discourse and ideology? Why did issues such as family, marriage, and sexuality become subjects of political debate and legislation?]

[CLASS 469 Equality and Inequality in Ancient Greece (also HIST 469) # (III or IV)]

Fall. 4 credits. Prerequisite: HIST 265, CLASS 211 or 217, or written permission of the instructor. Not offered 2003-2004.
B. Strauss.

For description, see HIST 469.]

[CLASS 480 Roman Society and Politics under the Julio-Claudians (also HIST 473) # (III or IV) (HA)]

Spring. 4 credits. Prerequisite: CLASS 212, HIST 268, or permission of instructor. Not offered 2003-2004. Staff.

This course examines several of the important social and political changes in Roman society under Augustus and his successors, the Julio-Claudians. Topics to be investigated include Augustus's consolidation of power through political and social revolution, the Augustan attempt to regulate family life and social relations by legislation, the relation of the emperor Tiberius with the members of the old ruling class, the growth of the imperial bureaucracy and the new opportunities for social mobility, the political opposition to Claudius and Nero, Nero's cultural and provincial policy, and the manipulation of the imperial cult. All readings will be in English.]

CLASS 700 Doctoral Dissertation Research

Fall, spring. Letter grade only (0 credit).
Staff.

CLASS 703 Independent Study for Graduate Students in Classical Civilization

Fall and spring. Up to 4 credits. Was CLASS 711-712.

Greek**CLASS 101 Elementary Ancient Greek I**

Fall. 4 credits. C. Sogno.
Introduction to Attic Greek. Designed to enable the student to read the ancient authors as soon as possible.

CLASS 102 Elementary Ancient Greek II
Spring. 4 credits. Prerequisite: 101 or equivalent. Was CLASS 103. Staff.
A continuation of CLASS 101, prepares students for CLASS 104.

CLASS 103 Intensive Greek
Summer. 6 credits. Was CLASS 104. Staff.
An intensive introduction combining the fundamentals of ancient Greek grammar with readings from a variety of classical authors in the original Greek. Prepares students in a single semester for CLASS 104.

CLASS 104 Elementary Ancient Greek III
Fall. 3 credits. Provides language qualification. Prerequisites: CLASS 102, 103 or placement by departmental exam. Was CLASS 201 Intermediate Ancient Greek. K. Clinton.

Introduces students to reading a literary Greek text (Xenophon's *Anabasis*). The course covers complex syntax and reviews the grammar presented in CLASS 102 or 103.

[CLASS 201 Greek Prose # (IV) (LA)]
3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: CLASS 104. Was CLASS 210. Not offered 2003–2004.]

CLASS 203 Homer # (IV) (LA)
Spring. 3 credits. *Satisfies Option 1.*
Prerequisite: CLASS 104. J. Coleman.
Readings in the Homeric epic.

CLASS 302 Undergraduate Seminar: Greek Historiography and Oratory (LA)
Spring. 3 credits. *Satisfies Option 1.*
L. Abel.

Topic: The historiography and oratory of fifth century Athenian democracy and imperialism. Reading in English: Aristotle's *Constitution of the Athenians*; in Greek: sections from Herodotus and Thucydides and a speech of Lysias.

CLASS 303 Undergraduate Seminar: Greek Drama (LA)
Fall. 3 credits. *Satisfies Option 1.*
K. Clinton.
Topic: Sophocles.

[CLASS 310 Special Topics in Greek Literature # (IV)]
Fall and spring. 4 credits. *Satisfies Option 1.* Prerequisite: two 200-level courses in Greek or permission of instructor. Not offered 2003–2004.]

[CLASS 316 Greek Prose Composition (IV)]
Fall. 4 credits. *Satisfies Option 1.*
Prerequisite: CLASS 104 or permission of instructor. Was CLASS 342. Not offered 2003–2004. A. Nussbaum.]

[CLASS 319 The Greek New Testament and Early Christian Literature # (IV) (LA)]
Fall. 4 credits. *Satisfies Option 1.*
Prerequisite: CLASS 104 or equivalent, or permission of instructor. Was CLASS 305. Not offered 2003–2004. D. Shanzer.
More advanced readings from the *Acts of the Apostles* and some exercises on the *Gospels* are followed by readings from Early Christian Greek literature. The latter may include theological tracts and hagiographical texts, e.g. martyr-acts, such as the *Passion of Pionius* or the *Passion of Perpetua*.]

CLASS 385 Independent Study in Greek, Undergraduate Level
Fall and spring. Up to 4 credits. Only by permission of the DUS in the case of documented schedule conflict. Was CLASS 225–226 and 307–308. Staff.

CLASS 417 Advanced Readings in Greek (also ENGL 417, ENGL 617) # (IV) (LA)
Fall. 4 credits. F. Ahl.
Topic: Euripides.

CLASS 418 Advanced Readings in Greek # (IV) (LA)
Spring. 4 credits. Prerequisites: one 200-level Greek class. H. Rawlings III.
Topic: Fourth century orators.

[CLASS 419 Advanced Greek Composition (IV) (LA)]
Spring. 4 credits. Prerequisite: CLASS 316 or equivalent. Not offered 2003–2004. Staff.]

[CLASS 421 Greek Comparative Grammar (also LING 451) (III) (KCM)]
Fall. 4 credits. Not offered 2003–2004. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

[CLASS 427 Homeric Philology (also LING 457) (III) (LA)]
Spring. 4 credits. Not offered 2003–2004. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations: The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

CLASS 545 Graduate TA Training
Fall and spring. 1 credit. D. Shanzer.
Pedagogical instruction and course coordination. Required for all graduate student teachers of CLASS (Latin) 105–106 and Classics First-Year Writing Seminars.

[CLASS 555 Graduate Proseminar]
Fall. 1 credit. Not offered 2003–2004. Staff.
Graduate students are introduced to the tools, techniques, and methods of classical scholarship.]

[CLASS 605–606 Graduate Survey of Greek Literature]
605, fall; 606, spring. 4 credits each term.
Prerequisite: linguistic proficiency to be determined by instructor. Not offered 2003–2004.

A survey of Greek literature in two semesters. CLASS 605: Greek literature from Homer to the mid-fifth century. CLASS 606: Greek literature from the late fifth century to the Empire.]

CLASS 611 Greek Philosophical Texts (also PHIL 411)
Fall and spring: up to 4 credits.
Prerequisites: knowledge of Greek and permission of instructor. Was CLASS 511. C. Brittain and T. Irwin.
Readings of Greek philosophical texts in the original.

[CLASS 632 Topics in Ancient History (also CLASS 450 and HIST 450/630)]
Fall. 4 credits. Not offered 2003–2004. B. Strauss.
For description, see HIST 630.]

CLASS 671 Graduate Seminar in Greek
Fall. 4 credits. P. Pucci.
Topic: Epic and Elegy.

CLASS 672 Graduate Seminar in Greek
Spring. 4 credits. K. Clinton.
Topic: Greek religion and epigraphy.

CLASS 701 Independent Study for Graduate Students in Greek
Fall and spring. Up to 4 credits. Was CLASS 701–702.

Latin

CLASS 105 Elementary Latin I
Fall. 4 credits. Staff.

An introductory course designed to prepare students to start reading Latin prose at the end of a year. The class moves swiftly and meets daily. Work includes extensive memorization of vocabulary and paradigms; study of Latin syntax; and written homework, quizzes, tests, and oral drills.

CLASS 106 Elementary Latin II
Spring. 4 credits. *Provides language qualification.* Prerequisite: 105 or equivalent. Staff.

A continuation of CLASS 105, using readings from various authors; prepares students for CLASS 109.

CLASS 107 Intensive Latin
Spring and summer. 6 credits.
A. Nussbaum.

An intensive introduction that lays down the essentials of Latin grammar before progressing rapidly to readings from selected authors in the original Latin. Prepares students in a single semester for CLASS 109.

CLASS 108 Latin in Review
Fall. 4 credits. *Provides language qualification.* Prerequisite: placement by departmental examination. D. Shanzer.
This course is designed to accommodate students who have had some Latin, but are insufficiently prepared to take 106. It begins with review of some material covered in 105 and then continues with second-term Latin material (106). The class moves swiftly and meets daily. Work includes extensive memorization of vocabulary and paradigms; study of Latin syntax; and written homework, quizzes, tests, and oral drills. Students should be ready for CLASS 205 by the end of the course.

CLASS 109 Elementary Latin III
Fall and spring. 3 credits. *Provides language qualification.* Prerequisites: CLASS 106, 107, 108 or placement by departmental exam. Was CLASS 205 Intermediate Latin. Staff.

Introduces students to reading a literary Latin text (Cicero's *Speeches against Catiline*). The course covers complex syntax and reviews the grammar presented in CLASS 106, 107, or 108.

CLASS 205 Latin Prose
Fall. 3 credits. *Satisfies Option 1.*
Prerequisite: CLASS 106, 107, 108 or placement by departmental exam. C. Brittain.

Speeches of Cicero, including (as time allows) the defense of the actor Roscius, the prosecution of the provincial governor Verres, and the abuse of Marcus Antonius (Philippics).

CLASS 206 Ovid: Erotic Poetry # (IV) (LA)

Spring. 3 credits. *Satisfies Option 1.*
Prerequisites: CLASS 109, 205 or placement by department exam. D. Mankin.
Ovid's erotic poetry is relatively easy to translate, but rich in its literary structure and influence.

CLASS 207 Catullus # (IV) (LA)

Spring. 3 credits. *Satisfies Option 1.*
Prerequisite: CLASS 109. Not offered 2003-2004. P. Pucci.]

CLASS 208 Roman Drama # (IV) (LA)

3 credits. Prerequisite: CLASS 205. Not offered 2003-2004. Staff.]

CLASS 209 Vergil # (IV) (LA)

Fall. 3 credits. *Satisfies Option 1.*
Prerequisite: CLASS 109. Was CLASS 216. Not offered 2003-2004. K. Clinton.]

CLASS 306 Undergraduate Latin Seminar: Roman Epic

Spring. 3 credits. *Satisfies Option 1.*
Prerequisite: one 200-level Latin class. H. Pelliccia.

CLASS 307 Roman Historiography # (III or IV) (CA)

4 credits. *Satisfies Option 1.* Prerequisite: 1 term of 300-level Latin or permission of instructor. Not offered 2003-2004. Was CLASS 317. Staff.]

CLASS 309 Undergraduate Latin Seminar: Roman Prose

Fall. 3 credits. *Satisfies Option 1.*
Prerequisite: one 200-level Latin class. D. Mankin.

Topic yet to be determined.

CLASS 312 Latin Undergraduate Seminar # (IV) (LA)

Fall and spring. 4 credits. *Satisfies Option 1.* Prerequisite: 2 terms of 200-level Latin or permission of instructor. Fall topic: Roman Drama. D. Mankin. Spring topic: Suetonius and Tacitus. Not offered 2003-2004. Staff.]

CLASS 317 Latin Prose Composition

Fall. 4 credits. *Satisfies Option 1.*
Prerequisite: 1 term of 200-level Latin or permission of instructor. Was CLASS 341. P. Pucci.

CLASS 369 Intensive Medieval Latin Reading # (IV) (LA)

Summer only. 4 credits. D. Shanzer.
Web site: www.arts.cornell.edu/classics/Classes/Classics_369/Med_Latin.html

CLASS 386 Independent Study in Latin, Undergraduate Level

Fall and spring. Up to 4 credits. Only by permission of the DUS in the case of documented schedule conflict. Was CLASS 227-228. Staff.

CLASS 411 Advanced Readings in Latin Literature # (IV) (LA)

Fall. 4 credits. Staff.

CLASS 412 Advanced Readings in Latin Literature # (IV) (LA)

Spring. 4 credits. C. Sogno.

CLASS 414 Advanced Latin Prose Composition (IV)

Spring. 4 credits. For graduate students. Only those undergraduates who have completed CLASS 317 and have permission of the instructor may enroll. Was CLASS 441. F. Ahl.

CLASS 555 Graduate Proseminar

Fall. 1 credit. Not offered 2003-2004. Staff. Graduate students are introduced to the tools, techniques, and methods of Classical scholarship.]

CLASS 603 Later Latin Literature: Late Antique and Medieval Hagiography

Spring. 4 credits. Not offered 2003-2004. D. Shanzer.]

CLASS 625-626 Graduate Survey of Latin Literature

625 fall; 626 spring. 4 credits each term. Prerequisite: linguistic proficiency to be determined by instructor. Not offered 2003-2004. Fall, C. Sogno; spring, F. Ahl. A survey of Latin literature in two semesters.]

CLASS 679 Graduate Seminar in Latin: The Flavians

Fall. 4 credits. D. Shanzer.

CLASS 680 Graduate Seminar in Latin

Spring. 4 credits. M. Pincus.

CLASS 702 Independent Study for Graduate Students in Latin

Fall and spring. Up to 4 credits. Was CLASS 751-752. Staff.

Classical Art and Archaeology**CLASS 220 Introduction to Art History: The Classical World (also ART H 220) # (IV) (HA)**

Spring. 4 credits. Each student must enroll in a section. Not offered 2003-2004. A. Ramage.

An overview of the art and archaeology of the Greek and Roman world.]

CLASS 221 Minoan-Mycenaean Art and Archaeology (also ARKEO 221 and ART H 221) # (IV) (CA)

Fall. 3 credits. Not offered 2003-2004. J. Coleman.

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

CLASS 232 Archaeology in Action I (also ARKEO 232 and ART H 224) # (IV)

3 credits. Prerequisite: permission of instructor. Not offered 2003-2004. P. I. Kuniholm.]

CLASS 233 Archaeology in Action II (also ARKEO 233 and ART H 225) # (IV)

3 credits. Prerequisite: permission of instructor. Not offered 2003-2004. P. I. Kuniholm.

For description, see ART H 225.]

CLASS 240 Greek Art and Archaeology # (IV) (CA)

Spring. 3 credits. J. Coleman.
Introduction to the material culture of Greece from the Early Iron Age to the coming of the Romans (ca. 1000 BC to 31 BC). The course focuses not only on famous monuments such as the Parthenon, but also on the evidence for daily life and for contact with other civilizations of the Mediterranean. A critical attitude is encouraged toward the interpretation of archaeological remains and toward contemporary uses (and misuses) of the past.

CLASS 256 Practical Archaeology (also ARKEO 256) (III or IV) (HA)

Spring. 3 credits. Not offered 2003-2004. J. Coleman.

An introduction to the aims and methods of field archaeology. Topics covered include: remote sensing (satellite images and aerial photos); surface survey; subsurface investigations by magnetometer, ground penetrating radar, etc.; the layout and development of a land excavation; underwater excavations; the collection, description, illustration, and analysis of artifacts and data, such as pottery, lithics, botanical samples, and radiocarbon samples. Hands-on experience with potsherds and other artifacts from prehistoric and Classical Greece and Cyprus in the university's collections is intended to prepare students for work in the field.]

CLASS 321 Mycenae and Homer (also ARKEO 321 and ART H 321) # (IV) (HA)

Fall. 4 credits. Prerequisite: at least 1 previous course in archaeology, classics, or history of art. J. Coleman.

Study of the relationship between the Mycenaean period of Greece (known primarily from archaeology) and the Homeric *Iliad* and *Odyssey*. Topics include Mycenaean architecture, burial customs, kingship, and military activities; the reasons for the collapse of the Bronze Age palatial economies; the archaeological evidence for society in the "Dark Ages" that followed; the writing systems of Mycenaean Greece (Linear B) and the Iron Age (the Semitic/Greek alphabet); the nature of the Homeric poems and their value as historical sources.

CLASS 322 Greeks and Their Neighbors (also ART H 328) # (IV) (HA)

Fall. 4 credits. Prerequisite: CLASS 220 or 221, or permission of instructor. Not offered 2003-2004. J. Coleman.

A study of the archaeological and other evidence for the interaction between Greek civilization and the peoples of the eastern and western Mediterranean from the thirteenth to the fourth centuries B.C.E. The course focuses on Greek relationships with Egypt, Phoenicia, Cyprus, Anatolia, and Italy in the post-Bronze Age period.]

CLASS 324 Art in the Daily Life of Greece and Rome (also ART H 319) # (IV)

Spring. 4 credits. Was CLASS 319. A. Ramage.

For description, see ART H 319.

CLASS 325 Greek Vase Painting (also ART H 325) # (IV) (LA)

Fall. 4 credits. Not offered 2003-2004. A. Ramage.

For description, see ART H 325.]

CLASS 327 Greek and Roman Coins (also ART H 327) # (IV) (LA)

4 credits. Not offered 2003-2004. A. Ramage.

For description, see ART H 327.]

CLASS 329 Greek Sculpture (also ART H 329) # (IV) (LA)

4 credits. Not offered 2003-2004. J. Coleman.

An examination of ancient Greek sculpture, both three-dimensional and two-dimensional, from the Archaic to the Hellenistic period. Aspects of the works studied include: technological advances, changing ideology of

the sculptors, regionalism of styles, and taste of individual patrons.]

CLASS 330 Dendrochronology of the Aegean (also ARKEO 309 and ART H 309) # (IV) (HA)

Fall and spring. 4 credits. Prerequisite: permission of instructor. Letter grade only. Limited to 10 students. Was CLASS 309. P. I. Kuniholm.

For description, see ART H 309.

[CLASS 350 Arts of the Roman Empire (also ART H 322) # (IV) (HA)]

Fall. 4 credits. Not offered 2003–2004. A. Ramage.

For description, see ART H 322.]

[CLASS 430 Seminar on the Bronze Age Architecture of Asia Minor (also ARKEO 425 and ART H 425) # (IV)]

Spring. 4 credits. Not offered 2003–2004. P. I. Kuniholm.

For description, see ART H 425.]

[CLASS 431 Ceramics (also ARKEO 423 and ART H 423) # (IV) (CA)]

Spring. 4 credits. Prerequisite: permission of instructor. Was CLASS 423. Not offered 2003–2004. A. Ramage.

For description, see ART H 423.]

[CLASS 434 The Rise of Classical Greece (also ARKEO 434 and ART H 434) # (IV) (HA)]

Spring. 4 credits. Recommended: CLASS 220 or 221, ART H 220 or 221, or permission of instructor. Not offered 2003–2004. P. I. Kuniholm.

For description, see ARKEO 434.]

[CLASS 435 Seminar on Roman Art and Archaeology (also ARKEO 435 and ART H 427) # (IV) (CA)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. A. Ramage.

For description, see ART H 427.]

CLASS 629 The Prehistoric Aegean (also ARKEO 629)

Fall. 4 credits. J. Coleman.

Seminar with focus on the Aegean and neighboring regions in the Neolithic and Early Bronze Ages.

CLASS 630 Seminar in Classical Archaeology (also ARKEO 520 and ART H 520)

Spring. 4 credits. P. Kuniholm.

For description, see ARKEO 520.

CLASS 705 Independent Study for Graduate Students in Classical Archaeology

Fall and spring. Up to 4 credits. Was CLASS 721–722. Staff.

Greek and Latin Linguistics

[CLASS 421 Greek Comparative Grammar (also LING 451) (III) (KCM)]

Spring. 4 credits. Prerequisite: thorough familiarity with the morphology of classical Greek. Not offered 2003–2004. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

[CLASS 422 Latin Comparative Grammar (also LING 452) (III) (KCM)]

4 credits. Prerequisite: thorough familiarity with the morphology of classical Latin. Not offered 2003–2004. A. Nussbaum.

The prehistory and evolution of the sounds and forms of Classical Latin as reconstructed by comparison with the other Indo-European languages.]

CLASS 425 Greek Dialects (also LING 455) (III) (KCM)]

Fall. 4 credits. A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.

[CLASS 426 Archaic Latin (also LING 456) (III) (LA)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 2003–2004. A. Nussbaum.

Reading of epigraphic and literary pre-Classical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.]

[CLASS 427 Homeric Philology (also LING 457) (III) (LA)]

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. Not offered 2003–2004. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

[CLASS 429 Mycenaean Greek (also LING 459) (III) (LA)]

Spring. 4 credits. Prerequisite: thorough familiarity with the morphology of Classical Greek. Not offered 2003–2004. A. Nussbaum.]

Sanskrit

CLASS 191–192 Elementary Sanskrit (also LING 131–132 and SANSK 131–132)

191, fall; 192, spring. 4 credits each term.

CLASS 192 provides language qualification. Was CLASS 131–132. 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.

CLASS 291–292 Intermediate Sanskrit (also LING 251–252 and SANSK 251–252) @ # (IV)

291, fall; 292, spring. 3 credits each term.

CLASS 291 satisfies Option 1 and provides language proficiency. Prerequisite: CLASS 192 or equivalent. Was CLASS 251–252. Not offered 2003–2004. C. Minkowski. Readings from the literature of Classical Sanskrit. Fall: selections from the two Sanskrit epics, the *Mahabharata* and the *Ramayana*. Spring: more selections from the epics, and from either Sanskrit story literature or from Sanskrit dramas.]

CLASS 391 Independent Study in Sanskrit, Undergraduate Level

Fall and spring. Up to 4 credits. Was CLASS 403–404. Staff.

CLASS 704 Independent Study for Graduate Students in Sanskrit

Fall and spring. Up to 4 credits. Was CLASS 703–704. Staff.

Also see CLASS 293, 390, and 395 (Classical Civilization listings).

Honors Courses

CLASS 472 Honors Course: Senior Essay

Fall and spring. 8 credits. An adviser must be chosen by the end of the student's sixth semester. Topics must be approved by the Standing Committee on Honors by the beginning of the seventh semester.

See "Honors," Classics front matter.

Related Courses in Other Departments and Programs

See listings under:

Archaeology

Asian Studies

Comparative Literature

English

History

History of Art

Medieval Studies

Linguistics

Near Eastern Studies

Philosophy

Religious Studies

Society for the Humanities

Women's Studies

COGNITIVE STUDIES PROGRAM

S. Edelman (psychology), director. G. Gay (communication); C. Cardie, R. Constable, J. Halpern, D. Huttenlocher, L. Lee, B. Selman, R. Zabih (computer science); A. Hedge (design and environmental analysis); K. Basu, L. Blume, D. Easley (economics); J. Dunn, R. Ripple, D. Schrader (education); S. Wicker (electrical and computer engineering); M. Casasola, S. Ceci, B. Koslowski, B. Lust, S. Robertson, E. Temple, Q. Wang, E. Wethington, W. Williams (human development); K. O'Connor, J. Russo (Johnson Graduate School of Management); J. Bowers, A. Cohn, C. Collins, M. Diesing, J. Gair, W. Harbert, S. McConnell-Ginet, A. Miller-Ockhuizen, C. Rosen, M. Rooth, Y. Shirai, J. Whitman, D. Zec (linguistics); A. Nerode, R. Shore (mathematics); F. Valero-Cuevas (mechanical and aerospace engineering); C. Linster, R. Harris-Warrick, H. Howland, R. Hoy, H. K. Reeve (neurobiology and behavior); R. Boyd, C. Ginet, D. Graff, B. Hellie, H. Hodes, S. Shoemaker, Z. Szabo, J. Whiting (philosophy); M. Christiansen, J. Cutting, R. Darlington, T. DeVogd, D. Dunning, S. Edelman, M. Ferguson, D. Field, B. Finlay, T. Gilovich, B. Halpern, A. Isen, R. Johnston, C. Krumhansl, U. Neisser, M. Owren, E. Adkins Regan, M. Spivey (psychology); H. Miallet (science and technology studies); M. Macy (sociology). R. Canfield, S. Hertz (associate members).

Cognitive studies is comprised of a number of disciplines that are linked by a major concern with fundamental capacities of the mind, such as perception, memory, reasoning, language, and 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, Science & Technology Studies, and Sociology. Elsewhere in the university they are represented in the Departments of Computer Science, Mechanical and Computer Engineering, and Mechanical and Aerospace Engineering (College of Engineering), the Departments of Design and Environmental Analysis and Human Development (College of Human Ecology), the Departments of Communication and Education (College of Agriculture and Life Sciences), and the Johnson Graduate School of Management.

The issues addressed in cognitive studies arise at several levels. At the broadest level are problems of characterizing such basic notions as "mind," "knowledge," "information," and "meaning." At a more specific level are questions regarding the abstract operating principles of individual components of the mind, such as those underlying visual perception, language ability, and understanding of concepts. These principles concern the organization and behavior of the components and how they are biologically represented in the brain. At the most specific level are questions about the properties of the elementary computational structures and processes that constitute these components.

Important insights into issues of these kinds have been achieved in recent years as a result of the various cognitive studies disciplines converging in their theoretical and methodological approaches. It is this convergence, in fact, that warrants grouping the disciplines together under the single term "cognitive studies." Even greater progress can be expected in the future as a consequence of increasing cooperation among the disciplines.

Undergraduate Concentration

An interdisciplinary undergraduate concentration in Cognitive Studies is available to Cornell University undergraduates in the College of Arts and Sciences. Students from other colleges who seek such a concentration should discuss such possibilities with the Cognitive Studies office, which will provide information and contacts concerning such concentrations.

The undergraduate concentration in Cognitive Studies is designed to enable students to engage in a structured program directly related to the scientific study of cognition and the mind. The concentration provides a framework for the design of structured, supervised programs of study in this growing interdisciplinary field. Such programs of study serve as complements to coursework in a single discipline as represented by an individual department. It is considered crucial that students gain a strong background in their major, independent of their work in the concentration. Independent majors and college scholars may also apply. Colleges vary in their procedures for formal recognition of this concentration (contact the Cognitive Studies office for details). The Cognitive Studies Program faculty have designed five

structured "tracks" that offer students different ways of satisfying the concentration. In addition, students are always able to construct their own programs of study subject to approval by their concentration adviser. The courses listed under each track are program suggestions. The student should consult with his/her Cognitive Studies adviser to develop a more customized curriculum. In some cases, students may want to combine or cross tracks.

In general, it is expected that students in the concentration will take COGST 101, a lab course such as COGST 201, and three courses at the 300 or 400 level in at least two departments. Even though only five courses are required to complete the concentration, we expect that students interested in cognitive studies will often end up taking more, and we encourage them to do an independent research project (COGST 470) and a research workshop such as COGST 471.

The five typical tracks are as follows. The first track involves a particular approach to the study of cognition. The other four tracks are structured around specific content domains and consist of sets of suggested course clusters. Please note that many of these courses have substantial prerequisites.

1. Cognitive Studies in Context: The Workplace, the Classroom, and Everyday Life

Foundational issues in cognitive science are intimately relevant to real world settings. The Cognitive Studies in Context track offers students the opportunity to learn and independently explore how theory and research on the mind can help us better understand how we use information in much of our daily activities, whether it be the workplace, the classroom, or any other aspect of everyday life. Students will come to better understand the cognitive ergonomics of such diverse settings as an aircraft cockpit, a quality control station on an assembly line, or an anesthesia station in a surgical suite. They will come to better understand the perceptual constraints that help tailor the nature of visual communication systems, or the linguistic constraints that help tailor text-based communication. They will come to see how the functional architecture of human memory guides the presentation and use of information in a wide array of settings. They will also learn how design constraints on computer hardware and software interact with human capacities and biases.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 342/PSYCH 342, Human Perception: Applications to Computer Graphics, Arts, and Visual Display
COGST 416/PSYCH 416, Modeling Perception and Cognition

In addition, three more upper-level approved courses in Cognitive Studies areas will normally be expected.

2. Perception and Cognition

This track focuses on psychological, computational, and neurobiological approaches to the interface between

perception and cognition. Students will develop a grasp of the continuum between sensory impressions and complex thought.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 214/PSYCH 214, Cognitive Psychology
COGST 342/PSYCH 342, Human Perception: Applications to Computer Graphics, Art, and Visual Display
COGST 416/PSYCH 416, Modeling Perception and Cognition
COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
BIONB 326, The Visual System
PSYCH 305, Visual Perception
PSYCH 316, Auditory Perception
PSYCH 412, Laboratory in Cognition and Perception
PSYCH 418, Psychology of Music
PSYCH 419, Neural Networks Laboratory
COGST 465/COM S 392/PSYCH 465, Topics in High-Level Vision

3. Language and Cognition

This track focuses on the representation, processing, and acquisition and learning of language, as well as its role in cognition and culture. Students will acquire skills and knowledge in formal and applied linguistic theory, psycholinguistic experimentation, and computational modeling techniques.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
COGST 214/PSYCH 214, Cognitive Psychology
COGST 215/LING 215/PSYCH 215, Psychology of Language
COGST 270/LING 270/PHIL 270, Truth and Interpretation
COGST 416/PSYCH 416, Modeling Perception and Cognition
COGST 427/PSYCH 427, Evolution of Language
COGST 428/LING 428/PSYCH 428, Connectionist Psycholinguistics
COGST 436/HD 436/LING 436/PSYCH 436, Language Development
COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
COM S 411, Programming Languages and Logics
LING 203, Introduction to Syntax and Semantics
LING 301-302, Phonology I & II
LING 303-304, Syntax I & II
LING 309, Morphology
LING 319-320, Phonetics I & II
LING 325, Pragmatics
LING 403, Introduction to Applied Linguistics
LING 421-422, Semantics I & II
PHIL 332, Philosophy of Language
PSYCH 415, Concepts, Categories, and Word Meanings

4. Cognition and Information Processing

This track focuses on how the mind (or a computer) can encode, represent, and

store information. Students will develop an understanding of concepts, categories, memory, and the nature of information itself.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
 COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
 COGST 214/PSYCH 214, Cognitive Psychology
 COGST 414/PSYCH 414, Comparative Cognition
 COGST 416/PSYCH 416, Modeling Perception and Cognition
 COGST 450/HD 437/LING 450/PSYCH 437, Lab Course: Language Development
 COM S 211, Computers and Programming
 COM S 212, Structure and Interpretation of Computer Programs
 COM S 472, Foundations of Artificial Intelligence
 COM S 473, Practicum in Artificial Intelligence
 PHIL 262, Philosophy of Mind
 PHIL 362, Philosophy of Mind
 PSYCH 311, Introduction to Human Memory
 PSYCH 412, Laboratory in Cognition and Perception
 PSYCH 413, Information Processing: Conscious and Nonconscious
 PSYCH 415, Concepts, Categories, and Word Meanings
 PSYCH 417, The Origins of Thought and Knowledge

5. Cognitive Neuroscience

This track focuses on neurobiological and computational approaches to understanding how perception and cognition emerge in the human brain. Students will acquire knowledge of what neural structures subserve what perceptual/cognitive processes, and how they interact.

COGST 101/COM S 101/LING 170/PHIL 191/PSYCH 102, Introduction to Cognitive Science
 COGST 201/COM S 201/PSYCH 201, Cognitive Science in Context Laboratory
 COGST 214/PSYCH 214, Cognitive Psychology
 COGST 330/BIONB 330/PSYCH 330, Introduction to Computational Neuroscience
 COGST 416/PSYCH 416, Modeling Perception and Cognition
 COM S 401, Programming Languages and Software Engineering
 PSYCH 332/BIONB 328, Biopsychology of Learning and Memory
 PSYCH 396/BIONB 396, Introduction to Sensory Systems
 PSYCH 419, Neural Networks Laboratory
 PSYCH 425, Cognitive Neuroscience
 PSYCH 440, The Brain and Sleep

A Cognitive Studies undergraduate laboratory and computer facility is available for all students in a Cognitive Studies concentration. This facility will help link resources from different laboratories across the Cornell campus as well as providing a central location for developing and conducting experimental research in cognitive studies.

Students who complete the concentration requirements will have their concentration in

Cognitive Studies officially represented on their transcript. In addition, students who have made very substantial progress towards completing the requirements for the concentration will be eligible for enrollment in the graduate courses in Cognitive Studies during their senior year.

Concentration Application Procedures.

Initial inquiries concerning the undergraduate concentration should be made to the Cognitive Studies Program coordinator, Linda LeVan, cogst@cornell.edu, 255-6431, who will provide application materials and set up a meeting with a relevant member of the Undergraduate Concentration Committee. This Committee will assist the student with selection of a concentration adviser with expertise in the student's main area of interest.

To formally initiate the concentration in Cognitive Studies, a student must gain approval for a selection of courses from a concentration adviser (one of the program faculty). The courses selected must form a coherent cluster that makes sense to both the adviser and the student. To be admitted to the concentration, the student must submit this plan of study to the Cognitive Studies undergraduate faculty committee for final approval.

In addition to assisting in and approving the student's selection of courses, the concentration adviser serves as a general source of information about the field of cognitive studies, relevant resources around the university, and job and graduate school opportunities. Often, the adviser can help the student develop independent research experience.

Independent Research. The concentration encourages each student to be involved in independent research that bears on research issues in cognitive studies, if possible. COGST 470 is available for this purpose. It is recommended that students report on their research activities in an annual undergraduate forum. The Undergraduate Concentration Committee is committed to helping students find an appropriate research placement when needed.

The Committee for Undergraduate Concentration in Cognitive Studies consists of: Bart Selman, computer science, 5-5643, 4144 Upson Hall, selman@cs.cornell.edu; Draga Zec, linguistics, 5-0728, 217 Morrill Hall, DZ17@cornell.edu; Zoltán Szabó, philosophy, 5-6824, 218 Goldwin Smith, ZS15@cornell.edu; Michael Owren, psychology, 5-3835, 224 Uris Hall, MJO9@cornell.edu. The current Director of Undergraduate Studies is Draga Zec.

Graduate Minor

Entering graduate students, as well as advanced undergraduates, who are interested in cognition and in the cognitive sciences are advised to take the 4-credit course COGST 501, Cognition, in Fall semester. To obtain the full four credits, a student will have to enroll concurrently in PSYCH 214/COGST 214 or in COGST 101; alternatively, COGST 101 may be taken earlier as a prerequisite.

Graduate students minoring in Cognitive Studies should take COGST 531, Topics in Cognitive Studies, at some point after taking COGST 501. This is a "topics" course, which focuses on different issues each spring

semester, and also is open to advanced undergraduate students.

For more information, consult the program office (282 Uris Hall, 255-6431, cogst@cornell.edu) or the director of graduate studies, Shimon Edelman, 255-6365; se37@cornell.edu.

Courses

Cognitive Studies

COGST 101 Introduction to Cognitive Science (also COM S 101, LING 170, PHIL 191, and PSYCH 102) (III) (KCM)

Fall. 3 or 4 credits (the 4-credit option involves a writing section instead of taking exams). M. Spivey.

This course surveys the study of how the mind/brain works. We examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course introduces the roles played by these disciplines in cognitive science. The second part of the course focuses on how each of these disciplines contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence.

COGST 111 Brain, Mind, and Behavior (also BIONB 111 and PSYCH 111) (I) (PBS)

Spring. 3 credits. Letter grade only. Intended for freshman and sophomores in the humanities and social sciences; seniors not allowed. Not recommended for psychology majors; biology majors may not use the course for credit toward the major. R. Hoy and E. Adkins Regan.

Understanding how the brain creates complex human behavior and mental life is a great scientific frontier of the next century. This course enables students with little scientific background from any college or major to appreciate the excitement. What are the interesting and important questions? How are researchers trying to answer them? What are they discovering? Why did the brain evolve this remarkable capacity?

COGST 172 Computation, Information, and Intelligence (also COM S 172 and ENGR1 172) (II) (MQR)

Fall. 3 credits. Prerequisite: some knowledge of calculus. L. Lee.

An introduction to computer science using methods and examples from the field of artificial intelligence. Topics include game playing, search techniques, learning theory, computer-intensive methods, data mining, information retrieval, the web, natural language processing, machine translation, and the Turing test. This is not a programming course; rather, "pencil and paper" problem sets will be assigned. Not open to students who have completed the equivalent of COM S 100.

COGST 201 Cognitive Science in Context Laboratory (also COM S 201 and PSYCH 201) (III) (KCM)

Spring. 4 credits. Prerequisite: "Introduction to Cognitive Science" COGST

101/COM S 101/LING 170/PHIL 191/PSYCH 102. Knowledge of programming languages is not assumed. Limited to 24 students. D. Field and staff.

A laboratory course that explores the theories of cognitive science and provides direct experience with the techniques of cognitive science, in relation to the full range of both present and anticipated future activities in the workplace, the classroom, and in everyday life. Discussions of laboratory exercise results, supplementation of laboratory topics, and analyses of challenging primary research literature are done in meetings of the entire class. Laboratory exercises, which are done on an individual or small group basis, include both pre-planned investigations and student-developed experiments. Use of digital computers as well as the Internet, e-mail, and web sites are integral components of the course.

The focus is on human-computer interactions that are intended to permit effective and efficient exchange of information and control of functions or operations. This approach is applied to real life settings. Students are expected to come to each discussion meeting having read and thought about assigned materials, and to come to scheduled laboratory meetings fully prepared to perform the laboratory exercises. Laboratory facilities are available to students at all times so that statistical analysis of data, preparation of laboratory reports, and collection of experimental data will be facilitated.

COGST 214 Cognitive Psychology (also PSYCH 214 and 614) (III) (KCM)

Fall. 3 or 4 credits. The 4-credit option involves some participation in COGST 501 or PSYCH 614. Sophomore standing required. Limited to 150 students. S. Edelman.

The course serves as a broad overview of problems arising in the study of cognition and of the information-processing, or computational, approaches to solving these problems, in natural and artificial cognitive systems. Theoretical and experimental challenges posed by the understanding of perception, attention and consciousness, memory, thinking, and language are discussed and analyzed. Participants acquire conceptual tools essential for following the current debates on the nature of mind and its relationship to the brain.

COGST 215 Psychology of Language (also LING 215/715 and PSYCH 215/715) (III) (KCM)

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisite: any one course in Psychology or Human Development. M. Christiansen.

This course provides an introduction to the psychology of language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. It covers a broad range of topics from psycholinguistics, including the origin of language, the different components of language (phonology, morphology, syntax, and semantics), processes involved in reading, computational modeling of language processes, the acquisition of language (both under normal and special circumstances), and the brain bases of language.

COGST 220 The Human Brain and Mind: Biological Issues in Human Development (also HD 220)

Fall. 3 credits. Prerequisite: HD 115, or permission of instructor. E. Temple.

What do we know about the biology of the mind? As long ago as the 1600s, when the philosopher, Descartes, speculated on how the mind and body interact, humans have been fascinated by how the chunk of tissue we call the brain can give rise to all the complexity that is human behavior. This course is designed as an introduction to the biology underlying human behavior. After studying basic concepts in neurobiology and neuroanatomy, the course will explore a variety of topics, such as how the brain reacts to drugs and hormones, and what brain mechanisms underlie seeing, hearing, thinking, talking, feeling emotions and desires, and dreaming. We will try to understand what is understood (and what is *not* yet understood) about the biological mechanisms underlying the human experience. In addition, we will discuss the biology of clinical disorders throughout. This course will give background necessary for other courses in HD that focus on biological mechanisms of human development and serves as a prerequisite for many of them.

COGST 230 Cognitive Development (also HD 230)

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101. Q. Wang.

This course is designed to help students develop a broad understanding of the mechanisms, processes, and current issues in cognitive development and learn to do critical, in-depth analyses of developmental research. We will discuss how children's thinking changes over the course of development and evaluate psychological theories and research on various aspects of cognitive development. Topics include perception, representation and concepts, reasoning and problem solving, social cognition, memory, metacognition, language and thought, and academic skills. Students will also have hands-on research experiences with "real" kids.

[COGST 264 Language, Mind, and Brain (also LING 264) (III) (KCM)]

Spring. 4 credits. Not offered 2003-2004. J. Bowers.

An introductory course that emphasizes the formal structure of natural language in the Minimalist framework. The following topics are covered: the formal representation of linguistic knowledge, principles, and parameters of Universal Grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. The course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

[COGST 270 Truth and Interpretation (also LING 270 and PHIL 270) (III or IV)]

Spring. 4 credits. Not offered 2003-2004.]

COGST 305 Foundations of Linguistics (also LING 305)

Fall. 4 credits. Prerequisites: LING 101 plus one other linguistics course, or two similar courses in another area of cognitive studies. C. Collins.

This course will cover foundational issues in linguistic theory, including the nature of linguistic data, poverty of stimulus, autonomy of syntax, different frameworks (including functional linguistics), and the history of linguistics.

[COGST 330 Introduction to Computational Neuroscience (also BIONB 330 and PSYCH 330) (I) (PBS)]

Fall. 3 credits. Limited to 25 students. Prerequisites: BIONB 222 or permission of instructor. Offered alternate years. Not offered 2003-2004. C. Linster.

This course covers the basic ideas and techniques involved in computational neuroscience. The course surveys diverse topics including: neural dynamics of small networks of cells, neural coding, learning in neural networks and in brain structures, memory models of the hippocampus, sensory coding and others.]

[COGST 333 Problems in Semantics—Quantification in Natural Language (also LING 333 and PHIL 333) (III or IV) (KCM)]

Spring. 4 credits. Prerequisites: a previous course in formal semantics (e.g., LING 421) or logic (e.g., PHIL 231) or permission of instructor. Not offered 2003-2004. S. McConnell-Ginet and Z. G. Szabó.

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. The focus is on quantification. Languages offer a variety of resources for expressing generalizations: *some, every, no, many*, and other quantifying expressions that appear inside noun phrases; *always, never, occasionally*, and other adverbial quantifying expressions not associated with particular nominals; constructional resources of various kinds (e.g., English free relatives like *whatever she cooks*). How different are these resources and what might they imply about basic cognitive and linguistic capacities?]

COGST 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342 and 642) (III)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101, or permission of instructor. PSYCH 205 strongly recommended. D. Field.

Our present technology allows us to transmit and display information through a variety of media. To make the most of these media channels, it is important to consider the limitations and abilities of the human observer. The course considers a number of applied aspects of human perception with an emphasis on the display of visual information. Topics covered include: "three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

COGST 414 Comparative Cognition (also PSYCH 414 and 714) (III) (KCM)

Spring. 3 or 4 credits. The 4-credit option involves an annotated bibliography or creating a relevant web site. Prerequisites: PSYCH 205, 209, 214, 223, 292, or permission of instructor. M. Owren.

This course examines some of the conceptual and empirical work resulting from and fueling the recent surge of interest in animals' thinking. Specific topics may include whether nonhumans behave intentionally; whether they show concept and category learning, memory, and abstract thinking similar to that of humans; the role of social cognition in the evolution of intelligence; and whether animals are conscious or self-aware. Evidence from communication studies in which animal signals provide a "window on the mind" plays a strong role in the deliberations, including studies of naturally occurring signaling in various species and experiments in which nonhumans are trained in human-like language behavior. Cognition in nonhuman primates is a specific focus throughout. The course is a mix of lecture and discussion, emphasizing the latter as much as possible.

COGST 416 Modeling Perception and Cognition (also PSYCH 416 and 616) (III)

Spring. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. M. Spivey.

This course offers a survey of several computational approaches to understanding perception and cognition. We explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis is placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course covers computational accounts of language processing, language acquisition, visual perception, and visual development, among other topics. Students complete a final project that applies a computational model to some perceptual/cognitive phenomena.

COGST 424 Computational Linguistics (also COM S 324 and LING 424) (II) (MQR)

Fall. 4 credits. Prerequisite: LING 203. Labs involve work in the Unix environment; COM S 114 is recommended. M. Rooth.

Steady progress in formalisms, algorithms, linguistic knowledge, and computer technology is bringing computational mastery of the syntax, morphology, and phonology of natural languages within reach. The course introduces methods for "doing a language" computationally, with an emphasis on approaches which combine linguistic knowledge with powerful computational formalisms. Topics include: computational grammars, parsing, representation of syntactic analyses; finite state morphology; weighted grammars; feature constraint formalisms for syntax; treebank and other markup methodology; robust low-level syntax and semantics; and experimental-modeling methodology using large data samples.

COGST 427 Evolution of Language (also PSYCH 427/627)

Fall. 3 credits. Prerequisite: senior status or permission of instructor. Limited to 20 students. Offered alternate years. M. Christiansen.

Fueled by theoretical constraints derived from recent advances in the brain and cognitive

sciences, the last decade of the twentieth century saw a resurgence of scientific interest in the evolution of language. This seminar surveys a cross-section of modern theories, methods, and research pertaining to the origin and evolution of language. We consider evidence from psychology, the cognitive neurosciences, comparative psychology, and computational modeling of evolutionary processes. Topics for discussion may include: What does the fossil record tell us about language evolution? What can we learn from comparative perspectives on neurobiology and behavior? Can apes really learn language? Did language come about through natural selection? What were the potential preadaptations for language? What is the relationship between phylogeny and ontogeny?

COGST 428 Connectionist Psycholinguistics (also LING 428 and PSYCH 428/628) (III)

Fall. 3 credits. Prerequisite: senior standing or permission of instructor. Offered alternate years. Not offered 2003–2004. M. Christiansen.

Connectionist psycholinguistics involves using (artificial) 'neural' networks, which are inspired by brain architecture, to model empirical data on the acquisition and processing of language. As such, connectionist psycholinguistics has had a far-reaching impact on language research. In this course, we will survey the state of the art of connectionist psycholinguistics, ranging from speech processing and word recognition, to inflectional morphology, sentence processing, language production and reading. An important focus of discussion will be the methodological and theoretical issues related to computational modeling of psychological data. We will furthermore discuss the broader implications of connectionist models of language, not only for psycholinguistics, but also for computational and linguistic perspectives on language.]

COGST 433 Developmental Cognitive Neuroscience (also HD 433)

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101 and 1 semester of biology. Enrollment limit of 25. E. Temple.

What are the brain mechanisms underlying human behavior and cognition? How do those underlying brain mechanisms develop? These are the questions that we will explore in this course through both lecture and reading and discussion of primary literature. The first weeks of class will cover basics of developmental neurobiology and neuroanatomy and methods used in the field of cognitive neuroscience (especially neuroimaging techniques). After the introductory and methods information is covered we will change to a weekly format where there will be lecture and discussion of current research papers. Each week we will focus on a particular cognitive ability like language, memory, attention, inhibitory control, etc. For each topic we will explore what is known about the brain mechanisms that underlie that particular function, how those brain mechanisms develop over the life span, and where possible, the brain mechanisms underlying disorders of that particular cognitive function.

[COGST 435 Mind, Self, and Emotion: Research Seminar (also HD 435)]

Fall. 3 credits. Offered to upperclass undergraduate and graduate students. Limited to 20 students. Letter grade only. Not offered 2003–2004. Q. Wang.

This course examines current data and theory concerning memory, self, and emotion from a variety of perspectives and at multiple levels of analysis, particularly focusing on the interconnections among these fields of inquiry. A special emphasis is given to cross-cultural studies on memory development, self-construal, and conception of emotion.]

[COGST 436 Language Development (also HD 436, LING 436, and PSYCH 436) (III) (KCM)]

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 633, LING 700, or PSYCH 600, a supplemental graduate seminar. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. Not offered 2003–2004. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of "Universal Grammar" and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available (see COGST 450/HD 437/LING 450/PSYCH 437).]

[COGST 437 Thinking and Reasoning (also HD 438)]

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101. Not offered 2003–2004. B. Koslowski.

The course examines problem solving and transfer, pre-causal thinking, logical thinking, practical syllogisms, causal reasoning, scientific reasoning, theories of evidence, expert vs. novice differences, and nonrational reasoning. Two general issues run through the course: the extent to which children and adults approximate the sorts of reasoning that are described by various types of models, and the extent to which various models accurately describe the kind of thinking that is required by the types of problems and issues that arise and must be dealt with in the real world.]

[COGST 438 Minds, Machines, and Intelligence (also S&TS 438) (III) (KCM)]

Spring. 4 credits. Not offered 2003–2004. H. Mialot.

Do machines think? Do they have minds? Are they intelligent? What can humans do that machines can't do and vice versa? How do humans use machines and how do machines use humans? In this course we focus on how philosophers such as Turing, Searle, Dreyfus etc. have dealt with these questions. At the same time, however, we are also concerned with trying to rethink the themes raised by these thinkers in light of social scientists who have studied how people and machines interact in specific (local) contexts, as for example, in a plane's cockpit or on the Internet. Topics may also include virtual

surgery, speech recognition, and expert systems in medicine.]

[COGST 439 Cognitive Development: Infancy through Adolescence (also HD 439)]

Spring. 3 credits. Prerequisite: HD 115 or PSYCH 101. Letter grade only. Not offered 2003-2004. B. Koslowski.

The course will be an overview of current and classic issues and research in cognitive development. Central topics of both "hard cognition" (e.g., information processing and neuropsychological functioning) and "soft cognition" (e.g., problem solving, concepts, and categories) will be covered. Selected topics will be linked to methodological issues and to important social issues such as cross-cultural cognitive development and putative racial and social class differences.]

[COGST 450 Lab Course: Language Development (also HD 437, LING 450, and PSYCH 437)]

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. Not offered 2003-2004. B. Lust.

This laboratory course is an optional supplement to the survey course, Language Development (COGST/HD/LING/PSYCH 436). The lab course provides students with a hands-on introduction to scientific research, including design and methods, in the area of first language acquisition.]

[COGST 452 Culture and Human Development (also HD 452)]

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101. Limited to 30 students. Not offered 2003-2004. Q. Wang.

The course takes an interdisciplinary approach to address the central role of culture in human development. It draws on diverse theoretical perspectives, including psychology, anthropology, education, ethnography, and linguistics, to understand human difference, experience, and complexity. Empirical reflections are taken upon major developmental topics such as cultural aspects of physical growth and development; culture and cognition; culture and language; culture, self, and personality; cultural construction of emotion; culture issues of sex and gender; and cultural differences in pathology.]

COGST 465 Topics in High-Level Vision (also COM S 392 and PSYCH 465/665) (III) (KCM)

Spring. 4 credits. Offered alternate years. S. Edelman.

High-level vision is a field of study concerned with functions such as visual object recognition and categorization, scene understanding, and reasoning about visual structure. It is an essentially cross-disciplinary endeavor, drawing on concepts and methods from neuroanatomy and neurophysiology, cognitive psychology, applied mathematics, computer science, and philosophy. The course concentrates on a critical examination of a collection of research publications, linked by a common thread, from the diverse perspectives offered by the different disciplines. Students write bi-weekly commentaries on the assigned papers, and a term paper integrating the material covered in class.

COGST 470 Undergraduate Research in Cognitive Studies

Fall or spring. 1-4 credits. S-U grades optional. Prerequisite: permission of major adviser; written permission of Cognitive Studies faculty member who will supervise the research and assign the grade. Cognitive Studies faculty.

Experience in planning, conducting, and reporting independent laboratory, field, and/or library research in an interdisciplinary area relevant to cognitive studies.

COGST 471 Cognitive Studies Research Workshop

Fall or spring. Credits variable.

Prerequisites: student must be enrolled in an independent research course (either in Cognitive Studies, e.g., COGST 470, or in a related department), or in honors thesis research in one of the departments relevant to Cognitive Studies. Staff. (Interdisciplinary faculty from Cognitive Studies Program).

This course provides a research workshop in which undergraduate students who are engaged in research in a particular area relevant to cognitive science can meet across disciplines to learn and practice the essentials of research, using interdisciplinary approaches. In this workshop, students critique and discuss the existing literature in a field of inquiry, individual students present their research designs, methods, and results from their independent research studies, debate the interpretation of their research results, and participate in the generation of new research hypotheses and designs, in a peer group of other undergraduate students involved in related research.

[COGST 474 Introduction to Natural Language Processing (also COM S 474 and LING 474) (III)]

Fall. 4 credits. Not offered 2003-2004. M. Rooth.

The course presents formalisms, algorithms, and methodology for manipulating natural languages computationally. It emphasizes parts of natural language (syntax and morphology, but not semantics) where algorithms and scientific understanding make it possible for us to create and implement approximately complete accounts of linguistic phenomena and also manipulate large samples of language use (a million or a billion words). Most of the methods are not only useful for engineering applications but also advance our scientific understanding of human languages.]

[COGST 476-477 Decision Theory (also COGST 676/677, COM S 576/577, ECON 476/477, and ECON 676/677) (II) (MQR)]

Fall and spring. 4 credits each semester. This is a two-semester course. In the fall semester the course is lecture based.

Students will be required to complete several problem sets and there will a final exam. In the spring semester there will be additional lectures as well as visiting speakers. Students will be required to read the speakers' papers and participate in discussions. In the spring semester students will be required to complete a research project. Not offered 2003-2004. 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 will be taught jointly by two economists/game theorists and a computer scientist. The course has several objectives. First, we will cover basic decision theory. This theory, sometimes known as "rational choice theory," is part of the foundation for the disciplines listed above. It applies to decisions made by individuals or by machines. Second, we will cover the limitations of and problems with this theory. Issues to be discussed here include decision theory paradoxes revealed by experiments, cognitive and knowledge limitations, and computational issues. Third, we will cover new research designed in response to these difficulties. Issues to be covered here include alternative approaches to the foundations of decision theory, adaptive behavior, and shaping the individual decisions by aggregate/evolutionary forces.]

COGST 491 Research Methods in Psychology (also COGST 691 and PSYCH 491/691)

Spring. 4 credits. Enrollment limited to 15 students. Recommended: permission of instructor, PSYCH 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see COGST 691. D. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course focuses on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we also discuss what makes a research study actually interesting. The course, in addition, covers test construction, survey methods, and "quasi experiments." Students concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

Computer Science

COM S 101 Introduction to Cognitive Science (also COGST 101, LING 170, PHIL 191, and PSYCH 102)

Fall. 3 or 4 credits. M. Spivey.

COM S 172 Computation, Information, and Intelligence (also COGST 172 and ENGRI 172)

Fall. 3 credits. L. Lee.

COM S 201 Cognitive Science in Context Laboratory (also COGST 201 and PSYCH 201)

Spring. 4 credits. D. Field and staff.

COM S 211 Computers and Programming

Fall, spring, or summer. 3 credits.

COM S 312 Data Structures and Functional Programming

Fall or spring. 4 credits.

COM S 324 Computational Linguistics (also COGST 424 and LING 424)

Fall. 4 credits. M. Rooth.

COM S 381 Introduction to Theory of Computing

Fall, summer. 4 credits.

COM S 392 Topics in High-Level Vision
(also COGST 465 and PSYCH 465/665)
Spring. 4 credits. Offered alternate years.
S. Edelman.

COM S 411 Programming Languages and Logics
Fall. 4 credits. Not offered every year.

COM S 472 Foundations of Artificial Intelligence
Fall. 3 credits.

COM S 473 Practicum in Artificial Intelligence
Fall. 2 credits.

[COM S 474 Introduction to Natural Language Processing (also COGST 474 and LING 474)]
Fall. 4 credits. Not offered 2003–2004.
M. Rooth.]

COM S 478 Machine Learning
Spring. 3 credits.

COM S 481 Introduction to Theory of Computing
Fall. 4 credits.

COM S 486 Applied Logic (also MATH 486)
Spring. 4 credits.

Education (College of Agriculture and Life Sciences)

EDUC 411 Educational Psychology
Fall. 3 credits. D. Schrader.

Human Development (College of Human Ecology)

HD 115 Human Development
Fall or summer. 3 credits.

HD 220 The Human Brain and Mind: Biological Issues in Human Development (also COGST 220)
Fall. 3 credits. E. Temple.

HD 230 Cognitive Development (also COGST 230)
Spring. 3 credits. Q. Wang.

HD 266 Emotional Functions of the Brain
Spring. 3 credits.

HD 344 Infant Behavior and Development
Fall. 3 credits. S. Robertson.

[HD 347 Human Growth and Development: Biological and Behavioral Interactions (also B&SOC 347 and NS 347)]
Spring. 3 credits. Not offered 2003–2004.
S. Robertson and J. Haas.]

HD 362 Human Bonding
Fall. 3 credits.

HD 433 Developmental Cognitive Neuroscience (also COGST 433)
Spring. 3 credits. E. Temple.

[HD 435 Mind, Self, and Emotion: Research Seminar (also COGST 435)]
Fall. 3 credits. Not offered 2003–2004.
Q. Wang.]

[HD 436 Language Development (also COGST 436, LING 436, and PSYCH 436)]
Spring. 4 credits. Not offered 2003–2004.
B. Lust.]

[HD 437 Lab Course: Language Development (also COGST 450, LING 450, and PSYCH 437)]

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. Not offered 2003–2004.
B. Lust.]

[HD 438 Thinking and Reasoning (also COGST 437)]
Fall. 3 credits. Not offered 2003–2004.
B. Koslowski.]

[HD 439 Cognitive Development: Infancy through Adolescence (also COGST 439)]
Spring. 3 credits. Not offered 2003–2004.
B. Koslowski.]

[HD 452 Culture and Human Development (also COGST 452)]
Fall. 3 credits. Not offered 2003–2004.
Q. Wang.]

Linguistics

LING 101 Introduction to Linguistics
Fall or spring. 4 credits. Fall, J. Whitman; spring, M. Diesing.

LING 170 Introduction to Cognitive Science (also COGST 101, COM S 101, PHIL 191, and PSYCH 102)
Fall. 3 or 4 credits. M. Spivey.

LING 215 Psychology of Language (also COGST 215, LING 715, and PSYCH 215/715)
Spring. 3 credits. M. Christiansen.

[LING 264 Language, Mind, and Brain (also COGST 264)]
Spring. 4 credits. Not offered 2003–2004.
J. Bowers.]

[LING 270 Truth and Interpretation (also COGST 270 and PHIL 270)]
Spring. 4 credits. Not offered 2003–2004.]

LING 301 Introduction to Phonetics
Fall. 4 credits. A. Miller-Ockhuizen.

LING 302 Introduction to Phonology
Spring. 4 credits. D. Zec.

LING 303 Introduction to Syntax
Fall. 4 credits. J. Bowers.

LING 304 Introduction to Semantics and Pragmatics
Spring. 4 credits. M. Diesing.

LING 305 Foundations of Linguistics (also COGST 305)
Fall. 4 credits. C. Collins.

[LING 333 Problems in Semantics—Quantification in Natural Language (also COGST 333 and PHIL 333)]
Spring. 4 credits. Not offered 2003–2004.
S. McConnell-Ginet and Z. Szabó.]

LING 400 Language Typology
Fall. 4 credits. C. Rosen.

LING 401–402 Phonology I, II
Fall and spring. 4 credits each term. Fall, A. Cohn; spring, D. Zec.

LING 403–404 Syntax I, II
Fall and spring. 4 credits each term. Fall, M. Diesing; spring, C. Collins.

LING 414 Second Language Acquisition I (also ASIAN 414)
Spring. 4 credits. Y. Shirai.

[LING 415 Second Language Acquisition II (also ASIAN 417)]
Spring. 4 credits. Not offered 2003–2004.
Y. Shirai.]

LING 419 Phonetics I
Fall. 4 credits. Staff.

LING 420 Phonetics II
Spring. 4 credits. A. Miller-Ockhuizen.

LING 421 Semantics I
Spring. 4 credits.

LING 422 Semantics II
Fall. 4 credits.

LING 423 Morphology
Spring. 4 credits. J. Bowers.

LING 424 Computational Linguistics (also COGST 424 and COM S 324)
Fall. 4 credits. M. Rooth.

LING 425 Pragmatics
Fall. 4 credits.

[LING 428 Connectionist Psycholinguistics (also COGST 428 and PSYCH 428/628)]
Fall. 3 credits. Offered alternate years. Not offered 2003–2004. M. Christiansen.]

[LING 436 Language Development (also COGST 436, HD 436, and PSYCH 436)]
Spring. 4 credits. Not offered 2003–2004.
B. Lust.]

[LING 450 Lab Course: Language Development (also COGST 450, HD 437, and PSYCH 437)]
Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. Not offered 2003–2004.
B. Lust.]

[LING 474 Introduction to Natural Language Processing (also COGST 474 and COM S 474)]
Fall. 4 credits. Not offered 2003–2004.
M. Rooth.]

Mathematics

MATH 281 Deductive Logic (also PHIL 331)
Fall. 4 credits.

[MATH 481 Mathematical Logic (also PHIL 431)]
Spring. 4 credits. Not offered 2003–2004.]

[MATH 482 Topics in Logic (also PHIL 432)]
Fall. 4 credits. Not offered 2003–2004.
H. Hodes.]

[MATH 483 Intensional Logic (also PHIL 436)]
Spring. 4 credits. Not offered 2003–2004.]

MATH 486 Applied Logic (also COM S 486)
Spring. 4 credits.

Neurobiology and Behavior

BIONB 111 Brain, Mind, and Behavior (also COGST 111 and PSYCH 111)
Spring. 3 credits. R. Hoy and E. Adkins Regan.

BIONB 221 Neurobiology and Behavior I: Introduction to Behavior
Fall. 3 or 4 credits.

BIONB 222 Neurobiology and Behavior II: Introduction to Neurobiology
Spring. 3 or 4 credits.

BIONB 326 The Visual System
Spring. 4 credits. H. Howland.

BIONB 328 Biopsychology of Learning and Memory (also PSYCH 332)
Spring. 3 credits. T. DeVoogd.

[BIONB 330 Introduction to Computational Neuroscience (also COGST 330 and PSYCH 330)]
Fall. 3 credits. Not offered 2003-2004.
C. Linster.]

BIONB 392 Drugs and the Brain
Spring. 4 credits. R. Harris-Warrick and L. M. Nowak.

[BIONB 396 Introduction to Sensory Systems (also PSYCH 396)]
Spring. 3 or 4 credits. Not offered 2003-2004. B. Halpern.]

BIONB 421 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and 631)
Fall. 3 or 4 credits. B. Halpern.

BIONB 424 Neuroethology (also PSYCH 424)
Spring. 4 credits.

BIONB 426 Animal Communication
Spring. 4 credits.

[BIONB 492 Sensory Function (also PSYCH 492)]
Spring. 3 or 4 credits. Not offered 2003-2004. B. Halpern and H. Howland.]

BIONB 496 Bioacoustic Signals in Animals and Man
Spring. 3 credits. C. Clark and R. Hoy.

Philosophy

PHIL 191 Introduction to Cognitive Science (also COGST 101, COM S 101, LING 170, and PSYCH 102)
Fall. 3 or 4 credits. M. Spivey.

PHIL 231 Introduction to Deductive Logic
Fall and spring. 4 credits. H. Hodes.

PHIL 261 Knowledge and Reality
Spring. 4 credits.

PHIL 262 Philosophy of Mind
Fall. 4 credits. B. Hellie.

[PHIL 270 Truth and Interpretation (also COGST 270 and LING 270)]
Spring. 4 credits. Not offered 2003-2004.]

PHIL 286 Science and Human Nature (also S&TS 286)
Fall. 4 credits. R. Boyd.

[PHIL 318 Twentieth-Century Philosophy]
Fall. 4 credits. Not offered 2003-2004.
B. Hellie.]

PHIL 331 Deductive Logic (also MATH 281)
Fall. 4 credits.

PHIL 332 Philosophy of Language
Fall. 4 credits. H. Hodes.

[PHIL 333 Problems in Semantics—Quantification in Natural Language (also COGST 333 and LING 333)]
Spring. 4 credits. Not offered 2003-2004.
S. McConnell-Ginet and Z. Szabó.]

[PHIL 361 Epistemology]
Fall. 4 credits. Not offered 2003-2004.]

[PHIL 362 Philosophy of Mind]
Spring. 4 credits. Not offered 2003-2004.
S. Shoemaker.]

[PHIL 381 Philosophy of Science: Knowledge and Objectivity (also S&TS 381)]
Fall. 4 credits. Not offered 2003-2004.
R. Boyd.]

[PHIL 382 Philosophy and Psychology]
4 credits. Not offered 2003-2004.]

[PHIL 383 Choice, Chance, and Reason]
Spring. 4 credits. Not offered 2003-2004.
H. Hodes.]

[PHIL 389 Philosophy of Science: Evidence and Explanation]
4 credits. Not offered 2003-2004.]

[PHIL 431 Mathematical Logic (also MATH 481)]
Spring. 4 credits. Not offered 2003-2004.]

[PHIL 432 Topics in Logic (also MATH 482)]
Fall. 4 credits. Not offered 2003-2004.
H. Hodes.]

PHIL 433 Philosophy of Logic
Spring. 4 credits. H. Hodes.

[PHIL 434 Foundations of Mathematics]
Fall. 4 credits. Not offered 2003-2004.
H. Hodes.]

[PHIL 436 Intensional Logic (also MATH 483)]
Spring. 4 credits. Not offered 2003-2004.]

PHIL 437 Problems in the Philosophy of Language
Spring. 4 credits. H. Hodes.

[PHIL 461 Metaphysics]
Spring. 4 credits. Not offered 2003-2004.]

Psychology

PSYCH 102 Introduction to Cognitive Science (also COGST 101, COM S 101, LING 170, and PHIL 191)
Fall. 3 or 4 credits. M. Spivey.

PSYCH 111 Brain, Mind, and Behavior (also BIONB 111 and COGST 111)
Spring. 3 credits. R. Hoy and E. Adkins Regan.

PSYCH 201 Cognitive Science in Context Laboratory (also COGST 201 and COM S 201)
Spring. 4 credits. D. Field and staff.

PSYCH 205 Perception (also PSYCH 605)
Spring. 3 credits. J. Cutting.

PSYCH 209 Developmental Psychology (also PSYCH 709)
Spring. 4 credits.

PSYCH 214 Cognitive Psychology (also COGST 214 and PSYCH 614)
Fall. 3 or 4 credits. S. Edelman.

PSYCH 215 Psychology of Language (also COGST 215, LING 215/715, and PSYCH 715)
Spring. 3 credits. M. Christiansen.

PSYCH 223 Introduction to Biopsychology
Fall. 3 credits. M. Owren.

[PSYCH 305 Visual Perception]
Fall. 4 credits. Not offered 2003-2004.
J. Cutting.]

[PSYCH 311 Introduction to Human Memory (also PSYCH 611)]
Spring. 3 credits. Not offered 2003-2004.]

PSYCH 316 Auditory Perception (also PSYCH 716)
Fall. 3 or 4 credits. C. Krumhansl.

PSYCH 326 Evolution of Human Behavior (also PSYCH 626)
Spring. 4 credits. R. Johnston.

[PSYCH 330 Introduction to Computational Neuroscience (also BIONB 330 and COGST 330)]
Fall. 3 credits. Not offered 2003-2004.
C. Linster.]

PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328 and PSYCH 632)
Spring. 3 credits. T. DeVoogd.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342 and PSYCH 642)
Fall. 3 or 4 credits. D. Field.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also NS 361)
Fall. 3 credits. B. J. Strupp.

[PSYCH 396 Introduction to Sensory Systems (also BIONB 396 and PSYCH 696)]
Spring. 3 or 4 credits. Not offered 2003-2004. B. Halpern.]

[PSYCH 412 Laboratory in Cognition and Perception (also PSYCH 612)]
Spring. 4 credits. Not offered 2003-2004.
D. Field.]

[PSYCH 413 Information Processing: Conscious and Nonconscious]
Spring. 4 credits. Not offered 2003-2004.]

PSYCH 414 Comparative Cognition (also COGST 414 and PSYCH 714)
Spring. 3 or 4 credits. M. Owren.

[PSYCH 415 Concepts, Categories, and Word Meanings (also PSYCH 615)]
Fall. 4 credits. Not offered 2003-2004.]

PSYCH 416 Modeling Perception and Cognition (also COGST 416 and PSYCH 616)
Spring. 4 credits. M. Spivey.

[PSYCH 417 The Origins of Thought and Knowledge (also PSYCH 717)]
Fall. 4 credits. Not offered 2003-2004.]

PSYCH 418 Psychology of Music (also PSYCH 618)
Spring. 3 or 4 credits. C. Krumhansl.

PSYCH 424 Neuroethology (also BIONB 424)
Spring. 4 credits.

PSYCH 425 Cognitive Neuroscience (also PSYCH 625)

Fall. 4 credits. B. Finlay.

PSYCH 427 Evolution of Language (also COGST 427 and PSYCH 627)

Fall. 3 credits. M. Christiansen.

[PSYCH 428 Connectionist Psycholinguistics (also COGST 428, LING 428, and PSYCH 628)]

Fall. 3 credits. Offered alternate years. Not offered 2003–2004. M. Christiansen.]

PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421 and PSYCH 631)

Fall. 3 or 4 credits. B. Halpern.

[PSYCH 436 Language Development (also COGST 436, HD 436, and LING 436)]

Spring. 4 credits. Not offered 2003–2004. B. Lust.]

[PSYCH 437 Lab Course: Language Development (also COGST 450, HD 437, and LING 450)]

Spring. 2 credits. In conjunction with COGST/HD/LING/PSYCH 436, Language Development. Not offered 2003–2004. B. Lust.]

PSYCH 465 Topics in High-Level Vision (also COGST 465, COM S 392, and PSYCH 665)

Spring. 4 credits. Offered alternate years. S. Edelman.

PSYCH 491 Research Methods in Psychology (also COGST 491/691 and PSYCH 691)

Spring. 4 credits. D. Dunning.

[PSYCH 492 Sensory Function (also BIONB 492 and PSYCH 692)]

Spring. 4 credits. Not offered 2003–2004. B. Halpern and H. Howland.]

Graduate Courses and Seminars

The following courses and seminars are generally for graduate students only. However, some may be appropriate for advanced undergraduates. The director of the concentration must approve an undergraduate's use of any of these for satisfying the concentration requirements.

COGST 501 Cognition (also LING 501)

Fall. 4 credits. Concurrent or prior registration in COGST 101 (also COM S 101, LING 170, PHIL 191, and PSYCH 102) Introduction to Cognitive Science, or COGST/PSYCH 214, Cognitive Psychology, is required. Co-meets with PSYCH 614, Cognitive Psychology. S. Edelman.

This course introduces graduate students interested in cognition (especially those who plan to pursue the Cognitive Studies minor) to the central issues in computational cognitive psychology. It consists of a series of advanced-level discussions of selected examples from the material covered in COGST 101 (also COM S 101, LING 170, PHIL 191, and PSYCH 102) and COGST 214 (also PSYCH 214/614). The material from those courses includes perception, attention and consciousness, memory, thinking, and language. The course focuses on the development of skills required for critical evaluation of research in cognitive sciences, backed by an in-depth understanding of the relevant concepts and theories.

COGST 530 Representation of Structure in Vision and Language (also LING 530 and PSYCH 530)

Spring. 4 credits. Graduate seminar. Enrollment limited to 20 graduate students (or undergraduates with permission of instructor). Prerequisites: a course each in cognitive psychology, linguistics, and computer science, or permission of instructor. Offered alternate years. S. Edelman.

The seminar concentrates on the nature of the representation of visual objects and scenes in the brain and compares it with the structural framework that serves as the main explanatory tool in current theories of language processing. Data and ideas are drawn from visual psychophysics, neurophysiology, psycholinguistics, computational vision and linguistics, and philosophy. Students present published research papers and preprints, which are then discussed and critiqued.

COGST 531 Topics in Cognitive Studies: Neuroscience as the Quest for Perfect Self-Knowledge (also LING 531 and PSYCH 531)

Spring. 4 credits. Prerequisite: COGST 501, PSYCH 614, or permission of instructor. Open to undergraduates; sophomores given priority in enrollment. S. Edelman.

In 1936 Jorge Luis Borges published a review of a nonexistent book whose fictional author, Mir Bahadur Ali, documents the search, by an unnamed hero, for al-Mu'tasim, the enigmatic embodiment of moral and intellectual perfection in humankind. This seminar surveys the state of the art in theoretical neuroscience, whose real ultimate goal—finding the mind in the brain—is considered by many to be no less elusive than Ali's imagined quest. Our journey through the literature on minds and brains—factual, fictional, and fantastic—will begin and end with the short story by Borges, "The Approach to al-Mu'tasim." For more information, see <http://kybele.psych.cornell.edu/~edelman/Cog-531-Spring-2004>.

COGST 550 Special Topics in Cognitive Science (also PSYCH 550)

Fall or spring. 4 credits. Topics and schedule available in the Psychology Department main office just prior to the start of classes each semester. M. Spivey.

COGST 633 Language Acquisition Seminar (also HD 633 and LING 633)

Fall. 1–4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent, or permission of instructor. B. Lust.

This seminar reviews and critiques current theoretical and experimental studies of first-language acquisition, with a concentration on insights gained by cross-linguistic study of this area. Attention is also given to the development of research proposals.

COGST 671 Introduction to Automated Reasoning (also COM S 671)

Fall. 4 credits. Prerequisite: (COM S 611 and graduate standing) or permission of instructor.

Topics in modern logic needed to understand and use automated reasoning systems such as HOL, Nuprl, and PVS. Special emphasis is on type theory and logic and on tactic-oriented theorem proving.

[COGST 676–677 Decision Theory (also COGST 476/477, COM S 576/577, ECON 476/477, and ECON 676/677)]

Fall and spring. 4 credits each semester. This is a two-semester course. In the fall semester the course is lecture based. Students will be required to complete several problem sets and there will be a final exam. In the spring semester there will be additional lectures as well as visiting speakers. Students will be required to read the speakers' papers and participate in discussions. In the spring semester students will be required to complete a research project. Not offered 2003–2004.

L. Blume, D. Easley, and J. Halpern.

Research on decision theory resides in a variety of disciplines including computer science, economics, game theory, philosophy, and psychology. This new course attempts to integrate these various approaches. The course has several objectives. First, we will cover basic decision theory. This theory, sometimes known as "rational choice theory," is part of the foundation for the disciplines listed above. It applies to decisions made by individuals or by machines. Second, we will cover the limitations of and problems with this theory. Issues to be discussed here include decision theory paradoxes revealed by experiments, cognitive and knowledge limitations, and computational issues. Third, we will cover new research designed in response to these difficulties. Issues to be covered here include alternative approaches to the foundations of decision theory, adaptive behavior, and shaping the individual decisions by aggregate/evolutionary forces.]

COGST 691 Research Methods in Psychology (also COGST 491 and PSYCH 491/691)

Spring. 4 credits. Enrollment limited to 15 students. D. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course focuses on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. The course, in addition, covers test construction, survey methods, and "quasi experiments." Students concentrate on completing a small research project in which they conduct an experiment, interpret its data, and write up the results.

COM S 664 Machine Vision

Fall. 4 credits.

COM S 671 Introduction to Automated Reasoning (also COGST 671)

Fall. 4 credits.

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisite: COM S 472.

COM S 674 Natural Language Processing

Spring. 4 credits. Prerequisite: COM S 472. Not offered every year.

COM S 676 Reasoning about Knowledge

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic.

[COM S 677 Reasoning about Uncertainty]

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Not offered 2003–2004.]

COM S 772 Seminar in Artificial Intelligence

Fall and spring. 2 credits.

COM S 775 Seminar in Natural Language Understanding

Fall and spring. 2 credits.

EDUC 611 Educational Psychology

Fall. 3 credits. Undergraduates admitted with permission from instructor. R. Ripple.

EDUC 614 Gender, Context, and Epistemological Development (also FGSS 624)

Fall. 3 credits. D. Schrader.

EDUC 714 Moral Development and Education

Spring. 3 credits. Offered alternate years. D. Schrader.

HD 600/700 Graduate Seminars**LING 501 Cognition (also COGST 501)**

Fall. 4 credits. S. Edelman.

LING 530 Representation of Structure in Vision and Language (also COGST 530 and PSYCH 530)

Spring. 4 credits. Offered alternate years. S. Edelman.

LING 531 Topics in Cognitive Studies: Neuroscience as the Quest for Perfect Self-Knowledge (also COST 531 and PSYCH 531)

Spring. 4 credits. S. Edelman.

[LING 609 Second Language Acquisition and the Asian Languages (also ASIAN 610)]

Fall. 4 credits. Prerequisite: LING 414-415. Not offered 2003-2004. Y. Shirai.]

LING 633 Language Acquisition Seminar (also COGST 633 and HD 633)

Fall. 1-4 credits. Prerequisite: COGST/HD/LING/PSYCH 436 or equivalent. B. Lust.

LING 700 Graduate Seminars**MATH 681 Logic**

Spring. 4 credits.

MATH 781-782 Seminar in Logic

Fall and spring. 4 credits each.

[MATH 788 Topics in Applied Logic]

Fall. 4 credits. Not offered 2003-2004.]

NBA 663 Managerial Decision Making

Fall. 3 credits. J. Russo.

[PHIL 633 Philosophy of Language—Linguistic Convention]

Spring. 4 credits. Not offered 2003-2004. Z. Szabo.

PHIL 662 Philosophy of Mind

Fall. 4 credits. B. Hellie.

PHIL 700 Graduate Seminars**PSYCH 521 Psychobiology (Developmental Seminar)**

Fall and spring. 4 credits each.

PSYCH 530 Representation of Structure in Vision and Language (also COGST 530 and LING 530)

Spring. 4 credits. Offered alternate years. S. Edelman.

PSYCH 531 Topics in Cognitive Studies: Neuroscience as the Quest for**Perfect Self-Knowledge (also COGST 531 and LING 531)**

Spring. 4 credits. S. Edelman.

PSYCH 550 Special Topics in Cognitive Science (also COGST 550)

Spring. 4 credits. M. Spivey.

[PSYCH 601 Computational Models of Language]

Spring. 4 credits. Prerequisite: consent of instructor. Not offered 2003-2004. M. Spivey.]

PSYCH 614 Cognitive Psychology (also COGST 214 and PSYCH 214)

Fall. 4 credits. Co-meets with COGST 501, Cognition. S. Edelman.

PSYCH 616 Modeling Perception and Cognition (also COGST 416 and PSYCH 416)

Spring. 4 credits. M. Spivey.

PSYCH 618 Psychology of Music (also PSYCH 418)

Spring. 4 credits. C. Krumhansl.

[PSYCH 628 Connectionist Psycholinguistics (also COGST 428, LING 428, and PSYCH 428)]

Fall. 3 credits. Offered alternate years. Not offered 2003-2004. M. Christiansen.]

PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421 and PSYCH 431)

Fall. 3 or 4 credits. B. Halpern.

PSYCH 665 Topics in High-Level Vision (also COMS 392, COGST 465, and PSYCH 465)

Spring. 4 credits. Offered alternate years. S. Edelman.

PSYCH 691 Research Methods in Psychology (also COGST 491/691 and PSYCH 491)

Spring. 4 credits. D. Dunning.

PSYCH 714 Comparative Cognition (also COGST 414 and PSYCH 414)

Spring. 3 or 4 credits. M. Owren.

PSYCH 716 Auditory Perception (also PSYCH 316)

Fall. 4 credits. C. Krumhansl.

COLLEGE SCHOLAR PROGRAM

K. Gabard, director, 55 Goldwin Hall, 255-5792

The College Scholar Program is described in the introductory section of Arts and Sciences.

COLLS 397 Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of program office.

COLLS 499 Honors Research

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

COMPARATIVE LITERATURE

N. Saccamano, chairman (247 Goldwin Smith), W. J. Kennedy, director of Undergraduate Studies, (247 Goldwin Smith); N. Melas, director of Graduate Studies (247 Goldwin Smith); A. Adams, F. Ahl, C. Arroyo, A. Caputi (Emeritus), C. Carmichael, D. Castillo, W. Cohen, J. Culler, B. deBary, S. Donatelli, D. Grossvogel (Emeritus), P. Hohendahl, W. Holdheim (Emeritus), D. LaCapra, M. Levine, B. Maxwell, J. Monroe, T. Murray, J. R. Resina, E. Rosenberg (Emeritus), N. Sakai, L. Waugh (Emerita).

Also cooperating: D. Bathrick, E. Bornstein, B. Bosteels, R. Brann, S. Buck-Morss, P. Carden, H. Deinert, A. François, K. Haines-Eitzen, E. Hanson, D. Reese, D. Rubenstein, D. Starr, G. Waite

The Department of Comparative Literature provides a broad range of courses in European as well as non-European literature. Courses stress significant authors, themes, problems, styles, genres, historical periods, and theoretical perspectives. In cooperation with related departments in the humanities, the departmental offerings reflect current interdisciplinary approaches to literary study: hermeneutics, semiotics, deconstruction, cultural criticism, Marxism, reception aesthetics, feminism, and psychoanalysis.

The Major

The major enables students to develop an integrated knowledge of Western literature, to strengthen their reading and writing abilities, and to prepare for careers demanding analytical, interpretive, and evaluative skills. Prospective majors should consult with the director of undergraduate studies. After declaring a major, a student chooses an adviser from the department's faculty. The requirements for the major are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests. The specific contours of such a program are worked out in consultation with the student's adviser.

Requirements for the Major

- 1) Five courses in Comparative Literature at the 200 level and above, including the core course listed below. A student may include up to two literature courses from other departments.
- 2) One core course in Comparative Literature (for 2003-2004 COM L 304 [fall], COM L 346 [spring],) to be taken by all majors in their junior or senior year. At the discretion of the department, students may enroll in core courses in both their junior and senior years.
- 3) Five courses in literature and other areas of the humanities at the 200 level or higher, to be taken in one or more foreign language and literature departments. Texts must be read in the original language. A student may offer one language course (conversation, composition, etc.) towards fulfilling this requirement.
- 4) An honor's essay (COM L 493) of roughly 50 pages is optional. It is to be written during the senior year under the direction of a faculty member, preferably from within the department, who has agreed to work in close cooperation with the

student. Students are urged to begin research on their thesis topic during the summer preceding their senior year. In lieu of a Senior Honors Essay, students may take one course at the 400–600 level.

The department also encourages:

- 1) a program that includes broad historical coverage (e.g., COM L 201–202: *Great Books*); intensive study of a single genre (e.g., COM L 363–364: *The European Novel*, COM L 365: *Contemporary Fiction*); analysis of problems in literary theory (e.g., COM L 302: *Literature and Theory*). The department also offers a number of strongly recommended 200-level courses designed to acquaint undergraduates with the discipline: COM L 203: "Introduction to Comparative Literature," as well as broad-ranging introductory courses in "Global Fictions" (COM L 204).

Honors

A student who completes the requirements for the major is eligible for the degree of Bachelor of Arts with honors in comparative literature. The department bases its decision on the students achieving grades of at least B+ on the senior essay, in course work for the major, and in their overall academic performance at Cornell.

First-Year Writing Seminars

Most 100-level courses may be used toward satisfying the freshman writing seminar requirements. See "John S. Knight Institute for Writing in the Disciplines" for a full description of the first-year seminar program.

Courses

COM L 201 *Great Books # (IV) (LA)*

Fall. 4 credits. COM L 201 and 202 may be taken independently of each other.
S. Donatelli.

A reading of seminal texts that represent and have shaped Western culture and hence form an essential part of the student's intellectual equipment. By evaluating and interpreting selections from the Bible, Homer, Virgil, Lady Murasaki, Dante, Castiglione, and Shakespeare, students will gain practice in critical reading, thinking, and writing.

COM L 202 *Great Books (IV) (LA)*

Spring. 4 credits. B. Maxwell.
World literature of the last 400 years, emphasizing the response to European worldwide expansion first in the colonizing countries, then in the colonized. Themes such as slavery, monstrosity, coercion, eloquence, solidarity, and emancipation will be central, as will understandings of the specific means by which writers achieve effects. Readings chosen from texts by Shakespeare, Goethe, Mary Shelley, Marx, Baudelaire, Melville, Conrad, Brecht, Woolf, Césaire, Tutuola, Brathwaite, Naipaul, and Armah.

COM L 203 *Introduction to Comparative Literature (IV) (LA)*

Fall. 4 credits. M. Levine.
The course is intended to answer the question persistently asked by undergraduates: "What is Comparative Literature, anyway?" The format of the course is designed to acquaint students with the range and variety of the field by having members of the department present those aspects which reflect their areas of

expertise and their methods of teaching. Of the three meetings each week, the first generally takes the form of a lecture; the second and third will be a discussion of the assigned text. Topics to be considered include uses and methods of comparison, the role of theory in literary criticism, and connections between literary study and other disciplines, including history, law, visual and film studies, and/or political and economic theory. Authors studied range from Aeschylus to Ammons, Baudelaire to Borges, Cervantes to Césaire. All readings in English translation. Open to majors and prospective majors as well as students intending majors other than Comparative Literature.

COM L 204 *Global Fictions (IV) (CA)*

Spring. 4 credits. N. Melas.
This course is an introduction and an inquiry into global perspectives on fiction. Can the reading of fiction point us towards becoming citizens of the world? How might we know this world? How might we imagine it? We consider the condition of the stranger in this global era as well as construct a geography of reading. Readings are drawn mainly but not only from the contemporary period and outside Europe. Readings change depending on instructor, but may include works of Rushdie, Marquez, Condé, Munif, Castellanos, Oe, Ngugi, Wolf, Kincaid, and Homer.

COM L 205 *Introduction to Poetry (IV) (LA)*

Fall. 4 credits. W. J. Kennedy.
Surveys early and modern historical periods and poetic genres in Europe, Asia, and the Americas, from conventional "strict" genres such as songs, sonnets, and haiku to forms closely associated with our own times: free verse, "the prose poem," etc. Texts are drawn from poetry by such women and men as Sappho, Li Bai, Rumi, Shakespeare, Sor Juana, Basho, Goethe, Keats, Dickinson, Baudelaire, Rilke, Akhmatova, Sôwol, Neruda, Sexton, Rich, and others. Poems not in English are read in translation, with texts in the original languages available for comparison. No previous study of poetry required.

[COM L 208 *Shakespeare and the Twentieth Century (also ENGL 208) (IV) (LA)*

Spring. 4 credits. Not offered 2003–2004.
W. J. Kennedy.
What is the relationship between the plays of Shakespeare in their own time and the various ways they have functioned in modern culture? We compare selected works of Shakespeare with their adaptations in fiction, theater, film, the educational system, government, and popular culture. The discussion of each play is organized around one or more critical approaches. The course as a whole attempts to provide a systematic introduction to the contemporary study of literature and culture.]

COM L 211 *Comedy and Humanism (also THETR 214) (IV) (LA)*

Spring. 4 credits. S. Donatelli.
A reading of premodern and modern texts, mostly narrative, affords an appreciation of comedy in an increasingly rationalistic and technological age. Comic wisdom and its processes are considered as a valuable aspect of the humanist inheritance through our reading of key works by Plato, Erasmus, Cervantes, Austen, Gogol, and Queneau. The philosophical dimensions of comic thought and action are explored through writings by Descartes, Vico, and several modern

commentators including Freud. The course invites a speculative response to these and related topics such as laughter, the carnival, and the fool.

COM L 215 *Sophomore Seminar: Comparative American Literatures (also AM ST 215) (IV) (LA)*

Fall. 4 credits. Limited to 15 students.
B. Maxwell.
Covers twentieth-century writing from Canada, the United States, the Caribbean, and Latin America. A hemispheric American Studies perspective will encourage thinking about and across cultural, linguistic, and national demarcations. This course proposes taking seriously words from Africa, passed on by the novelist Paule Marshall: "Once a great wrong has been done, it never dies. People speak the words of peace, but their hearts do not forgive. Generations perform ceremonies of reconciliation but there is no end." Countering the literature of amnesia and baseless optimism, the works read in the course cannot forget, and decline to forgive, the historical traumas that so bitterly flavor them. The class is concerned largely with understanding the aesthetic strategies and innovations that these writers use to perform ceremonies not bent on reconciliation.

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

[COM L 220 *Thinking Surrealisms (IV) (LA)*

Spring. 4 credits. Not offered 2003–2004.
B. Maxwell.
Borrowing its title from a formulation of the Marxist philosopher Ernst Bloch and beginning from the "forays of demoralization" instigated by the Dadas, who bequeathed to surrealism the precious gift of unreconciliation to the given, this course ranges over the protean expressiveness of several surrealist moments of the last century. The inception of surrealist precept and practice in Paris in the mid-1920s is a consideration, perhaps only slightly more central to the course than the explicitly anti-fascist political phase of the 1930s and '40s; the supplementation of Parisian surrealism by Caribbean, Mexican, African American, Quebecois, and Mauritian writers and artists; the renegade practice of Hans Bellmer and the unschooled surreality of Eugene Ionesco; the reflections of and on surrealism by Walter Benjamin, Ernst Bloch, and Theodor W. Adorno; the relations of surrealism to the Situationist International; and the recent critiques of surrealism in fiction (Milan Kundera) and scholarship (Hal Foster). Throughout, the course asks what the proliferation of "thinking surrealisms" meant to twentieth-century culture and politics. All readings in English.]

COM L 225 *Sophomore Seminar: Poetry and Poetics of Difference (also ENGL 225) (IV) (LA)*

Fall. 4 credits. Limited to 15 students.
J. Monroe.

What roles does poetry play in contemporary culture? In what ways does it engage and respond, in particular, to questions of difference and otherness? This course explores poetic practices within the United States and abroad, with particular emphasis on the period since 1989. Authors include Ashbery, Brathwaite, Fulton, Goytisolo, Mullen, Rich, Waldrop.

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

COM L 226 Sophomore Seminar: Viewing Modern Barcelona (also SPANL 230) (IV) (CA)

Spring. 4 credits. Limited to 15 students. J. R. Resina.

See SPANL 230 for full course description.

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

COM L 234 Arabs and Jews in Confluence and Conflict (also NES 234)

Fall. 4 credits. R. Brann.

See NES 234 for a full description.

COM L 256 Introduction to the Q'uran (also NES 256/656, RELST 213/656, JWST 246) # @ (IV) (CA)

Spring. 3 credits. S. Toorawa.

See NES 256 for a full description.

COM L 276 Desire (also ENGL 276) (IV) (LA)

Spring. 4 credits. E. Hanson.

See ENGL 276 for full course description.

COM L 279 Russian Connection 1830-1867 (also RUSSL 279) # (IV) (LA)

Fall. 4 credits. P. Carden.

See RUSSL 279 for full course description.

COM L 293 Sophomore Seminar: Middle Eastern Cinema (also NES 293, FILM 293, VISST 293, JWST 291) (IV) (LA)

Fall. 4 credits. Required Monday film viewing section. Limited to 15 students.

D. Starr.

See NES 293 for full course description.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-intensive study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15.

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

[COM L 302 Literature and Theory (also COM L 622 and ENGL 302/602) (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004.

J. Culler.

Study of issues in contemporary theoretical debates, with particular attention to structuralism, deconstruction, psychoanalysis, and feminism. Readings from Barthes, Derrida, Foucault, J. Butler, B. Johnson, and others. No previous knowledge of literary theory is assumed.]

COM L 304 Europe and Its Others: An Introduction to the Literature of Colonialism @ (IV) (LA)

Fall. 4 credits. Limited to 15. Core course for majors. N. Melas.

Through an examination of selected works from the early twentieth century to the present from France, England, Africa, and the Caribbean, this course provides an introduction to the literature written alongside and against the historical phenomenon that has arguably had the most far reaching impact in modern history: European colonialism. How was culture instrumental in the political project of domination? How have writers of the postcolonial period attempted to write back? What problems and possibilities does colonialism present for cultural identity and cultural resistance? In addition to close reading of texts and a consideration of historical background we also examine visual representations of colonialism, particularly film. Authors include Conrad, Ngugi, Nandy, Condé, Duras, Salih, Fanon, Memmi, Djébar, Resnais, and Pontecorvo. All readings available in English.

COM L 326 Christianity and Judaism (also RELST 326) # (IV) (LA)

Spring. 4 credits. C. Carmichael.

A study of the New Testament as a product of the First Century Palestinian and Hellenistic Judaism. Other text (also in translation): *The Passover Haggadah*.

COM L 328 Literature of the Old Testament (also RELST 328) @ # (IV) (LA)

Fall. 4 credits. C. M. Carmichael.

Analysis of small sections of well-known material for in-depth discussion.

COM L 330 Political Theory and Cinema (also GERST 330, GOVT 370, FILM 329) (III or IV) (CA)

Spring. 4 credits. G. Waite.

See GERST 330 for full course description.

COM L 341 Imagining America: Race and National Fantasy in French and Italian Writing from De Tocqueville to Eco (also AM ST 326) (III or IV) (CA)

Fall. 4 credits. D. Rubenstein.

See AM ST 326 for full course description.

[COM L 343 Contemporary Mass Culture in Japan and in the U.S. (also ASIAN 363) (IV)]

Spring. 4 credits. Enrollment limited to 25.

Not offered 2003-2004. B. deBary.

See ASIAN 363 for full course description.]

[COM L 344 Tragic Theatre (also CLASS 345) # (IV) (LA)]

Spring. 4 credits. Not offered 2003-2004.

F. Ahl.

See CLASS 345 for full course description.]

COM L 346 The Art of Subversive Writing (also CLASS 346) # (IV) (LA)

Spring. 4 credits. Limited to 15. Core course for majors. F. Ahl.

Writers are often unable to treat the most deeply controversial issues within their societies persuasively and safely by direct and open challenge, especially in ages and cultures that enforce conformity to some political, religious, or sexual norm. This course examines the literary and rhetorical techniques, formulated in the Greco-Roman antiquity and employed by writers and musicians for over two millennia, to express obliquely what may not be expressed overtly, with special attention to Imperial Rome (Plutarch, Quintilian, Demetrius), Victorian England (W. S. Gilbert), the post-World War II Americas and Europe (Frank Baum, Dalton Trumbo, Friedrich Durrenmatt, Czeslaw Milosz, Theodorakis, Abram Tertz, Jorge Luis Borges, and Vinicius de Moraes), and in selected movies (including Spartacus and Z).

COM L 348 Shakespeare and Europe (also ENGL 349) (IV) (LA)

Fall. 4 credits. W. J. Kennedy.

In their own times Shakespeare's plays registered a strong interest in the culture and society of Renaissance Europe beyond England. In later times they cast a powerful spell over culture and society in nineteenth- and twentieth-century Europe. This course will examine their debts to and influences upon continental drama. Readings will focus upon Shakespeare's plays in relation to Italian comedy, early French tragedy, and plays by Anton Chekhov, Bertolt Brecht, and Yasmina Reza.

COM L 355 Decadence (also ENGL 355) (IV) (LA)

Fall. 4 credits. E. Hanson.

See ENGL 355 for full course description.

COM L 356 Renaissance Literature (IV) (LA)

Spring. 4 credits. W. J. Kennedy.

An introduction to Renaissance literary texts with some attention to cultural backgrounds and intellectual history. Readings from Machiavelli, Erasmus, Rabelais, Shakespeare, Cervantes, and others.

[COM L 362 The Culture of the Renaissance II (also ENGL 325, HIST 364, MUSIC 390, ART H 351, FRLIT 362 and RELST 362) # (III or IV) (CA)]

Fall. 4 credits. (Friday required sections.)

Not offered 2003-2004. Staff.

Members of various departments lecture on Luther, Michelangelo, Edmund Spenser, Cervantes, Copernicus, Galileo, and Monteverdi. Guest lectures include Peter Dear, History; Esther Dotson, History of Art; and Rebecca Harris-Warrick, Music. Lectures and discussions introduce different methods of interpretation and of historical analysis.]

COM L 363 The European Novel # (IV) (LA)

Fall. 4 credits. M. Levine.

The European novel from its origins to the early nineteenth century. The course is discussion-based and focuses on detailed consideration of character and narrative technique in conjunction with analysis of the historical, philosophical, and aesthetic significance of the genre. Texts to include *Lazarillo de Tormes*, Cervantes' *Don Quixote*, Defoe's *Robinson Crusoe*, Goethe's *The Sorrows of Young Werther*, Austen's *Pride and*

Prejudice, and Stendhal's *The Red and the Black*. All texts in English translation, but may of course be read in the original by students with command of the pertinent language. May be taken independently of COM L 364.

COM L 364 The European Novel # (IV) (LA)

Spring. 4 credits. M. Levine.
The nineteenth- and twentieth-century European novel from realism to postmodern experimentation. Discussions focus on the role of fiction in understanding, troubling, or shaping modern culture and identity, with particular attention to the ways that major novelistic themes and forms reflect and participate in modern European social and intellectual history. Authors studied could include Balzac, Dickens, Flaubert, Dostoevsky, Woolf, Kafka, Calvino, and Nabokov. All texts in English translation, but may of course be read in the original by students with command of the pertinent language. May be taken independently of COM L 363.

[COM L 365 Contemporary Fiction @ (IV)]

Fall. 4 credits. Limited to 15 students. Not offered 2003–2004. B. Maxwell.
A study of European fiction and drama largely drawing on texts from the first half of the twentieth century. We pay particular attention to the making of literary types and characters; to traces of utopian and messianic elements; to the relations between memory and political revolution; and to the motive of *ressentiment*. Readings (in translation) chosen from the following: Robert Walser, *Snowwhite and The Walk*; Franz Kafka, *The Trial*; Thomas Mann, *Death in Venice*; Bertolt Brecht, *The Rise and Fall of the City of Mahagonny*; Joseph Roth, *Hotel Savoy*; Alfred Döblin, *Berlin Alexanderplatz*; Christa Wolf, *The Quest for Christa T.*; Louis Aragon, *Paris Peasant*; Louis-Ferdinand Céline, *Death on the Installment Plan*; Elio Vittorini, *In Sicily*; Natalia Ginzburg, stories; and Isaac Babel, stories. Collateral theoretical readings by Georg Lukács, Ernst Bloch, Bertolt Brecht, Walter Benjamin, Siegfried Kracauer, Gershom Scholem, Elias Canetti, and Christa Wolf.]

COM L 368 Visual Culture and Social Theory (also GOVT 375, ART H 370, ARCH 338, VISST 368) (III or IV) (CA)

Fall. 4 credits. S. Buck-Morss.
See GOVT 375 for full course description.

[COM L 382 Greeks, Romans, and Victorians (also CLASS 382) # (IV) (LA)]

Spring. 4 credits. Not offered 2003–2004. F. Ahl.
See CLASS 382 for full course description.]

[COM L 387 Twentieth-Century Black Cultural Movements (also COM L 690, ASRC 332/532) @ (IV)]

Fall. 4 credits. Not offered 2003–2004. A. Adams.
See ASRC 332/532 for full course description.]

COM L 388 The Jews In and Out of Egypt (also NES 388, JWST 388) (III or IV) (CA)

Spring. 4 credits. D. Starr.
See NES 388 for a full course description.

COM L 398 Theorizing Gender and Race in Asian Histories and Literatures with a Particular Focus on Japanese Cases (also COM L 668, ASIAN 388/688) @ (IV) (CA)

Fall. 4 credits. N. Sakai.
See ASIAN 388 for a full course description.

COM L 411 Sacred Fictions (also S HUM 411)

Fall. 4 credits. K. Haines-Eitzen.
See S HUM 411 for full course description.

COM L 412 Cultural Politics of 1968 in Paris and Mexico City (also FRLIT 427/627, ITALA 447/647, SPANL 427/627, COM L 612) (IV) (CA)

Spring. 4 credits. B. Bosteels.
See FRLIT 427 for full course description.

[COM L 413 Death, Culture, and the Literary Monument (IV)]

Fall. 4 credits. Not offered 2003–2004. N. Melas.
Beginning with Homer's *Iliad*, this course inquires into the monumental transformation of death into immortality in the literary composition. How do death's negations become fiction's triumph? We pay particular attention to the fate of this procedure when its subjects are no longer heroic warriors but slaves and women. How do colonial domination and gender difference alter the aesthetic procedures and assumptions underlying commemoration and literary immortality? In addition to death and language, we consider such themes as the relation of antiquity to the present, of identity to its dissolution and of politics to culture. Readings of literary texts drawn from a variety of languages and traditions are attended by selected readings in critical theory and a glance at visual culture, particularly surrounding monuments commemorating the emancipation of slaves and the holocaust. Authors include Homer, Derek Walcott, Simone Schwartz-Bart, Virginia Woolf, Krista Wolf, Tayeb Salih, Maurice Blanchot, Hegel, Orlando Patterson, and Walter Benjamin.]

COM L 414 Theories of Spectatorship (also S HUM 427)

Fall. 4 credits. M. Harries.
See S HUM 427 for a full course description.

COM L 417 Faust (also GERST 417) # (IV) (CA)

Spring. 4 credits. H. Deinert.
See GERST 417 for full course description.

[COM L 418 Virtual Orientalisms (also ASIAN 415) # (IV)]

Fall. 4 credits. Limited to 15 students. Not offered 2003–2004. B. deBary.
See ASIAN 415 for a full course description.]

COM L 419–420 Independent Study

419, fall; 420, spring. Variable credit.
COM L 419 and 420 may be taken independently of each other. Applications available in 247 G.S.

COM L 423 Giving and Humanitarianism (also S HUM 426)

Spring. 4 credits. Limited to 15. E. Bornstein.
See S HUM 426 for a full course description.

COM L 426 New Testament Seminar (also RELST 426) # (IV) (HA)

Spring. 4 credits. Limited to 20 students. C. Carmichael.
Identification and discussion of problems in the New Testament.

COM L 428 Biblical Seminar (also RELST 427) # @ (IV) (HA)

Fall. 4 credits. Limited to 15 students. C. Carmichael.
A study of how biblical ethical and legal rules (in Exodus, Leviticus, and Deuteronomy) comment on incidents in the biblical narratives (Genesis–2 Kings). The link between law and narrative enables us to observe in detail how ancient thinkers evaluate ethical and legal problems of perennial interest.

COM L 448 Writing the Void (also S HUM 428)

Spring. 4 credits. Limited to 15. A. Francois.
See S HUM 428 for a full course description.

COM L 450 Renaissance Poetry (also COM L 650, ENGL 622, ITALL 450/650) # (IV) (LA)

Spring. 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 spring 2004: Economic transactions and exchanges in the poetry of Petrarch, Michelangelo, Labé, Ronsard, Shakespeare, Mary Wroth, and others.

[COM L 451 Renaissance Narrative (IV)]

Spring. 4 credits. Not offered 2003–2004. W. J. Kennedy.
A reading and discussion of key texts in narrative epic and chivalric romance from Italian, French, English, and other European literatures of the Renaissance.]

[COM L 452 Renaissance Humanism (also COM L 652) # (IV) (LA)]

Fall. 4 credits. Enrollment limited to 15. Not offered 2003–2004. W. J. Kennedy.
A reading and discussion of key texts by Renaissance humanists in Italian, French, English and other European literatures from the fourteenth to seventeenth centuries.]

COM L 453 Rescreening the Holocaust (also GERST 449, FILM 450, JWST 449) (IV) (LA)

Fall. 4 credits. Limited to 30 students. D. Bathrick.
See GERST 449 for a full course description.

[COM L 467 Poetry and Rhetoric (also COM L 667, ENGL 483/683, FRLIT 437/637) (IV) (LA)]

Fall. 4 credits. Not offered 2003–2004. C. Chase.
In present-day common usage, "poetry" means emotion or beauty, and "rhetoric" means deceptive, decorative language. These incompatible meanings cover over a history of close connection between poetry and rhetoric. Historically, if poetry and rhetoric at times have been seen as opposite, incompatible kinds of language, they also have been identified with each other and strongly distinguished from philosophy and science. Where rhetoric belongs turns out to raise issues of politics and philosophy, not only of literary history and language. Such questions and issues have been intently pursued in modern poetry beginning with the Romantics.]

COM L 474 Topics in Modern European Intellectual and Cultural History (also HIST 474/673, JWST 474)

Spring. 4 credits. Prerequisite: permission of instructor. D. LaCapra.
Topic: Approaches to Intellectual and Cultural History. See HIST 474 for a full course description.

[COM L 480 Baudelaire in Context (also COM L 680, FRLIT 488/688) # (IV) (LA)]

Spring. 4 credits. Prerequisite: reading knowledge of French required. Not offered 2003-2004. J. Culler.

A reading of *Les Fleurs du Mal* and *Les Petits poèmes en prose*, in conjunction with major twentieth-century critical treatments of them, so as to grasp what has been at stake in discussions of Baudelaire. Critics to be read include Benjamin, Bersani, de Man, Friedrich, Jakobson, Jauss, Johnson, and Sartre.]

[COM L 482 Latin American Women Writers (also SPANL 492, FGSS 481) @ (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004.

D. Castillo.

See SPANL 492 for full course description.]

[COM L 487 Contemporary Poetry and Culture (also COM L 674, ENGL 488/697, GERST 674, SPANL 674) (IV) (LA)]

Spring. 4 credits. Not offered 2003-2004. J. Monroe.

The redrawing of cultural and political boundaries underway since the late 1980s has made it possible to conceive of the poetry of the Cold War era with a degree of closure unimaginable only a few years ago. In light of this changed situation, we focus on the second-half of the post-1945 period—the 30 years extending from 1968 to the present—with particular attention to the past two decades. Exploring issues of emerging and evolving importance for a poetry of the present moment in light of the recent past, we consider dominant modes as well as alternative practices; canon formation, gender, and multiculturalism; the roles of the publishing industry, popular culture, creative writing programs, and new computer technologies in shaping reading habits and writing communities.]

[COM L 493 Senior Essay]

Fall and spring. 8 credits.

Hours TBA individually in consultation with the director of the Senior Essay Colloquium. Approximately 50 pages to be written over the course of two semesters in the student's senior year under the direction of the student's adviser. An "R" grade is assigned on the basis of research and a preliminary draft completed in the first semester. A letter grade is awarded on completion of the second semester.

[COM L 495 The Cultural Theory of the Frankfurt School (also GERST 495, GOVT 471) (III or IV)]

Fall. 4 credits. Not offered 2003-2004.

P. Hohendahl.

See GERST 495 for full course description.]

[COM L 496 Theorizing the Public Sphere (also GERST 496, GOVT 464) (III or IV)]

Fall. 4 credits. Not offered 2003-2004.

P. Hohendahl.

See GERST 496 for full course description.]

[COM L 604 Translation and the Global Marketplace]

Fall. 4 credits. Not offered 2003-2004.

N. Melas.]

[COM L 609 Comparison and Cultural Difference]

Fall. 4 credits. Not offered 2003-2004.

N. Melas.

This course is a wide-ranging investigation of the pitfalls and possibilities for cross-cultural comparison. We examine the structure and mechanisms of comparison, both as a disciplinary method and as a concept or practice: to what extent and in what circumstance can comparison produce cultural difference, consolidate it, dissolve it, erect borders, inhabit borderlands, propose a global ecumene? With particular attention to colonialism and globalization, we inquire into the relation between various modes of comparison and broader contexts and ideologies. Though focused on the humanities and on theoretical texts, readings include incursions into the social sciences and selected poetry and film. Authors may include Lyotard, Foucault, Fanon, Tilley, Gilroy, Clifford, Appadurai, Bhabha, Lanser, Kincaid, Walcott.]

[COM L 610 Modern Japanese Studies: The Formation of the Field in History and Literature (also ASIAN 609)]

Spring. 4 credits. Not offered 2003-2004.

B. deBary, N. Sakai, J. Koschmann.

See ASIAN 609 for full course description.]

[COM L 612 Cultural Politics of 1968 in Paris and Mexico City (also FRLIT 427/627, ITALIA 447/647, SPANL 427/627, COM L 412)]

Spring. 4 credits. B. Bosteels.

See FRLIT 627 for full course description.

[COM L 619-620 Independent Study]

619, fall; 620, spring. Variable credit. COM L 619 and 620 may be taken independently of each other. Applications available in 247 G.S.

[COM L 622 Literature and Theory (also COM L 302 and ENGL 302/602)]

Fall. 4 credits. Not offered 2003-2004.

J. Culler.

See COM L 302 for full course description.]

[COM L 630 Aesthetics in the Eighteenth Century (also ENGL 630)]

Fall. 4 credits. N. Saccamano.

See ENGL 630 for a full course description.

[COM L 631 Politics and the Passions: Hobbes to Rousseau (also ENGL 631)]

Spring. 4 credits. Not offered 2003-2004.

N. Saccamano.

See ENGL 631 for full course description.]

[COM L 633 Exile, the Third Zone of Literature]

Fall. 4 credits. R. Baraheni.

National literatures everywhere make the first set of literary zones: American, Arabic, French, German, Persian, and others. Euro-American meta-discourses of "universality" address the second literary zone, the West as a whole, in the name of the literature of the entire world. But the third zone, in this course, is made of the "conjunction of a mirror and an encyclopedia...while we sleep here, we are awake elsewhere, and in this way every man is two men" (Borges). The foreign writer-character-narrator (Sadeq Hedayat's *I=eye*, Camus's "stranger," and Nabokov's *V* in *The Real Life of Sebastian Knight*) "thinks he is in control, but he has been precipitated into someone else's dream" (Angela Carter). Rushdie's "elsewhere," definitely the echo of

Foucault's *heterotopia*, could be applied to the dismembered lyricism of Toni Morrison's *Beloved*, where the African American exilic experience finds its forceful poetics. The third zone is Beckett's "unnamable," and Heidegger's interstitial no-man's land, when old gods have perished and new ones are not in sight, where a total re-invention of memory takes place to harness language to the novel tasks of imaginative hybridities. Works by Al-ahmad, Beckett, Borges, Calvino, Cixous, Hedayat, Morrison, Nabokov, and others.]

[COM L 636 Comparative Modernisms/Alternative Modernities]

Fall. 4 credits. Limited to 15 students. Not

offered 2003-2004. N. Melas.

The cultural movements or "style" that go under the name of modernism are international in scope. Modernism's broad comparative dimensions, however, when they are considered at all, are usually read from the centers of Western culture, especially Paris and London, out towards peripheral or marginal regions. This course reverses this critical itinerary and in the process inquire into the geographical coordinates that alternately relay and obscure the relation between modernism as an aesthetic movement and modernity as a world-historical and political-economic project. Central emphasis falls on colonialism and its particular inflection of the temporality of modernist aesthetics and on the progress of modernity in the two regions that are our focus: the French Caribbean and Mediterranean Egypt. While including canonical theoretical texts on Western modernity, modernism and postcolonial theory, readings are focussed on the multiple and intersecting influences around two central figures, Martinican poet Aimé Césaire (Baudelaire, surrealism, African literature and anthropology, decolonization, Fanon, Glissant) and the modern Greek Alexandrian poet, Constantine Cavafy, (Browning, Forster, T. S. Eliot, Durrell, Tsirkas, Al-Kharat, Shaheen). All readings available in translation.]

[COM L 644 Judaism and Modernism (also ENGL 683)]

Spring. 4 credits. W. Cohen.

Emphasis on the centrality of Jewish writers and characters to modernist fiction, especially of the 1920s, in relation to European literary history, the nature of modernism, the rise of anti-Semitism, and, more generally, racial and imperial discourse. Readings from Babel, Joyce, Kafka, Proust, Stein, and Svevo, with possible attention to such writers as Borges, Céline, Döblin, Eliot, Hemingway, Mann, Nabokov, and Pound. Texts available in English.

[COM L 650 Renaissance Poetry (also COM L 450, ENGL 622, ITALIA 450/650)]

Spring. 4 credits. W. J. Kennedy.

See COM L 450 for full course description.

[COM L 652 Renaissance Humanism (also COM L 452)]

Fall. 4 credits. Limited to 15 students. Not

offered 2003-2004. W. J. Kennedy.

See COM L 452 for full course description.]

[COM L 663 Nietzsche and Heidegger (also GERST 663)]

Spring. 4 credits. G. Waite.

See GERST 663 for full course description.

[COM L 665 The Literature of Empire in the Renaissance (also ENGL 626)]

Spring. 4 credits. Not offered 2003–2004.
W. Cohen.

Literary responses to the first age of European global expansion, viewed in the context of the category of the Renaissance and the ongoing process of the self-definition of European literature and Western civilization. Emphasis on the interplay between Mediterranean and oceanic imperialism, and on the relationship between ideology and literary form. Readings from lyric poetry, Ariosto, Bacon, Camões, Campanella, Marlowe, Montaigne, More, Rabelais, Shakespeare, Spenser, Tasso, and especially Cervantes. Readings available in English.]

[COM L 666 Introduction to the Q'uran (also NES 256/656, RELST 213/656, JWST 246, COM L 256)]

Spring. 4 credits. S. Toorawa.
See NES 656 for a full course description.

[COM L 667 Poetry and Rhetoric (also COM L 467, ENGL 483/683, FRLIT 437/637)]

Fall. 4 credits. Not offered 2003–2004.
C. Chase.
See COM L 467 for full course description.]

[COM L 668 Theorizing Gender and Race in Asian Histories and Literatures with a Particular Focus on Japanese Cases (also COM L 398, ASIAN 388/688)]

Fall. 4 credits. N. Sakai.
See ASIAN 688 for a full course description.

[COM L 671 Transnational Imaginaries: Globalization and Culture]

Fall. 4 credits. Limited to 15 students, advanced undergraduates and graduates.
N. Melas.

The term 'globalization' has become ubiquitous in recent years as the primary conceptual frame and material basis for understanding contemporary transnationalism. It evokes a brave new borderless world in which politics, culture and social formations are no longer necessarily congruent with nor primarily beholden to national boundaries. It triumphantly or despairingly announces the end of history when space precedes time as the measure of human experience, and that experience exceeds the grasp of modernity's autonomous subject. Globalization thus challenges many aspects of our experience of culture—both in its ethnographic and humanist guises—and of the categories through which we apprehend and analyze it.

[COM L 674 Contemporary Poetry and Culture (also COM L 487, ENGL 488/697, GERST 674, SPANL 674)]

Spring. 4 credits. Not offered 2003–2004.
J. Monroe.
See COM L 487 for full course description.]

[COM L 675 After the Divide: German Critical Theory of the Seventies and Eighties (also GERST 675 and HIST 675)]

Fall. 4 credits. Not offered 2003–2004.
P. Hohendahl.
See GERST 675 for a full course description.]

[COM L 676 Bertolt Brecht, Heiner Müller and the Theatrical Avant-Garde (also GERST 680, FILM 680)]

Fall. 4 credits. D. Bathrick.
See GERST 680 for full course description.

[COM L 680 Baudelaire in Context (also COM L 480, FRLIT 488/688)]

Spring. 4 credits. Not offered 2003–2004.
J. Culler.

For course description, please see COM L 480.]

[COM L 681 Reproducing Enlightenment: Paradoxes of the Body Politic (also GERST 681)]

Fall. 4 credits. D. Reese.
See GERST 681 for full course description.

[COM L 684 Hopkins and Baudelaire (also ENGL 682)]

Spring. 4 credits. Not offered 2003–2004.
J. Culler.
See ENGL 682 for full course description.]

[COM L 689 Adorno's Aesthetic Theory (also GERST 689)]

Fall. 4 credits. P. Hohendahl.
See GERST 689 for full course description.

[COM L 690 Twentieth-Century Black Cultural Movements (also COM L 387, ASRC 332/532)]

Fall. 4 credits. Not offered 2003–2004.
A. Adams.
See ASRC 332/532 for full course description.]

[COM L 695 Post-Modern Thought and Area Studies (also JPLIT 614)]

Spring. 4 credits. B. deBary.
See JPLIT 614 for full course description.

COMPUTER SCIENCE

C. Van Loan, chair; B. Arms, G. Bailey, K. Bala, K. Birman, C. Cardie, R. Caruana, T. Coleman, R. L. Constable, A. Demers, R. Elber, D. Fan, J. Gehrke, D. Greenberg, J. Halpern, J. E. Hopcroft, D. Huttenlocher, T. Joachims, J. Kleinberg, D. Kozen, L. Lee, S. Marschner, G. Morrisett, A. Myers, K. Pingali, R. Rugina, F. B. Schneider, D. Schwartz, B. Selman, J. Shanmugasundaram, D. Shmoys, E. G. Sirer, E. Tardos, R. Teitelbaum, S. Vavasis, G. Yona, R. Zabih

The Department of Computer Science is affiliated with both the College of Arts and Sciences and the College of Engineering. Students in either college may major in computer science. For details, visit our web site at www.cs.cornell.edu/ugrad.

The Major

CS majors take courses in algorithms, data structures, logic, programming languages, scientific computing, systems, and theory. Electives in artificial intelligence, computer graphics, computer vision, databases, multimedia, and networks are also possible. Requirements include:

- four semesters of calculus (MATH 111–122 (or 112)–221–222 or 191–192–293–294)
- two semesters of introductory computer programming (COM S 100 and 211)
- a one-credit project (COM S 212)
- a seven-course computer science core (COM S 280, 312, 314, 321 or 322 or 421, 381, 414, and 482)
- two 400+ computer science electives, totaling at least six credits
- a computer science project course (COM S 413, 415, 433, 468, 473, 501, 514, 519, or 664)

- a mathematical elective course (ENGRD 270, MATH 300+, T&AM 310, etc.)
- two 300+ courses that are technical in nature and total at least six credits
- a three-course specialization in a topic area other than computer science. These courses must be numbered 300 level or greater.

Note: All of the field electives described above must be courses of three or more credit hours with the exception of the COM S project course, which is two credits or more.

The program is broad and rigorous, but it is structured in a way that supports in-depth study of outside areas. Intelligent course selection can set the stage for graduate study and employment in any technical area and any professional area such as business, law, or medicine. With the adviser, the computer science major is expected to put together a coherent program of study that supports career objectives and is true to the aims of liberal education.

Admission

All potential affiliates are reviewed on a case-by-case basis relative to the following criteria:

- a grade of C or better in all completed critical COM S courses and MATH courses
- a GPA of 2.7 or better in all completed critical COM S courses. COM S 211, 212 and 280 must be part of the GPA computation.
- a GPA of 2.7 or better in all completed critical MATH courses. MATH 192 and 293 or MATH 112/122 and 221 must be part of the GPA computation.

Critical COM S courses: COM S 211, 212, 280, 312, 314, 321, 322, 414, 421, 381, 481, and 482

Critical MATH courses: MATH 112, 122, 192, 221, 222, 223, 224, 293, 294, 336, 356, and ENGRD 270

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.

Note: Students who do not meet these requirements are discouraged from attempting affiliation with the major. The COM S major can be exceptionally rigorous for students who are not suitably prepared for the academic requirements of the program and are unlikely to be admitted to the major if they do not meet the admissions standards listed above.

Honors. To qualify for departmental honors a student must have:

- maintained a cumulative GPA greater than or equal to 3.5
- completed two courses (3+ credit hours per course) of COM S course work at or above the 500 level (graded courses only; no seminars or two-credit project courses.)
- completed six credit hours of COM S 490 research with a COM S faculty member, spread over at least two semesters and with grades of A- or better.

Note: Honors courses may not be used to satisfy the COM S 400+ elective requirement, the COM S project requirement, the math elective, or the specialization. See the COM S undergraduate web site for more information on eligibility: www.cs.cornell.edu/ugrad.

Courses

For complete course descriptions, see the computer science listing in the College of Engineering section.

COM S 099 Fundamental Programming Concepts

Fall, summer. 2 credits. S-U grades only. No prerequisites. Freshman only.

COM S 100 Introduction to Computer Programming (II) (MQR)

Fall, spring, summer. 4 credits. During the fall semester, two versions of COM S 100 (COM S 100M and COM S 100J) are available as described in the computer science listing in the College of Engineering.

COM S 101 Introduction to Cognitive Science (also COGST 101, LING 170, and PSYCH 102) (III) (KCM)

Fall, summer. 3 credits.

COM S 113 Introduction to C

Fall, spring. 1 credit. Usually weeks 1-4. Prerequisite: COM S 100 or equivalent programming experience. Credit is granted for both COM S 113 and 213 only if 113 is taken first. S-U grades only.

COM S 114 Unix Tools

Fall. 1 credit. Usually weeks 5-8. Prerequisite: COM S 100 or equivalent programming experience. S-U grades only.

COM S 130 Introductory Web Programming (also CIS 130)

Fall, summer. 3 credits. No prerequisites.

COM S 172 Computation, Information, and Intelligence (also COGST 172, ENGR 172) (II) (MQR)

Fall. 3 credits. Prerequisites: some knowledge of calculus.

COM S 201 Cognitive Science in Context Laboratory (also COGST 201 and PSYCH 201) (III) (KCM)

Fall or spring. 4 credits. Concurrent or prior registration in "Introduction to Cognitive Science" PSYCH 102/COGST 101/COM S 101/LING 170/PHIL 191 is suggested but not required. Knowledge of programming languages is not assumed. Limited to 24 students. Fall, B. Halpern and staff; spring, D. Field and staff.

COM S 211 Computers and Programming (also ENGRD 211) (II) (MQR)

Fall, spring, summer. 3 credits. Prerequisite: COM S 100 or an equivalent course in Java or C++.

COM S 212 Java Practicum

Fall, spring, summer. 1 credit. Letter grade only. Pre- or corequisite: COM S/ENGRD 211.

COM S 213 C++ Programming

Spring. 2 credits. Prerequisite: COM S 100 or equivalent programming experience. Students who plan to take COM S 113 and 213 must take 113 first. S-U grades only.

COM S 214 Advanced UNIX Programming and Tools

Spring. 1 credit. S-U grade only. Prerequisite: COM S 114 or equivalent.

COM S 215 Introduction to C

Fall, spring. 1 credit. Prerequisite: COM S/ENGRD 211 or equivalent experience.

COM S 230 Intermediate Web Design (also CIS 230)

Spring. 3 credits. Prerequisite: COM S 130.

COM S 280 Discrete Structures (II) (MQR)

Fall, spring. 4 credits. Pre- or corequisite: COM S 211 or permission of instructor.

COM S 312 Data Structures and Functional Programming (II) (MQR)

Fall, spring. 4 credits. Prerequisite: COM S 211/212 or equivalent programming experience. Should not be taken concurrently with COM S 314.

COM S 314 Computer Organization (also ECE 314)

Fall, spring. 4 credits. Prerequisite: COM S 211; COM S 312 or ENGRD 230 recommended, but not required. Should not be taken concurrently with COM S 312.

COM S 321 Numerical Methods in Computational Molecular Biology (also BIOBM 321 and ENGRD 321) (II) (MQR)

Fall. 3 credits. Prerequisites: at least one course in calculus such as MATH 106/111, or 191 and a course in linear algebra such as MATH 221 or 294 or BTRY 417. COM S 100 or equivalent and some familiarity with iteration, arrays, and procedures. COM S majors and minors may use only one of the following toward their degree: COM S 321, 322, or 421.

COM S 322 Introduction to Scientific Computation (also ENGRD 322)

Spring, summer. 3 credits. Prerequisites: COM S 100 and (MATH 222 or 294). COM S majors and minors may use only one of the following toward their degree: COM S 321, 322, or 421.

COM S 324 Computational Linguistics (also COGST 424, LING 424) (II) (MQR)

Fall or spring. 4 credits. Prerequisites: LING 203; Labs involve work in the UNIX environment; COM S 114 recommended. For description, see LING 424.

COM S 330 Applied Database Systems (also CIS 330)

Spring. 3 credits. Prerequisite: COM S 211/ENGRD 211.

COM S 381 Introduction to Theory of Computing

Fall, summer. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and 481.

COM S 411 Programming Languages and Logics

Fall. 4 credits. Prerequisites: COM S 312 or permission of instructor.

COM S 412 Introduction to Compilers

Spring. 3 credits. Prerequisites: COM S 312 (or permission of instructor) and 314. Corequisite: COM S 413.

COM S 413 Practicum in Compilers

Spring. 2 credits. Corequisite: COM S 412. A compiler implementation project related to COM S 412.

COM S 414 Systems Programming and Operating Systems

Fall, spring, summer. 3 credits. Prerequisite: COM S 211, 212, 312 (or permission of instructor), and 314. Corequisite: COM S 415 in spring only.

COM S 415 Practicum in Operating Systems

Fall, spring. 2 credits. Corequisite: COM S 414.

COM S 421 Numerical Analysis

Fall. 4 credits. Prerequisites: MATH 294 or equivalent, one additional mathematics course numbered 300 or above, and knowledge of programming. COM S majors and minors may use only one of the following toward their degree: COM S 321, 322, or 421.

COM S 426 Introduction to Computational Biology

Fall. 3 credits. Prerequisites: COM S/ENGRD 211, COM S 280.

COM S 427 Practicum in Computational Biology

Fall. 2 credits. Pre- or co-requisite: COM S 426.

COM S 430 Information Discovery (also CIS 430)

Fall. 3 credits. Prerequisite: COM S 211 or equivalent.

COM S 431 Web Information Systems (also CIS 431; formerly CIS/COM S 502)

Spring. 3 credits. Prerequisites: COM S 211 and some familiarity with the technology of web sites.

COM S 432 Introduction to Database Systems

Fall. 3 credits. Prerequisites: COM S 312 or 211, 212, and permission of instructor. Recommended: COM S 213 and strong programming skills in C or C++.

COM S 433 Practicum in Database Systems

Fall. 2 credits. Corequisite: COM S 432.

COM S 465 Computer Graphics I (also ARCH 374)

Fall. 3 credits. Prerequisite: COM S/ENGRD 211. May not be taken for credit after completion of COM S 417.

COM S 467 Computer Graphics II

Spring. 3 credits. Prerequisite: COM S 465.

COM S 468 Computer Graphics Practicum

Spring. 2 credits. Prerequisite: COM S 465. Co-requisite: COM S 467.

COM S 472 Foundations of Artificial Intelligence

Fall. 3 credits. Prerequisites: COM S 211 and 280 (or equivalent).

COM S 473 Practicum in Artificial Intelligence

Fall. 2 credits. Corequisite: COM S 472.

[COM S 474 Introduction to Natural Language Processing (also COGST 474, LING 474)]

Fall. 4 credits. Prerequisite: COM S 211. Not offered every year.

COM S 478 Machine Learning

Spring. 4 credits. Prerequisites: COM S 280, 312, and basic knowledge of linear algebra and probability theory.

COM S 481 Introduction to Theory of Computing

Fall. 4 credits. Prerequisite: COM S 280 or permission of instructor. Credit will not be granted for both COM S 381 and 481.

A faster-moving and deeper version of COM S 381. Corrective transfers between COM S 481 and 381 (in either direction) are encouraged during the first few weeks of instruction.

COM S 482 Introduction to Analysis of Algorithms

Spring, summer. 4 credits. Prerequisites: COM S 280, 312, and either 381 or 481, or permission of instructor.

COM S 483 Quantum Computation (also PHYS 481, 681)

Spring. 2 credits. Prerequisite: familiarity with the theory of vector spaces over the complex numbers. Not offered every year.

COM S 486 Applied Logic (also MATH 486) (III) (MQR)

Fall or spring. 4 credits. Prerequisites: MATH 222 or 294, COM S 280 or equivalent (such as MATH 332, 432, 434, 481), and some course in mathematics or theoretical computer science.

COM S 490 Independent Reading and Research

Fall, spring. 1–4 credits.

COM S 501 Software Engineering

Spring. 4 credits. Prerequisite: COM S 211 or equivalent experience programming in Java or C++.

COM S 504 Applied Systems Engineering I (also CEE 504, ECE 512, M&AE 591, OR&IE 512, SYSEN 510)

Fall. 3 credits. Prerequisites: senior or graduate standing in an engineering field; concurrent or recent (past two years) enrollment in a group-based project with a strong system design component that is approved by a course instructor.

COM S 505 Applied Systems Engineering II (also CEE 505, ECE 513, M&AE 592, OR&IE 513, SYSEN 520)

Spring. 3 credits. Prerequisite: Applied Systems Engineering I.

COM S 513 System Security

Spring. 4 credits. Prerequisites: COM S 414 or 519 and familiarity with JAVA programming language.

COM S 514 Intermediate Computer Systems

Fall or spring. 4 credits. Prerequisites: COM S 414 or permission of instructor.

COM S 519 Computer Networks

Spring. 4 credits. Prerequisites: COM S 314 or permission of instructor. Not offered every year.

COM S 522 Computational Tools and Methods for Finance

Spring. 4 credits. Prerequisites: programming experience (e.g. C, FORTRAN, or MATLAB) and some knowledge of numerical methods, especially numerical linear algebra. Not offered every year.

COM S 572 Heuristic Methods for Optimization (also CEE 509)

Spring. 3 or 4 credits. Prerequisite: COM S/ENGRD 211 or 322 or CEE/ENGRD 241, or graduate standing, or permission of instructor. Not offered every year.

[COM S 574 Language Technologies

Fall. 3 credits. Prerequisites: COM S 472 or 478 or 578 or the equivalent. Not offered every year.]

COM S 578 Empirical Methods in Machine Learning and Data Mining

Fall. 4 credits. Prerequisites: COM S 280 and 312 or equivalent.

[COM S 601 System Concepts

Fall. 3 credits. Prerequisite: open to students enrolled in the COM S Ph.D. program.]

COM S 611 Advanced Programming Languages

Fall. 4 credits. Prerequisites: graduate standing or permission of instructor.

COM S 612 Compiler Design for High-Performance Architectures

Spring. 4 credits. Prerequisites: COM S 314 and 412 or permission of instructor.

[COM S 613 Concurrent Programming

Spring. 4 credits. Prerequisites: COM S 414 or permission of instructor. Not offered every year.]

COM S 614 Advanced Systems

Spring. 4 credits. Prerequisite: COM S 414 or permission of instructor.

COM S 615 Adaptive Systems

Fall. 4 credits. Prerequisites: COM S 614 recommended.

COM S 621 Matrix Computations

Fall. 4 credits. Prerequisites: MATH 411 and 431 or permission of instructor.

[COM S 622 Numerical Optimization and Nonlinear Algebraic Equations

Spring. 4 credits. Prerequisite: COM S 621. Offered in odd-numbered years.]

COM S 624 Numerical Solution of Differential Equations

Spring. 4 credits. Prerequisite: previous exposure to numerical analysis (e.g. COM S 421 or 621) to differential equations, and knowledge of MATLAB. Offered in even-numbered years.

COM S 626 Computational Molecular Biology

Spring. 4 credits. Prerequisites: familiarity with linear programming, numerical solutions of ordinary differential equations and nonlinear optimization methods.

COM S 627 Computational Biology: The Machine Learning Approach

Spring. 4 credits. Prerequisites: COM S 426 or 626 and COM S 478 or 578 or permission of instructor.

COM S 630 Representing and Accessing Digital Information (also CIS 630)

Fall. 4 credits. Prerequisite: COM S 472 or 478 or 578 or the equivalent.

COM S 632 Advanced Database Systems

Spring. 4 credits. Prerequisite: COM S 432/433 or permission of instructor.

COM S 664 Machine Vision

Fall. 4 credits. Prerequisites: undergraduate-level understanding of algorithms and MATH 221 or equivalent.

COM S 665 Advanced Rendering

Fall or spring. 4 credits. Prerequisites: COM S 465 and 467 or equivalent and an undergraduate-level understanding of algorithms, probability and statistics, vector calculus, and programming. Offered fall 2003.

COM S 667 Physically Based Rendering

Fall or spring. 4 credits. Prerequisites: COM S 465 and 467 or equivalent and an undergraduate-level understanding of algorithms, programming, and vector calculus. Offered spring 2004.

COM S 671 Introduction to Automated Reasoning

Fall. 4 credits. Prerequisite: COM S 611 and graduate standing or permission of instructor.

COM S 672 Advanced Artificial Intelligence

Spring. 4 credits. Prerequisites: COM S 472 or permission of instructor.

COM S 674 Natural Language Processing

Spring. 3 credits. Prerequisites: COM S 472 or permission of instructor. COM S 474 is *not* a prerequisite. Not offered every year; semester TBA.

COM S 676 Reasoning about Knowledge

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic.

[COM S 677 Reasoning about Uncertainty

Fall. 4 credits. Prerequisites: mathematical maturity and an acquaintance with propositional logic. Offered in odd-numbered years. Not offered 2003–2004.]

COM S 678 Advanced Topics in Machine Learning

Spring. 4 credits. Prerequisites: COM S 478 or equivalent, or COM S 578 or equivalent, or permission of instructor.

COM S 681 Analysis of Algorithms

Fall. 4 credits. Prerequisite: COM S 482 or graduate standing.

COM S 682 Theory of Computing

Spring. 4 credits. Prerequisite: (COM S 381 or 481) and (COM S 482 or 681) or permission of instructor.

[COM S 683 Advanced Design and Analysis of Algorithms

Spring. 4 credits. Prerequisites: COM S 481 or permission of instructor. Not offered every year.]

[COM S 684 Approximation and Network Algorithms

Fall. 4 credits. Prerequisites: COM S 681 or permission of instructor. Not offered every year.]

COM S 685 The Structure of Information Networks (also CIS 685)

Spring. 4 credits. Prerequisite: COM S 482.

[COM S 686 Logics of Programs

Spring. 4 credits. Prerequisites: COM S 481, 682, and (MATH 481 or MATH/COM S 486). Not offered every year.]

COM S 709 Computer Science Colloquium

Fall, spring. 1 credit. S-U grades only. For staff, visitors, and graduate students interested in computer science.

COM S 711 Seminar in Advanced Programming Languages

Fall or spring. 3 credits.

COM S 713 Seminar in Systems and Methodology

Fall, spring. 4 credits. Prerequisites: a graduate course employing formal reasoning, such as COM S 611, 613, 671, a logic course, or permission of instructor. Not offered every year; semester TBA.

COM S 715 Seminar in Programming Refinement Logics

Fall, spring. 4 credits. Prerequisite: permission of instructor.

COM S 717 Topics in Parallel Architectures

Fall. 4 credits. Prerequisite: COM S 612 or permission of instructor. Not offered every year; semester TBA.

COM S 719 Seminar in Programming Languages

Fall, spring. 4 credits. Prerequisite: COM S 611 or permission of instructor. S-U grades only.

COM S 721 Topics in Numerical Analysis

Fall, spring. 4 credits. Prerequisite: COM S 621 or 622 or permission of instructor. Not offered every year; semester TBA.

COM S 726 Problems and Perspectives in Computational Molecular Biology (also PL BR 726)

Fall, spring. 1 credit. S-U grades only.

COM S 732 Seminar in Database Systems

Fall, spring. 4 credits. S-U grades only.

[COM S 750 Evolutionary Computation and Design Automation (also M&AE 650)]

Fall. 4 credits. Prerequisite: programming experience or permission of instructor. Not offered every year.]

[COM S 751 Media Research and Critical Design (also CIS 751)]

Fall. 4 credits. Prerequisites: graduate standing in COM S or equivalent ability to read technical research papers. Contact instructor if unsure of qualifications. Not offered every year.]

[COM S 752 Seminar on Scholarly Information Architecture]

Fall. 3 credits. Prerequisite: concurrent enrollment in COM S 502 or equivalent experience. S-U grades only. Not offered every year.]

COM S 754 Systems Research Seminar

Fall, spring. 1 credit. S-U grades only.

COM S 772 Seminar in Artificial Intelligence

Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 775 Seminar in Natural Language Understanding

Fall, spring. 2 credits.

COM S 786 Introduction to Kleene Algebra

Spring. 4 credits. Prerequisites: COM S 481 required; COM S 482 or 681, COM S 682, elementary logic (MATH 481 or 681), algebra (MATH 432) recommended.

COM S 789 Seminar in Theory of Algorithms and Computing

Fall, spring. 4 credits. Prerequisite: permission of instructor. S-U grades only.

COM S 790 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. Letter grade only. Independent research or Master of Engineering project.

COM S 990 Special Investigations in Computer Science

Fall, spring. Prerequisite: permission of a computer science adviser. S-U grades only. Doctoral research.

CZECH

See Department of Russian.

DANCE

See under Department of Theatre, Film and Dance.

DUTCH

See Department of German Studies.

EARTH AND ATMOSPHERIC SCIENCES

T. E. Jordan, chair; S. J. Riha, co-chair; directors of undergraduate studies: K. H. Cook (science of earth systems), R. W. Kay (geological sciences), R. W. Allmendinger, W. D. Allmon, M. Barazangi, J. M. Bird, L. D. Brown, L. M. Cathles, J. L. Cisne, S. J. Colucci, A. T. DeGaetano, L. A. Derry, P. J. Gierasch, C. H. Greene, D. L. Hysell, B. L. Isacks, S. Mahlburg Kay, M. C. Kelley, F. H. T. Rhodes, D. L. Turcotte, W. M. White, D. S. Wilks, M. W. Wysocki

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 also a powerful planet, with geologic hazards such as earthquakes and volcanic eruptions that alter the course of history with little prior warning. As the human population grows, understanding the earth and its resources becomes progressively more important for both future policy makers and ordinary citizens.

The department is the home of two majors in the College of Arts and Sciences: geological sciences and science of earth systems (SES). The geological sciences major emphasizes the solid earth and its history, while the science of earth systems major covers the new disciplines that study the interactions among rock, water, air, and life in our planet's

operation. The geological sciences major is described below, and the SES major is described in the section "Special Programs and Interdisciplinary Studies."

For the latest information about these academic programs, please consult our web page at www.eas.cornell.edu.

The Geological Sciences Major

The geological sciences major reveals Earth's turbulent history from the formation of our solar system to the plate tectonic cycles that dominate Earth's present behavior. That history is highlighted by the co-evolution of life and the Earth system, a dramatic story that starts with the origin of life in our sun's planetary system and leads to the modern, interglacial phase of our planet's latest ice age during which our species has emerged to play a major role in the planetary system. Topics of study also include the fundamental processes responsible for the concentration of mineral and energy resources that have enabled our technological evolution, and include natural hazards such as earthquakes, volcanic eruptions, floods, and landslides which pose dangers to our increasingly vulnerable cities and infrastructure.

The geological sciences major prepares students in geology, geophysics, geochemistry, and geobiology for careers in mineral and petroleum exploration, environmental geology, and academic and government research enterprises. Many of these career tracks involve graduate study, for which the major is excellent preparation. Alternatively, it is a valuable major for a pre-law or pre-med program or in preparation for a career in K-12 education.

In addition to course work, students learn by outdoor fieldwork and involvement in the vigorous research programs of the department. Facilities include equipment for processing seismic signals and satellite images of the Earth's surface using extensive libraries of earthquake records, satellite images, and exploration seismic records, and instruments for highly precise chemical and physical analyses of earth materials, including instruments of the Cornell Center for Material Research, Ward Laboratory and the Cornell High Energy Synchrotron Source (CHESS). Undergraduates have served as field assistants for faculty members and graduate students in Argentina, Mexico, British Columbia, the Aleutian Islands and southeastern Alaska, Scotland, Switzerland, Tibet, and the Barbados. Undergraduates are encouraged to participate in research activities, frequently as paid assistants.

For admission to the geological sciences major, a student should have made substantial progress toward completing the following basic science requirements for the major: MATH 111-112 or MATH 191-192, PHYS 207-208 or PHYS 112-213, CHEM 207 or 211. Freshmen and sophomores should take an introductory EAS course (or courses), normally EAS 101 or EAS 201, or EAS 102 or EAS 154. Juniors with a strong foundation in mathematics and science may be accepted into the major without an introductory course. Majors take EAS 210, the five 300-level core courses listed below, six credits of additional course work from earth and atmospheric sciences courses numbered 300, 400, or 600, plus an additional course in either computer science or biological science or an

intermediate-level course in biological science, mathematics, chemistry, or physics. In addition, a requirement for an advanced outdoor field experience may be met by completing one of the following four-credit options: (a) EAS 417 (Field Mapping in Argentina, 3 credits) and EAS 491 or 492 (based on field observations) for a combined four-credit minimum; (b) EAS 437 (Geophysical Field Methods, 3 credits) plus at least one credit of EAS 491 or 492 using geophysical techniques from EAS 437; (c) EAS 491–492 (Undergraduate Research, 2 credits each) with a significant component of field work; or (d) an approved outdoor field course taught by another college or university (4-credit minimum).

Core Courses

EAS 326 Structural Geology

EAS 355 Mineralogy

EAS 356 Petrology and Geochemistry

EAS 375 Sedimentology and Stratigraphy

EAS 388 Geophysics and Geotectonics

Prospective majors should contact R. W. Kay as early as possible for advice in planning a program. Students majoring in geological sciences may attend the departmental seminars and take advantage of cruises, field trips, and conferences offered through the Department of Earth and Atmospheric Sciences.

Courses offered at the 100 and 200 level are open to all students. Certain 300- and 400-level courses in earth and atmospheric sciences may be of particular interest to students of chemistry, biology, and physics. Students are encouraged to inquire about courses that interest them at the department office in 2122 Snee Hall.

Honors. An honors program is offered by the Department of Earth and Atmospheric Sciences for superior students. Candidates for honors must maintain an overall 3.0 grade-point average, a cumulative average of 3.5 in the major, and complete an honors thesis (EAS 491 or 492). Students interested in applying should contact the director of undergraduate studies during the second semester of the junior year.

Courses

[EAS 101 Introductory Geological Sciences (I) (PBS)]

Fall, spring, 3 credits. Not offered fall 2003. Staff.

Designed to enhance an appreciation of the physical world. Emphasizes natural environments, surface temperatures, and dynamic processes such as mountain belts, volcanoes, earthquakes, glaciers, and river systems. Interactions of the atmosphere, hydrosphere, biosphere, and lithosphere (earth system science). Water, mineral, and fuel resources; environmental concerns. Field trips in the Ithaca region.]

EAS 102 Evolution of the Earth and Life (also BIO G 170) (I) (PBS)

Spring, 3 credits. J. L. Cisne.
Course topics include: Earth systems and their evolution; Earth history's astronomical context; plate tectonics, continental drift, and their implications for climate and life; co-evolution of life and the atmosphere; precedents for ongoing global change; and dinosaurs, mass

extinctions, and human ancestry. Includes laboratories on reconstructing geological history and mapping ancient geography. Fossil collecting on field trips.

EAS 107 How the Earth Works

Fall, 1 credit. J. L. Cisne.
A user-friendly introduction to the workings and interactions of solid earth, ocean, atmosphere, and life as they relate to understanding ongoing global change.

EAS 108 Earth in the News (I) (PBS)

Summer, 3 credits. S. L. Losh.
This course provides an introduction to physical geology and earth systems science and explores the scientific basis for informed decision making regarding many timely environmental issues, including global warming; water pollution and use; geologic hazards such as floods, earthquakes, and volcanoes; fossil fuel distribution and use; and land use.

EAS 109 Dinosaurs

Fall, 1 credit. J. L. Cisne.
An introductory survey course for anyone interested in dinosaurs. Lectures examine the fossil evidence and illustrate how various geological and biological disciplines contribute to understanding dinosaurs and their world.

EAS 111 To Know Earth (I) (PBS)

Fall, 3 credits. J. M. Bird.
Acquaints the nonscientist with Earth. Course topics include: major features and how Earth has evolved; Earth system science and building a habitable planet; effects of human activity on geologic environments, mitigating environment damage, living with natural hazards; and mineral resource use in the twenty-first century and an environmentally sound fuel-minerals cycle.

EAS 122 Earthquake! (also ENGR 122) (I) (PBS)

Spring, 3 credits. L. D. Brown.
The science of natural hazards and strategic resources is explored. Techniques for locating and characterizing earthquakes and assessing the damage they cause; methods of using sound waves to image the earth's interior to search for strategic minerals; the historical importance of such resources. Seismic experiments on campus to probe for groundwater, the new critical environmental resource.

EAS 131 Basic Principles of Meteorology (I) (PBS)

Fall, 3 credits. M. W. Wysocki.
A simplified treatment of the structure of the atmosphere: heat balance of the Earth; general and secondary circulations; air masses, fronts, and cyclones; and hurricanes, thunderstorms, tornadoes, and atmospheric condensation. In the laboratory, emphasis is on techniques of analysis of weather systems. The optional one-credit laboratory for this course is offered as EAS 133.

EAS 133 Basic Meteorology Lab

Fall, 1 credit. Concurrent enrollment in EAS 131 required. M. W. Wysocki.
Laboratory course covering topics presented in EAS 131.

EAS 150 Introduction to Fortran Programming

Fall, 3 credits. M. W. Wysocki.
An introduction to the elements of computer programming using Fortran. Exercises involve mainly meteorological problems.

EAS 154 The Sea: An Introduction to Oceanography, Lecture (also offered as BIOEE 154) (I) (PBS)

Spring, summer, 3 credits. Spring: C. H. Greene, W. M. White; summer: B. C. Monger.
A survey of the physics, chemistry, geology, and biology of the oceans for both science and nonscience majors. Topics include: seafloor spreading and plate tectonics, marine sedimentation, chemistry of seawater, ocean currents and circulation, the oceans and climate change, ocean ecology, and coastal processes. The optional one-credit laboratory for this course is offered as EAS 155/BIOEE 155.

EAS 155 The Sea: An Introduction to Oceanography, Laboratory (also offered as BIOEE 155)

Spring, 1 credit. Prerequisite: concurrent enrollment in EAS 154. C. H. Greene.
Laboratory course covering topics presented in EAS 154.

EAS 200 Art, Archaeology, and Analysis (also ENGR 185, MS&E 285) (I) (PBS)

Spring, 3 credits. R. W. Kay.
An interdepartmental course on the use of techniques of science and engineering in cultural research. Applications of physical and physiological principles to the study of archaeological artifacts and works of art. Historical and technical aspects of artistic creation. Analyses by modern methods to deduce geographic origins and for exploration, dating, and authentication of cultural objects. Does not meet liberal studies distribution requirement for engineering.

EAS 201 Introduction to the Physics and Chemistry of the Earth (also ENGR 201) (I) (PBS)

Fall, 3 credits. Prerequisites: PHYS 112 or 207. L. M. Cathles.
Course topics include: formation of the solar system; accretion and evolution of the earth; the rock cycle: radioactive isotopes and the geological time scale, plate tectonics, rock and minerals, earth dynamics, mantle plumes; the hydrologic cycle: runoff, floods and sedimentation, groundwater flow, and contaminant transport; and the weathering cycle: chemical cycles, CO₂ (weathering), rock cycle, controls on global temperature (CO₂ or ocean currents), oil, and mineral resources.

EAS 210 Introduction to Field Methods in Geological Sciences (I) (PBS)

Fall, 3 credits. 1 lecture, Saturday field trips. Prerequisites: EAS 101 (or 201) or permission of instructor.
R. W. Allmendinger.
Course covers the methods by which rocks are used as a geological database. Topics include field methods used in the construction of geological maps and cross sections; systematic description of stratigraphic sections. There are field and laboratory sessions on Saturdays until Thanksgiving. There is one additional lecture during most of these weeks. Course includes one weekend field trip to eastern New York.

EAS 213 Marine and Coastal Geology (I) (PBS)

Summer. 4 credits. Prerequisite: an introductory course in geology or ecology or permission of instructor. Staff.

A special two-week course offered at Cornell's Shoals Marine Laboratory (SML) on an island near Portsmouth, New Hampshire. For more details and an application, consult the SML office, G14 Stimson Hall. Estimated cost for 2003 (including tuition, room, board, and ferry transportation) is \$2,120.

EAS 250 Meteorological Observations and Instruments

Spring. 3 credits. Prerequisite: EAS 131. Lab fee \$50. M. W. Wysocki.

Methods and principles of meteorological measurements and observations including surface, free-air, and remote systems. Topics include: instrument siting, mounting, and protection; instrument response characteristics, calibration, and standardization; and recorders and data logging systems. Includes laboratory exercises in observation and data analysis. Intended to serve as preparation for Observers Examination.

EAS 260 Soil Science (also CSS 260) (I) (PBS)

Fall. 4 credits. S-U grades optional. S. J. Riha.

Designed for students interested in a comprehensive introduction to soil science from both an environmental and plant management perspective, this course is divided into three units. A unit on soil information introduces students to soil characterization, testing, mapping, classification, GIS, and land evaluation. A soil management unit addresses fertility, pest management, water, and microclimate, as well as erosion, conservation, pollution, and soil health. The unit on the role of soils in ecosystems considers topics such as biodiversity, soils as sinks and sources of greenhouse gases, and the impact of soils on land use. Labs are initially field-oriented with an emphasis on learning practical skills needed to evaluate and manage soils. Subsequent labs focus on accessing, interpreting, and applying soil information.

EAS 268 Climate and Global Warming (I) (PBS)

Spring. 3 credits. Prerequisite: basic college math. A. T. DeGaetano.

Students from a range of disciplines become familiarized with such contemporary issues in climatology as global warming and El Niño. Introductions to the natural greenhouse effect, past climates, observed and projected climate changes and impacts. Also natural climate variations and their consequences and predictability. Weekly student-led discussions of issues appearing in journals such as *Nature*.

EAS 296 Forecast Competition

Fall and spring. 1 credit. S-U grades only. Prerequisites: sophomore undergraduate standing in atmospheric science or permission of instructor. D. S. Wilks.

This two-semester course provides daily exercise in probabilistic weather forecasting, in which students compete to forecast local weather most skillfully. Enroll for two consecutive semesters, with credit awarded after the second semester. May be repeated for credit.

EAS 302 Evolution of the Earth System (I) (PBS)

Spring. 4 credits. Prerequisites: MATH 112 or 192 and CHEM 207 or equivalent. W. M. White, W. D. Allmon, and B. L. Isacks.

Course covers the co-evolution of life and the earth system: Earth's early history; plate tectonics, continental drift, and climate changes during the past billion years; mountain building, ice ages, and our own emergence during the past ten million years. Serves as an introduction to methods of interpreting information preserved in the rock record.

EAS 315 Geomorphology (I) (PBS)

Fall. 4 credits. Prerequisite: a 3-credit EAS course. B. L. Isacks

A study of the processes that sculpt the Earth's terrestrial landscapes. Landforms constructed by Earth's internal processes are the point of departure as we examine their modification by physical interaction with the atmosphere. Laboratory exercises include both field examination of landforms of the Finger Lakes area and computer analysis of satellite images and digital elevation models of examples from around the globe. Includes two Saturday field trips.

EAS 321 Introduction to Biogeochemistry (also NTRES 321) (I) (PBS)

Fall. 4 credits. Prerequisites: CHEM 207, MATH 112, plus a course in biology and/or geology. L. A. Derry, J. Yavitt.

Control and function of the Earth's global biogeochemical cycles. The course begins with a review of the basic inorganic and organic chemistry of biologically significant elements, and then considers the biogeochemical cycling of carbon, nutrients, and metals that take place in soil, sediments, rivers, and the oceans. Topics include weathering, acid-base chemistry, biological redox processes, nutrient cycling, trace gas fluxes, bio-active metals, the use of isotopic tracers, and mathematical models. Interactions between global biogeochemical cycles and other components of the Earth system are discussed.

EAS 326 Structural Geology (I) (PBS)

Spring. 4 credits. Prerequisite: MATH 112, EAS 101 or 201, or permission of instructor. One weekend field trip. R. W. Allmendinger.

Nature and origin of deformed rocks at microscopic to macroscopic scales, with emphasis on structural geometry and kinematics. Topics include stress, strain, rheology, deformation mechanisms, minor structures, faulting, folding, and structural families.

EAS 331 Climate Dynamics (also ASTRO 331) (I) (PBS)

Fall. 4 credits. Prerequisites: two semesters of calculus and one of physics. K. H. Cook, P. J. Gierasch.

Processes that determine climate and contribute to its change are discussed, including atmospheric radiation, ocean circulation, and atmospheric dynamics. Contemporary climate change issues are investigated and discussed in the context of natural variability of the system.

EAS 334 Microclimatology (I) (PBS)

Spring. 3 credits. Prerequisite: a course in physics. Offered alternate years. D. S. Wilks.

Considers the relationships of radiant energy, temperature, wind, and moisture in the atmosphere near the ground. The interplay between physical processes of the atmosphere, plant canopies, and soil is examined with emphasis on the energy balance.

EAS 341 Atmospheric Thermodynamics and Hydrostatics (I) (PBS)

Fall. 3 credits. Prerequisites: 1 year of calculus and 1 semester of physics. M. W. Wysocki.

Introduction to the thermodynamics and hydrostatics of the atmosphere and to the methods of description and quantitative analysis used in meteorology. Topics covered include thermodynamic processes of dry air, water vapor, and moist air and concepts of hydrostatics and stability.

EAS 342 Atmospheric Dynamics (also ASTRO 342) (I) (PBS)

Spring. 3 credits. Prerequisites: 1 year each of calculus and physics. K. H. Cook and P. J. Gierasch.

An introduction to the basic equations and techniques used to understand motion in the atmosphere, with an emphasis on the space and time scales typical of storm systems (the synoptic scale). The governing equations of atmospheric flow are derived from first principles and applied to middle latitude and tropical meteorology. Topics include balanced flow, atmospheric waves, circulation, and vorticity. Text used is Holton's *An Introduction to Dynamic Meteorology*.

EAS 350 Dynamics of Marine Ecosystems (I) (PBS)

Fall. 3 credits. Prerequisites: 1 year of calculus and a semester of oceanography (i.e., EAS 154), or instructor's permission. C. H. Greene.

This lecture course covers the interactions of physical and biological processes in marine ecosystems. It begins by looking at these processes on a global scale and works down to the scales relevant to individual organisms. Topics include: global patterns of ocean circulation; global patterns of ocean production; climate variability and the role of the ocean in global climate change; the El Niño/Southern Oscillation; ecosystem dynamics of the open ocean and coastal environments.

EAS 352 Synoptic Meteorology (I) (PBS)

Spring. 3 credits. Prerequisites: EAS 341 and concurrent enrollment in EAS 342. M. W. Wysocki.

Weather map analysis and forecasting techniques are studied by applying the principles of fluid and heat flow. This course strengthens previously introduced meteorological concepts which are applied to forecasting midlatitude synoptic scale weather systems, such as cyclones, anticyclones, jet streams, fronts, and waves.

EAS 355 Mineralogy (I) (PBS)

Fall. 4 credits. Prerequisites: CHEM 207 or 211 or permission of instructor. S. Mahlburg Kay.

The course covers chemical and physical properties and identification of minerals with emphasis on the rock forming minerals that are the principal constituents of the Earth and

other planets. Topics include internal and external crystallography, crystal chemistry, introductions to x-ray crystallography and optical mineralogy, and a systematic examination of the structures, chemistry, and occurrence of the rock forming minerals. Independent project includes use of electron microprobe and x-ray facilities.

EAS 356 Petrology and Geochemistry (I) (PBS)

Spring. 4 credits. Prerequisite: EAS 355.

R. W. Kay.

Principles of phase equilibrium as applied to igneous and metamorphic systems. Description, classification, chemistry, origin, regional distribution, and dating of igneous and metamorphic rocks. Geochemical distribution of trace elements and isotopes in igneous and metamorphic systems. The petrological evolution of the planets.

EAS 375 Sedimentology and Stratigraphy (I) (PBS)

Fall. 4 credits. Prerequisite: EAS 101 or 201. J. L. Cisne.

Course covers: the formation of sedimentary rocks; depositional processes and environments; correlation of strata in relation to time and environment; petrology of sandstone and limestone; geological age determination; reconstruction of paleogeography and interpretation of earth history from stratigraphic evidence; and organization of strata in stratigraphic sequences.

EAS 388 Geophysics and Geotectonics (I) (PBS)

Spring. 4 credits. Prerequisites: MATH 192 (or 112) and PHYS 208 or 213.

B. L. Isacks.

Covers global tectonics and the deep structure of the solid earth as revealed by investigations of earthquakes, earthquake waves, the earth's gravitational and magnetic fields, and heat flow.

EAS 417 Field Mapping in Argentina (I) (PBS)

Summer. 3 credits. Prerequisites: EAS 210 and 326; Spanish desirable, but not required. S. Mahlburg Kay.

Covers modern techniques of geological mapping applied in the region of San Juan, Argentina, including folded and faulted sedimentary rock units of the Andean Precordillera (San Juan River section), intensely deformed Precambrian metamorphic rocks of the Pampean Ranges (Pie de Palo), and shallow-level silicic intrusives (Cerro Blanco-Ullun).

EAS 434 Reflection Seismology (I) (PBS)

Fall. 3 credits. Prerequisites: MATH 192 and PHYS 208, 213, or equivalent.

L. D. Brown.

Fundamentals of subsurface imaging by multichannel seismic reflection techniques as used in oil exploration and geohydrological investigations. Covers survey design, acquisition, analysis, processing, and interpretation in both 2-D and 3-D. Includes discussion of related techniques such as seismic refraction analysis, tomographic inversion, vertical seismic profiling, shear wave exploration, and ground penetrating radar. Lab is keyed to state-of-the-art seismic processing, modeling and interpretation software from LandMark.

EAS 435 Statistical Methods in Meteorology and Climatology (II) (MQR)

Fall. 3 credits. Prerequisites: an introductory course in statistics (e.g., AEM 210) and calculus. D. S. Wilks.

Covers: statistical methods used in climatology, operational weather forecasting, and selected meteorological research applications; some statistical characteristics of meteorological data, including probability distributions and correlation structures; operational forecasts derived from multiple regression models, including the MOS system; forecast verification techniques and scoring rules; and time series analysis, EOFs, and other research topics as time permits.

EAS 437 Geophysical Field Methods (I) (PBS)

Fall. 3 credits. Prerequisite: PHYS 213 or 208, or permission of instructor.

L. D. Brown.

Introduction to field methods of geophysical exploration, especially as applied to environmental issues. Emphasis is on seismic; ground penetrating radar, gravity, and magnetic techniques. Field surveys carried out at the beginning of the semester are analyzed and interpreted.

EAS 447 Physical Meteorology (I) (PBS)

Fall. 3 credits. Prerequisites: 1 year each of calculus and physics. Offered alternate years. A. T. DeGaetano.

Primarily a survey of natural phenomena of the atmosphere, with emphasis on their underlying physical principles. Topics include composition and structure of the atmosphere, atmospheric optics, acoustics and electricity, microphysical cloud processes, and principles of radar probing of the atmosphere.

EAS 451 Synoptic Meteorology II (I) (PBS)

Fall. 3 credits. Prerequisites: EAS 341 and 342. S. J. Colucci.

Structure and dynamics of large-scale, mid-latitude weather systems, such as cyclones, anticyclones, and waves, with consideration of processes that contribute to temperature changes and precipitation are covered. Laboratory sessions involve real-time weather forecasting and the computer application of a numerical model of the atmosphere to study selected large-scale, mid-latitude weather events.

EAS 453 Advanced Petrology (I) (PBS)

Fall. 3 credits. Prerequisite: EAS 356.

Offered alternate years. R. W. Kay.

Course topics include: magmas and metamorphism in the context of plate tectonics; major and trace element chemistry and phase petrology as monitors of the creation and modification of igneous rocks; and temperature and stress in the crust and mantle and their influence on reaction rates and textures of metamorphic rocks. Application of experimental studies to natural systems.

[EAS 454 Advanced Mineralogy (I) (PBS)]

Spring. 3 credits. Prerequisite: EAS 355 or permission of instructor. Offered alternate years. Not offered 2003–2004. S. Mahlburg Kay.

Course covers: crystallography and crystal chemistry of minerals and the methods of their study. Includes X-ray diffraction, optical methods, computer simulation of crystal structures. Emphasis is on effects of high

pressures and temperatures with implications for understanding the Earth's interior.]

EAS 455 Geochemistry (I) (PBS)

Fall. 4 credits. Prerequisites: CHEM 207 and MATH 192 or equivalent.

Recommended: EAS 356. Offered alternate years. W. M. White.

Looks at the Earth from a chemical perspective. Covers: the formation of the elements; cosmochemistry; chemical evidence regarding the formation of the Earth and solar system; trace-element geochemistry; isotope geochemistry; geochemical thermodynamics and kinetics; chemical evolution of the crust, mantle, and core; weathering and the chemistry of natural waters; chemistry of rivers and the oceans; hydrothermal systems and ore deposition.

EAS 456 Mesoscale Meteorology (I) (PBS)

Spring. 3 credits. Prerequisites: EAS 341 and 342 or permission of instructor.

Offered alternate years. S. J. Colucci.

Covers the structure and dynamics of mid-latitude mesoscale weather systems such as fronts, jets, squall lines, convective complexes, precipitation bands, downslope windstorms, mountain breezes, sea breeze circulations, and lake effect snowstorms. The course also considers tropical weather systems and mesoscale modeling.

[EAS 457 Atmospheric Air Pollution (I) (PBS)]

Fall. 3 credits. Prerequisites: EAS 341 or 1 course in thermodynamics, and 1 semester of chemistry, or permission of instructor.

Offered alternate years. Not offered

2003–2004. M. W. Wysocki.

Course examines sources, effects, transport, measurement, and controls of air pollution. The basic principles in each area are discussed with an emphasis on their local, regional, and global impacts.]

[EAS 458 Volcanology (I) (PBS)]

Fall. 3 credits. Prerequisite: EAS 356 or equivalent. Offered alternate years. Not offered 2003–2004. R. W. Kay and W. M. White.

Considers the causes of volcanism, melting in the Earth, and the origin of magmas. Topics include: physical volcanology, nature and types of volcanic eruptions and associated deposits, eruption mechanisms; volcanic plumbing systems, magma chamber processes, evolution of magma; volcanism and impact phenomena in the solar system; volcanic hazard assessment and volcano monitoring; and ore deposits associated with volcanism.]

[EAS 462 Marine Ecology (also BIOEE 462) (I) (PBS)]

Spring. 3 credits. Limited to 75 students.

Prerequisite: BIOEE 261. Offered alternate years. Not offered 2003–2004.

C. D. Harvell, C. H. Greene.

Lectures and discussion focus on current research in broad areas of marine ecology with an emphasis on processes unique to marine systems. A synthetic treatment of multiple levels of organization in marine systems including organismal, population, community, ecosystems, and evolutionary biology. Examples are drawn from all types of marine habitats including polar seas, temperate coastal waters, and tropical coral reefs.]

EAS 475 Special Topics in Oceanography

Fall, spring, summer. 2-6 var. credits.

Prerequisites: one semester of oceanography, and permission of instructor. Fall, spring: C. H. Greene; summer: B. C. Monger.

Undergraduate instruction and participation in advanced areas of oceanographic research. Topics change from term to term. Contact instructor for further information.

[EAS 476 Sedimentary Basins: Tectonics and Mechanics (I) (PBS)]

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years. Not offered 2003-2004. T. E. Jordan.

Covers subsidence of sedimentary basins from the point of view of plate tectonics and geomechanics. Topics include: interactions of subsidence, sediment supply, and environmental characteristics in development of stratigraphic sequences; stratigraphic characteristics of active-margin, passive-margin, and cratonic basins; and geophysical and stratigraphic modeling; sequence stratigraphy. Modern and ancient examples are used.]

EAS 478 Advanced Stratigraphy (II) (PBS)

Fall. 3 credits. Prerequisite: EAS 375 or permission of instructor. Offered alternate years. T. E. Jordan.

Modern improvements on traditional methods of the study of ages and genetic relations among sedimentary rocks, emphasizing 3-D relationships. Techniques and applications of sequence stratigraphy at scales ranging from beds to entire basins. Physical correlation, dating techniques, and time resolution in sedimentary rocks. Physical controls on the stratigraphic record. Numerical modeling.

EAS 479 Paleobiology (also BIOEE 479) (I) (PBS)

Fall. 4 credits. Prerequisites: 1 year of introductory biology and either BIOEE 274, 373, EAS 375, or permission of instructor. Offered alternate years. W. Allmon.

A survey of the major groups of organisms and their evolutionary histories. Intended to fill out the biological backgrounds of earth and atmospheric sciences students concerning the nature and significance of the fossil record for their respective studies.

EAS 481 Senior Survey of Earth Systems (I) (PBS)

Spring. 3 credits. Limited to seniors majoring in geological science. J. M. Bird.

Survey course that integrates undergraduate course work, intended to enhance overall understanding of geological sciences. Emphasis on current models of earth's dynamic systems (e.g., global climate change; mantle evolution). Includes guest lecturers; synthesis and review literature; scientific literature readings; discussions; student presentations.

[EAS 483 Environmental Biophysics (also CSS 483) (I) (PBS)]

Spring. 3 credits. Prerequisites: EAS/CSS 260 or equivalent, or permission of instructor. Offered alternate years. Not offered 2003-2004. S. J. Riha.

Introduction to basic principles of energy and mass transfer and storage in soil-plant systems. Topics include: energy budgets, soil heat flow, water movement in saturated and unsaturated soils, evapotranspiration, water, gas, and nutrient dynamics in the soil-plant-atmosphere continuum. Applications to

agronomic and environmental problems and instrument design and use are considered through discussion and problem sets.]

EAS 487 Introduction to Radar Remote Sensing (also ECE 487) (I) (PBS)

Fall. 3 credits. Prerequisites: PHYS 208 or 213 or equivalent. D. L. Hysell.

Course on the fundamentals of radar, antennas, and remote sensing. Students are exposed to the principles underlying the analysis and design of antennas used for communication and for radar-related applications. They also encounter both a mathematical and a practical description of how radars function, how their performance can be optimized for different applications and how signals acquired by them can be processed. The objective is to familiarize students with a wide variety of radars rather than turn them into practicing radar engineers. Each topic is developed from basic principles so students with a wide variety of backgrounds will be able to take the course. Emphasis is placed on radar applications in geophysics, meteorology and atmospheric sciences, astronomy and space sciences. Radar remote sensing of the Earth from spacecraft receives special attention.

EAS 491-492 Undergraduate Research

Fall, spring. 1-4 credits. Staff. (R. W. Kay, 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 496 Internship experience

Fall or spring. 1-2 credits. S-U grades only.

EAS 497 Individual Study in Atmospheric Science

Fall or spring. 1-6 credits. S-U grades optional. Students must register with an Independent Study form.

Topics are arranged at the beginning of the term for individual study or for group discussions.

EAS 498 Teaching Experience in Earth and Atmospheric Sciences

Fall, spring. 1-4 credits. S-U grades only. Staff.

The student assists in teaching an EAS course appropriate to his/her previous training. The student meets with a discussion or laboratory section, prepares course materials, grades assignments, and regularly discusses course objectives and teaching techniques with the faculty member in charge of the course.

EAS 499 Undergraduate Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades only. Students must register with an Independent Study form.

Independent research on current problems in atmospheric science.

EAS 500 Design Project in Geohydrology

Fall, spring. 3-12 credits. An alternative to an industrial project for M.Eng. students choosing the geohydrology option. May continue over 2 or more semesters. L. M. Cathles.

The project may address one of the many aspects of groundwater flow and

contamination and must involve a significant geological component and lead to concrete recommendations or conclusions of an engineering nature. Results are presented orally and in a professional report.

EAS 502 Case Histories in Groundwater Analysis

Spring. 4 credits. L. M. Cathles.

Groundwater flow in a specific area, such as a proposed nuclear-waste disposal site, is analyzed in depth. Geological and resource data on the area are presented early in the course. Then the material is analyzed by students working as an engineering analysis team. Each student makes a weekly progress report and writes part of a final report. Results are presented in a half-day seminar at the end of term.

[EAS 622 Advanced Structural Geology I]

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Not offered 2003-2004. R. W. Allmendinger.

Stress-strain theory and application. Advanced techniques of structural analysis. Topics include finite and incremental strain measurement; microstructure, preferred orientation, and TEM analysis; pressure solution and cleavage development; and experimental deformation. Applications to deformation of unconsolidated sediments, brittle and brittle-ductile deformation of supracrustal strata, and ductile deformation of high-grade metamorphic rocks. Kinematic analysis of shear zones and folds in these regimes.]

EAS 624 Advanced Structural Geology II

Spring. 3 credits. Prerequisites: EAS 326 and permission of instructor. Offered alternate years. R. W. Allmendinger.

Geometry, kinematics, and mechanics of structural provinces. Concentration on thrust belts, rift provinces, or strike-slip provinces. Techniques of balanced cross sections.

EAS 628 Geology of Orogenic Belts

Spring. 3 credits. Prerequisite: permission of instructor. J. M. Bird.

A seminar course in which students study specific geologic topics of an orogenic belt selected for study during the term. The course is intended to complement EAS 681.

[EAS 641 Analysis of Biogeochemical Systems]

Spring. 3 credits. Prerequisite: MATH 293 or permission of instructor. Offered alternate years. Not offered 2003-2004. L. A. Derry.

Dynamics of biogeochemical systems. Kinetic treatment of biogeochemical cycles. Box models, residence time, response time. Analytical and numerical solutions of model systems. Eigen-analysis of linear systems. Feedback and nonlinear cases, problems of uncertainties in natural systems. Modeling software such as Stella II and Matlab; applications to current research of participants or from recent literature.]

[EAS 651 Atmospheric Physics (also ASTRO 651)]

Fall. 3 credits. Prerequisite: a good background in undergraduate calculus and physics is required. Offered alternate years. Not offered 2003-2004. K. H. Cook, P. J. Gierasch, S. J. Colucci.

A survey of the fundamental physical processes in atmospheres. Topics include thermodynamics of atmospheric gases, moist effects, hydrostatics, convective instability,

atmospheric radiation and radiative heating, radiative-convective equilibrium, clouds, cloud microphysics, and precipitation processes. Thermal structure and greenhouse effects on the Earth and other planets are discussed. The course is taught at the level of *Fundamentals of Atmospheric Physics* by Salby.]

[EAS 652 Advanced Atmospheric Dynamics (also ASTRO 652)]

Spring. 3 credits. Prerequisites: EAS 341 and 342 or permission of instructor. Offered alternate years. Not offered 2003–2004. S. J. Colucci, P. J. Gierasch.

Course topics include: quasigeostrophic theory, atmospheric waves, hydrodynamic instability, the general circulation of the atmosphere, and topics selected from among numerical weather prediction and tropical, mesoscale, and middle atmosphere processes according to student interest.]

[EAS 656 Isotope Geochemistry]

Spring. 3 credits. Open to undergraduates. Prerequisite: EAS 455 or permission of instructor. Offered alternate years. Not offered 2003–2004. W. M. White.

Course topics include: nucleosynthetic processes and the isotopic abundances of the elements; geochronology and cosmochronology using radioactive decay schemes, including U-Pb, Rb-Sr, Sm-Nd, K-Ar, U-series isotopes, and cosmogenic isotopes such as ^{14}C and ^{36}Cl ; use of radiogenic and stable isotopes in petrology and their application to study of the evolution of the crust and mantle; isotopic evidence regarding the formation of the Earth and the solar system; and stable isotopes and their use in geothermometry, ore petrogenesis, paleontology, and the global climate system.]

[EAS 666 Applied Multivariate Statistics]

Spring. 3 credits. Prerequisites: multivariate calculus, matrix algebra, and two previous courses in statistics. Offered alternate years. Not offered 2003–2004. D. S. Wilks.

Statistical techniques for multivariable data. Topics include multivariate EDA, the multivariate normal distribution, parametric and nonparametric inference about multivariate means, principal component analysis, canonical correlation analysis, discriminant analysis and cluster analysis. Geophysical applications are emphasized, using primarily atmospheric and oceanographic data as examples, but the development is general enough to be of broader interest.]

EAS 675 Modeling the Soil-Plant-Atmosphere System (also CSS 675)

Spring. 3 credits. Prerequisites: EAS/CSS 483 or equivalent. Offered alternate years. S. J. Riha.

Introduction to the structure and use of soil-plant-atmosphere models. Topics covered include modeling plant physiology, morphology, and development; potential crop production and crop production limited by moisture and nutrient availability; plant-plant competition; and land surface processes as well as model data requirements, validation, and scale. Use of soil-plant-atmosphere models for teaching, research, extension, and policy formation is discussed.

EAS 692 Special Topics in Atmospheric Science

Fall or spring. 1–6 credits. S-U grades optional.

Study of topics in atmospheric science that are more specialized or different from other courses. Special topics covered depend on staff and student interests.

EAS 695 Computer Methods in Geological Sciences

Fall, spring. 3 credits. L. Brown, B. L. Isacks.

Independent research projects using state-of-the-art computational resources in the Department of Earth and Atmospheric Sciences. Possibilities include image and seismic processing, seismic and geomechanical modeling, GIS, use of interpretational workshops for 3-D seismic and satellite imagery, modeling fluid flow through complex media.

EAS 700–799 Seminars and Special Work

Fall, spring. 1–3 credits. Prerequisite: permission of instructor. Staff.

Advanced work on original investigations in earth and atmospheric sciences. Topics change from term to term. Contact appropriate professor for more information.

EAS 711 Upper Atmospheric and Space Physics

D. L. Hysell.

EAS 722 Advanced Topics in Structural Geology

R. W. Allmendinger.

EAS 731 Plate Tectonics and Geology

J. M. Bird.

EAS 751 Petrology and Geochemistry

R. W. Kay.

EAS 755 Advanced Topics in Petrology and Tectonics

J. M. Bird.

EAS 757 Current Research in Petrology and Geochemistry

S. Mahlborg Kay.

EAS 762 Advanced Topics in Paleobiology

W. D. Allmon.

EAS 771 Advanced Topics in Sedimentology and Stratigraphy

T. E. Jordan.

EAS 773 Paleobiology

J. L. Cisne.

EAS 775 Advanced Topics in Oceanography

Spring. C. H. Greene.

EAS 780 Earthquake Record Reading

Fall. M. Barazangi.

EAS 781 Advanced Topics in Exploration Geophysics

L. D. Brown.

EAS 783 Advanced Topics in Geophysics

B. L. Isacks.

EAS 789 Advanced Topics in Seismology

L. D. Brown.

EAS 793 Andes-Himalayas Seminar

S. Mahlborg Kay, R. W. Allmendinger, B. L. Isacks, T. E. Jordan.

EAS 795 Low Temperature Geochemistry

L. A. Derry.

EAS 796 Geochemistry of the Solid Earth

W. M. White.

EAS 797 Fluid-Rock Interactions

L. M. Cathles.

EAS 799 Soil, Water, and Geology Seminar

L. M. Cathles, T. S. Steenhuis.

EAS 850 Master's-Level Thesis Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades only. Hours by arrangement. Graduate faculty.

Limited to students specifically in the master's program in atmospheric science.

EAS 950 Graduate-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students in the atmospheric science Ph.D. program *only before* the "A" exam has been passed.

EAS 951 Doctoral-Level Dissertation Research in Atmospheric Science

Fall or spring. Credit by arrangement. S-U grades optional. Hours by arrangement. Graduate faculty.

Limited to students admitted to candidacy in the atmospheric science Ph.D. program *after* the "A" exam has been passed.

EAST ASIA PROGRAM

140 Uris Hall

J. Whitman, director; D. Boucher, A. Brettell, A. Carlson, S. G. Cochran, B. de Bary, H. Diffloth, G. Fields, E. M. Gunn, J. Hagen, T. Hahn, S. Hoare, H. Hong, Y. Katagiri, P. J. Katzenstein, Y. Kawasaki, J. V. Koschmann, F. Kotas, J. M. Law, T. P. Lyons, R. McNeal, F. L. Mehta, H. Miyazaki, N. Nakada, Y. Nakanishi, V. Nee, A. Pan, C. A. Peterson, A. Riles, N. Sakai, P. S. Sangren, K. Selden, M. Shin, Y. Shirai, V. B. Shue, J. J. Suh, R. J. Sukle, K. W. Taylor, H. Wan, Q. Wang, D. X. Warner, Emeritus: R. Barker, K. W. Brazell, P. Chi, E. H. Jorden, L. C. Lee, J. McCoy, T. L. Mei, R. J. Smith, M. W. Young

The East Asia Program draws together faculty from departments and fields throughout the university who participate in a program of research and teaching on the civilizations and cultures of East Asia. Courses are offered through departments in the humanities and social sciences, as well as in the fields of business, city and regional planning, international and comparative labor relations, and rural sociology. The Department of Asian Studies offers language courses in Mandarin, Cantonese, Korean, and Japanese, in addition to the Full-year Asian Language Concentration (FALCON) in Japanese and Mandarin. Undergraduates major in the Department of Asian Studies and concentrate on the language and culture of one East Asian country, while graduate students may work toward an M.A. in East Asian studies, a dual M.B.A./M.A. or an M.A./Ph.D. in a discipline such as agricultural economics, anthropology, city and regional planning, government, history, history of art, linguistics, literature, rural sociology, or sociology. Graduate students concentrating on East Asia may apply for a variety of fellowships and travel grants offered by the East Asia Program. The formal program of study is enriched by numerous events and

extracurricular activities, including films, workshops, art exhibits, lectures, symposia, and cultural and artistic performances on East Asia. With over a half million holdings in Chinese, Japanese, Korean, and western languages, the Wason Collection in Kroch Library is a major national resource for research on East Asia. A 5,000 piece collection representing the full range of Chinese, Japanese, and Korean art may be seen at the George and Mary Rockwell Galleries in the Herbert F. Johnson Museum of Art.

ECONOMICS

V. Possen, chair; R. Masson, graduate field representative; T. Lyons, director of undergraduate studies; T. Bar, L. Barseghyan, K. Basu, L. Blume, R. Burkhauser, S. Coate, T. E. Davis, D. Easley, R. Ehrenberg, G. Fields, G. Hay, Y. Hong, R. Kanbur, N. Kiefer, S. Klonner, T. Lyons, P. D. McClelland, M. Majumdar, O. Melnikov, T. Mitra, F. Molinari, M. Nielsen, R. O'Donoghue, K. Park, A. Razin, D. Sahn, R. E. Schuler, K. Shell, T. Vogelsang, H. Y. Wan, Jr., Y. Wen, J. Wissink, T. Zhu, A. Zussman. Emeritus: W. Isard, A. Kahn, 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.

Social Science Distribution Requirement

The microeconomics distribution requirement can be fulfilled with any of the following:

ECON 101, ECON 301, or ECON 313.

The macroeconomics distribution requirement can be satisfied with any of the following:

ECON 102, ECON 302, or ECON 314.

The Major

Prerequisites

ECON 101 and 102 and MATH 111 (or equivalents, with approval of the director of undergraduate studies), all with grades of C or better.

ECON 301 with a grade of C or better substitutes for 101; ECON 302 with a grade of C or better substitutes for 102.

Requirements

Eight courses listed by the Department of Economics at the 300 level or above, or approved by the student's major adviser, all with grades of C- or better. (S-U grade option is not allowed.)

These eight courses must include:

- (1) ECON 313 and 314
- (2) ECON 321, or ECON 319 and 320
- (3) at least three courses from the following: 318, 320, 322-99, 431

ECON 301 with a grade of B or better substitutes for both 101 and 313; ECON 302

with a grade of B or better substitutes for both 102 and 314.

If ECON 321 is applied toward the major, neither 319 nor 320 can be applied.

ECON 498 and 499 *cannot* be counted toward the eight-course requirement.

If ECON 313 is applied to the major, ECON 301 cannot be.

If ECON 314 is applied to the major, ECON 302 cannot be.

If both ECON 367 and ECON 368 (formerly ECON 467) are taken, only one can be applied to the major.

An honors program is currently being offered. Students should consult the director of undergraduate studies before May of their junior year for more information.

Students planning graduate work in Economics should select ECON 319-320 rather than 321 and should consider including some of the following courses in their majors:

ECON 367, Game Theoretic Methods

ECON 368, Game Theory

ECON 416, Intertemporal Economics

ECON 419, Economic Decisions under Uncertainty

ECON 445-446, Topics in Microeconomic and Macroeconomic Analysis

Students planning careers in business management should consider including some of the following courses in their majors:

ECON 333, Financial Economics

ECON 351 or 352, Industrial Organization

ECON 361-362, International Trade and Finance

ECON 440-41, Analysis of Agricultural Markets and Commodity Futures Markets.

ECON 443, Personnel Economics for Managers

In addition to completing the Economics major, such students should also consider courses in accounting and subjects such as finance, marketing, entrepreneurship, business administration, and business law. Courses in these subjects are offered by the Department of Applied Economics and Management; the School of Hotel Administration; and the Johnson Graduate School of Management.

Students planning to attend Law School should consider including some of the following courses in their majors:

ECON 351 or 352, Industrial Organization

ECON 361-362, International Trade and Finance

ECON 404, Economics and the Law.

In addition to completing the Economics major, such students should inquire at Career Services, College of Arts and Sciences, concerning recommended courses offered by other departments.

Courses

ECON 101 Introductory Microeconomics (III) (SBA)

Fall, spring, winter, and summer. 3 credits. ECON 101 is not a prerequisite for 102.

Explanation and evaluation of how the price system operates in determining what goods are produced, how goods are produced, who

receives income, and how the price system is modified and influenced by private organizations and government policy.

ECON 102 Introductory Macroeconomics (III) (SBA)

Fall, spring, winter, and summer. 3 credits. ECON 101 is not a prerequisite for 102.

Analysis of aggregate economic activity in relation to the level, stability, and growth of national income. Topics discussed may include the determination and effects of unemployment, inflation, balance of payments, deficits, and economic development, and how these may be influenced by monetary, fiscal, and other policies.

ECON 230 International Trade and Finance (III)

For description, see AEM 230.

ECON 301 Microeconomics (III) (SBA)

Fall. 4 credits. Prerequisite: calculus. Intended for students with strong analytical skills who have not taken ECON 101, 102. Can be used to replace both ECON 101 and 313. (Can replace 313 only with grade of B or better.) This course covers the topics taught in ECON 101 and 313. An introduction to the theory of consumer and producer behavior and to the functioning of the price system.

ECON 302 Macroeconomics (III) (SBA)

Spring. 4 credits. Prerequisite: ECON 301. Intended for students with strong analytical skills who have not taken ECON 101, 102. Can be used to replace both ECON 102 and 314. This course covers the topics taught in ECON 102 and 314. (Can replace 314 only with grade of B or better.) An introduction to the theory of national income determination, unemployment, growth, and inflation.

ECON 307 Introduction to Peace Science (also CRP 495.18) (III) (SBA)

Winter session. 4 credits. Prerequisites: ECON 101-102 or permission of instructor. Introduction to the theories of and research on conflict resolution. Topics include conflict, its role and impact on society; theories of aggression and altruism; causes of war; game theory; conflict management procedures and other analytical tools and methods of peace science; and alternatives to war.

ECON 313 Intermediate Microeconomic Theory (III) (SBA)

Fall, spring, and summer. 4 credits. Prerequisites: ECON 101-102 and calculus. The pricing processes in a private enterprise economy are analyzed under varying competitive conditions, and their role in the allocation of resources and the functional distribution of national income is considered.

ECON 314 Intermediate Macroeconomic Theory (III) (SBA)

Fall, spring, and summer. 4 credits. Prerequisites: ECON 101-102 and calculus. The theory of national income and determination and economic growth in alternative models of the national economy is introduced. The interaction and relation of these models to empirical aggregate economic data is examined.

ECON 319 Introduction to Statistics and Probability (II) (MQR)

Fall. 4 credits. Prerequisites: ECON 101-102 and MATH 111-112.

This course provides an introduction to statistical inference and to principles of

probability. It includes descriptive statistics, principles of probability, discrete and continuous distributions, and hypothesis testing (of sample means, proportions, variance). Regression analysis and correlation are introduced.

ECON 320 Introduction to Econometrics (II) (MQR)

Spring. 4 credits. Prerequisites: ECON 101–102, 319, or equivalent.

Introduction to the theory and application of econometric techniques. How econometric models are formulated, estimated, used to test hypotheses, and used to forecast; understanding economists' results in studies using regression model, multiple regression model, and introduction to simultaneous equation models.

ECON 321 Applied Econometrics (II) (MQR)

Fall and spring. 4 credits. Prerequisites: ECON 101–102 and calculus.

This course provides an introduction to statistical methods and principles of probability. Topics covered include analysis of data, probability concepts and distributions, estimation and hypothesis testing, regression, correlation and time series analysis. Applications from economics are used to illustrate the methods covered in the course.

ECON 322 World Economic History # (III) (HA)

Spring. 4 credits. Prerequisites: ECON 101 and 102 or the equivalent.

An economist's perspective on the comparative evolution of selected economic and social institutions, with emphasis on trade, finance, population growth and technological change.

ECON 323 American Economic History # (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101–102 or equivalent.

Problems in American economic history from the first settlements to early industrialization are surveyed.

ECON 324 American Economic History # (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 101–102 or equivalent.

A survey of problems in American economic history from the Civil War to World War I.

ECON 331 Money and Credit (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101–102 and 314.

A systematic treatment of the determinants of the money supply and the volume of credit. Economic analysis of credit markets and financial institutions in the United States.

ECON 333 Financial Economics (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 313 and 314.

The theory and decision making in the presence of uncertainty and the practical aspects of particular asset markets are examined.

ECON 334 Financial Economics, Derivatives, and Risk Management (III) (SBA)

Summer only. 4 credits. Prerequisites: ECON 313.

This course helps students understand, design, and price derivative contracts. Topics include pricing of forwards, options, and swaps; developing trading strategies with derivatives;

using derivatives for financial risk management; and the importance of flexibility in various economic settings.

ECON 335 Public Finance: The Microeconomics of Government (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101–102 and 313, or their equivalent, and one semester of calculus.

The role of government in a free market economy is analyzed. Topics covered include public goods, market failures, allocation mechanisms, optimal taxation, effects of taxation, and benefit-cost analysis. Current topics of an applied nature vary from term to term.

ECON 336 Public Finance: Resource Allocation and Fiscal Policy (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 101–102, 313 or their equivalent and 1 semester of calculus.

This course covers the revenue side of public finance and special topics. Subjects covered include the federal debt, the budget, and government regulation and transfers, as well as problems like local public goods, health care, education, the hierarchy of governmental structure, plus a variety of applied problems.

ECON 339 State and Local Public Finance (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 313.

This course examines the role of subnational governments and jurisdictions in the economy. Among the broad questions addressed are: what tasks are optimally assigned to local governments? What impact can such assignment have on efficiency and equity? How do inter-government financial relations affect these outcomes? The theory and evidence on these issues are analyzed, with frequent application to current issues, like debates surrounding local, school district-based provision of education.

ECON 341 Economics of Wages and Employment II (III)

For description, see ILRLE 440.

ECON 351 Industrial Organization I (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 313 or its equivalent.

This course examines markets with only a few firms (i.e., oligopolies), and the primary focus is the strategic interactions between firms. Topics include static competition in oligopolies, cartels and other forms of collusive behavior, competition between firms producing differentiated products, entry behavior, R&D behavior, and government interventions in oligopoly industries (e.g., antitrust laws).

ECON 352 Industrial Organization II (III) (SBA)

Spring. 4 credits. Prerequisite: ECON 313 or its equivalent.

This course primarily focuses on the pricing decisions of firms. The course does not consider the strategic response of other firms to these pricing decisions. The pricing decisions include price discrimination, commodity bundling, pricing a product line and pricing a durable good. In addition to pricing decisions, the course considers topics associated with private information such as adverse selection, signaling, and moral hazard. Numerous theoretical models are presented and empirical results are discussed.

ECON 354 The Economics of Regulation (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 313 or equivalent.

Regulation constrains individual and institutional behavior. These interfaces between the private and public sectors are explored in terms of their rationale, efficacy, and economic consequences. Regulation is examined as a system of incentives that guides the development and efficient functioning of markets, that moulds the behavior of regulated industries like utilities and that elicits socially desirable levels of pollution, congestion, risk and benefits from externality-generating activities. How the various professions (law, accounting and engineering) view and address these challenges are examined in light of their economic effects.

ECON 361 International Trade Theory and Policy (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101–102 and 313.

This course surveys the sources of comparative advantage. It studies commercial policy and analyzes the welfare economics of trade between countries. Some attention is paid to the institutional aspects of the world trading system.

ECON 362 International Monetary Theory and Policy (III) (SBA)

Spring and summer. 4 credits.

Prerequisites: ECON 101–102 and 314.

This course surveys the determination of exchange rates and theories of balance of payments adjustments. It also explores open economy macroeconomics, and it analyzes some of the institutional details of foreign exchange markets, balance of payments accounting, and the international monetary system.

ECON 367 Game Theoretic Methods (III) (SBA)

Spring. 4 credits. Prerequisites: ECON 101 or equivalent. ECON 367 is not a prerequisite for ECON 368.

This course introduces students to the use of game-theoretic methods for the social sciences. This leads to an analysis of the social and political foundations of economics which prepares students to think strategically on social and economic matters and thus serve as a background for more advanced courses in economics, game theory, and related social sciences.

ECON 368 Game Theory (formerly ECON 467) (II) (MQR)

Fall. 4 credits. Prerequisites: ECON 313 and 319. ECON 367 is not a prerequisite for ECON 368.

This course studies mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers).

ECON 371 Economic Development (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 313 or equivalent.

Study of the problem of sustaining accelerated economic growth in less-developed countries. Trade-offs between growth, welfare, and equity; the legacy of colonialism; relevance of history and economic theory; problems of capital formation, economic planning and international specialization; and the interaction of industrialization, agricultural development, and population change are emphasized.

ECON 372 Applied Economic Development (III) (SBA)

Spring. 4 credits. Prerequisite: ECON 101-102.

This course examines several special topics in the economics of developing countries. Among the topics covered recently are the concepts of development and underdevelopment, the debate over development economics, the peasant household and its place in the world economy, the debt crisis, the state vs. market debate and the role of the state in economic development, and the question of sustainable development.

ECON 404 Economics and the Law (III) (SBA)

Fall. 4 credits. Prerequisite: ECON 101.

An examination, through the lens of economic analysis, of legal principles drawn from various branches of law, including contracts, torts, and property. Cases are assigned for class discussion; in addition, there are several writing assignments.

ECON 408 Production Economics and Policy (III)

For description, see AEM 608.

ECON 409 Environmental Economics (III)

For description, see AEM 451.

ECON 415 Price Analysis (III)

For description, see AEM 415.

ECON 416 Intertemporal Economics (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 313.

This course is intended for advanced economics majors who are especially interested in economic theory. Topics covered: (1) review of the one good Ramsey model of optimal savings and accumulation; conditions for intertemporal efficiency in production; comparative dynamics and sensitivity analysis; (2) some earlier models of capital accumulation; the roles of present value and internal rate of return in guiding investment decisions; (3) growth, exhaustible resources; pollution and conservation; discussion of the trade-offs facing a society.

ECON 417 History of Economic Analysis # (III) (HA)

Fall or spring. 4 credits. Prerequisites:

ECON 101-102 or permission of instructor. Covers early writings in economics and their relationship to current economic analysis and policy issues. Examples include: ancient and medieval philosophers on justice in exchange; mercantilist arguments for trade protection; early theories about the effect of monetary expansion (D. Hume); the role of the entrepreneur (Cantillon); and general competitive equilibrium (the Physiocrats). The most recent reading assignment in this course is Adam Smith's *Wealth of Nations* but the emphasis is on the relationship between the precursors of Adam Smith and his *Wealth of Nations* to modern economics analysis and current efforts to answer some of the questions raised in the early writing on economics.

[ECON 419 Economic Decisions under Uncertainty (III)]

Fall. 4 credits. Prerequisites: ECON 313 and 319. Not offered 2003-2004.

This course provides an introduction to the theory of decision making under uncertainty with emphasis on economic applications of the theory.]

ECON 420 Economics of Family Policy—Adults

ECON 420 and 421 together, count as 1 course for the Economics major.

For description, see PAM 320.

ECON 421 Economics of Family Policy—Children

ECON 420 and 421 together, count as one course for the Economics major.

For description, see PAM 321.

[ECON 425 Economic History of Latin America @ # (III) (HA)]

Spring. 4 credits. Not offered 2003-2004. A survey of changing economic institutions and policies from pre-Columbian to modern times.]

ECON 430 Policy Analysis: Welfare Theory, Agriculture, and Trade (III)

For description, see AEM 630.

[ECON 431 Monetary Economics (II) (MQR)]

Spring. 4 credits. Prerequisites: ECON 313 and 314. Not offered 2003-2004.

This is a course on monetary theory, history, and policy. Topics covered include transaction costs, centralized and bilateral trading, media of exchange, international exchange and monetary arrangements, and central bank and its policy.]

ECON 440 Analysis of Agricultural Markets

ECON 440 and 441 together, count as one course for the Economics major.

For description, see AEM 640.

ECON 441 Commodity Futures Markets

ECON 440 and 441 together, count as one course for the Economics major.

For description, see AEM 641.

ECON 443 Personnel Economics for Managers

For description, see ILRLE 433.

ECON 444 Modern European Economic History

For description, see ILRLE 444.

ECON 445 Topics in Microeconomic Analysis—Markets and Planning (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 313.

This is a course of economic theory designed for upperclass undergraduates. Course contents may vary from year to year. Issues that may be examined include: How can economic activities be efficiently organized through the market mechanism? Why is the presence of many traders essential to efficiency? What can be done if the indivisibility in production processes becomes an important hindrance to competitive pricing? How can economic planning be decentralized efficiently? This course serves two purposes: to introduce concepts that are novel to undergraduates and relevant to public policy but require only a modicum of analytic tooling up, and to illustrate the deductive approach of modern economic analysis—how to define concepts unambiguously, how to form propositions in clear-cut fashion, and how to follow up logical implications sequentially to the conclusion.

[ECON 446 Topics in Macroeconomic Analysis—Is Keynesianism Dead? (III)]

Fall or spring. 4 credits. Prerequisites: ECON 314. Not offered 2003-2004.

The coverage of this course may vary from term to term. Presently, the content of the course deals with the range of criticisms against Keynesian theory by the New Classical Economics, alias the Equilibrium School, alias the Rational Expectations School. Despite the fact that almost all intermediate macroeconomic textbooks are Keynesian in perspective, clearly Keynesian economics is currently at bay. We review critically critiques to Keynesian theory.]

ECON 447 Economics of Social Security (III)

For description, see CEH 346.

ECON 450 Resource Economics (III)

For description, see ARME 450.

ECON 451 Economic Security (III) (SBA)

For description, see ILRLE 340.

ECON 453 The Economics of Unemployment (III)

For description, see ILRLE 348.

ECON 454 Special Topics in Labor Economics

For description, see ILRLE 440.

ECON 455 Income Distribution (III)

For description, see ILRLE 441.

ECON 456 The Economics of Employee Benefits (III)

For description, see ILRLE 442.

ECON 457 Women in the Economy (III)

For description, see ILRLE 445.

ECON 458 Topics in Twentieth-Century Economic History (III)

For description, see ILRLE 448.

ECON 459 Economic History of British Labor 1750-1940 (III)

For description, see ILRLE 446.

ECON 460 Economic Analysis of the Welfare State (III)

For description, see ILRLE 642.

ECON 461 The Economics of Occupational Safety and Health (III)

For description, see ILRLE 644.

ECON 464 Economics of Agricultural Development (III)

For description, see AEM 464.

ECON 465 Food and Nutrition Policy (III)

For description, see AEM 665.

[ECON 468 Economic Problems of Latin America @ (III) (SBA)]

Spring. 4 credits. Prerequisites: ECON 101-102. Not offered 2003-2004.

Current topics include, international debt, capital flight, economic integration, stabilization programs, etc.]

ECON 469 China's Economy under Mao and Deng @ (III) (SBA)

Fall. 4 credits. Prerequisites: ECON 101-102 or permission of instructor.

Examines the development of the Chinese economy and the evolution of China's economic system between 1949 and the early 1990s.

[ECON 471 The Economies of the Former Soviet Union and of Central Europe: From Central Planning to Markets (III) (SBA)]

Fall. 4 credits. Prerequisites: ECON 101, 102. Not offered 2003-2004.

The course introduces first the basic features of a centrally planned economy and proceeds to consider the most important example: the rise and fall of the Soviet Union. Secondly, the analysis extends to what used to be known as "Eastern Europe" (e.g., Czechoslovakia, Hungary, Poland). From this necessary historical background, the course proceeds to current attempts to move away from Socialist central planning and its legacies to market economy, privatization, and independence.]

[ECON 472 Comparative Economic Systems: East and West (III) (SBA)]

Fall. 4 credits. Prerequisites: ECON 101–102. Not offered 2003–2004.

The course develops first a framework for studying economic systems and national economies and presents three simple stylized systemic models: capitalist market, socialist market, and central planning. Secondly, the course considers economic goals to be achieved (such as growth, stability, and productivity) and introduces quantitative measures used in the evaluation of the performance. Thirdly, comparative studies of selected national economies representing the models are carried out.]

[ECON 473 Economics of Export-Led Development @ (III) (SBA)]

Spring. 4 credits. Prerequisites: ECON 313, 314, or their equivalent.

This course examines the phenomenon of export-led development from both the theoretical and empirical points of view. Concentration is on experiences within the West Pacific Rim.

[ECON 474 National and International Food Economics (III)]

For description, see NS 457.

[ECON 475 The Economy of India @ (III) (SBA)]

Fall. 4 credits. Prerequisite: ECON 101–102 or equivalent background.

This course presents the major economics and development problems of contemporary India and examines the country's future economic prospects. It is, however, our aim to discuss these problems in their proper historical perspectives. Hence, the course starts with a brief outline of the social and political history of India. It then turns to a more detailed account of the economic history of India in two stages.

[ECON 476 Decision Theory I (also ECON 676 and CIS 576) (II) (MQR)]

Fall. 4 credits. Not offered 2003–2004.

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 two economists/game theorists and a computer scientist. The course has several objectives. First, we cover basic decision theory. This theory, sometimes known as "rational choice theory", is part of the foundation for the disciplines listed above. It applies to decisions made by individuals or by machines. Second, we cover the limitations of and problems with this theory. Issues discussed here include decision theory paradoxes revealed by experiments, cognitive and knowledge limitations, and computational issues. Third, we cover new research designed in response to these difficulties. Issues covered include alternative approaches to the foundations of decision theory, adaptive

behavior and shaping the individual decisions by aggregate/evolutionary forces. This is a two-semester course. In the fall semester the course is lecture based. Students will be required to complete several problem sets and there will be a final exam. In the spring semester there will be additional lectures as well as visiting speakers. Students will be required to read the speakers papers and participate in discussions. In the spring semester students will be required to complete a research project.]

[ECON 477 Decision Theory II (also ECON 677, CIS 577) (II) (MQR)]

Spring. 4 credits. Prerequisite: ECON 476 or 676 or CIS 576. Not offered 2003–2004. For description, see ECON 476.]

[ECON 494 Economic Methods for Engineering and Management]

For description, see CEE 594.

[ECON 498 Independent Study in Economics]

Fall or spring. Variable credit. Independent study.

[ECON 499 Honors Program]

Fall and spring. 8 credits. Prerequisites: ECON 313, 314, 321 (or 319–320).

Consult the Director of Undergraduate Studies for details. Interested students should apply to the program in the spring semester of their junior year.

Graduate Courses and Seminars

[ECON 609 Microeconomic Theory I]

Fall. 4 credits. Topics in consumer and producer theory.

[ECON 610 Microeconomic Theory II]

Spring. 4 credits. Topics in consumer and producer theory, equilibrium models and their application, externalities and public goods, intertemporal choice, simple dynamic models and resource depletion, choice under uncertainty.

[ECON 611 Microeconomic Theory III]

Spring. 4 credits. Prerequisites: ECON 609 and 610.

This class is a part of a three semester sequence in microeconomic theory. It provides a rigorous underpinning of partial equilibrium competitive analysis and reviews theories of non-competitive markets, including Bertrand, Cournot, and monopolistic competition. It covers the classical sources of market failure (public goods, externalities, and natural monopoly) and discusses market failures stemming from informational asymmetries. It also provides an introduction to contract theory, bargaining theory, social choice theory, and the theory of mechanism design.

[ECON 613 Macroeconomic Theory I]

Fall. 4 credits. Course covers the following topics: static general equilibrium; intertemporal general equilibrium: infinitely lived agents models and overlapping generations models; welfare theorems; equivalence between sequential markets and Arrow-Debreu Markets; Ricardian proposition; Modigliani-Miller theorem; asset pricing; recursive competitive equilibrium; the Neoclassical Growth Model; calibration; and introduction to dynamic programming.

[ECON 614 Macroeconomic Theory II]

Spring. 4 credits. Course covers the following topics: dynamic programming; stochastic growth; search models; cash-in-advance models; real business-cycle models; labor indivisibilities and lotteries; heterogeneous agents models; optimal fiscal and monetary policy; sustainable plans; and endogenous growth.

[ECON 617 Intermediate Mathematical Economics I]

Fall. 4 credits. Prerequisites: Calculus II and intermediate linear algebra. The course covers selected topics in Matrix algebra (vector spaces, matrices, simultaneous linear equations, characteristic value problem), calculus of several variables (elementary real analysis, partial differentiation, convex analysis), classical optimization theory (unconstrained maximization, constrained maximization).

[ECON 618 Intermediate Mathematical Economics II]

Spring. 4 credits. A continuation of ECON 617, the course develops additional mathematical techniques for applications in economics. Topics covered may include study of dynamic systems (linear and nonlinear difference equations, differential equation, chaotic behavior), dynamic optimization methods (optimal control theory, nonstochastic and stochastic dynamic programming), and game theory (repeated dynamic and evolutionary games).

[ECON 619 Econometrics I]

Fall. 4 credits. Prerequisites: ECON 319–320 or permission of instructor. This course gives the probabilistic and statistical background for meaningful application of econometric techniques. Topics covered include: probability theory: probability spaces, random variables, distributions, moments, transformations, conditional distributions, distribution theory and the multivariate normal distribution, convergence concepts, laws of large numbers, central limit theorems, Monte Carlo simulation; statistics: sample statistics, sufficiency, exponential families of distributions. Further topics in statistics are considered in ECON 620.

[ECON 620 Econometrics II]

Spring. 4 credits. Prerequisite: ECON 619. This course is a continuation of ECON 619 (Econometrics I) covering statistics: estimation theory, least squares methods, method of maximum likelihood, generalized method of moments, theory of hypothesis testing, asymptotic test theory, and nonnested hypothesis testing; and econometrics: the general linear model, generalized least squares, specification tests, instrumental variables, dynamic regression models, linear simultaneous equation models, nonlinear models, and applications.

[ECON 639 Public Political Economy (also CEE 528)]

Spring. 4 credits. Prerequisites: ECON 313 or equivalent. Topics covered include the intrinsic nature of goods and services, decreasing cost of production, externalities and congestion, attributes and government regulation essential for an effective market, the efficient role of government in non-market resource allocation methods, methods for inferring the demand for public goods, efficient public decision-

making, the supply of public services and raising revenue through taxes and user-fees. Particular emphasis is placed on the intersection between fairness and efficiency in resolving conflicts over public good provision, including defining jurisdictions for the provision of particular services. Examples emphasize the proper provision of infrastructure services: physical (transportation, utilities, tele-information); human-capital (education and R&D); and biological (renewable resources, species diversity and the environment).

[ECON 676 Decision Theory I (also CIS 576)]

Not offered 2003-2004.

For description, see ECON 476.]

[ECON 677 Decision Theory II (also CIS 577)]

| Not offered 2003-2004.

For description, see ECON 477.]

ECON 699 Readings in Economics

Fall or spring. Variable credit.

Independent study.

ECON 703 Seminar in Peace Science

Fall. 4 credits.

Among the topics covered at an advanced level are game theory are: coalition theory, bargaining and negotiation processes, cooperative procedures, microbehavior models, macrosocial processes, and general systems analysis.

ECON 710 Stochastic Economics: Concepts and Techniques

Spring. 4 credits. Prerequisites: ECON 609, 610, 613, 614, 619, and 620.

This course reviews a number of techniques that have been useful in developing stochastic models of economic behavior. These include: discrete-time Markov processes, dynamic programming under uncertainty, and continuous-time diffusion processes. Examples of economic models are drawn from recent literature on optimal capital accumulation and optimal savings and portfolio selection problems; permanent income hypothesis; dynamic models of price adjustment, etc. Advanced graduate students contemplating work in economic theory and econometric theory gain exposure to current research.

ECON 712 Advanced Macroeconomics

4 credits. Prerequisites: ECON 613, 614.

The purpose of this course is to introduce students to some of the topics and analytic techniques of current macroeconomic research. The course falls into three parts: dynamic programming, new Keynesian economics, and recent theories of economic growth. The dynamic programming section includes models of consumption, investment, and real business cycles. The new Keynesian section covers models of wage and price rigidity, coordination failure, and credit markets. The section on endogenous growth looks at recent efforts to add nonconvexities to models of optimal growth. These topics are intended to complement the material on overlapping generations covered elsewhere.

ECON 713 Advanced Macroeconomics II

Spring. 4 credits. Prerequisites: ECON 613, 614.

This course reviews the most recent research in endogenous growth theory. This theory is little more than a decade old, but it has produced a large number of both empirical and theoretical results that have substantially

reshaped the general field of macroeconomics. It is perhaps no exaggeration to say that most of the work at the frontier of today's macroeconomics belongs to this field. An increasing number of papers have been touching important issues such as: learning by doing, R&D investment, market structure, private and public organization of R&D, education financing, human capital accumulation, technological unemployment, growth and business cycles, inequality and growth, political equilibrium, democracy and growth, instability, social conflict, capital accumulation, intergenerational and vested interests and barriers to technology adoption, international transfers of technologies, sustainable development, etc.

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 717 Mathematical Economics

4 credits. Prerequisites: ECON 609-610 (or equivalent training in micro theory) and MATH 413-414 (or equivalent training in analysis).

The primary theme of this course is to explore the role of prices in achieving an efficient allocation of resources in dynamic economies. Some of the classical results on static equilibrium theory and welfare economics on attaining optimal allocation through decentralized organizations are examined through an axiomatic approach. Some basic issues on capital theory are also analyzed.

[ECON 718 Topics in Mathematical Economics]

4 credits. Not offered 2003-2004.]

ECON 719 Advanced Topics in Econometrics I

Fall. 4 credits. Prerequisites: ECON 619-620 or permission of instructor.

Covers advanced topics in econometrics, such as asymptotic estimation and test theory, robust estimation, Bayesian inference, advanced topics in time-series analysis, errors in variable and latent variable models, qualitative and limited dependent variables, aggregation, panel data, and duration models.

ECON 720 Advanced Topics in Econometrics II

Spring. 4 credits. Prerequisites: ECON 619-620 or permission of instructor.

For description see ECON 719.

ECON 721 Time Series Econometrics

Spring. 4 credits. Prerequisites: ECON 619-620 or permission of instructor.

This course covers traditional and current time series techniques that are widely used in econometrics. Topics include: the theory of stationary stochastic processes including univariate ARMA(p,q) models, spectral density analysis, and vector autoregressive models; parametric and semi-parametric estimation; current developments in distributional theory; and estimation and testing in models with integrated regressors including unit root tests, cointegration, and permanent vs. transitory components.

ECON 723 Semi/Non Parametric Econometrics

Fall. 4 credits. Prerequisite: ECON 619-620 or permission of instructor.

This course analyzes the ways identification problems limit the conclusions that may be drawn in empirical economic research and studies how identified and partially identified parameters can be estimated. In the first part of the course, the focus is on nonparametric models. Ways data can be combined with weak assumptions to yield partial identification of population parameters are discussed.

ECON 731 Monetary Economics

Spring. 4 credits. Prerequisites: ECON 614 or permission of the instructor.

Covers advanced topics in monetary economics, macroeconomics, and economic growth—such as overlapping-generations, taxes and transfers denominated in money, transactions demand for money, multi-asset accumulation, exchange rates, and financial intermediation.

ECON 732 Monetary Economics

Fall. 4 credits. Prerequisites: ECON 731 or permission of the instructor.

Covers advanced topics in monetary economics, macroeconomics, and economic growth—such as economic volatility, the "burden" of government debt, restrictions on government borrowing, dynamic optimization, endogenous growth theory, technological evolution, financial market frictions, and cyclical fluctuations.

ECON 735 Public Finance: Resource Allocation and Fiscal Policy (also AEM 735)

Spring. 4 credits.

This course develops a mathematical and highly analytical understanding of the role of government in market economies and the fundamentals of public economics and related issues. Topics covered include: generalizations and extensions of the fundamental theorems of welfare economics, in-depth analysis of social choice theory and the theory on implementation in economic environments, public goods and externalities and other forms of market failure associated with asymmetric information. The theoretical foundation for optimal direct and indirect taxation is also introduced along with the development of various consumer surplus measures and an application to benefit cost analysis. Topics of an applied nature vary from semester to semester depending on faculty research interests.

ECON 736 Public Finance: Resource Allocation and Fiscal Policy

Fall. 4 credits.

This course spends a large part of the semester covering the revenue side of public finance. Topics include the impact of various types of taxes as well as the determination of optimal taxation. The impact of taxation on labor supply, savings, company finance and investment behavior, risk bearing, and portfolio choice are explored. Other topics include the interaction of taxation and inflation, tax evasion, tax incidence, social security, unemployment insurance, deficits, and interactions between different levels of government.

ECON 737 Location Theory and Regional Analysis

Fall. 4 credits. Prerequisites: ECON 609, 617, and Econometrics. Not offered 2003–2004.

Covers economic principles influencing the location of economic activity, its spatial equilibrium structure, and dynamic forces. Topics include spatial pricing policies, price competition, and relocation by firms; residential location patterns; patterns of regional growth and decline; and patterns of urbanization.]

ECON 738 Public Choice

Spring. 4 credits. Prerequisites: ECON 609, 610.

This class has two parts. It begins with an introduction to economic theories of political decision making. We review the theory of voting, theories of political parties and party competition, theories of legislative decision making and interest group influence. We also discuss empirical evidence concerning the validity of these theories. The second part uses these theories to address a number of issues in Public Economics. We develop the theory of political failure, analyze the performance of alternative political systems and discuss the problem of doing policy analysis which takes into account political constraints.

ECON 739 Advanced Topics in State and Local Public Finance

Spring. 4 credits. Prerequisites: ECON 609, 620.

This course provides an in-depth examination of microeconomic theory surrounding the role of subnational governments and jurisdictions in the economy. Among the broad questions address are: What tasks are optimally assigned to local governments? What impact can such assignment have on efficiency and equity? In addition to the theoretical foundations on these issues, the course explores recent empirical evidence in this area, with particular attention to the research designs and data used in relevant papers.

ECON 741 Seminar in Labor Economics

For description see ILRLE 744.

ECON 742 Seminar in Labor Economics

For description see ILRLE 745.

ECON 746 Economics of Higher Education

For description, see ILRLE 746.

ECON 747 Economics of Higher Education

For description, see ILRLE 747.

ECON 748 Applied Econometrics I

For description, see ILRLE 741.

ECON 751 Industrial Organization and Regulation

Fall. 4 credits. Prerequisites: ECON 609, 610.

This course focuses primarily on recent theoretical advances in the study of industrial organization. Topics covered include: market structure, nonlinear pricing, quality, durability, location selection, repeated games, collusion, entry deterrence, managerial incentives, switching costs, government intervention, and R&D/Patents. These topics are discussed in a game-theoretic context.

ECON 752 Industrial Organization and Regulation

Spring. 4 credits. Prerequisites: ECON 609, 610, 751.

This course rounds out some topics in the Theory of Industrial Organization with the specific intent of addressing the empirical implications of the theory. The course reviews empirical literature in the SCP paradigm and in the NEIO paradigm.

ECON 753 Public Policy Issues for Industrial Organizations

Spring. 4 credits. Prerequisites: ECON 609, 610, and 751. Not offered 2003–2004.

The course takes an in-depth view of the interaction between the government and business. Methods of business control, including antitrust, price regulation, entry regulation, and safety regulation. Emphasis will be not only on the economic effects on business, but on the economics of selecting and evolving the method of control.]

ECON 756 Noncooperative Game Theory

Fall. 4 credits. Prerequisites: ECON 609–610 and 619.

This course surveys equilibrium concepts for noncooperative games. We cover Nash equilibrium and a variety of equilibrium refinements, including perfect equilibrium, proper equilibrium, sequential equilibrium and more! We pay attention to important special classes of games, including bargaining games, signalling games, and games of incomplete information. Most of our analysis is from the strict decision-theoretic point of view, but we also survey some models of bounded rationality in games, including games played by automata.

ECON 757 Economics of Imperfect Information

Spring. 4 credits. Prerequisites: ECON 609–610 and 619.

The purpose of this course is to consider some major topics in the economics of uncertain information. Although the precise topics considered vary from year to year, subjects such as markets with asymmetric information, signalling theory, sequential choice theory, and record theory are discussed.

ECON 758 Psychology and Economic Theory

Fall, spring. 4 credits. Prerequisites: grad core or instructors permission.

This course explores the ways in which insights from psychology can be integrated into economic theory. Evidence is presented on how human behavior systematically departs from the standard assumptions of Economics and how this can be incorporated into modeling techniques.

ECON 760 Topics in Political Economy

Fall. 4 credits. Prerequisite: Economics graduate core or instructor's permission.

This course develops critiques and extensions of economic theory, taking into account the political and social moorings of economic activity and equilibria. The formation and persistence of social norms; the meaning and emergence of property rights; the role of policy advice in influencing economic outcomes; and the effect of political power and ideology on economic variables are studied. While these topics were popular in the classic works of political economy, recent advances in game theory and, more generally, game-theoretic thinking allows us to approach

these topics from a new perspective. Hence, the course begins by devoting some lectures to elementary ideas in game-theory and strategic analysis.

ECON 761 International Economics: Trade Theory and Policy

Fall. 4 credits. Prerequisites: ECON 609, 610.

This course surveys the sources of comparative advantage. It analyzes simple general equilibrium models to illustrate the direction, volume, and welfare effects of trade. Topics in game theory and econometrics as applied to international economics may be covered.

ECON 762 International Economics: International Finance and Open Economy Macroeconomics

Spring. 4 credits. Prerequisite: ECON 761.

This course surveys the determination of exchange rates and theories of balance of payment adjustments. It explores open economy macroeconomics by analyzing models of monetary economies. Topics in monetary economics and econometrics as applied to international economics are covered.

ECON 770 Topics in Economic Development

Not offered 2003–2004.

For description, see AEM 667.]

ECON 771 Empirical Methods for the Analysis of Household Survey Data: Applications to Nutrition, Health, and Poverty

Spring. 4 credits. Prerequisites: ECON grad core.

This course is focused on empirical methods for the analysis of household survey data. It explores the hands-on use of such data to address policies issues related to welfare outcomes, particularly nutrition, health, education, and poverty. The course covers empirical methods as they apply to a series of measurement and modeling issues, as well as the valuation of interventions. While we briefly review underlying theory, the course attempts to bridge the gap between theory and practice, addressing issues such as model identification, functional form, estimation techniques to control for endogeneity and heterogeneity, and so forth. The course grade is based primarily on two empirical exercises, and related write-up, as well as class participation. Students are given actual household data sets and software with which to conduct exercises. These data enable students to apply analytical techniques discussed. Data sets are provided from African, Asian, and Latin American countries.

ECON 772 Economics of Development

Spring. 4 credits. Prerequisites: first-year graduate economic theory and econometrics.

Analytical approaches to the economic problems of developing nations. Topics to be covered include: some old and new directions in development economics thinking, the welfare economics of poverty and inequality, empirical evidence on who benefits from economic development, labor market models, project analysis with application to the economics of education, and development policy.

ECON 773 Economic Development

Fall. 4 credits. Prerequisites: ECON 609 and 620.

The course is concerned with theoretical and applied works that seek to explain economic development, or lack thereof, in countries at low-income levels. Specific topics vary each semester.

ECON 774 Economic Systems

Spring. 4 credits.

The course deals with economic systems, formerly centrally planned economies, and economics in transition.

ECON 784 Seminars in Advanced Economics

Fall and spring. 4 credits.

ENGLISH

L. Brown, chair; B. Correll, director of undergraduate studies (255-3492); R. Gilbert, director of graduate studies (255-7989); H. S. McMillin, director of honors program; J. Adams, F. Bogel, L. Bogel, M. P. Brady, J. Carlacio, C. Chase, E. Cheyfitz, J. Culler, S. Davis, E. DeLoughrey, L. Donaldson, L. Fakundiny, R. Farrell, D. Fried, A. Fulton, A. Galloway, K. Gottschalk, E. Hanson, L. Herrin, T. Hill, M. Hite, P. Janowitz, B. Jeyifo, R. Kalas, M. Koch, D. Mao, B. Maxwell, D. McCall, K. McClane, M. McCoy, M. K. McCullough, S. Mohanty, R. Morgan, T. Murray, R. Parker, J. Porte, M. Raskolnikov, N. Saccamano, S. Samuels, P. Sawyer, D. Schwarz, H. Shaw, S. Siegel, H. Spillers, S. Vaughn, H. Viramontes, N. Waligora-Davis, W. Wetherbee, S. Wong, Emeriti: M. H. Abrams, B. Adams, J. Bishop, J. Blackall, A. Caputi, D. Eddy, R. Elias, M. Jacobus, C. Kaske, A. Lurie, P. Marcus, J. McConkey, D. Mermin, S. Parrish, M. Radzinowicz, E. Rosenberg, S. C. Strout.

The Department of English offers a wide range of courses in English, American, and Anglophone literature as well as in creative writing, expository writing, and film analysis. Literature courses focus variously on close reading of texts, study of particular authors and genres, questions of critical theory and method, and the relationship of literary works to their historical contexts and to other disciplines. Writing courses typically employ the workshop method in which students develop their skills by responding to the criticism of their work by their classmates as well as their instructors. Many students supplement their formal course work in English by attending public lectures and poetry readings sponsored by the department or by writing for campus literary magazines. The department seeks not only to foster critical analysis and lucid writing but also to teach students to think about the nature of language and to be alert to both the rigors and the pleasures of reading texts of many sorts.

First-Year Writing Seminars

As part of the university-wide First-Year Writing Seminars program administered by the John S. Knight Institute for Writing in the Disciplines, the department offers many one-semester courses dealing with various forms of writing (e.g. narrative, autobiographical, and expository), with the study of specific areas in English and American literature, and

with the relation of literature to culture. Students may apply any of these courses to their First-Year Writing Seminar requirement. Detailed course descriptions may be found in the First-Year Writing Seminars program listings, available from college registrars in August for the fall term and in November for the spring term.

Freshmen interested in majoring in English are encouraged to take at least one of the department's 200-level First-Year Writing Seminars: "The Reading of Fiction" (ENGL 270), "The Reading of Poetry" (ENGL 271), and "Introduction to Drama" (ENGL 272). These courses are open to all second-term freshmen. They are also open, as space permits, to first-term freshmen with scores of 700 or above on the CEEB College Placement Tests in English composition or literature, or 4 or 5 on the CEEB Advanced Placement Examination in English, as well as to students who have completed another First-Year Writing Seminar.

Courses for Nonmajors

For students majoring in fields other than English, the department provides a variety of courses at all levels. A number of courses at the 200 level are open to qualified freshmen, and all are open to sophomores. Courses at the 300 level are open to all sophomores, juniors, and seniors; they are also open to freshmen who have received the instructor's prior permission. The suitability of courses at the 400 level for nonmajors depends in part on the course topics, which are subject to change from year to year. Permission of the instructor is sometimes required; prior consultation is always in order and strongly advised.

The Major in English

Students who major in English develop their own programs of study in consultation with their major advisers. Some choose to focus on a particular historical period or literary genre or to combine sustained work in creative writing with the study of literature. Others pursue interests in such areas as women's literature, African-American literature, literature and the visual arts, or critical theory.

The department recommends that students prepare themselves for the English major by taking one or more of its preparatory courses, such as "The Reading of Fiction" (ENGL 270), "The Reading of Poetry" (ENGL 271), or "Introduction to Drama" (ENGL 272). (The "ENGL" prefix identifies courses sponsored by the Department of English, all of which appear in the English section of *Courses of Study* or the department's supplementary lists of courses; it also identifies courses sponsored and taught by other academic units and cross-listed with English.) These courses concentrate on the skills basic to the English major and to much other academic work—responsive, sensitive reading and lucid, strong writing. As First-Year Writing Seminars, any one of them will satisfy one-half the College of Arts and Science's First-Year writing requirement. ENGL 280, 281, 288, and 289 are also suitable preparations for the major and are open to students who have completed their First-Year Writing Seminar requirement. ENGL 201 and 202, which together constitute a two-semester survey of major British writers, though not required are strongly recommended for majors and prospective majors. ENGL 201 and 202

(unlike ENGL 280, 281, 288, and 289) are also "approved for the major" in the special sense of that phrase explained below.

To graduate with a major in English, a student must complete with passing letter grades 10 courses (40 credit hours) approved for the English major. All ENGL courses numbered 300 and above are approved for the major. In addition, with the exception of First-Year Writing Seminars (ENGL 270, 271, and 272), 200-level courses in creative and expository writing (ENGL 280, 281, 288, and 289), and courses designated for nonmajors, all 200-level ENGL courses are also approved for the major. Courses used to meet requirements for the English major may also be used to meet the "Humanities and the Arts" distribution requirement of the College of Arts and Sciences. Many of these courses may be used to meet the college's "historical breadth" requirement as well.

Of the 40 credits required to complete the major, 8 credits (two courses) must be at the 400 level or above; 12 credits (three courses) must be from courses in which 50 percent or more of the material consists of literature originally written in English before 1800; and another 12 credits (three courses) must form an intellectually coherent "concentration." The 400-level and pre-1800 requirements may be satisfied only with ENGL courses, and ENGL 493-494, the Honors Essay Tutorial, may not be used to satisfy either one. Courses that satisfy the pre-1800 requirement are so designated in *Courses of Study*. Many English majors use ENGL 201 to begin meeting this requirement since it provides an overview of earlier periods of British literature and so enables them to make more informed choices of additional pre-1800 courses. ENGL 202 does not qualify as a pre-1800 course. Neither do courses offered by other departments unless they are cross-listed with English. Advanced courses in foreign literature may not be used to fulfill the pre-1800 requirement, but they may be used for English major credit provided they are included within the 12-credit limit described below. The three-course concentration requirement may be satisfied with any courses approved for the major. The department's "Guide to the English Major" suggests areas of concentration and offers examples of courses that fall within those areas, but majors define their own concentrations in consultation with their advisers.

As many as 12 credits in appropriate courses offered by departments and programs other than English may be used to satisfy English major requirements. Courses in literature and creative writing offered by academic units representing neighboring or allied disciplines (German Studies, Romance Studies, Russian, Asian Studies, Classics, Comparative Literature, Africana Studies, the Society for the Humanities, American Studies, Feminist, Gender & Sexuality Studies, Religious Studies, Asian American Studies, Latino Studies, and Theatre, Film, & Dance) are routinely counted toward the 40 hours of major credit provided they are appropriate for juniors or seniors, as are most courses at the 300 level and above. English majors who are double majors may exercise this option even if all 12 credits are applied to their second major. All English majors are urged to take courses in which they read foreign works of literature in the original language, and for that reason

200-level literature courses for which qualification is a prerequisite (as well as more advanced foreign literature courses) may be counted toward the English major. Credit from other non-ENGL courses may be included within the 12 credits of non-departmental courses approved for the major only when the student is able to demonstrate to the adviser's satisfaction their relevance to his or her individual program of study.

The Major in English with Honors

Second-term sophomores who have done superior work in English and related subjects are encouraged to seek admission to the department's program leading to the degree of Bachelor of Arts with Honors in English. Following an interview with the chair of the Honors Committee, qualified students will be admitted provisionally to the program. During their junior year these students complete at least one Honors Seminar (ENGL 491 or 492) and are encouraged to take an additional 400-level English course in the area of their thesis topic. On the basis of work in these and other English courses, a provisional Honors candidate is expected to select a thesis topic and secure a thesis adviser by the end of the junior year. A student who has been accepted by a thesis adviser becomes a candidate for Honors rather than a provisional candidate.

During the senior year, each candidate for Honors in English enrolls in a year-long tutorial (ENGL 493-494) with the faculty member chosen as thesis adviser. The year's work culminates in the submission of a substantial scholarly or critical essay to be judged by at least two members of the faculty. More information about the Honors Program may be found in a leaflet available in the English offices.

First-Year Writing Seminars Recommended for Prospective Majors

ENGL 270 The Reading of Fiction

Fall, spring, summer. 3 credits. Each section limited to 17 students.

Recommended for prospective majors in English. *This course does not satisfy requirements for the English major.*

This course examines modern fiction, with an emphasis on the short story and novella. Students write critical essays on authors who flourished between 1870 and the present, such as James, Joyce, Woolf, Hurston, Lawrence, Fitzgerald, Hemingway, Faulkner, Rhys, Welty, Salinger, and Morrison. Reading lists vary from section to section, and some may include a novel, but close, attentive, imaginative reading and writing are central to all.

ENGL 271 The Reading of Poetry

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. *This course does not satisfy requirements for the English major.*

How can we become more appreciative, alert readers of poetry, and at the same time better writers of prose? This course attends to the rich variety of poems written in English, drawing on the works of poets from William Shakespeare to Sylvia Plath, John Keats to Li-Young Lee, Emily Dickinson to A. R. Ammons. We may read songs, sonnets, odes, villanelles, even limericks. By engaging in thorough discussions and varied writing assignments, we explore some of the major

periods, modes, and genres of English poetry, and in the process expand the possibilities of our own writing.

ENGL 272 Introduction to Drama

Fall, spring. 3 credits. Each section limited to 17 students. Recommended for prospective majors in English. *This course does not satisfy requirements for the English major.*

Students in this seminar study plays, older and newer, in a variety of dramatic idioms and cultural traditions. Plays being performed by the theatre department will be included, if possible. A typical reading list might include works by Sophocles, Shakespeare, Chekhov, Brecht, Miller, Beckett, and Shange. Course work consists of writing and discussion and the occasional viewing of live or filmed performances.

Expository Writing

ENGL 288-289 Expository Writing (IV) (LA)

Fall, spring, summer and winter. 3 credits. Each section limited to 16 students.

Students must have completed their colleges' first-year writing requirements or have the permission of the instructor. S. Davis and staff.

English 288-89 offers guidance and an audience for students who wish to gain skill in expository writing. Each section provides a context for writing defined by a form of exposition, a disciplinary area, a practice, or a topic intimately related to the written medium. Course members will read in relevant published material and write and revise their own work regularly, while reviewing and responding to one another's. Since these seminar-sized courses depend on members' full participation, regular attendance and submission of written work are required. Students and instructors will confer individually throughout the term. English 288-89 does not satisfy requirements for the English major. Web site: <http://instruct1.cit.cornell.edu/Courses/engl288-889/>

Section 1—Naimou, A.—Media Events: Making Stories in Fact and Fiction

Section 2—Serrell, S.—Nature, the "I," and the Object

Section 3—Tyner, D.—War, Peace, Terror, and the Law

Section 4—Baird-Baidinger, A.—True Romance

Section 5—LeGendre, B.—Issues, Audiences, and Ourselves

Section 6—Anderson, K.—The "Misfit" and the Mainstream: Cultural Conformity and Rebellion

Section 7—Carlacio, J.—Making the News

See English department Course Offerings for full fall and spring section descriptions.

This course does not satisfy requirements for the English major.

ENGL 381 Reading As Writing (IV) (LA)

Fall. 4 credits. Course limited to 15 students. Prerequisite: permission of the instructor on the basis of a writing sample (critical/interpretive prose), which should reach the instructor before the first day of class. S. Davis.

"Have you never happened to read while looking up from your book," asked one theorist of reading, "not because you weren't

interested, but because you were: because of a flow of ideas, stimuli, associations?" Students in this course will engage in the reading-writing process, reading a small number of nineteenth- and twentieth-century novels and poems, writing frequently about them, and reading each other's writing as collaborators and commentators. They will often "look up" from their reading to pay attention to the way writers' original literary works are often "readings" of the work of other writers and to the way our own readings may, critically and creatively, rewrite the literary texts we read. This is a course for English majors and non-majors who wish to extend their mastery of critical and interpretive prose and their understanding of what they do when they write it. It will be advantageous for those planning to write honors theses in English or another discipline. On the 2003 list (tentatively): Brontë's *Jane Eyre*, Wordsworth's two-part *Prelude*, Rhys's *Wide Sargasso Sea*, poems and tales by Poe, Nabokov's *Lolita*, Woolf's *Mrs. Dalloway* and Michael Cunningham's *The Hours*.

ENGL 386 Philosophic Fictions (IV) (LA)

Spring. 4 credits. Course limited to 15 students. Prerequisite: permission of the instructor on the basis of a writing sample (critical/interpretive prose), which should reach the instructor before the first day of class. S. Davis.

"Fictions"—of voice, audience, plot, point of view, figurative language, and thought—abound in good expository writing; they stand out in works that deliberately test and play with ideas: dialogues, satires, parodies, parables, philosophic tales, and "thought-experiments." Students will write critically about such works and the issues they raise and will experiment with writing in similar forms. The "fictions" read and written in this course are not realistic narratives or evocations of personal experience; they are the vehicles and animating resources of writers who want to argue flexibly, provoke thought, ridicule vice or folly, play games, or involve readers in pleasingly or disturbingly insoluble problems. Readings will include such works as Plato's *Gorgias*, Swift's "Modest Proposal" and *Tale of a Tub*, Voltaire's *Candide*, Carroll's Alice books, short fictions by Jorge Luis Borges and Octavia Butler, and essays by Richard Rorty and Martha Nussbaum.

ENGL 387 Autobiography: Theory and Practice (IV) (LA)

Spring. 4 credits. K. Gottschalk.

In this nonfiction prose-writing seminar, students engage in the study and practice of autobiographical writing through frequent writing assignments and through the examination of texts by such writers as Annie Lamott, Maxine Hong Kingston, and Richard Rodriguez.

ENGL 388 The Art of the Essay (IV) (LA)

Fall. 4 credits. Limited to 15 students. By permission of instructor on the basis of writing samples. Interested students should submit one or more pieces of recent writing (prose) to the instructor before the beginning of the term, preferably at pre-enrollment. L. Fakundiny.

For both English majors and nonmajors who have done distinguished work in first-year writing seminars and in such courses as ENGL 280-281, 288-289, and who desire intensive practice in writing essays as a kind of creative

nonfiction. The course assumes a high degree of self-motivation, a capacity for independent work, and critical interest in the work of other writers; it aims for a portfolio of conceptually rich and stylistically polished writing.

Creative Writing

Students usually begin their work in Creative Writing with ENGL 280 or 281, and only after completion of the First-Year Writing Seminar requirement. Please note that either ENGL 280 or ENGL 281 is the recommended prerequisite for 300-level creative writing courses. ENGL 280 and 281 may satisfy a distribution requirement in your college (please check with your college adviser). ENGL 382-383, 384-385, and 480-481 are approved for the English major.

ENGL 280-281 Creative Writing (IV) (LA)

Fall, spring, summer, winter. 3 credits.

Prerequisites: completion of the Freshman Seminar requirement. Limited to 18 students.

Majors and prospective majors, please note. Although recommended for prospective English majors, ENGL 280-281 cannot be counted towards the 40 credits required for completion of the English major. It is a prerequisite for 300-level courses in creative writing, which count towards the major. ENGL 280 is not a prerequisite for ENGL 281.

An introductory course in the theory, practice, and reading of prose, poetry, and allied forms. Students are given the opportunity to try both prose and verse writing and may specialize in one or the other. Many of the class meetings are conducted as workshops.

ENGL 382-383 Narrative Writing (IV) (LA)

Fall, 382; spring, 383. 4 credits each term. Each section limited to 15 students.

Previous enrollment in ENGL 280 or 281 recommended. Prerequisite: permission of instructor, normally on the basis of a manuscript. Fall: Sec. 1, S. Vaughn; sec. 2, M. Koch; sec. 3, L. Herrin. Spring: D. McCall, L. Herrin, M. McCoy.

The writing of fiction; study of models; analysis of students' work.

ENGL 384-385 Verse Writing (IV) (LA)

Fall or summer, 384; spring, 385. 4 credits each term. Each section limited to 15 students.

Prerequisites: ENGL 280 or 281, or permission of instructor. Fall: P. Janowitz, K. McClane. Spring: P. Janowitz, K. Light.

The writing of poetry; study of models; analysis of students' poems; personal conferences.

ENGL 480-481 Seminar in Writing (IV) (LA)

Fall, 480; spring 481. 4 credits each term. Each section limited to 15 students.

Prerequisite: permission of instructor, normally on the basis of a manuscript. The manuscript should be submitted to the instructor no later than the first day of class. Previous enrollment in ENGL 280 or 281 and at least one 300-level writing course recommended. Successful completion of one half of the 480-481 sequence does not guarantee enrollment in the other half; students must receive permission of the instructor to enroll in the second course. Fall: Sec. 1, S. Vaughn, sec. 2, R. Morgan. Spring: S. Vaughn, A. Fulton.

Intended for those writers who have already gained a basic mastery of technique. Although ENGL 480 is not a prerequisite for ENGL 481, students normally enroll for both terms and should be capable of a major project—a collection of stories or poems, a group of personal essays, or perhaps a novel—to be completed by the end of the second semester. Seminars are used for discussion of the students' manuscripts and published works that individual members have found of exceptional value.

Courses for Freshmen and Sophomores

These courses have no prerequisites and are open to freshmen and nonmajors as well as majors and prospective majors.

Introductions to Literary Studies

ENGL 201-202 The English Literary Tradition # (IV) (LA)

201: fall. 4 credits. ENGL 201 is not a prerequisite for 202. This course may be used as one of the three pre-1800 courses required of English majors. A. Galloway.

An introduction to the study of English literature, examining its historical development and some of its achievements from its recorded beginnings in the eighth century through the seventeenth century. Some of the works we will read, discuss, and write about across this thousand-year span are *Beowulf*; *Sir Gawain and the Green Knight*; selections from *Chaucer's Canterbury Tales* and from *Spenser's Faerie Queene*; Shakespeare's sonnets and a play; poems and other writings by Sidney, Jonson, Donne, Herbert, Herrick, and Marvell; and selections from Milton's *Paradise Lost*. Emphasis will be on the close analysis of individual works, on the question of "periods" and the changing status and notions of "literature," and on the cultural contexts in which this remarkably varied span of works developed. Lectures twice a week, plus small weekly discussion sections.

202: spring. 4 credits. H. Nazar.

An introductory survey of English literature from the late seventeenth century to the early twentieth century. The course is divided into three parts, each of which covers one major period of English literature. In Part I, "The Restoration and the Eighteenth Century," we will read the satires of Dryden, Swift, and Pope; essays and criticism by Addison, Steele, and Johnson; and selections from Defoe's *Robinson Crusoe*. In Part II, "The Romantic Period," we will focus on the poetry and poetics of the major Romantics—Blake, Wordsworth, Coleridge, Shelley, Keats, and Byron—and read a novel by Jane Austen (*Pride and Prejudice*). In Part III, "The Victorian Period," we will consider the novel at greater length (Eliot's *Silas Marner* and selections from Dickens's *Hard Times*, as well as representative statements by the age's major novelists). In addition, we will read representative selections from the major poets (Tennyson, Browning, Hopkins) and cultural critics (Carlyle, Mill, Arnold, and Ruskin) of the period. We will conclude the course with a novel from the early twentieth century (Virginia Woolf's *Orlando*), which offers a fictional retrospect on the literary periods surveyed in the course.

ENGL 203 Introduction to American Literatures: Land, Labor, Languages (also AM ST 206) (IV) (LA)

Fall. 4 credits. B. Maxwell.

Our goal is understanding the matrix of land, labor, and language, as the literatures of the pre-conquest, colonial, and early national periods of America present it. This perspective will involve reading widely and variously: American Indian oral and written narratives; tales of seafarers, wage laborers, sojourners, captives, indentured persons, and slaves; poems, plays, and novels that have been taken until recently as sufficient to defining "The American Literary Tradition." It will also ask for engagement with the implications of seeing American literature with new eyes and new emphases. Who lives on the land, and how; who works it; and who records and reflects on these facts in language? What differences does it make to labor and to language if land is owned by individuals as "property," rather than held in common? If people have been made into property, what part does language play in that process—or its abolition? Can mapping be considered a language? What do maps show (and hide)? What do landscape paintings have to do with literary representation? Finally, as much as the course will be interdisciplinary, the question at work always will be: What do we need to read to do justice to the early literary life of America? A few of the texts will be: Roger Williams, *A Key into the Language of America*; Mary Rowlandson's captivity narrative; William Apess, *A Son of the Forest* and "An Indian's Looking Glass for the White Man"; Frederick Douglass, *My Bondage and My Freedom*; Herman Melville, "Bartleby, the Scrivener"; and Rebecca Harding Davis, *Life in the Iron-Mills*.

ENGL 204 Introduction to American Literatures: Narrating the Nation (also AM ST 207) (IV) (LA)

Spring. 4 credits. Limited to 15 students.

While not restricted to sophomores this course is intended to offer sophomores especially an opportunity to work closely with faculty in a seminar environment within a strong interdisciplinary context. K. McCullough.

This course examines the relation between nation and narration in U.S. literature from the Civil War to the present, focusing specifically on the interplay between the juridical category of the citizen and the more broadly cultural category of the "American." What does it mean to be American? What has it meant, historically, to be a citizen? How have these two shifting categories intersected, overlapped, or been in conflict over the past two centuries? How have the stories circulated in literature and popular culture influenced legal narratives, and vice versa? We will explore these questions through a series of readings drawing on the fields of history, political science, legal studies, and literature. Reading will include works by Louise Erdrich, Pauline Hopkins, Chang Rae Lee, David Wong Louie, Maria Amparo Ruiz de Burton, Leslie Marmon Silko, and Sui Sin Far.

ENGL 205 Introduction to World Literatures in English (IV) (LA)

Spring. 4 credits. W. Wetherbee.

The course studies a range of texts including poetry, drama, and fiction, written in English by writers from nations and cultures that have only recently come into their own politically. Writers studied include Chinua Achebe, Amitav

Ghosh, Bessie Head, Salmon Rushdie, Wole Soyinka, Derek Walcott, and James Welch.

**ENGL 206 Sophomore Seminar:
Introduction to Narrative: LA Close
UP (also AM ST 219) (IV) (LA)**

Fall. 4 credits. M. P. Brady.

This course will introduce students to the study of narrative. We will explore how narratives are produced, how they have an impact on audiences, and how narratives are productive of nations and nationalisms, of race, sexuality, gender, and class. The focus of our narrative study will be Los Angeles, California. We will look at various eighteenth, nineteenth, twentieth, twenty-first century narrative forms (films, fiction, music, history) that take as their topic El Pueblo de Nuestra Señora la Reina de los Angeles del Rio de Porciuncula (a.k.a., Los Angeles).

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

**ENGL 207 Introduction to Modern Poetry
(IV) (LA)**

Spring. 4 credits. No prior study of poetry necessary. D. Mao.

An introduction to the diverse shapes, purposes, and themes of poetry of the last hundred years. The course will focus on about a dozen U. S. and British poets, chosen not only for the ways in which they enlarge the formal possibilities of verse but also for the subtlety or bravura with which they evoke the anxiety, perversity, joy, and complexity of modern life. Our chief focus will be on matters of form, but we also will attend to thematic issues such as the polemical side of modernism, avant-gardism in other genres and arts, and poetry's changing role in the age of radio, television, and the Internet. Assignments will include exercises in the writing of poetry and analyses of poets' specific dictional, metrical, and syntactic choices, as well as broader interpretive essays. Focal poets may include W. B. Yeats, Ezra Pound, H. D., T. S. Eliot, William Carlos Williams, Wallace Stevens, Langston Hughes, W. H. Auden, Elizabeth Bishop, Allen Ginsberg, Sylvia Plath, Susan Howe, Tracie Morris, and Paul Muldoon.

**ENGL 208 Shakespeare and the
Twentieth Century (IV) (LA)**

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. S. Davis.

What can we learn about Shakespeare's plays from their reception in the twentieth century? What can we learn about twentieth-century cultures from their appropriations of these texts and their reinventions of the Shakespeare legend? We will compare four or five plays with their adaptations in fiction, theater, and film and explore the uses made of Shakespeare in education, advertising, and public culture. Our discussions will try to illuminate the vast differences and startling continuities among the Shakespeares handed down by earlier times and those recovered or

invented in the modern era; we also will pay attention to the variety of critical approaches readers and viewers have taken to Shakespeare on the page and in performance. For spring 2004, tentatively: *Taming of the Shrew*, *Titus Andronicus*, *Othello*, *Lear*, and *Tempest*, together with plays by Paula Vogel and Aimé Césaire, a novel by Jane Smiley, the musical comedy *Kiss Me Kate*, and films or stage productions directed by Julie Taymor, Akira Kurosawa, Trevor Nunn, Janet Suzman, and Fred Wilcox.

**ENGL 209 Sophomore Seminar:
Introduction to Cultural Studies (IV)
(CA)**

Fall. 4 credits. B. Correll.

Ads, advice columns, reality shows, MTV, salsa, hip-hop, films and more bombard our thoughts and senses with encoded messages. This course will look closely at many kinds of culture that we encounter in our everyday lives and introduce students to some of the key critical work that has been written about them. Examples will come from a range of texts, both "high" and "low," visual and literary, contemporary and historical. The course will follow a lecture-discussion format.

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

ENGL 227 Shakespeare # (IV) (LA)

Fall, summer and winter. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. R. Kalas.

This course is an introduction to Shakespeare's dramatic works and to the language and culture of urban entertainment in London during the late-sixteenth and early-seventeenth centuries. We will read ten plays over the course of the semester, looking carefully at the language of the plays and unfolding their more difficult passages, while bearing in mind that these plays were collaborative and commercial, as well as poetic enterprises. Beautifully crafted as the plays are, they are also a hodge-podge or "mingle-mangle" of historical styles and citations, of religious doctrine and opinion, of politics, and of commerce. As a "mingle-mangle" of allusions, Shakespeare's plays are a record of the literary vernacular of Renaissance England. As dramatic scripts meant for performance, they indicate how figurative language can be a collective and social endeavor.

**ENGL 295 The Essay in English # (IV)
(LA)**

Fall. 4 credits. Prerequisite: completion of the first-year writing seminar requirement. This course may be used as one of the three pre-1800 courses required of English majors. L. Fakundiny.

What is an essay? How does it work as prose discourse, as a text of the self? Impelled by such generic questions and others first raised by Montaigne's French *Essais* (1588), this course explores the invention of the essay in

English during the sixteenth and seventeenth centuries, its flowering in the periodicals and magazines of the eighteenth and early nineteenth centuries, and its subsequent permutations across the English-speaking world. Readings include selections from the work of Bacon, Cornwallis, Donne, Earle, Cowley, Swift, Addison, Johnson, Franklin, Goldsmith, Lamb, Hazlitt, and Irving. Essays by earlier writers are matched rhetorically or thematically with readings from more recent practitioners of the genre, including DuBois, Woolf, Orwell, Welty, Baldwin, Selzer, Ozick, Achebe, Didion, S. Naipaul, Dillard, Sanders, and others. This is a class for students interested in reading essays and in thinking about how this nonfiction prose genre accommodates the range of discursive possibilities from narration and description to exposition and argument. No special background in literary history is assumed.

Major Genres and Areas

**ENGL 240 Survey in U. S. Latino
Literature (also LSP 240 and AM ST
240) (IV) (LA)**

Fall. 4 credits. M. P. Brady.

It is estimated that by the year 2030, the Latino/a population in the United States will be the largest "minority group" in the country. This course seeks to introduce students to the growing body of literature (both fiction and poetry) by the various U.S. Latino/a communities. We will consider cultural production that results from intercultural crossings between Mexico, Cuba, Guatemala, Dominican Republic, El Salvador and Los Angeles, New York, Miami. How do Latina/o literatures converge and diverge as they explore issues of "race," ethnicity, gender, sexuality, class, nationality, and identity in general, at a time when the American profile is increasingly becoming "latinized." Authors examined may include Tomás Rivera, Cherrie Moraga, Jesús Colón, Miguel Pinero, Nicolasa Mohr, Cristina García, Julia Alvarez, Américo Paredes, Junot Díaz, Loida Maritz Pérez, Sandra Benítez, Martín Espada, Lorna Dee Cervantes, Frances Negrón-Muntaner, Luz María Umpierre, and Hector Tobar.

[ENGL 255 African Literature @ (IV) (LA)

Fall. 4 credits. Next offered 2004–2005. B. Jeyifo.]

**ENGL 260 Introduction to American
Indian Literatures in the United
States (also AM ST 260) (IV) (LA)**

Spring. 4 credits. E. Cheyfitz.

The purpose of this course is to provide an introduction to U.S. American Indian literatures, both oral and written. The method of studying these literatures will emphasize historical, legal, and cultural contexts as well as current critical debates over methodological approaches. In addition to examples of the oral tradition transcribed in writing, we will study a variety of written genres from their beginnings in the late eighteenth century, including autobiography, the essay, poetry, and fiction. We will begin the course by reading two translations from the oral tradition: Paul Radin's translation/compilation of Winnebago trickster narratives, and Paul Zolbrod's translation of the *Diné babaney: The Navajo Creation Story*. After that we will read a range of Native authors from the nineteenth and twentieth centuries, including Samson Occom, William Apess, Sarah Winemucca,

Zitkala-Sa, Mourning Dove, Black Elk, D'Arcy McNickle, N. Scott Momaday, Elizabeth Cook-Lynn, Leslie Marmon Silko, James Welch, Luci Tapahonso, Simon Ortiz, Gerald Vizenor, Diane Glancy, Ray A. Young Bear, Sherman Alexie, and Debra Magpie Earling.

ENGL 261 Race and the American City: Reading San Francisco and New York (also AAS 211) (IV) (LA)

Fall. 4 credits. S. Wong.
For full course description, see AAS 211.

[ENGL 262 Asian American Literature (also AAS 262 and AM ST 262) (IV) (LA)]

Spring. 4 credits. Next offered 2004-2005.
S. Wong.]

ENGL 274 Scottish Literature and Culture # (IV) (LA)

Fall. 3 or 4 credits. The course may be taken for 3 or 4 credits; those taking it for 4 credits will complete an additional writing project. If taken for four credits, it counts toward the English major, but non-majors are welcome. This course may be used as one of the three pre-1800 courses required of English majors. T. Hill and H. Shaw.

Scotland was an independent kingdom during most of its history. Although it is now politically united with England, it preserves a cultural distinctiveness. This course provides an introduction to Scottish literature and its cultural context. We will focus on important Scottish literary texts, with special emphasis on the medieval period and the eighteenth through the twentieth centuries. The course should appeal to those who wish to learn more about their Scottish heritage, to those who wish to view in a new perspective works normally considered monuments of "English" literature, and to those who simply wish to know more about a remarkable culture and the literature it produced. Some of the texts will be read in Scots, but no familiarity with Scots or earlier English is presumed. Authors studied include Henryson, Dunbar, Anonymous (the Scottish Ballads), Burns, Scott, Stevenson, Grassie Gibbon, Spark, and several twentieth-century writers of short stories. Students will view the film, *The Prime of Miss Jean Brodie*.

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

Fall. 4 credits. Next offered 2004-2005.
N. Waligora-Davis.]

ENGL 276 Desire (also COM L 276, FGSS 276) (IV) (LA)

Spring. 4 credits. E. Hanson.
Sexual desire is a series of scripted performances, a set of stories we tell ourselves about ourselves. Through a critical discussion of "these pleasures which we lightly call physical," to borrow a phrase from the French novelist Colette, we might discover a deeper appreciation for the strange narrative of our own. We begin with the theory that desire has a history, even a literary history, and we will examine classic texts in some of its most influential modes: Platonic, Christian, romantic, decadent, psychoanalytic, feminist, and queer. This course is an introductory survey of European dramatic texts from Plato and Aristophanes to Jean Genet and Caryl Churchill; and it is also a survey of the most influential trends in modern sexual theory and sexual politics, including the work of Freud, Foucault, Barthes and various feminists and

queer theorists. Topics for discussion include Greek pederasty, sublimation, hysteria, sadomasochism, homosexuality, pornography, cybersex, feminism, and other literary and performative pleasures, and the focus is always on expanding our critical vocabulary for considering sex and sexual desire as a field of intellectual inquiry.

[ENGL 278 Queer Fiction (also FGSS 278) (IV) (LA)]

4 credits. Next offered 2004-2005.]

[ENGL 279 Introduction to Lesbian Fiction (also FGSS 280) (IV) (LA)]

4 credits. Next offered 2004-2005.
K. McCullough.]

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

Fall. 4 credits. The course is designed for majors, but will be open to all interested students. H. Spillers.

This course will select its readings from the genres of poetry, drama, fiction, and non-fiction produced by black American writers from the period of the Harlem Renaissance, to the present. Readings will include poems by Harlem Renaissance poets, the poets of African-American modernism, i.e., Gwendolyn Brooks and Robert Hayden, and some of the poetry of the Black Arts Movement of the 60s, by way of Leroi Jones/Imamu Baraka and Larry Neal's *Black Fire*, plays by Lorraine Hansberry, Ed Bullins, and August Wilson; non-fictional and fictional writings by Malcolm X, Martin Luther King, Nella Larsen, Jean Toomer, Zora Neale Hurston, Toni Morrison, and Nate Mackey. (*Cane*, *The Autobiography of an Ex-Colored Man*, *Passing*, *The Autobiography of Malcolm X*, *Letter from a Birmingham Jail*, *Black Boy*, *Invisible Man*, *Flight to Canada*, *Oxherding Tales*, *Middle Passage*, *Jazz*, and *The Bedouin Hornbook* will be among the selected texts.)

Special Topics

[ENGL 210 Medieval Romance: Voyage to the Otherworld # (IV) (LA)]

Spring. 3 credits. Next offered 2004-2005.
T. Hill.]

ENGL 217 History of the English Language to 1300 (also LING 217) # (III or IV) (HA)

Fall. 4 credits. W. Harbert.
See LING 217 for full course description.

ENGL 218 History of the English Language Since 1300 (also LING 218) (III or IV) (HA)

Spring. 4 credits. W. Harbert.
See LING 218 for full course description.

[ENGL 220 Sophomore Seminar: The Idea of the Pet in Literature and History (IV) (LA)]

Spring. 4 credits. Enrollment is limited to 15 students. While not restricted to sophomores this course is intended to offer sophomores especially an opportunity to work closely with faculty in a seminar environment within a strong interdisciplinary context. Next offered 2004-2005. L. Brown.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-intensive study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the

discipline's outlook, its discourse community, its modes of knowledge, and its ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[ENGL 221 Sophomore Seminar: The Ethics of Imagining the Holocaust (IV) (LA)]

Fall. 4 credits. Enrollment is limited to 15 students. While not restricted to sophomores this course is intended to offer sophomores especially an opportunity to work closely with faculty in a seminar environment within a strong interdisciplinary context. D. Schwarz.

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

ENGL 225 Poetry and the Poetics of Difference (also COM L 225) (IV) (LA)]

Fall. 4 credits. J. Monroe.
See COM L 225 for full course description.

[ENGL 235 Rewriting the Classics: Stories of Travels and Encounters (also FGSS 235) (IV) (CA)]

4 credits. Next offered 2004-2005.
E. DeLoughrey.]

ENGL 263 Interpreting Hitchcock (also FILM 264) (IV) (LA)

Fall. 4 credits. For this seminar students must be free to attend Monday late-afternoon screenings of the films. \$20 lab fee. Enrollment limited to 20. L. Bogel.
Before Alfred Hitchcock moved in 1939 to Hollywood, where he directed his major films, from *Rebecca* and *Notorious* to *Vertigo*, *North by Northwest*, and *Psycho*, he apprenticed as set designer, screen writer, and director for more than thirty English films. This course will focus on his technical and stylistic innovations during the twenties and thirties, through detailed analysis of about fifteen of his early silent experiments, such as *The Lodger*, *The Ring*, *The Farmer's Wife*, and of his assured early talking films, such as *Blackmail*, *Murder!*, *Number Seventeen*, *The Man Who Knew Too Much*, *The Thirty-Nine Steps*, *Secret Agent*, *Sabotage*, *Young and Innocent*, and *The Lady Vanishes*. We will look in these films for his German and Russian influences, examine Hitchcock's place in the early history of cinema, and consider the complex ways his films invite questions about film language, self-reflexivity, the ethics of spectating, and the nature of desire and sexuality.

ENGL 268 Culture and Politics of the 1960s (also AM ST 268) (IV) (CA)]

Spring. 4 credits. P. Sawyer.
For many people, the sixties were a time of revolutionary hopefulness, when the civil rights movement, the Cold War, and the Vietnam War stimulated impassioned critiques and alternative experiments in living that changed American society forever. What can the experiences of young "boomers" and

others, who lived through that famously turbulent decade, teach a later generation living through similar times of social crisis and war? This course tries to answer that question and others by combining a political overview with the close reading of texts. The main topics will be racial justice, the Vietnam War, the counterculture, the New Left, the women's movement, and the movement for gay and lesbian rights. Texts will include *The Autobiography of Malcolm X*, *Dispatches*, *Slaughterhouse-Five*, the poems of Ginsburg and Rich, speeches of King, films, manifestos, and music.

ENGL 273 Children's Literature (IV) (LA)

Fall. 4 credits. J. Adams.

An historical study of children's literature from the seventeenth century to the present, principally in Europe and America, which will explore changing literary forms in relation to the social history of childhood. Ranging from oral folktale to contemporary novelistic realism (with some glances at film narrative), major figures may include Perrault, Newbery, the Grimms, Andersen, Carroll, Alcott, Stevenson, Burnett, Kipling, the Disney studio, E. B. White, C. S. Lewis, Sendak, Silverstein, Mildred Taylor, Bette Greene. We will 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.

Courses for Sophomores, Juniors, and Seniors

Courses at the 300 level are open to sophomores, juniors, and seniors and to others with the permission of the instructor.

ENGL 301 Mind and Memory (also MUSIC 372, S HUM 301, THETR 301)

Spring. 4 credits. J. Morgenroth.

For full description, see THETR 301.

[ENGL 302 Literature and Theory (also ENGL 602 and COM L 302 and 622) (IV) (LA)]

Fall. 4 credits. Next offered 2004–2005.

J. Culler.]

[ENGL 308 Icelandic Family Saga # @ (IV) (LA)]

Fall. 4 credits. This course may not be used as one of the three pre-1800 courses required of all English majors. Next offered 2004–2005. T. Hill.]

[ENGL 310 Old English in Translation # (IV) (LA)]

4 credits. Next offered 2004–2005. T. Hill.]

ENGL 311 Old English (also ENGL 611) # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. There will be a mid-term and a final exam. 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 presented in the texts we cover.

ENGL 312 Beowulf (also ENGL 612) # (IV) (LA)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. R. Farrell.

A close reading of *Beowulf*. Attention is given to relevant archaeological, literary, cultural, and linguistic issues. One semester's study of Old English, or the equivalent, is recommended.

ENGL 319 Chaucer # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. R. Farrell.

This course will begin with the study of the major *Canterbury Tales* and some of Chaucer's minor works, such as *The Book of the Duchess*. If time permits, we will read at least part of his great epic romance *Troilus and Criseyde*. All works will be read in Middle English, but ample time will be devoted to learning the language, for it is impossible to read Chaucer as a poet without Middle English. There will be lectures on Chaucer's life and society and his literary and religious content. There will be take-home, mid-, and end-of-term exams and student presentations.

ENGL 321 Spenser and Malory (also RELST 319) # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Informal lecture and discussion. C. Kaske.

aired selections covering about half of Malory's *Morte d'Arthur* and half of Spenser's *Faerie Queene*. The French Prose Arthurian Cycle, Chretien's romances, *Sir Gawain and the Green Knight*, and some of Spenser's minor poems will be mentioned occasionally as background. Comparisons will assess possible literary influence, the distinctive vision, style, and narrative technique of each author as a writer of romance, and the development of Arthurian romance from the Middle Ages to the Renaissance.

[ENGL 328 The Bible as Literature # (IV) (LA)]

Spring. 4 credits. Next offered 2004–2005. L. Donaldson.]

ENGL 329 Milton # (IV) (LA)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. R. Kalas.

An introduction to the poetry and prose of John Milton in light of the political, social, and religious upheavals of the seventeenth century. Rather than dividing the poetry from the prose, this course will foreground the integration of poetic and polemical concerns in Milton's work. Readings will include selected short poems, *Comus*, *Samson Agonistes*, *Paradise Regained*, all of *Paradise Lost*, *Areopagitica*, *The Doctrine*, and *Discipline of Divorce*, and excerpts from Milton's other prose works.

ENGL 330 Restoration and Eighteenth-Century Literature # (IV) (LA)

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. 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 333 The Eighteenth-Century English Novel # (IV) (LA)

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. N. Saccamano.

A study of form and theme in the British novel tradition. The course focuses on representative novels mostly from the eighteenth century, paying close attention to language and structure but also to cultural contexts and to the development of the novel form itself. We explore such topics as truth and fiction; romance, realism, satire, and the gothic; heroic and mock-heroic modes; sentiment, sensibility, and sexuality; race and gender; and the forms and uses of narrative. Readings may include Behn's *Oroonoko*, Defoe's *Moll Flanders*, Richardson's *Clarissa*, Fielding's *Tom Jones*, Johnson's *Rasselas*, Sterne's *A Sentimental Journey*, and Austen's *Emma*.

ENGL 345 Victorian Controversies # (IV) (LA)

Fall. 4 credits. Classes by lecture and discussion. S. Siegel.

This course considers the controversies that divided public opinion in England and Ireland. It explores the social problems critics and artists identified, the various solutions they proposed, and their contrasting visions of their nation and its rebellious colonies. The first weeks are devoted to two concurrent events that colored opinion on both sides of the Irish Sea: one, the Great Exhibition of Science and Industry of 1851, was celebratory; the other, the Great Irish Famine, was catastrophic. The remaining weeks are devoted to the urgent questions that men and women in England and Ireland asked about themselves and their time: Was their century marked by progress or by decline? Would machines degrade or ennoble workers? Did aesthetic experience complement or compete with religious doctrine? Were art and science dependent upon or opposed to each other? Should all forms of expression be permitted, or should certain forms be censored? Should the colonies be permitted to rule themselves or remain dependent on England? Would prestige be gained if institutions of higher learning awarded degrees to women? Was "manliness" revealed through "character" or through "behavior"? Authors will include Arnold, Barrett Browning, Carlyle, Gregory, Hyde, Joyce, Mill, Morris, Parnell, Pater, Ruskin, Wilde, and Yeats.

[ENGL 348 Studies in Women's Fiction: Louise Erdrich and Leslie Marmon Silko (also FGSS 348) (IV) (LA)]

Spring. 4 credits. Next offered 2004–2005. L. Donaldson.]

ENGL 349 Shakespeare and Europe (also COM L 348) (IV) (LA)

Fall. 4 credits. This course may NOT be used as one of the three pre-1800 courses required of English majors. W. Kennedy. See COM L 348 for full course description.

ENGL 350 The Modern Tradition I: 1890–1940 (IV) (LA)

Fall. 4 credits. D. Schwarz.

Critical study of major works by Hardy, Conrad, Lawrence, Joyce, Woolf, Eliot, Yeats, Hopkins, Wilde, Wallace Stevens and others.

While the emphasis will be on close reading of individual works, lecture and discussion will place the authors and works within the context of literary, political, and intellectual history. The course will seek to define the development of literary modernism (mostly but not exclusively in England) and relate literary modernism in England to that in Europe and America as well as to other intellectual developments. Course will focus on the relationship between modern literature and modern painting and sculpture; on occasion, slides will be viewed.

[ENGL 353 The Modern Indian Novel @ (IV) (LA)]

Spring. 4 credits. Next offered 2004-2005.
S. Mohanty.]

ENGL 355 Decadence (also COM L 355 and FGSS 355) (IV) (LA)

Fall. 4 credits. E. Hanson.

"My existence is a scandal," Oscar Wilde once wrote, summing up in an epigram the effect of his carefully cultivated style of perversity and paradox. Through their valorization of aestheticism and all that was considered artificial, unnatural, or perverse, the so-called "decadent" writers of the late-nineteenth century sought to free the pleasures of beauty, spirituality, and sexual desire from their more conventional ethical moorings. We will discuss the most important texts through which "decadence" was defined as a literary style, including works by Charles Baudelaire, J.-K. Huysmans, Leopold von Sacher-Masoch, A. C. Swinburne, and Walter Pater, with a particular focus on Oscar Wilde. Topics for discussion include aestheticism and the cult of "art for art's sake," theories of cultural and linguistic degeneration, homophobia and sexual encoding, androgyny and sexual inversion, hysteria, masochism, mysticism, sublimation, Catholicism, Hellenism, and dandyism. Students may read French and German texts in the original or in translation.

[ENGL 356 Postmodernist Fiction (IV)]
4 credits. Next offered 2004-2005.]

ENGL 361 Early American Literature (also AM ST 361) # (IV) (LA)

Fall. 4 credits. J. Porte.

American literature and culture from the 1620s to the 1840s, including the following: prose and poetry of the Puritans (Winthrop, Bradford, Bradstreet, Rowlandson, Taylor, Cotton Mather); Edwards and Franklin; Tom Paine and Jefferson; Crèvecoeur; selections from Irving's *Sketchbook*; the poetry of Bryant; a novel by James Fenimore Cooper; some of Hawthorne's "colonial" sketches; Emerson's prose and poetry through the 1840s. (Since 2003 is the bicentennial of the birth of this commanding figure, we shall pay particular attention to his work.)

[ENGL 362 The American Renaissance (also AM ST 362) (IV) (LA)]

Spring. 4 credits. Next offered 2004-2005.
D. Fried.]

[ENGL 363 American Fiction at the Turn of the Twentieth Century (also AM ST 363) (IV) (LA)]

Spring. 4 credits. Next offered 2004-2005.
K. McCullough.]

[ENGL 364 American Literature Between the Wars (also AM ST 364) (IV) (LA)]
4 credits. Next offered 2004-2005.]

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

Fall. 4 credits. Next offered 2004-2005.
B. Maxwell.]

[ENGL 366 Nineteenth Century American Novel (also AM ST 366) # (IV) (LA)]

4 credits. S. Samuels. Next offered 2004-2005.]

[ENGL 367 The Modern American Novel (also AM ST 367) (IV) (LA)]

Spring. 4 credits. Next offered 2004-2005.
D. McCall.]

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

Fall. 4 credits. Next offered 2004-2005.
P. Sawyer.]

ENGL 369 Fast Talking Dames and Sad Ladies (also FILM 367 and FGSS 369) (IV) (LA)]

Spring. 4 credits. Students must be free to attend Monday and/or Tuesday late-afternoon screenings. \$20 film fee. Enrollment limited to 15. Permission of instructor. L. Bogel.

In this seminar focusing on sassy or subdued heroines of Hollywood's films of the 1940s and current films, we will work to define romantic comedy and melodrama as genres, vehicles for female stars, and ways of viewing the world. Psychoanalytic and feminist analyses of these films will help us pose questions about gender and culture, about gendered spectatorship, about the relation of these films to American culture, about Hollywood's changing constructions of "woman," the "maternal," and the "feminine," and about representations of desire, pleasure, fantasy, and ideology. Required weekly screenings of such films as *Gilda*, *The Lady Eve*, *Reckless Moment*, *Notorious*, *The Women*, *The Philadelphia Story*, *His Girl Friday*, *Mrs. Dalloway*, *The Hours*, *First Wives' Club*, *All About My Mother*, *Silence of the Lambs*, *Far From Heaven*, and *The Deep End*.

[ENGL 370 The Nineteenth Century Novel # (IV) (LA)]

Spring. 4 credits. Next offered 2004-2005.
J. Adams.]

[ENGL 372 Medieval and Renaissance Drama (also ENGL 677) # (IV) (LA)]

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2004-2005. A. Galloway.]

[ENGL 373 English Drama from 1700 to the Present (also THETR 373) # (IV) (LA)]

4 credits. Next offered 2004-2005.
S. McMillin.]

ENGL 374 Slavery in Twentieth Century American Film and Fiction (also AM ST 374) (IV) (LA)]

Fall. 4 credits. N. Waligora-Davis.

This course explores twentieth century preoccupations and reconstructions of slavery, examining the ways slavery continues to define and impact sexuality, racial identities and their popular representations, our sense of public and private spaces, legal discourse, and our national identity. What does it mean to be a black or white man or woman in America? Who does law, history, and society concede as legitimate witness? How should we craft our histories? Who is a subject of, and who is subjected to law? How are privacy

interests diffused against social interests: what are a (black) woman's reproductive rights (in the age of contraceptive options and abortion)? How do desires materialize, and how are they materially denied? Our readings will place in close proximity not only historical writings on slavery (slave history and slave narratives) and these twentieth century revisionist slave stories, but slave law and contemporary immigration, property, reproduction, criminal, and privacy legislation.

[ENGL 376 Survey in African American Literature: 1918 to present (IV) (LA)]

Spring. 4 credits. Next offered 2004-2005.
H. Spillers.]

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

Spring. 4 credits. Next offered 2004-2005.
R. Gilbert.]

ENGL 379 Reading Nabokov (also RUSSL 385 and COM L 385) (IV) (LA)]

Fall. 4 credits. G. Shapiro.

For course description, see RUSSL 385.

ENGL 381 Reading as Writing (IV) (LA)]

See complete course description in section headed Expository Writing.

ENGL 382-383 Narrative Writing (IV) (LA)]

See complete course description in section headed Creative Writing.

ENGL 384-385 Verse Writing (IV) (LA)]

See complete course description in section headed Creative Writing.

ENGL 386 Philosophic Fictions (IV) (LA)]

See complete course description in section headed Expository Writing.

ENGL 387 Autobiography: Theory and Practice (IV) (LA)]

See complete course description in section headed Expository Writing.

ENGL 388 The Art of the Essay (IV) (LA)]

See complete course description in section headed Expository Writing.

ENGL 394 Public Discourse, Political Stages: African-American Drama and Performance 1950-Present (also THETR 394) (IV) (LA)]

Fall. 4 credits. J. Frank.

For full course description, see THETR 394.

[ENGL 395 Video: Art, Theory, and Politics (also THETR 395) (IV)]

4 credits. Next offered 2004-2005.
T. Murray.]

[ENGL 396 Introduction to Global Women's Literature (also FGSS 396) @ (IV)]

4 credits. Next offered 2004-2005.
E. DeLoughrey.]

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

Spring. 4 credits. B. Maxwell.

Having attained the highest number of incarcerated persons of any nation on earth, while subjecting the populace to ordeals marked by the names Rodney King, Abner Louima, and Amadou Diallo, U.S. regimes of policing and imprisonment compel historical and critical attention. This course considers policing and imprisonment in U.S. culture, stressing prisoners' writing, song, slang, and graphic art. Edgar Allan Poe wrote in 1849: "in looking back through history . . . we should

pass over all biographies of 'the good and great,' while we search carefully the slight records of wretches who died in prison, in Bedlam, or upon the gallows." These records—novels, poems, short stories, plays, raps, songs, essays, autobiographies, letters, manifestoes, paintings, drawings, crafts, and tattoos—are of course less slight now than they were in Poe's day; they will make up the greater part of our source material. In addition to work by imprisoned people, readings will draw on carceral theory, activist documentation, and the history of criminal justice. Finally, we will consider questions raised by non-criminal confinement in U. S. history: slavery, indentured servitude, the reservation system for indigenous peoples, prisoners of war in the Civil War, the wartime internment of Japanese Americans, and carceral and punitive operations of the Immigration and Naturalization Service.

ENGL 398 Latina/o Cultural Practices (also LSP 398) (IV) (CA)

Spring. 4 credits. U.S. Latino/a history is strongly recommended as a prerequisite, but not required. M. P. Brady.
This course explores Latino/a cultural work ranging from 'zines to comic books, architecture to film, music to sculpture, musicals to spoken word, theater to internet sites. We 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 consider therefore the production of stereotypes (particularly in the nineteenth century) and the ongoing efforts of contemporary artists to dispel such stereotypes, to work along side them and to rework them. We also consider the relationship between cultural production, representation, and public policy.

Courses for Advanced Undergraduates

Courses at the 400 level are open to juniors and seniors and to others by permission of instructor unless other prerequisites are noted.

[ENGL 402 Literature as Moral Inquiry (IV) (KCM)]

Fall. 4 credits. Next offered 2004–2005. S. Mohanty.]

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

Spring. 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 relationship to nineteenth century figures like Wordsworth, Emerson, Whitman, Thoreau, and Dickinson, and to modernists like Frost, Stevens, Williams, and Pound, and to contemporaries like Ashbery, Ginsberg, and Snyder; his critical reception and its effects on his writing. We will have frequent visits from

friends, colleagues and students of Ammons who can provide special insight into the poet's work.

ENGL 404 Paleography, Bibliography, and Reception History (also ENGL 604) (IV) (LA)

Spring. 4 credits. A. Galloway.
This seminar will trace and teach students how to explore the "history of the book" in England from the world of the late-medieval manuscript through the Renaissance. It will be both theoretical and practical: students will spend some time learning to read English handwriting from the 14th to the 17th century; explore and write about manuscripts, handwriting, books, printers; and take up more general thematic issues impinging on these during the formative period of modern English vernacular culture, from "late medieval" to "early modern." We will focus on select examples of Chaucer and Shakespeare as a class, but students will develop independent projects as the term transpires. Some prior contact with Middle English (e.g., some Chaucer in the original) and Elizabethan English (e.g., some Shakespeare) is required. There will be regular work on old handwriting, editing theory, and how these matter for literature. In addition to regular exercises, both graduates and undergraduates will produce a final project involving a small edition and discussion of its strategies and implications.

ENGL 405 The Politics of Contemporary Criticism (IV) (LA)

Fall. 4 credits. S. Mohanty.
An introduction to some of the major issues in contemporary criticism and theory, with primary focus on such questions as: What is a (literary or cultural) text? What is interpretation, and can it ever be objective? How do cultural and social differences shape reading and interpretation? What views about knowledge, society, and politics underlie particular critical strategies and methodological choices? Drawing on representative essays and books from a variety of critical schools and traditions (from New Criticism to deconstruction, marxism, hermeneutics, new historicism, and feminism), the class will examine the competing claims of the various positions and focus on the implications of answers to the above questions for textual analysis. Readings from Cleanth Brooks, Jacques Derrida, Michel Foucault, Hans-Georg Gadamer, Sandra Harding, Fredric Jameson, Toni Morrison, Barbara Herrnstein Smith, Charles Taylor, and Richard Rorty, among others.

ENGL 411 Medieval Sin and Confession (also S HUM 410 and ENGL 614)

Fall. 4 credits. M. Raskolnikov.
For course description, see S HUM 410.

[ENGL 413 Middle English (also ENGL 613) # (IV) (LA)]

Fall. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2004–2005.]

[ENGL 414 Bodies of the Middle Ages: Embodiment, Incarnation Performance # (IV) (LA)]

Spring. 4 credits. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2004–2005. M. Raskolnikov.]

ENGL 416 Chaucer and the Politics of Love # (IV) (LA)

Spring. 4 credits. W. Wetherbee.
This course may be used as one of the three pre-1800 courses required of English majors. This course is organized around a reading of Chaucer's great narrative poem *Troilus and Criseyde*, in the context of late-medieval English social and sexual politics. Readings include classical and medieval love-lyric and romance; *Ovid's Art of Love*; and medieval theorists of sexual and romantic love.

[ENGL 417 Early Medieval Archaeology and Literature (also ENGL 617 and ARKEO 417 and 617) # (IV) (LA)]

Fall. 4 credits. Prerequisite: permission of instructor. This course may be used as one of the three pre-1800 courses required of English majors. Next offered 2004–2005. R. Farrell.]

ENGL 422 From Spirituals to Swing (also S HUM 418 and ENGL 620)

Spring. 4 credits. G. Wald.
For course description, see S HUM 418.

[ENGL 423 Renaissance Lyric (also ENGL 625) # (IV) (LA)]

Spring. 4 credits. Next offered 2004–2005. B. Correll.]

[ENGL 424 Spenser (also ENGL 624) # (IV)]

4 credits. Next offered 2004–2005. C. Kaske.]

ENGL 425 Writing the Voice (also S HUM 428 and ENGL 623)

Spring. 4 credits. A. François.
For course description, see S HUM 428.

[ENGL 428 Close Reading and Critical Debate # (IV) (LA)]

Spring. 4 credits. Next offered 2004–2005. F. Bogel.]

[ENGL 429 Adam's Rib and Other Divine Signs: Reading Biblical Narrative (also RELST 429) # (IV) (LA)]

4 credits. Next offered 2004–2005. L. Donaldson.]

[ENGL 433 Electronic Innovations (also VISST 433) (IV) (CA)]

Fall. 4 credits. Requirements: two medium length papers (7–8 pages), collaborative online project (with students in Australia), seminar presentation. Some advanced knowledge of digital or installation art is helpful. Permission of instructor. Next offered 2004–2005. T. Murray.]

[ENGL 434 Electronic Art and Culture (IV) (LA)]

4 credits. Next offered 2004–2005. T. Murray.]

[ENGL 437 Fiction(s) of Race, Fact(s) of Racism: Perspectives from South African and Afro-American Literatures @ (IV) (LA)]

4 credits. Next offered 2004–2005. B. Jeyifo.]

ENGL 443 The Dandy in London and Dublin # (IV) (LA)

Spring. 4 credits. S. Siegel.
The emergence of the figure of the dandy constituted a new cultural form. This seminar will trace the transformation of that form, in and out of fiction. Our readings, drawn from novels and plays, memoirs, anecdotes, reviews, and graphic representations in the periodical press, will be guided by four

questions: How does the word "dandy" behave in different temporal and geographical contexts? How and why does the form change? From whom were "dandies" thought to differ? How are we to understand the politics of this literary legend and of this cultural form? Changing perceptions of "gender" and "sexuality" will claim our attention throughout the semester. Readings will include Beerbohm, Bulwer, Carlyle, Chesterfield, Brummell, Lover, Pater, Sheridan, Wilde, and Woolf.

Some familiarity with the history of England, with Anglo-Irish and Anglo-French relations, and a reading knowledge of French would be helpful. There are, however, no prerequisites and students across the disciplines are welcome.

ENGL 447 Confessing America (also S HUM 419 and ENGL 647)

Spring. 4 credits. L. Donaldson.
For course description, see S HUM 419.

ENGL 450 History of the Book (IV) (LA)

Spring. 4 credits. K. Reagan.
A study of the book as a physical and cultural artifact from the twelfth century onwards. This course will provide a historical overview of the creation, dissemination, and reception of written forms of communication. We will examine the invention and evolution of printing and publishing and its constituent arts such as design, illustration, and binding. Other discussions and readings will focus on the history of authorship, publication, the book trade, libraries, and reading. This course meets in the Carl A. Kroch Library. Investigations and assignments will be built around close contact with examples of manuscripts, printed books, newspapers, periodicals, and ephemera from the twelfth century to the present.

ENGL 452 Wilde and Woolf (also ENGL 652) (IV) (LA)

Spring. 4 credits. S. Siegel.
This seminar considers the question of style: what does the word mean; why has it claimed attention; how has it behaved in the work of two authors whose writings among their contemporaries marked distinctive departures? We explore Oscar Wilde and Virginia Woolf as readers of literary and social texts. Along the way, we direct our attention to the implicit expectations we bring to our understanding of "Victorians" and "Modernists." Selections are drawn from the full range of Wilde's and Woolf's work. Our principal texts, however, are limited to a few essays by each author.

[ENGL 453 Twentieth Century Women Writers of Color (also AAS 253, FGSS 453) (IV) (LA)]

Fall. 4 credits. Course requirements include class presentations, short responses to the readings, and a longer research essay.
Next offered 2004-2005. S. Wong.]

ENGL 454 American Musical Theater (also MUSIC 490 and THETR 454) (IV) (LA)

Fall. 4 credits. Prerequisite: ENGL 272 or THETR 240-241 plus ability to read and analyze music at the level of MUSIC 105. Students concurrently enrolled in MUSIC 105 would be eligible. Limited to 15 students. S. McMillin.

A close reading of some seven or eight leading examples of the American musical, together with their sources, from *Show Boat* to *Sweeney Todd*. A chronological approach will

give a historical basis to the course, but the primary concern will be learning how to analyze musical drama and how to handle the problems and opportunities of interpretation integral to this complex theatrical form.

Readings will include Kern and Hammerstein's *Show Boat* and its source, Edna Ferber's novel of the same name; Rogers and Hammerstein's *Oklahoma!* and its source, Lynn Riggs's *Green Grow the Lilacs*; Loesser and Burrows's *Guys and Dolls* and its source, stories by Damon Runyon; Bernstein and Sondheim's *West Side Story* and its source, Shakespeare's *Romeo and Juliet*; Kander and Ebb's *Cabaret* and its source, Isherwood's *Berlin Stories*.

[ENGL 456 Postmodern Novel (also ENGL 656) (IV) (LA)]

4 credits. Next offered 2004-2005. M. Hite.]

ENGL 458 Imagining the Holocaust (also ENGL 658, JWST 458 and 658, COM L 483 and 683) (IV) (LA)

Spring. 4 credits. D. Schwarz.
What is the role of the literary imagination in keeping the memory of the Holocaust alive for our culture? We shall examine major and widely read Holocaust narratives which have shaped the way we understand and respond to the Holocaust. As we move further away from the original events, why do the kinds of narratives with which authors render the Holocaust horror evolve to include fantasy and parable? Employing both a chronological overview and a synchronic approach—which conceives of the authors having a conversation with one another—we discover recurring themes and structural patterns in the works we read.

We begin with first-person reminiscences—Wiesel's *Night*, Levi's *Survival at Auschwitz*, and *The Diary of Anne Frank*—before turning to searingly realistic fictions such as Hersey's *The Wall*, Kertész's (the 2002 Nobel Laureate) *Fateless*, Kosinski's *The Painted Bird*, and Ozick's "The Shawl." In later weeks, we shall explore diverse kinds of fictions and discuss the mythopoetic vision of Schwarz-Bart's *The Last of the Just*, the illuminating distortions of Epstein's *King of the Jews*, the Kafkaesque parable of Appelfeld's *Badenheim 1939*, and the fantastic cartoons of Spiegelman's *Maus* books. We shall also include Kineally's *Schindler's List*, which was the source of Spielberg's Academy Award-winning film, and compare the book with the film.

[ENGL 459 Contemporary British Drama (IV) (LA)]

Spring. 4 credits. S. McMillin.]

[ENGL 460 Riddles of Rhythm (IV) (LA)]

4 credits. Next offered 2004-2005.
D. Fried.]

ENGL 463 Black and White Modernist Poetics and the Problem of the "New" (IV) (LA)

Fall. 4 credits. J. Braddock.
In 1925, Alain Locke published an anthology of poetry, fiction, and nonfiction prose called *The New Negro*. It was not long before this that the white American expatriate poet and critic Ezra Pound had issued the command: "Make it new!" These phrases—the first associated with the Harlem Renaissance, the second with high modernism—identify two intellectual movements whose interrelation it is the project of this class to comprehend. In each case, the word "new" was used as a way of insisting upon a break with the past, because that past was thought to be disabling,

corrupt, and nostalgic in the worst sense. And in each case the genre of poetry was thought to be a primary instrument of innovation. Because the poetry of the period often incorporates the history that it also seeks to revise, redress, or (sometimes) obliterate, we will focus on individual poems and verse anthologies, while 'using secondary texts (contemporary poetic manifesti and intellectual prose, as well as current scholarly criticism) to help situate the poets' projects within broader historical and intellectual contexts. Even as the connections among these fields sometimes will appear striking, it will be just as important to consider the ways in which conceptualizations of the "new" circulated in contradictory ways and were employed in the service of both progressive and reactionary political agendas. Besides focusing on the agendas of Locke and Pound, we compare the challenging periodicals *Fire!!* and *Blast* and read the work of poets including Langston Hughes, Georgia Douglas Johnson, T.S. Eliot, H.D., Countee Cullen, and Mina Loy. There will be short lectures, but the class will depend largely on class discussion.

[ENGL 466 James on Film (IV) (LA)]

4 credits. Next offered 2004-2005.
D. Fried.]

[ENGL 467 Black Manhattan (IV) (LA)]

Spring. 4 credits. Next offered 2004-2005.
N. Waligora-Davis.]

[ENGL 468 Baldwin, Brooks, and Baraka (IV) (LA)]

4 credits. Next offered 2004-2005.
K. McClane.]

ENGL 469 Faulkner (also AM ST 469) (IV) (LA)

Fall. 4 credits. H. Spillers.
This course will examine selected writings of William Faulkner, beginning with some of the early novels (*The Sound and the Fury*, *Light in August*, *Absalom, Absalom!*) and concluding with *A Fable*. We will consider Faulkner's impact as a maker of myth and as one of the leading figures of a literary discourse that creates a modernist sensibility in American letters. As a southern writer, Faulkner is traditionally confined to the character study of exotic types, but his systemic fictional exploration of "violence and the sacred" provides a powerful clue to the larger issue of a national identity. Faulkner, in his own terms, dared to imagine "culture" as a problem for fiction. This course will attempt to consider the outcome.

ENGL 470 Studies in the Novel: Reading Joyce's *Ulysses* (IV) (LA)

Spring. 4 credits. D. Schwarz.
A thorough episode-by-episode study of the art and meaning of Joyce's *Ulysses*. We shall place *Ulysses* in the context of Joyce's canon, Irish culture, and literary modernism. We shall explore the relationship between *Ulysses* and other experiments in modernism—especially painting and sculpture—and show how *Ulysses* redefines the concepts of epic, hero, and reader. We shall discuss how *Ulysses* raises major issues about the city, colonialism, and popular culture and dramatizes what it means for the central character to be a Jew and an outsider in Dublin. No previous experience with Joyce is required.

[ENGL 471 Humor in Literature (IV) (LA)]

Fall. 4 credits. Next offered 2004-2005.
A. Lurie.]

[ENGL 473 *Sondheim and Musical Theatre* (also MUSIC 495, THETR 472) (IV) (LA)]

Fall. 4 credits. Limited to 15 students. Prerequisite: ENGL 454, American Musical Theatre (also listed as THETR 454 and MUSIC 490), or similar background. Students must be able to read music and must be familiar with dramatic literature as a genre. Also open to graduate students who have a special reason to study Sondheim. Next offered 2004–2005. S. McMillin.]

[ENGL 476 *Global Women's Literature* (also FGSS 476) (IV) (LA)]

Spring. 4 credits. Requirements: active class participation, student presentations, a few short essays, and a final paper. Next offered 2004–2005. E. DeLoughrey.]

[ENGL 479 *Jewish-American Writing* (also AM ST 479, JWST 478) (IV) (LA)]

Fall. 4 credits. Next offered 2004–2005. J. Porte.]

ENGL 480–481 *Seminar in Writing* (IV) (LA)]

Fall, 480; spring 481. 4 credits. See complete description in section headed Creative Writing.

[ENGL 483 *Seminar in Comparative Twentieth-Century Anglophone Drama* (IV) (LA)]

Spring. 4 credits. Next offered 2004–2005. B. Jeyifo.]

[ENGL 486 *American Indian Women's Literature* (also ENGL 686, AIS 486/686) (IV) (LA)]

Fall. 4 credits. Next offered 2004–2005. L. Donaldson.]

ENGL 487 *Writing About Literature* (IV) (LA)]

Fall. 4 credits. F. Bogel. Why do we write about literature and "interpret" it instead of just "reading" it? Are some interpretations better than others? Truer? If there are many different modes of criticism, does the field of "English" have a coherent identity? This course will not conduct a broad survey of theories but investigate a few critical approaches and attempt to apply them practically to a small selection of literary texts. The aim is less an acquaintance with theory than an enlargement of critical possibilities and a reflection on the undertaking of literary interpretation itself. The critical schools explored include a few of the following: New Criticism (American Formalism), Structuralism, Deconstruction, Feminism, and New Historicism. Literary texts will likely include a Shakespeare play, a variety of poems by authors including Donne, Shakespeare, Herrick, Pope, Coleridge, Dickinson, Plath, Lowell, Roethke, and Ammons and several short works of fiction, including Conrad's *Heart of Darkness*.

[ENGL 490 *Literatures of the Archipelagoes: Caribbean and Pacific "Tidialectics"* @ (IV) (LA)]

4 credits. Next offered 2004–2005. E. DeLoughrey.]

ENGL 491 *Honors Seminar I*

Fall. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor.

Section I: *Narrating the Nation*—

K. McCullough. This course offers an introduction to theories of race and ethnicity

through the lens of the fiction of a very limited sampling of American women labelled "ethnic." In this class we will begin by examining the historical production of the categories of race and ethnicity in an effort to understand their differences as well as their often overlapping uses in American culture and literature. We also will track some of the various histories of entry of peoples into America: histories that include the enslaved entries of the Middle Passage, voluntary entries through Ellis Island, forced detentions on Angel Island, as well the presence of those—Native American and in some cases Mexican American—who preceded the founding of "America." In our reading of the fiction, we will explore questions of cultural, family, and individual identities (and their interweavings), of communities and how they foster and constrain their members, of gender's role in ethnic and racial identity, and of the role of history (and who controls it) as a tool for cultural survival and transformation. We also will consider various strategies of assimilation, accommodation, and resistance to dominant norms and the extent to which these texts propose that intranational and intracultural relations are useful, possible, or necessary for "Americans" of all sorts. Authors under consideration may include the following: Sandra Cisneros, Tina de Rosa, Louise Erdrich, Pauline Hopkins, Gayl Jones, Fae Ng, Maria Amparo Ruiz de Burton, Sui Sin Far, Ronald Takaki, and Zitkala-Sa.

Section II: *Fictions of Development*—

D. Mao. What does it mean to grow up? What does it mean to have a life story? Why does it seem odd to think of a life without a story? How are we shaped by the environments in which we mature? And how is our thinking about personal responsibility affected if we believe that circumstances make us the people we are? Beginning in the eighteenth century, but focusing mainly on texts from after 1800, this honors seminar will consider how writers have represented the formation of personality and the moral and legal dilemmas attending various understandings of human development. Novelists such as Fielding, Brontë, Dickens, Joyce, Wright, and Winterson will absorb much of our attention, but we also will do some significant reading in psychology, architecture, and educational theory.

ENGL 492 *Honors Seminar II*

Spring. 4 credits. Open to students in the Honors Program in English or related fields, or by permission of instructor. R. Kalas.

Shakespearean Tragicomedy—A study of Shakespeare's so-called "problem plays" and late romances, focusing on the question of tragicomedy. To what extent do these eccentric plays upset the classical association of tragedy and comedy with specific social classes? Do these generically anomalous plays suggest real social change and mobility, or are they set up to be magical fantasies and "phantastic" disasters? In addition to several Shakespeare plays, readings may include Aristotle's *Poetics*, Sidney's *Defence of Poetry*, plays by Plautus and Seneca, and recent criticism on tragicomedy. Assignments throughout the term will be designed to support each student's independent work towards a final research paper.

ENGL 493 *Honors Essay Tutorial I*

Fall or spring. 4 credits. Prerequisites: senior standing and permission of director of the Honors Program.

ENGL 494 *Honors Essay Tutorial II*

Fall or spring. 4 credits. Prerequisites: ENGL 493 and permission of director of the Honors Program.

ENGL 495 *Independent Study*

Fall or spring. 2–4 credits. Prerequisites: permission of departmental adviser and director of undergraduate studies.

Courses Primarily for Graduate Students

Permission of the instructor is a prerequisite for admission to courses numbered in the 600s. These are intended primarily for graduate students, although qualified undergraduates are sometimes admitted. Undergraduates seeking admission to a 600-level course should consult the instructor. The list of courses given below is illustrative only; a definitive list, together with course descriptions and class meeting times, is published in a separate department brochure before course enrollment each term.

**Graduate English Courses for 2003–2004
Fall****ENGL 600 *Colloquium for Entering Students***

R. Gilbert.

ENGL 611 *Old English* (also ENGL 311)

T. Hill.

ENGL 614 *Medieval Sin and Confession* (also S HUM 410 and ENGL 411)

M. Raskolnikov.

ENGL 619 *Chaucer*

W. Wetherbee.

ENGL 627 *Shakespeare: Shakespeare and His contemporaries*

S. McMillin.

ENGL 630 *Aesthetics in the Eighteenth Century* (also COML 630)

N. Saccamano.

ENGL 637 *The Geography of Race*

S. Wong.

ENGL 639 *Studies in Romantic Literature: Second-Generation Romantics*

R. Parker.

ENGL 653 *Minor Modernisms*

D. Mao.

ENGL 667 *Nineteenth Century American Poetry: Emerson, Whitman, Dickinson*

J. Porte.

ENGL 691 *Postcolonial America*

L. Donaldson.

ENGL 698 *Broken English: English Literature in a Postcolonial/Postmodern Frame*

B. Jeyifo.

ENGL 702 *Key Issues in Contemporary Theory*

S. Mohanty.

ENGL 780.01 MFA: Poetry Seminar
K. McClane.

ENGL 780.02 MFA: Fiction Seminar
A. Lurie.

ENGL 785 Close Reading for Writers: The American Short Story: Irving to Erdrich
R. Morgan.

Spring

ENGL 604 Paleography, Bibliography, and Reception History (also ENGL 404)
A. Galloway.

ENGL 612 Beowulf (also ENGL 312)
R. Farrell.

ENGL 613 Medieval Writers and the City
A. Galloway.

ENGL 620 From Spirituals to Swing (also S HUM 423 and ENGL 422)
G. Wald.

ENGL 622 Renaissance Poetry (also COM L 450/650 and ITALL 450/650)
W. Kennedy.

ENGL 623 Writing the Voice (also S HUM 428 and ENGL 425)
A. François.

ENGL 625 Renaissance Lyric
B. Correll.

ENGL 632 Studies in Eighteenth Century Literature: Ideas of Alterity in Eighteenth Century England
L. Brown.

ENGL 646 Studies in Victorian Literature: The Victorian Novel and the Politics of Gender
P. Sawyer.

ENGL 647 Confessing America (also S HUM 419 and ENGL 447)
L. Donaldson.

ENGL 648 Federal Indian Law: The Legal Construction of Indian Company (also LAW 645)
E. Cheyfitz.

ENGL 649 Nineteenth Century Cultural Criticism
J. Adams.

ENGL 656 Postmodernism: Conspiracy and Paranoia
M. Hite.

ENGL 658 Imagining the Holocaust (also ENGL 458, JWST 458/658, COM L 483/685, GERST 457/647)
D. Schwarz.

ENGL 660 Cinematic Desire (also FGSS 660 and VISST 660)
E. Hanson.

ENGL 673 Judaism and Modernism (also COM L 644)
W. Cohen.

ENGL 676 Theory and Poetics of Narrative
H. Shaw.

ENGL 692 Formalisms: Critical History and Critical Prospects
F. Bogel.

ENGL 699 Studies in African American Literature
H. Spillers.

ENGL 781.01 MFA: Poetry Seminar
A. Fulton.

ENGL 781.02 MFA: Fiction Seminar
M. McCoy.

ENGL 785 Close Reading for Writers
S. Vaughn.

ENGLISH AS A SECOND LANGUAGE

See English for Academic Purposes.

See Intensive English Program.

ENGLISH FOR ACADEMIC PURPOSES

D. Campbell, director; S. Schaffzin, I. Arnesen, K. (Priscilla) Kershaw

Note: Courses and credits do not count toward the B.A. degree.

ENGLF 205 English as a Second Language

Fall. 4 credits. Prerequisite: placement by examination. S. Schaffzin.

An all-skills course emphasizing listening and speaking, with some writing practice. Students also meet individually with the instructor.

ENGLF 206 English as a Second Language

Spring. 3 credits. Prerequisite: ENGLF 205 or placement by examination. S. Schaffzin.

A writing class for those who have completed ENGLF 205 and need further practice, or for those who place into the course. Individual conferences are also included.

ENGLF 209 English as a Second Language

Fall or spring. 1 credit. Prerequisite: permission of instructor. S. Schaffzin.

Practice in classroom speaking and in informal conversational English techniques for gaining information. Students also practice giving informal presentations. Individual conferences with the instructor supplement class work.

ENGLF 210 English as a Second Language

Spring. 1 credit. Prerequisite: permission of instructor. S. Schaffzin.

Practice in academic speaking. Formal classroom discussion techniques and presentation of information to a group. Presentations are videotaped and reviewed with the instructor. Individual conferences supplement class work.

ENGLF 211 English as a Second Language

Fall, spring, or summer. 3 credits. Prerequisite: placement by examination. D. Campbell.

Academic writing with emphasis on improving organization, grammar, vocabulary, and style through the writing and revision of short papers relevant to students' fields. Frequent individual conferences supplement class work.

ENGLF 212 English as a Second Language

Spring. 3 credits. Prerequisite: permission of instructor. Enrollment is restricted to 12 on a first-come, first-served basis. D. Campbell.

Research paper writing. For the major writing assignment of this course, the students must

have a real project that is required for their graduate work. This can be a thesis proposal; a pre-thesis; part of a thesis, such as the literature review or discussion section; a paper for another course or a series of shorter papers (with permission of the other instructor); or a paper for publication. Time limitations make it difficult to deal with work over 20 pages in length. Course work involves practice in paraphrase, summary, the production of cohesive, coherent prose, vocabulary use, and grammatical structure. Frequent individual conferences are a necessary part of the course. Separate sections for Social Sciences/Humanities and for Science/Technology.

ENGLF 213 Written English for Non-Native Speakers

Spring. 3 credits. Prerequisite: permission of instructor. S. Schaffzin.

Designed for those whose writing fluency is sufficient for them to carry on regular academic work but who want to refine and develop their ability to express themselves clearly and effectively. Individual conferences supplement class work.

First-Year Writing Seminar

ENGLB 115-116 English for Later Bilinguals

For description, see first-year writing seminar brochure.

FALCON PROGRAM (INDONESIAN)

See Department of Asian Studies.

FEMINIST, GENDER, & SEXUALITY STUDIES

Core Faculty: S. Bem, L. Beneria, L. Bogel, J. Brumberg, D. Castillo, E. DeLoughrey, I. DeVault, S. Feldman, M. Fineman, J. Fortune, N. Furman, J. E. Gainor, K. Haines-Eitzen, E. Hanson, M. Katzenstein, T. Loos, K. March, C. A. Martin, S. McConnell-Ginet, K. McCullough, M. B. Norton, D. Reese, S. Samuels, D. Schrader, A. M. Smith, A. Villerajo, R. Weil

Cross-listing Faculty: A. Adams, A. Basu, D. Bem, A. Berger, J. Bernstock, F. Blau, L. Brown, L. Carrillo, C. Chase, M. Clarkberg, B. Correll, L. Donaldson, M. Evangelista, K. Graubart, S. Greene, M. Hite, P. Hymans, C. Lazzaro, T. Loos, T. McNulty, L. Meixner, A. Parrot, J. Peraino, G. Rendsburg, Q. Roberson, M. Rossiter, N. Russell, S. Sangren, R. Savin-Williams, N. Sethi, R. Schneider, M. Steinberg, S. Szelenyi, M. Warner, M. Washington, B. Wejnert, J. Whiting, L. Williams, M. Woods, S. Wong

Introduction to the Program

The Feminist, Gender, & Sexuality Studies Program is an interdisciplinary program in the College of Arts and Sciences that seeks to deepen our understanding of how gender and sexuality are ubiquitously intertwined with structures of power and inequality. Central to the curriculum are the following overarching assumptions:

That definitions of sex, gender, and sexuality are neither universal nor immutable, but are

instead social constructions that vary across time and place, serve political ends, and have ideological underpinnings;

That gender and sexuality are best understood when examined in relation to one another, in relation to the oppression of women and sexual minorities (e.g., lesbians, gays, bisexuals, transgendered and transsexual people), and in relation to other structures of privilege and oppression, especially racism and class exploitation; and

That even the most current knowledge derived from the humanities, social sciences, and natural sciences is not as impartial, objective, or neutral as has traditionally been thought, but emerges instead out of particular historical and political contexts. **A historical footnote:** Established in 1972 as one of the byproducts of the Women's Liberation Movement, the Cornell Feminist, Gender, & Sexuality Studies Program was initially called *Women's Studies* so as to explicitly name the group rendered invisible by (what was then almost always referred to as) the "patriarchy"—and also so as to highlight that it would be speaking from the perspective of the traditionally marginalized, other rather than from the perspective of the group presumed by the dominant paradigm to neutrally represent humankind (i.e., men). But the name quickly became controversial, not only because it suggested that the objects of study, as well as those undertaking the studies, were exclusively women, but also because it did nothing to discourage the common assumption that the women in question were white, middle-class, and heterosexual. To expand and institutionalize the sexuality component of the Program, a minor in Lesbian, Bisexual, and Gay Studies was established at both the graduate and undergraduate levels in the early 1990s. To shift the emphasis of the program even further toward the intertwining of gender and sexuality with structures of power and inequality, in 2002 the program changed its name from Women's Studies to Feminist, Gender, & Sexuality Studies.

Program Offerings

Feminist, Gender, & Sexuality Studies offers an undergraduate major, an undergraduate concentration, and a graduate minor. Undergraduate students in the College of Arts and Sciences who want to major in FGSS can apply directly to the program. Undergraduate students in other colleges at Cornell will need to work out special arrangements and should speak to FGSS's Director of Undergraduate Studies (DUS).

The Undergraduate Major: FGSS

1. **Prerequisite Courses:** Before applying to the major, the student must complete any two FGSS courses with a grade of B- or better. For FGSS courses that are cross-listed with another department, students may officially register either through FGSS or through the cross-listing department. Suggested entry-level courses include any FGSS course at the 200-level, especially 201 and 202, both of which are required for completion of the major. FGSS courses at the 200-level or above may count as both prerequisites and as part of the FGSS major. First-Year writing seminars, in contrast, may count as prerequisites but not as part of the major.

2. Required Course Work:

- a. A minimum of 36 credits in FGSS courses is required for the major. No course in which the student has earned less than a C- can count toward these 36 credits. As noted above, for FGSS courses that are cross-listed with another department, students may officially register either through FGSS or through the cross-listing department.
- b. These 36 credits must include three courses specifically required of all FGSS majors:
 - FGSS 201 (Introduction to FGSS Studies)
 - FGSS 202 (Introduction to FGSS Theories)
 - FGSS 400 (Senior Seminar in FGSS Studies)
- c. These 36 credits must also include at least one FGSS course with a significant focus on each of the following three categories: (Note that, although a given course may satisfy one, two, or even three of these categories, a given student must take at least two courses to fulfill this requirement):
 1. LBG Studies (Students may choose from the list in the course catalog or at FGSS office)
 2. Intersecting Structures of Oppression: Race, Ethnicity, and/or Class (Students may choose from the list in the course catalog or at FGSS office)
 3. Global Perspectives: Africa, Asia, Latin America, or Middle East, by itself or in a comparative or transnational framework (Students may choose from the list in the course catalog or at FGSS office)

Students with a double major may count up to three FGSS courses toward their FGSS major that they are simultaneously counting toward a second major.

The Honors Program: To graduate with honors, a FGSS major must complete a senior thesis under the supervision of a FGSS faculty member and defend that thesis orally before an honors committee. To be eligible for honors, students must have at least a cumulative grade point average of 3.0 in all coursework and a 3.3 average in all courses applying to their FGSS major. Students interested in the honors program should consult the DUS late in the spring semester of their junior year or very early in the fall semester of their senior year. For more information about the honors program, see FGSS 499 and the "Guidelines for a Senior Honors Thesis" available in the FGSS Program office.

The FGSS Concentration

Undergraduate students in any college at Cornell may concentrate in Feminist, Gender, & Sexuality Studies in conjunction with a major defined elsewhere in the university. The concentration consists of five FGSS courses (officially registered either through FGSS or through the cross-listing department) that are completed with a grade of C- or above, none of which may be counted toward the student's non-FGSS major. (An exception to this rule may be made for students in the statutory colleges, who may petition the DUS in FGSS to count one class from their major toward the

FGSS concentration.) As with the FGSS major, first-year writing seminars cannot be included within the five required courses. Students wishing to concentrate in FGSS should see the DUS. The five courses required for the FGSS Undergraduate Concentration must include:

FGSS 201 (Introduction to FGSS Studies)

FGSS 202 (Introduction to FGSS Theories)

Any FGSS course that satisfies at least one of the three categories required for a major (see above).

Any two additional FGSS courses of the student's choosing.

The LBG Concentration

FGSS serves as home to the Lesbian, Bisexual, and Gay Studies Program, which offers an undergraduate concentration as well as a graduate minor. The LBG undergraduate concentration consists of four courses. For a complete listing of all courses that will fulfill this concentration please see the LBG Studies portion of this catalog.

I. First-Year Writing Seminars

FGSS 106 FWS: Women and Writing (also ENGL 105)

Fall and spring. 3 credits. Staff.
For description, see ENGL 105.

FGSS 116 Writing Modern Women (also GERST 116)

Fall. 3 credits. D. Reese.
For description, see GERST 116.

[FGSS 130 FWS: Self-portraiture and the First Person in 20th Century Works by Women]

3 credits. Not offered 2003–2004.
D. Reese.]

II. Courses

FGSS 201 Introduction to Feminist, Gender, & Sexuality Studies (IV) (CA)

Fall. 3 credits. K. McCullough.

Introduction to FGSS is a multidisciplinary approach to understanding the experiences, historical conditions, and concerns of women, both in the present and the past. We will consider how large structural systems of privilege and oppression (sexism, racism, homophobia, and classism) affect individuals' identities, experiences, and options and we will examine forms of agency and action taken by women in the face of these larger systems.

FGSS 202 Introduction to Feminist, Gender, & Sexuality Theories (IV) (CA)

Spring. 4 credits. D. Reese.

This course introduces students to critical approaches in feminist scholarship to the cultural, socioeconomic, and political situation(s) of women. Particular attention will be paid to the conceptual challenges and dangers posed by attempts to study women without taking account of relations between race, class, and gender in ideological and social formations. Readings will draw on work in various disciplines and will include literary texts and visual images.

[FGSS 203 Work and Family (also SOC 203)]

4 credits. Not offered 2003–2004. Staff.]

[FGSS 205 Introduction to World Literatures in English (also ENGL 205)]

4 credits. Not offered 2003-2004.
E. DeLoughrey.]

FGSS 206 Gender and Society (also R SOC 206)

Spring. 3 credits. B. Wejnert.
For description, see R SOC 206.

FGSS 209 Seminar in Early America (also HIST 209)

Fall. 4 credits. M. B. Norton.
For description, see HIST 209.

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

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

FGSS 214 Biological Basis of Sex Differences (also BIOAP 214 and B&SOC 214)

Spring. 3 credits. J. Fortune.
For description, see BIOAP 214.

FGSS 215 Gender, Nationalism, and War (also GOVT 215)

Spring. 3 credits. M. Evangelista.
For description, see GOVT 215.

[FGSS 216 Gender and Colonization in Latin America (also HIST 216)]

4 credits. Not offered 2003-2004.
K. Graubart.]

[FGSS 234 Gender in Early Modern Europe (also HIST 234)]

4 credits. Not offered 2003-2004. R. Weil.]

[FGSS 235 Rewriting the Classics: Stories of Travel and Encounters (also ENGL 235)]

4 credits. Not offered 2003-2004.
E. DeLoughrey.]

[FGSS 238 The Historical Development of Women as Professionals, 1800-1997 (also HD 258, HIST 278, and AM ST 278)]

3 credits. Not offered 2003-2004.
J. Brumberg.]

FGSS 241 New York Women (also HIST 241)

Spring. 3 credits. M. Rossiter.
For description, see HIST 241.

FGSS 244 Language and Gender Relations (also LING 244)

Spring. 4 credits. S. McConnell-Ginet.
For description, see LING 244.

FGSS 246 Contemporary Narratives by Latina Writers (also SPANL 246 and LSP 246)

Fall. 3 credits. L. Carrillo.
For description, see SPANL 246.

FGSS 249 Feminism and Philosophy (also PHIL 249)

Fall. 4 credits. N. Sethi.
For description, see PHIL 249.

[FGSS 251 American Women Writers (also ENGL 251)]

4 credits. Not offered 2003-2004.
K. McCullough.]

[FGSS 262 Introduction to Asian American Literature (also ENGL 262, ASIAN 262, AM ST 262)]

4 credits. Not offered 2003-2004. S. Wong.]

FGSS 273 Women in American Society, Past and Present (also HIST 273)

Spring. 4 credits. M. B. Norton.
For description, see HIST 273.

FGSS 276 Desire (also ENGL 276 and COM L 276)

Spring. 4 credits. E. Hanson.
For description, see ENGL 276.

[FGSS 277 Social Construction of Gender (also PSYCH 277)]

3 credits. Not offered 2003-2004. S. Bem.]

[FGSS 279 Queer Fiction (also ENGL 278)]

4 credits. Not offered 2003-2004.
E. Hanson.]

[FGSS 280 Introduction to Lesbian Fiction (also ENGL 279)]

4 credits. Not offered 2003-2004.
K. McCullough.]

FGSS 285 Gender and Sexual Minorities (also HD 284)

Fall. 3 credits. R. Savin-Williams.
For description, see HD 284.

FGSS 307 African-American Women in Slavery and Freedom (also HIST 303 and AS&RC 307)

Spring. 4 credits. M. Washington.
For description, see HIST 303.

FGSS 309/509 The Sociology of Marriage (also SOC 309/509)

Spring. 3 credits. M. Clarkberg.
For description, see SOC 309/509.

FGSS 316 Gender Inequality (also SOC 316)

Fall. 3 credits. S. Szeleyi.
For description, see SOC 316.

[FGSS 320 Queer Theater (also FILM 320)]

4 credits. Not offered 2003-2004.
J. E. Gainor.]

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

Fall. 4 credits. Staff.
For description, see ANTHR 321/621.

[FGSS 322 Women in the Hebrew Bible (also NES 320 and JWST 320)]

3 credits. Not offered 2003-2004.
G. Rendsburg.]

[FGSS 326 Women in the Hebrew Bible-Seminar (also NES 326 and JWST 326)]

1 credit. Not offered 2003-2004.
G. Rendsburg.]

[FGSS 327 Shakespeare: Gender and Power (also ENGL 327)]

4 credits. Not offered 2003-2004.
B. Correll.]

[FGSS 344 Male and Female in Chinese Culture and Society (also ANTHRO 344)]

4 credits. Not offered 2003-2004.
S. Sangren.]

[FGSS 348 Studies in Women's Fiction (also ENGL 348)]

4 credits. Not offered 2003-2004.
E. DeLoughrey.]

[FGSS 353 Feminism: State and Public Policy (also GOVT 353)]

4 credits. Not offered 2003-2004.
M. Katzenstein.]

FGSS 355 Decadence (also ENGL 355 and COM L 355)

Fall. 4 credits. E. Hanson.
For description, see ENGL 355.

[FGSS 357 American Families in Historical Perspective (also HD 359 and HIST 359)]

3 credits. Not offered 2003-2004.
J. Brumberg.]

FGSS 360 Gender and Globalization (III) (SBA)

Fall. 3 credits. L. Beneria.
This course will invite students to think globally about gender issues and to trace the connections between global, national, and local perspectives. Emphasis is given to: a) understanding processes of globalization (economic, political, cultural); b) discussing the ways in which these processes interact with the dynamics of gender differentiation; c) understanding how globalization has affected women's and men's paid and unpaid work; d) discussing the significance of women's location in global markets; e) looking at the importance of culture and the social construction of gender in shaping the ways in which globalization affects people's lives and gender relations; f) introducing regional differences and similarities; g) discussing the gender dimensions in the debates on "the clash of civilizations;" h) introducing questions of global governance and examining specific cases that illustrate women's role in the shaping of international debates. The course combines theoretical and empirical readings/discussions.

[FGSS 361 Impressionism in Society (also ART H 362)]

4 credits. Not offered 2003-2004.
L. Meixner.]

FGSS 369 Studies in Film Analysis: Fast-Talking Dames and Sad Ladies (also ENGL 369 and FILM 367)

Spring. 4 credits. L. Bogel.
For description, see ENGL 369.

FGSS 377 Concepts of Race and Racism (also GOVT 377)

Spring. 4 credits. A. M. Smith.
For description, see GOVT 377.

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

4 credits. Not offered 2003-2004.
M. B. Norton.]

[FGSS 384 History of Women and Unions (also ILRCB 384)]

4 credits. Not offered 2003-2004; next offered spring 2005. I. DeVault.]

[FGSS 394 Gender and Sexuality in Early Christianity (also NES 394 and RELST 394)]

4 credits. Not offered 2003-2004.
K. Haines-Eitzen.]

FGSS 395 Public Discourse, Political Stages: African-American Drama and Performance (also THETR 394, ENGL 394, AM ST 394)

Fall. 4 credits. J. Frank.
For description, see THETR 394.

[FGSS 396 Introduction to Global Women's Literature (also ENGL 396)]

4 credits. Not offered 2003-2004.
E. DeLoughrey.]

FGSS 399 Undergraduate Independent Study

Fall and spring. 1–4 credits. Prerequisites: one course in FGSS and permission of a faculty member of FGSS. Staff.

FGSS 400 Senior Seminar in Feminist, Gender, & Sexuality Studies

Spring. 4 credits. FGSS majors only. Required for FGSS majors. Staff.

Although the topic/ focus of this course will surely vary with the instructor, it will always be treated as a broad capstone course for majors.

[FGSS 401 New Women in the 'New' New York (also S HUM 405 and ARCH 690)]

4 credits. Not offered 2003–2004. M. Woods.]

[FGSS 402 Gender, Sexuality, and Incarceration (also GOVT 400.5)]

4 credits. Not offered 2003–2004. M. Katzenstein.]

FGSS 404 Women Artists (also ART H 466)

Fall. 4 credits. J. Bernstock. For description, see ART H 466.

[FGSS 405/605 Domestic Television (IV) (SBA)]

4 credits. Not offered 2003–2004. A. Villarejo.

This course is a seminar on television as technology and cultural form, focusing on the "domestic" as a synonym for gendered value-coding, an axis of the international division of labor (and questions of television's dissemination and circulation), and a site for historical exploration. The course balances readings in television and cultural theory (Spigel, Dienst, Merck, Williams, Feuer, Modleski, Mellencamp, Shattuc, Spivak, and others) with close analysis of television as information, entertainment, furniture, technology, text, genre, flow, channel, and circuit of production of the commodity audience. Students may enroll in either undergraduate or graduate level with graduate students submitting a longer paper and doing supplementary readings.]

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

4 credits. Not offered 2003–2004. K. March.]

[FGSS 408 Gender Symbolism (also ANTHR 408)]

4 credits. Not offered 2003–2004. K. March.]

FGSS 410 Health and Survival Inequalities (also SOC 410)

Fall. 4 credits. A. Basu. For description, see SOC 410.

FGSS 411/611 Seminar: Devolution and Privatization (also CRP 412/612, ARME 433/633)

Fall. 3 credits. M. Warner. For description, see CRP 412.

FGSS 412 Sacred Fictions (also S HUM 411)

Fall. 4 credits. K. Haines-Eitzen. For description, see S HUM 411.

FGSS 416 Gender and Sex in South East Asia (also HIST 416)

Spring. 4 credits. T. Loos. For description, see HIST 416.

[FGSS 420/620 Government Policy Workshop (also CRP 418/618)]

4 credits. Not offered 2003–2004. M. Warner.]

FGSS 421 Theories of Reproduction (also SOC 421)

Spring. 4 credits. A. Basu. For description, see SOC 421.

[FGSS 427 Shakespeare: Gender, Sexuality, Cultural Politics (also ENGL 427 and FILM 427)]

4 credits. Not offered 2003–2004. B. Correll.]

FGSS 431 Gender, Power, and Authority in England 1600–1800 (also HIST 431)

Spring. 4 credits. R. Weil. For description, see HIST 431.

[FGSS 433 The Female Dramatic Tradition (also FILM 436)]

4 credits. Not offered 2003–2004. J. E. Gainor.]

FGSS 438 Female Adolescence in Historical Perspective, 1815–1960 (also HD 417, HIST 458 and AM ST 417)

Spring. 3 credits. J. Brumberg. For description, see HD 417.

[FGSS 441 Theatre of Commodities: Feminism, Advertising, T. V., and Performance (also THETR 439)]

4 credits. Not offered 2003–2004. R. Schneider.]

FGSS 444 Historical Issues of Gender and Science (also S&TS 444)

Spring. 4 credits. M. Rossiter. For description, see S&TS 444.

FGSS 446 Women in the Economy (also ILRLE 445 and ECON 457)

Fall. 4 credits. F. Blau. For description, see ILRLE 445.

FGSS 448 Global Perspectives on Violence against Women (also PAM 444)

Spring. 4 credits. A. Parrot. For description, see PAM 444.

[FGSS 450/650 Gender and Clinical Psychology (also PSYCH 450/650)]

4 credits. Not offered 2003–2004. S. Bem.]

FGSS 451 Women in Italian Renaissance Art (also ART H 450)

Fall. 4 credits. C. Lazzaro. For description, see ART H 450.

FGSS 452/652 Trauma and Treatment (also PSYCH 452/652)

Spring. 4 credits. S. Bem. For description, see PSYCH 452.

[FGSS 453 Twentieth Century American Women Writers of Color (also ENGL 453 and AAS 453)]

4 credits. Not offered 2003–2004. S. Wong.]

[FGSS 454 Opera, History, Politics, Gender (also HIST 456, S HUM 459, COM L 459, and ITAL 456)]

4 credits. Not offered 2003–2004. M. Steinberg, S. Stewart.]

FGSS 455 Bad Boys: A Historical Research Seminar (also HD 455)

Spring. 2 credits. J. Brumberg. For description, see HD 455.

FGSS 456 History of Women and Gender in the Modern Middle East (also NES 456 and JWST 456)

Spring. 4 credits. M. Campos. For description, see NES 456.

FGSS 462 Employee Relations and Diversity (also ILRHR 463)

Fall. 3 credits. Q. Roberson. For description, see ILRHR 463.

[FGSS 465 Feminist Theory/Lesbian Theory (also COM L 465 and GERST 465) (IV)]

4 credits. Not offered 2003–2004. A. Villarejo.

This seminar explores developments in feminist theory, primarily in the United States from the 1950s through the mid-1990s. We also trace the changing status of "lesbianism" in feminist theories over that same time period and examine its status in current constructions of "queer theory." What happens to the relationship between feminist theory and lesbian thought when "queer theory" emerges? The purpose of the course is to encourage critical, historically informed readings of what could be considered canonical texts and crucial junctures in Second Wave feminist thought, many of which remain unfamiliar even to FGSS students.]

FGSS 467 Sexual Minorities and Human Development (also HD 464)

Spring. 3 credits. R. Savin-Williams. For description, see HD 464.

FGSS 468 Radical Democratic Feminisms (also GOVT 467)

Spring. 4 credits. A. M. Smith. For description, see GOVT 467.

[FGSS 469/669 Gender and Age in Archeology (also ANTHR 469/669)]

4 credits. Not offered 2003–2004. N. Russell.]

[FGSS 470 Studies in the Novel: Experimental novels by 20th Century Women (also ENGL 470)]

4 credits. Not offered 2003–2004. M. Hite.]

FGSS 474 Exoticism and Eroticism: Figures of the Other in the French Enlightenment (also FRLIT 475)

Fall. 4 credits. A. Berger. For description, see FRLIT 475.

[FGSS 475/675 Advanced Undergraduate Seminar in Global Feminisms]

3 credits. Not offered 2003–2004. D. Reese.]

[FGSS 476 Global Women's Literature: (En) Gendering Space (also ENGL 476)]

4 credits. Not offered 2003–2004. E. DeLoughrey.]

[FGSS 478 19th Century French Women Writers (also FRLIT 480)]

4 credits. Not offered 2003–2004. A. Berger.]

[FGSS 480 Gender Adjudicated (also HIST 480)]

4 credits. Not offered 2003–2004. T. Loos.]

[FGSS 481 Latin American Women Writers (also SPANL 492 and COM L 482)]

4 credits. Not offered 2003–2004. D. Castillo.]

[FGSS 487 Gender, Nationalism, and Conflict (also GOVT 486)]

4 credits. Not offered 2003-2004.
M. Katzenstein and M. Evangelista.]

[FGSS 488/688 Beliefs, Attitudes, and Ideologies (also PSYCH 489/689)]

4 credits. Not offered 2003-2004. D. Bem.]

[FGSS 490 American Women's Writing: Ethnicity, Race (also ENGL 491)]

Fall. 4 credits. K. McCullough.
For description, see ENG 491.

[FGSS 491/691 Femininity, Ethics, and Aesthetics (also FRLIT 491/691)]

4 credits. Not offered 2003-2004.
T. McNulty.]

[FGSS 492 Music and Queer Identity (also MUSIC 492)]

4 credits. Not offered 2003-2004.
J. Peraino.]

[FGSS 493 French Feminisms (also FRLIT 493)]

4 credits. Not offered 2003-2004.
N. Furman.]

[FGSS 494 Love, Sex, and Song in the Middle Ages (also MUSIC 494)]

4 credits. Not offered 2003-2004.
J. Peraino.]

[FGSS 496 Women and Music (also MUSIC 493)]

4 credits. Not offered 2003-2004.
J. Peraino.]

[FGSS 499 Senior Honors Thesis]

Fall and spring. 1-8 credits. Staff.
For FGSS seniors ONLY. To graduate with honors, a major must complete a senior thesis under the supervision of a FGSS faculty member and defend that thesis orally before an honors committee. To be eligible for honors, students must have at least a cumulative grade point average of 3.0 in all course work and a 3.3 average in all courses applying to their FGSS major. Students interested in the honors program should consult the DUS late in the spring semester of their junior year or very early in the fall semester of their senior year.

[FGSS 600 Special Topics in Feminist Theory: An Interdisciplinary Graduate Course in FGSS]

4 credits. This course is open to graduate students and undergraduate seniors who have obtained permission of instructor. Not offered 2003-2004. Staff.

The purpose of this course is to expose graduate students to interdisciplinary approaches in FGSS and feminist theory to a variety of topics or questions. While many of our graduate courses train students in highly specialized areas of feminist theory, this course aims to teach students how to find common intellectual ground around a single topic from interdisciplinary perspectives without sacrificing the complexity of any disciplinary approach. The course is designed for graduate minors in FGSS and students with a specialized interest in feminist theory. Although it is not required, the course is strongly recommended for students obtaining a graduate minor in FGSS.]

[FGSS 608 African-American Women (also HIST 608)]

4 credits. Not offered 2003-2004.
M. Washington.]

[FGSS 610 Sexuality and the Politics of Representation]

4 credits. Not offered 2003-2004; next offered fall 2004. A. Villarejo.

The seminar explores contexts for critical work on sexuality and film/video. Beginning with the texts of Foucault, Freud, Lacan, Jacqueline Rose, and Jeffrey Weeks, the course examines the uses and abuses of psychoanalytic theory, as well as the regulation of sexuality in the past century. "Sexuality" is not, however, a simple abstraction, and its coherence is put to the test through the dual lenses of Marxism and poststructuralism throughout the second half of the course, with readings from Gramsci, Deleuze and Guattari, Lyotard, and others. Films include *Blonde Venus*, *Trash*, *The Night Porter*, *Ali: Fear Eats the Soul*, *Written on the Wind*, and others.]

[FGSS 612 Population and Development in Asia (also R SOC 612)]

Spring. 3 credits. L. Williams.
For description, see R SOC 612.

[FGSS 613 The Political Economy of Gender and Work (also CRP 613)]

3 credits. Not offered 2003-2004.
L. Beneria.]

[FGSS 614 Gender and International Development (also CRP 614)]

3 credits. Not offered 2003-2004.
L. Beneria.]

[FGSS 618 Feminist Jurisprudence (also LAW 646)]

3 credits. Not offered 2003-2004.
M. Fineman.]

[FGSS 624 Epistemological Development and Reflective Thought (also EDUC 614)]

Fall. 3 credits. D. Schrader.
For description, see EDUC 614.

[FGSS 625 Self and Interpersonal Development (also EDUC 615)]

Spring. 4 credits. D. Schrader.
For description, see EDUC 615.

[FGSS 626 Graduate Seminar in the History of American Women (also HIST 626)]

4 credits. Not offered 2003-2004.
M. B. Norton.]

[FGSS 627 Organizations and Social Inequalities (also ILR 626)]

4 credits. Not offered 2003-2004.
P. Tolbert.]

[FGSS 636 Comparative History of Women and Work (also ILRCB 636)]

Spring. 4 credits. I. DeVault.
For description, see ILRCB 636.

[FGSS 644 Topics in the History of Women in Science (also S&TS 644)]

4 credits. Not offered 2003-2004.
M. Rossiter.]

[FGSS 651 The Sexual Child (also ENGL 651)]

4 credits. Not offered 2003-2004.
E. Hanson.]

[FGSS 654 Queer Theory (also ENGL 654 and COM L 654)]

4 credits. Not offered 2003-2004.
E. Hanson.]

[FGSS 656 Decadence (also ENGL 655 and COM L 655)]

4 credits. Not offered 2003-2004.
E. Hanson.]

[FGSS 661 Cinematic Desire (also ENGL 660 and AM ST 662)]

Spring. 4 credits. E. Hanson.
For description, see ENGL 660.

[FGSS 671 Feminist Methods (also R SOC 671)]

4 credits. Not offered 2003-2004.
S. Feldman.]

[FGSS 690 Women's Writing from the post-Colonial World: Theory and Practice (also ENGL 691)]

Fall. 4 credits. L. Donaldson.
For description, see ENGL 691.

[FGSS 692 Hispanic Feminisms (also SPANL 690)]

4 credits. Not offered 2003-2004.
D. Castillo.]

[FGSS 699 Topics in FGSS]

Fall and spring. Variable credits. Staff.
Independent reading course for graduate students on topics not covered in regularly scheduled courses. Students develop a course of readings in consultation with a faculty member in the field of FGSS who has agreed to supervise the course work.

[FGSS 733 Literary Anti-Feminism (also ENGL 733)]

4 credits. Not offered 2003-2004.
L. Brown.]

[FGSS 762 Sexuality and the Law (also GOVT 762)]

Spring. 4 credits. A. M. Smith.
For description, see GOVT 762.

[FGSS 773 Sexuality, Gender, and Law (also LAW 773)]

3 credits. Not offered 2003-2004.
M. Fineman.]

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, consult the John S. Knight Institute brochure, available from college registrars in August for the fall term and on the web in October at www.arts.cornell.edu/knight_institute for the spring term.

FRENCH

See Romance Studies.

GERMAN STUDIES

L. Adelson, chair (spring); D. Bathrick, acting chair (fall); M. Briggs (Dutch), B. Buettner, H. Deinert, I. Ezergailis (Emerita), P. Gilgen, A. Groos, acting director of graduate studies (fall), P. U. Hohendahl, G. Lischke, acting director of undergraduate studies; B. Martin, U. Maschke, D. Reese, A. Schwarz, L. Trancik (Swedish), G. Waite, acting director of graduate studies (spring)

The Department of German Studies offers students a wide variety of opportunities to explore the literature and culture of German-speaking countries, whether as part of their general education, a major in German Studies, or a double major involving another discipline, or as preparation for graduate school or an international professional career. Courses are offered in German as well as in English translation; subjects range from medieval to contemporary literature and from film and visual culture to intellectual history, music, history of psychology, and feminist, gender, & sexuality studies.

The department's offerings in English begin with a series of First-Year Writing Seminars introducing various aspects of German literature (for example, the fairytale and romantic consciousness or twentieth-century writers such as Kafka, Hesse, Mann, Brecht), theorists such as Marx, Nietzsche and Freud, issues in mass culture and modernity, problems of German national identity/ies, and cinema and society. Courses in English translation at the 300 and 400 levels explore such topics as the Faust legend, aesthetics from Kant to Heidegger, Freud and his legacy, opera from Mozart to Strauss, the German novel, political theory and cinema, the Frankfurt School, and feminist theory. It may be possible to arrange a German section for courses taught in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

Students wishing to begin German language at Cornell enroll in GERST 121–122, 123 (elementary language level). Students then continue with intermediate level courses, which provide further grounding in the language as well as introduce German literature and cultural studies. The sequence GERST 205–206 provides language instruction for business German leading to certification. On the advanced level (300 level or above), we offer thematically oriented courses that include intensive grammar review (301, 302); 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 at the advanced level appeal to German majors and other qualified students alike.

Sequence of courses

Courses in German:

Introductory level: GERST 121–122, after completion, placement into GERST 123 or 200, 205

Intermediate level: GERST 200, 202, 204, and 205–206

Advanced level: GERST 301, 302, 307, 410.

Courses in German or English: further 300- and 400-level literature and culture courses (see course descriptions)

Advanced Standing

Students with an AP score of 4 or better are automatically granted three credits in German. Students with an AP score of 4 or better, an LPG score of 65 or higher, or an SAT II score of 690 or higher must take the CASE examination for placement in courses above GERST 200. Students coming to Cornell with advanced standing in German and/or another subject are encouraged to consider a double major and to discuss the options with the director of undergraduate studies as early as possible.

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. For both majors, there is a wide variety of courses co-sponsored with other departments (Comparative Literature; Government; History; Music; Theatre, Film, and Dance; Feminist, Gender, & Sexuality Studies).

The department encourages double majors and makes every effort to accommodate prospective majors with a late start in German. Students interested in a major should consult the acting director of undergraduate studies, Gunhild Lischke, G75 Goldwin Smith Hall.

German (Literature and Culture)

Although the emphasis of this track is on literature, majors may also pursue individual interests in courses on film and visual culture, theater and performing arts, music, intellectual and political history, and women's studies that have a substantial German component. Please consult with the director of undergraduate studies.

Admission: By the end of their sophomore year, prospective majors should have successfully completed GERST 202, 204, or 206.

To complete the major, a student must:

1. Demonstrate competence in the German language by successful completion of two 300-level courses with intensive language work (GERST 301, 302) or the equivalent.
2. Complete six courses in German Studies at the 300 level or above. One of these must be the Senior Seminar (GERST 410).

German Area Studies

Students select courses from the Department of German Studies as well as courses with a substantial German component from other departments, such as Comparative Literature; Government; History; Music; Theatre, Film, and Dance; and Feminist, Gender, & Sexuality Studies.

Admission: By the end of their sophomore year, prospective majors should have successfully completed GERST 202, 204, or 206.

To complete the major, a student must:

1. Demonstrate competence in the German language by successful completion of two 300-level courses with intensive language work (GERST 301, 302) or the equivalent.
2. Complete six courses with a substantial German component at the 300 level or above. Three of these must be in German Studies, including the Senior Seminar (GERST 410).
3. Select a committee of one or more faculty advisers to help formulate a coherent program of study. One of the advisers must be from the Department of German Studies.

Study Abroad in Germany

German Studies strongly supports Study Abroad as an opportunity for students to put their German to use by living and studying 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 an associate 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 center of the consortium are followed by one or two semesters of study at the university. Participants enroll in regular courses at the university. Academic-year students have been assisted in finding internships between semesters. Prerequisite for participating in the program is four semesters of German language study, of which the last course ideally should be on the 300 level.

Students interested in this or other study abroad options in Germany, Austria, or Switzerland should consult Gunhild Lischke (G75 Goldwin Smith; 255-0725; gl15@cornell.edu) as soon as possible.

Honors

Eligibility: A student wishing to receive honors in German Studies must have a GPA of 3.5 in all courses relevant to the major.

Committee: Candidates for honors form an advisory committee consisting of an adviser from German Studies and at least one additional faculty member.

Honors essay: During the first term of their senior year, students determine the focus of their honors essay through an appropriate course, GERST 453, under the direction of their advisers. During the second term they complete an honors essay, GERST 454, which will be evaluated by the committee.

Determination of honors: An oral examination concludes the process. Honors is determined by the essay, the exam, and grades in the major.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for course times, instructors, and descriptions.

Courses Offered in German

GERST 121 Introductory German I

Fall or spring. 4 credits. Intended for students with no prior experience in German or with a language placement test (LPG) score below 37, or an SAT II score below 370. G. Lischke, U. Maschke and staff.

Students develop basic abilities in listening, reading, writing, and speaking German in meaningful contexts through interaction in small group activities. Course materials including videos, short articles, poems, and songs provide students with varied perspectives on German language, culture, and society.

GERST 122 Introductory German II

Fall or spring. 4 credits. Prerequisite: GERST 121, LPG score 37-44, or SAT II 370-450. Students who obtain an LPG score of 56 or above after GERST 122 attain qualification and may enter a 200-level course; otherwise successful completion of GERST 123 is required for qualification. G. Lischke, U. Maschke and staff.

Students build on their basic knowledge of German by engaging in intense and more sustained interaction in the language. Students learn more advanced language structures allowing them to express more complex ideas in German. Discussions, videos, and group activities address topics of relevance to the contemporary German-speaking world.

GERST 123 Continuing German

Fall or spring. 4 credits. *Provides language qualification.* Limited to students who have previously studied German and have an LPG score 45-55 or SAT II 460-580. U. Maschke and staff.

Students continue to develop their language skills by discussing a variety of cultural topics and themes in the German-speaking world. The focus of the course is on expanding vocabulary, reviewing major grammar topics, developing effective reading strategies, improving listening comprehension, and working on writing skills. Work in small groups increases each student's opportunity to speak in German and provides for greater feedback and individual help.

GERST 200 Contemporary Germany (IV)

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: qualification in German (GERST 123 or LPG score of 56-64 or SAT II score of 590-680) or placement by examination. B. Buettner, U. Maschke and staff.

A content-based language course on the intermediate level. Students examine important aspects of present-day German culture while expanding and strengthening their reading, writing, and speaking skills in German. Materials for each topic are selected from a variety of sources (fiction, newspapers, magazines, and the Internet). Units address a variety of topics including studying at a German university, modern literature, Germany online, and Germany at the turn of the century. Oral and written work and individual and group presentations emphasize accurate and idiomatic expression in German. Successful completion of the course enables students to continue with more advanced courses in language, literature, and culture.

GERST 202 Exploring German Literature (IV) (LA)

Fall or spring. 3 credits. *Satisfies language Option 1.* Prerequisite: GERST 200 or 205 or equivalent or permission of instructor. Taught in German. B. Buettner.

In this intermediate course, we read and discuss a number of works belonging to different literary genres by major German-speaking authors such as Kafka, Walser, Brecht, Mann, Frisch, Dürrenmatt, Bachmann, and others. We explore questions of subjectivity and identity in modern society, of human existence as existence in language, and of the representation of history in literary texts. Activities and assignments in this course focuses on the development of reading competency in different literary genres, the improvement of writing skills including the accurate use of idiomatic expressions, the expansion of students' German vocabulary, and the systematic review of select topics in German grammar.

GERST 204 Intermediate Conversation and Composition

Fall or spring. 3 credits. *Satisfies language Option 1.* Prerequisite: GERST 200 or GERST 205 or placement by examination (placement score and CASE). Staff.

Emphasis is on improving oral and written expression of idiomatic German. Enrichment of vocabulary and appropriate use of language in different conversational contexts and written genres. Material consists of readings in contemporary prose, articles on current events, videos, and group projects. Topics include awareness of culture, dependence of meaning on perspective, interviews with native German speakers, German news broadcasts, reading German newspapers on the Internet.

[GERST 205 Business German I

Not offered 2003-2004.]

GERST 206 Business German II

Spring. 3 credits. Prerequisite: proficiency in German or language Option 1 (Gerst 200, 205, or placement by examination [placement score and CASE]). G. Lischke.

This course is a continuation of GERST 205; however, students without previous knowledge of business German are welcome. This is a German language course that 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 European Central Bank, 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" will be offered.

GERST 301 Scenes of the Crime: German Mystery and Detective Fiction (IV) (LA)

Fall. 4 credits. Prerequisite: GERST 202, 204, 206 or equivalent, or permission of instructor. Taught in German. This course may be counted towards the requirement for 300-level language work in the major. B. Buettner.

An exploration of German crime, detective, and mystery writing in texts ranging from the

early nineteenth century to contemporary fiction. Authors to be studied may include: Kleist, E. T. A. Hoffmann, Dürrenmatt, Schatten, Süskind, Handke, and Oren. In addition to exercising hermeneutic skills (and, by extension, that gray matter of which Sherlock Holmes and Hercule Poirot were so fond), this course aims at improving proficiency in aural and reading comprehension, as well as speaking and writing skills, with emphasis on vocabulary expansion, advanced grammar review, and stylistic development. Recommended to students interested in a combined introduction to literature and high-level language training. The sister course, GERST 302, Youth/Adolescence, is taught in the spring term.

GERST 302 Youth Culture: Adolescence in German Fiction (IV) (LA)

Spring. 4 credits. *Satisfies language Option 1.* Prerequisite: GERST 202, 204 or 206 or equivalent or permission of instructor. Taught in German. P. Gilgen.

Examination of literary and cultural approaches to childhood, youth, and adolescence in texts ranging from the late eighteenth century to the present. Authors may include: Bernhard, Musil, Zweig, von Horvath, Mann, Goethe, Kaschnitz, and Schlink. Aimed at improving students' proficiency in aural and reading comprehension, as well as in speaking and composition skills. Focus on high-level grammar review, stylistic and expository refinement and vocabulary expansion. Recommended for students wishing to combine intensive language training with reading and discussion of short fiction.

[GERST 305 Writing America (IV) (LA)

Spring. 4 credits. Not offered 2003-2004. P. Gilgen.]

[GERST 306 German Media

Fall. 4 credits. Not offered 2003-2004.]

[GERST 307 After the Fires: Divided Germany 1945-1989 (IV)

Not offered 2003-2004. L. Adelson.]

GERST 310 Berlin: Where the Wild Things Are (IV) (CA)

Spring. 4 credits. *Satisfies language Option 1.* Prerequisite: GERST 202, 204, 206, or 220, or equivalent or permission of instructor. Taught in German. U. Maschke.

Berlin has recently been declared the city of the world: Berlin as the place to be for politicians and profit-seekers, architects and artists, the rich and famous, but also for those seeking new thrills. Is this new Berlin pulsing once again with the vibrant energy of the 1920s or overwhelmed by the historical legacy of fascism and the divisions of the Cold War? With a focus on a wide variety of media, such as literature, film, architecture, music, political documents, the Internet, and MIT's hypermedia program *Berliner Sehen*, this course investigates the emergence and life of contemporary Berlin in the context of its history as the capital of Germany. Differing and sometimes contradictory representations of this unique city form the thematic core of this course, which stresses the refinement of critical reading skills in German in addition to advanced writing, listening, and speaking skills in German. Especially suitable for students interested in study abroad, this course is open to all qualified students interested in high-level development of their German-language skills in the context of cultural studies.

[GERST 353 Kleist # (IV)]
Not offered 2003–2004.]

[GERST 354 Schiller # (IV)]
Not offered 2003–2004.]

[GERST 357 Major Works of Goethe (1749–1832) # (IV)]
Not offered 2003–2004. H. Deinert.]

Courses offered in English

It may be possible to arrange a German section for courses taught in English, either informally or formally (for credit). Students are encouraged to discuss this possibility with instructors.

[GERST 221 The Ethics of Imagining the Holocaust (also ENGL 221 and JWST 257) (IV) (LA)]
Not offered 2003–2004. D. Schwarz.]

[GERST 237 The Germanic Languages (also LING 237) (III) (KCM)]
Not offered 2003–2004. W. Harbert, M. Diesing.]

[GERST 318 "1800" # (IV)]
Not offered 2003–2004. P. Gilgen.]

[GERST 320 Postwar German Novel (IV)]
Not offered 2003–2004.]

GERST 330 Political Theory and Cinema (also COM L 330, GOVT 370 and FILM 329) (III or IV) (CA)]
Spring. 4 credits. G. Waite.

An introduction (without prerequisites) to fundamental problems of current political theory, filmmaking, and film analysis, along with their interrelationship. Particular emphasis on comparing and contrasting European and alternative cinema with Hollywood in terms of post-Marxist, psychoanalytic, postmodernist, and postcolonial types of interpretation. Filmmakers/theorists might include: David Cronenberg, Michael Curtiz, Kathryn Bigelow, Gilles Deleuze, Rainer Fassbinder, John Ford, Jean-Luc Godard, Marleen Gorris, Werner Herzog, Alfred Hitchcock, Allen and Albert Hughes, Stanley Kubrick, Fredric Jameson, Chris Marker, Pier-Paolo Pasolini, Gillo Pontecorvo, Robert Ray, Martin Scorsese, Ridley Scott, Oliver Stone, George Romero, Steven Shaviro, Kidlat Tahimik, Maurizio Viano, Slavoj Zizek. Although this is a lecture course, there will be ample time for class discussions.

[GERST 340 Metropolis: Urban Sites in Literature (IV) (LA)]
Not offered 2003–2004. A. Schwarz.]

[GERST 374 Opera and Culture (also MUSIC 374) # (IV)]
Not offered 2003–2004. A. Groos.]

[GERST 378 German Aesthetic Theory: From Kant to Hegel # (IV)]
Not offered 2003–2004.]

[GERST 392 Minority Literature in the Federal Republic (IV)]
Not offered 2003–2004. L. Adelson.]

[GERST 395 Rilke: The Duino Elegies and Sonnets to Orpheus (IV) (LA)]
Not offered 2003–2004. H. Deinert.]

[GERST 396 German Film (also COM L 396 and FILM 396) (IV)]
Not offered 2003–2004.]

Advanced Undergraduate and Graduate Courses

[GERST 402 The Language of German Poetry (IV) (LA)]
Not offered 2003–2004. P. Gilgen.]

[GERST 403 The Afro-Europeans (IV)]
Not offered 2003–2004.]

[GERST 405 Introduction to Medieval German Literature I # (IV) (LA)]
Not offered 2003–2004. A. Groos.]

[GERST 406 Introduction to Medieval German Literature II # (IV)]
Not offered 2003–2004. A. Groos.]

GERST 407 Teaching German as a Foreign Language
Fall. 4 credits. G. Lischke.

This course has been designed to familiarize students with current ways of thinking in the field of applied linguistics and language pedagogy. It introduces different concepts of foreign language methodology as well as presents and discusses various techniques as they can be implemented in the foreign language classroom. Special consideration is given to topics such as planning syllabi, writing classroom tests, and evaluating student's performance. Participants conduct an action research project.

[GERST 408 Uncanny Communities (IV)]
Not offered 2003–2004.]

[GERST 409 Spinoza and New Spinozism (also COM L 442) (IV) (LA)]
Not offered 2003–2004. G. Waite.]

GERST 410 Senior Seminar (also GERST 610)
Fall. 4 credits. Open to all students with an adequate command of German.
Prerequisite: any German course at the 300-level or equivalent or permission of instructor. Readings and discussions in German. A. Groos.

Topic: Early Modern City Culture. An introduction to city culture in the fifteenth and sixteenth centuries, with emphasis on the significance of Nuremberg and other early modern urban centers such as Strassburg and Augsburg. Topics include the city's development and social structure, pre- and post-Reformation constructions of its image and history, public spectacle and imperial entries, print culture and humanism, social order and social conflict (the *Fastnachtsspiel*, anti-Semitism). Readings will include texts/images by Hans Sachs, Conrad Celtis, Sebastian Brant, Albrecht Dürer, Hans Rosenplüt and Hans Folz. The last part of the course will deal with the reception of early modern Nuremberg from Goethe through the Romantics, including Wagner's *Die Meistersinger von Nürnberg*.

[GERST 412 German Literature from 1770 to 1848 # (IV)]
Not offered 2003–2004.]

[GERST 413 Women around Freud (also COM L 412 and FGSS 413) (IV)]
Not offered 2003–2004.]

[GERST 415 Marx, Nietzsche, Freud (also COM L 425 and GOVT 473) (III or IV)]
Not offered 2003–2004.]

GERST 417 Faust: Transformations of a Myth (also COM L 417) # (IV) (CA)]
Spring. 4 credits. Taught in English. H. Deinert.

Few legends have so engaged the imagination as that of the man who signed a pact with the devil to obtain pleasure, power, and knowledge. While the myth itself is timeless, the modern version takes its cue from one real Georg Faust, a figure of dubious character, half scholar, half quack, during the time of the German Reformation. The German *Volksbuch* depicting his adventures was almost immediately translated into English and became the inspiration for Marlowe's *Tragical History of Doktor Faustus*. Goethe devoted some 60 years to his *Faust*, completing it only months before his death in 1832. While Marlowe's Faust deserves eternal damnation for his hubris, Goethe's protagonist finds favor with God for the same reason. We look at various representations of the myth from the late sixteenth century through the early nineteenth. The *Faust Book*, Marlowe, and Goethe are our main texts. We listen to some of the music they have inspired: Schubert, Schumann, Berlioz, Gounod, Mahler; and look at related mythical figures like Lucifer, Prometheus, Don Juan, Ahasverus, Schlemiel, and others. Time permitting, we discuss selections from several recent versions: Bulgakov's *The Master and Margarita* (1938), Thomas Mann's *Doktor Faustus* (1947).

[GERST 418 Thomas Mann (IV)]
Not offered 2003–2004.]

[GERST 428 Genius and Madness in German Literature (also COM L 409) (IV)]
Not offered 2003–2004.]

[GERST 430 Brecht, Artaud, Müller, Wilson (also COM L 430 and FILM 420) (IV)]
Not offered 2003–2004. D. Bathrick.]

[GERST 435 Introduction to Literary Theory (also COM L 435) (IV)]
Not offered 2003–2004.]

[GERST 441 Introduction to Germanic Linguistics (also LING 441) (III) (HA)]
Not offered 2003–2004. W. Harbert.]

[GERST 447 Reading Freud: Gender, Race, and Psychoanalysis (also COM L 447 and FGSS 447) (IV)]
Not offered 2003–2004.]

GERST 449 Rescreening the Holocaust (also COM L 453, FILM 450 and RELST 450) (IV) (LA)]

Fall. 4 credits. Limited to 30 students. Monday evening film screening in addition to class time. D. Bathrick.

Rescreening the Holocaust will offer a survey of the major films dealing with the Holocaust beginning with *Night and Fog* (1955) and including such works as the television film *Holocaust*, *Schindler's List*, *Shoah*, *Life is Beautiful*, *Sophie's Choice*, *Jacob the Liar*, *The Diary of Anne Frank*, *Kapo*, *My Mother's Courage* and others. The course will focus on major issues of debate around the possibilities and limits of representing the Holocaust cinematically as well as questions more specifically concerning commercialization, fictionalization, trivialization, documentation, visualization, and narrativization in the making and distributing of films about this event. What are the concerns that have arisen over the years concerning the dangers of aestheticizing the Holocaust in works of literature and the visual arts? Is it possible to employ a comedic narrative to deal with such a topic, and, if so, what are the benefits or

potential problems of such an approach? Is the very treatment of such a topic within the framework of the Hollywood entertainment industry itself a violation of respect for those who perished? The title of the course suggests a methodological approach that emphasizes the notion that screenings of the Holocaust are at the same time often rescreenings, to the extent that they are built on, presuppose, or even explicitly cite or take issue with earlier cinematic renderings.

GERST 451-452 Independent Study
451, fall; 452, spring. 1-4 credits each term. Prerequisite: permission of instructor.

GERST 453 Honors Research
Fall. 4 credits. Staff.

GERST 454 Honors Thesis
Spring. 4 credits. Staff.

GERST 457/657 Imagining the Holocaust
(also COM L 483/683, ENGL 458/658, and JWST 458/658) (IV) (LA)
Spring. 4 credits. D. Schwarz.
For description, see ENGL 458/658.

GERST 472 Poetry of the 1990s (also COM L 472) (IV)
Not offered 2003-2004.]

GERST 492 The Advance of Humanism: Aspects of the European Enlightenment # (IV)
Not offered 2003-2004.]

GERST 495 The Cultural Theory of the Frankfurt School (also COM L 495, GOVT 471) (III or IV)
Not offered 2003-2004. P. U. Hohendahl.]

GERST 496 Theorizing the Public Sphere (also COM L 496 and GOVT 464) (III or IV)
Not offered 2003-2004. P. U. Hohendahl.]

GERST 498 German Literature in Exile (IV)
Not offered 2003-2004.]

Graduate Courses

Note: For complete descriptions of courses numbered 600 or above consult the appropriate instructor.

GERST 600 Special Topics in Feminist Theory (also ANTHR 600 and COM L 600)
Not offered 2003-2004.]

GERST 606 Topics in Historical Germanic Phonology
Not offered 2003-2004. W. Harbert.]

GERST 607 Topics in Historical Germanic Morphology
Not offered 2003-2004.]

GERST 608 Topics in Historical Germanic Syntax
Not offered 2003-2004. W. Harbert.]

GERST 610 Early Modern City Culture (also GERST 410)
Fall. 4 credits. A. Groos.
An introduction to city culture in the fifteenth and sixteenth centuries, with emphasis on the significance of Nuremberg and other early modern urban centers such as Strassburg and Augsburg. Topics include the city's development and social structure, pre- and post-Reformation constructions of its image and history, public spectacle and imperial entries, print culture and humanism, social

order and social conflict (the *Fastnachtsspiel*, anti-Semitism). Readings will include texts/images by Hans Sachs, Conrad Celtis, Sebastian Brant, Albrecht Dürer, Hans Rosenplüt and Hans Folz. The last part of the course will deal with the reception of early modern Nuremberg from Goethe through the Romantics, including Wagner's *Die Meistersinger von Nürnberg*.

GERST 614 Gender at the Fin-de-siècle
Not offered 2003-2004.]

GERST 615 Jews in German Culture Since 1945 (also JWST 615)
Not offered 2003-2004.]

GERST 617 Literature and Affect (also COM L 625)
Not offered 2003-2004. A. Schwarz.]

GERST 618 "The Science of the Experience of Consciousness": Hegel's Phenomenology of Spirit (and Beyond)
Not offered 2003-2004. P. Gilgen.]

GERST 621 Issues in Gay and Lesbian Studies (also FGSS 621)
Not offered 2003-2004.]

GERST 623 Aesthetic Turns: The Fin-de-siècle
Not offered 2003-2004. A. Schwarz.]

GERST 624 Seminar in Medieval German Literature
Not offered 2003-2004. A. Groos.]

GERST 626 Nuremberg
Not offered 2003-2004.]

GERST 627 Baroque (also COM L 626)
Not offered 2003-2004.]

GERST 629 The Enlightenment
Not offered 2003-2004. P. U. Hohendahl.]

GERST 630 Classicism and Idealism
Not offered 2003-2004. P. U. Hohendahl.]

GERST 631-632 Academic German I and II
631, fall; 632, spring. 3 credits each term. Limited to graduate students. Prerequisite: for GERST 632, GERST 631 or equivalent. Staff.

Intended primarily for beginners with little or no previous German knowledge. Emphasis in 631 on acquiring basic German reading skills. Emphasis in 632 on development of the specialized vocabulary of student's field of study.

GERST 634 German Romanticism
Fall. 4 credits. Most readings are in German; discussion and papers in English. Students from other disciplines are welcome. Anchor course. G. Waite.
Structured introduction to German literature, cultural criticism, political thought, and philosophy from c. 1789 to c. 1830 in two basic contexts: revolutionary Europe at the time and subsequent theory. The latter includes Marxists (on "the German ideology"), Freudians (on "the uncanny"), Heidegger (on "the other beginning" in Hölderlin), de Man (on "the rhetoric of romanticism"), Lacoue-Labarthe and Nancy (on Early Romantic criticism and "the literary absolute"), and Deleuze and Guattari (on "the war machine" in Kleist). Authors/topics might include: B. and A. von Arnim, Arndt, Brentano, Fichte, Gontard, the Grimm brothers, Günderode, Hegel, Heine, Hölderlin, Hoffmann, Kleist,

Novalis, Schelling, C. Schlegel-Schelling, F. Schlegel, Schleiermacher, Tieck, Varnhagen, D. Veit-Schlegel, and the repercussions of the Spinoza debate (since Lessing and Jacobi). Primary methodological focus on the close reading of short, symptomatic texts.

GERST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution
Not offered 2003-2004. P. U. Hohendahl.]

GERST 636 Kleist and Kafka: Prose Works
Not offered 2003-2004. D. Reese.]

GERST 637 Nineteenth-Century Fiction: The Realist Project
Not offered 2003-2004.]

GERST 640 The Modern German Novel
Not offered 2003-2004. A. Schwarz.]

GERST 647 German Literature from 1949 to 1989
Spring. 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; etc. Readings will be taken from authors such as 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, P. Schneider, V. Stefan, B. Strauss, A. Duden, M. Maron, and E. Ozdamar.

GERST 650 Culture in the Weimar Period
Not offered 2003-2004. D. Bathrick.]

GERST 652 Culture in Germany 1933-1945
Not offered 2003-2004. D. Bathrick.]

GERST 653 Opera (also COM L 655 and MUSIC 679)
Not offered 2003-2004.]

GERST 656 Aesthetic Theory: The End of Art (also COM L 656, ART H 447 and Visual Studies)
Not offered 2003-2004. P. Gilgen.]

GERST 658 Old High German/Old Saxon (also LING 646)
Fall. 4 credits. W. Harbert.
See LING 646 for complete description.

GERST 660 Visual Ideology (also COM L 660 and FILM 660)
Not offered 2003-2004. G. Waite.]

GERST 661 After the City: From Metropolis to Electropolis (also ARCH 338/638 and COM L 661)
Not offered 2003-2004.]

GERST 663 Nietzsche and Heidegger (also COM L 663)

Spring. 4 credits. G. Waite.

This seminar provides, primarily, a basic introduction to the thinking of Nietzsche and Heidegger, including the latter's appropriation of the former. We will also be interested in the types of argumentation and styles of writing of both philosophers, in light of the hypothesis that both were working in the long tradition of esotericism, that is, that neither wrote exactly what he thought and that they intended their impact to come beneath the level of conscious apprehension. In addition to their own work, and, secondarily, we will consider their influence in writers across the Left-Center-Right spectrum (e.g., T. W. Adorno, G. Bataille, P. Bourdieu, J. Butler, J. Derrida, G. Deleuze, M. Foucault, H.-G. Gadamer, L. Irigaray, P. Klossowski, S. Rosen, L. Strauss).

[GERST 664 Freud and the Fin de siècle
Not offered 2003–2004.]**[GERST 666 Ingeborg Bachmann**
Not offered 2003–2004.]**[GERST 667 "Minor" German Literatures?**
Not offered 2003–2004.]**[GERST 668 Literature and the Uncanny (also COM L 664)**
Not offered 2003–2004.]**GERST 669 Modern Social Theory I (also GOVT 669)**Fall. 4 credits. S. Buck-Morss.
For complete description see GOVT 669.**[GERST 671 Postcolonial Theory and German Studies (also COM L 688)**
Not offered 2003–2004. L. Adelson.]**[GERST 672 German Opera Topic: Wagner (also MUSIC 674)**
Not offered 2003–2004.]**[GERST 674 Contemporary Poetry and Culture: 1968–1993 (also COM L 674, ENGL 697, and SPAN L 674)**
Not offered 2003–2004.]**[GERST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also COM L 675 and HIST 675)**
Not offered 2003–2004. P. U. Hohendahl.]**[GERST 679 Bertolt Brecht in Context (also COM L 679 and THEAT 679)**
Not offered 2003–2004.]**GERST 680 Brecht, Müller, and the Avant-Garde (also COM L 676 and FILM 680)**

Fall. 4 credits. Prerequisite: permission of instructor. D. Bathrick.
Bertolt Brecht (1898–1956) and Heiner Müller (1929–1995) represent giant figures of the European theatrical avant-garde of the twentieth century. The goal of this course is to examine the poetics and the practice of these two figures in light of the cultural contexts in which they emerged and were received. Brecht's own interface in the 1920s with movements such as German Expressionism, Berlin-Dada, Russian Constructivism, and Neue Sachlichkeit was vital for his own theories of epic theater and estrangement. We will explore these influences as well as Brecht's response to them. The East German Heiner Müller developed his own theatrical theory and practice as much under the influence of as in rebellion against the

theories and practice of Brecht himself. Living in the GDR, the context of his creative activity consisted in part of a cultural-political environment highly disapproving of forms of avant-gardism. In asserting his aesthetic agenda, Müller can be seen in dialogue with and also strongly shaped by "the historical avant-garde" of the 20s, surrealism, Artaudianism, theater of the absurd, poststructuralism, Wilson's theater of images, postmodernism, and performance theater, etc. Our treatment of the influences of these movements will focus both on their impact upon these two writers' own work as well as on their importance for understanding contemporary debates around a theory and practice of the avant-garde.

GERST 681 Reproducing Enlightenment: Paradoxes of the Body Politic (also COM L 681)

Fall. 4 credits. D. Reese.

In readings ranging from La Mettrie's obscure treatise entitled "Man as Plant" to the paradoxical speech acts of Büchner's tragedy *Dantons Tod*, we consider the category "Enlightenment" in its relation to figures of totality and reproduction. The seminar traces the category of "reproduction," understood both in terms of off-print and off-spring, in a cluster of Enlightenment and Romantic texts both philosophical and literary. How and when does the logic of reproduction interrupt the logic of autonomy? How do the specters and forces of reproduction relate to the formations of plurality within the citizenry? To broach our topic, we are concerned with definitions. How shall we understand "Enlightenment" for our inquiry: as a fixed historical period, a political project, the result of historical process, the telos of "civilization?" Is it "attainable?" Alongside our readings of Enlightenment and Romantic texts, we follow the turns of what might be called "arguments from Enlightenment" into the twentieth century. Works by La Mettrie, Lessing, Diderot, Rousseau, Kant, Brockden Brown, Mary Shelley, Kleist, Goethe, Coleridge, Büchner, Marx, Foucault, Adorno/Horkheimer. Readings in French, German, and English. Discussion in English.

GERST 682 Hölderlin: Philosophy, Poetry
Spring. 4 credits. P. Gilgen.

This course examines Friedrich Hölderlin's philosophical, poetological, and poetic work, recognized only belatedly as among the most insistent, consequential, and haunting contributions to German letters. We will pay close attention to Hölderlin's philosophical development, in particular his critiques of Fichte's *Science of Knowledge* and Schiller's *Aesthetic Letters*. Taking their departure from these critical positions, Hölderlin's subsequent treatments of aesthetic and poetological questions became the ground of a rigorous and revolutionary philosophico-poetic practice. We will examine all of Hölderlin's major aesthetic and poetological writings (including the "Oldest System-Program," the authorship of which is still debated). These theoretical statements are enacted in such poetic texts as the *Empedocles* drama, the translations of *Oedipus* and *Antigone*, and Hölderlin's stunning lyric poetry. Throughout, we will read Hölderlin's philosophical positions in relation to his poetry and trace the move from philosophy to poetic theory and practice. Of particular importance for our inquiry will be the meticulous reading of Hölderlin's views on the method of poetry,

the difference between poetic genres, the change of tones, and the notion of intellectual intuition. On this basis, we will also debate the claims of some of Hölderlin's most incisive readers, such as Heidegger, Henrich, Allemann, Binder, de Man, Haverkamp, Krell, Ryan, Lacoue-Labarthe, Nägele, and Sattler.

[GERST 685 Gramsci and Cultural Politics (also COM L 685 and GOVT 675)

Not offered 2003–2004. G. Waite.]

[GERST 686 Althusser and Lacan (also COM L 686, GOVT 679, and FRLIT 623)

Not offered 2003–2004.]

[GERST 687 The Politics of Culture in the German Democratic Republic
Not offered 2003–2004.]**GERST 689 The Aesthetic Theory of Adorno (also COM L 689 and HIST 689)**Fall. 4 credits. Prerequisite: graduate standing or permission of instructor.
P. Hohendahl.

The seminar will focus on the aesthetic writings of Adorno, beginning with relevant chapters from *Dialectic of Enlightenment* as well as selected essays on European literature and music. The emphasis then will be placed on Adorno's major posthumous work: *Aesthetic Theory* (1970). The aim is a close reading of Adorno's theory in the context of the Kantian and Hegelian tradition. All readings will be in English.

[GERST 690 Feminist Criticism and Theory (also FGSS 690)

Not offered 2003–2004.]

[GERST 693 "The Sign of History": Kant and Lyotard (also COM L 693, GOVT 761)

Not offered 2003–2004. P. Gilgen.]

[GERST 696 Conceptualizing Cultural Contact (also COM L 696 and NES 696)

Not offered 2003–2004. L. Adelson.]

[GERST 699 German Film Theory (also COM L 699 and FILM 699)
Not offered 2003–2004.]**GERST 753-754 Tutorial in German Literature**Fall and spring. 1–4 credits per term.
Prerequisite: permission of instructor.**GERST 757 Mozart: His Life, Works, and Times (also MUSIC 677)**Fall. 4 credits. Prerequisite: reading knowledge of German. N. Zaslav.
Mozart as composer, performer, historical figure, subject of research, and cultural icon.**Dutch****DUTCH 121-122 Elementary Dutch**

121, fall; 122, spring. 4 credits each term.

DUTCH 122 provides language qualification. Prerequisite: permission of instructor. M. Briggs.

Intensive practice in listening, speaking, reading, and writing basic Dutch in meaningful contexts. The course also offers insight into Dutch language, culture, and society.

DUTCH 203 Intermediate Composition and Conversation

Fall. 3 credits. Prerequisite: qualification in Dutch or permission of instructor. *Provides language proficiency.* M. Briggs.

Improved control of Dutch grammatical structures and vocabulary through guided conversation, discussions, compositions, reading, and film, drawing on all Dutch-speaking cultures. Taught in Dutch.

DUTCH 204 Intermediate Composition and Conversation

Spring. 3 credits. Prerequisite: DUTCH 203 or permission of instructor. M. Briggs.

This course emphasizes written and oral application of accurate, idiomatic Dutch. Reading of authentic material such as newspapers, web-based texts, literature, history and film, with emphasis on the students' interests and specializations. Taught in Dutch.

DUTCH 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: proficiency in Dutch or permission of instructor. M. Briggs.

Individualized advanced Dutch studies. This course provides students with individualized programs which can be anything from advanced mastery in any or all skills to the mastery of Dutch for research, literature, and history in support of all disciplines. Taught in Dutch. Topic for fall or spring: Afrikaans.

Swedish**SWED 121-122 Elementary Swedish**

121, fall; 122, spring. 4 credits each term.

Prerequisite: for SWED 122, SWED 121 or equivalent. L. Trancik.

Students in the course develop abilities in listening, speaking, reading, and writing within Sweden's cultural context. Work on the Internet, interactive computer programs, and a virtual textbook are used in these courses.

SWED 123 Continuing Swedish

Fall. 4 credits. *Provides language qualification.* Prerequisite: SWED 122 or equivalent. L. Trancik.

Development of skills in spoken and written Swedish within Sweden's cultural context.

SWED 203 Intermediate Swedish

Fall. 3 credits. *Provides language proficiency.* Prerequisite: SWED 123 or permission of instructor. L. Trancik.

Intermediate to advanced-level instruction using audio-visual material and text to enhance language comprehension.

SWED 204 Advanced Swedish

Spring. 3 credits. Prerequisite: SWED 203 or permission of instructor. Taught in Swedish. L. Trancik.

Emphasis on improving oral and written expression of Swedish, including vocabulary, readings in contemporary prose, treatment of specific problems in grammar, and presentation of videos and films.

SWED 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. L. Trancik.

Taught on a specialized basis to address particular student needs. Times will be arranged with instructor.

GOVERNMENT

V. Bunce, chair; R. Bense, A. Brettel, S. Buck-Morss, A. Carlson, M. Evangelista, B. Hendrix, R. Herring, N. Hirschmann, M. Jones-Correa, M. Katzenstein, P. Katzenstein, J. Kirshner, I. Kramnick, T. J. Lowi, W. Mebane, D. Moehler, K. O'Neill, J. Pontusson, J. Rabkin, L. Ryter, E. Sanders, H. Schamis, M. Shefter, V. Shue, A. M. Smith, J. J. Suh, S. G. Tarrow, N. T. Uphoff, C. Way, N. Winter, H. Zimmerman

Please visit the Government Department web site: <http://falcon.arts.cornell.edu/Govt>

Government is what Cornell calls a department that elsewhere might be termed political science. The focus of this discipline is power applied to public purposes. Some faculty concentrate on purposes, some on applications. Some engage in the close reading of great texts of political philosophy, while others analyze the behavior of power-wielders and publics in this and other societies. Government is divided into four subfields: U. S. politics, comparative politics (other nations), political theory (philosophy), and international relations (transactions between nations).

To accommodate new courses or course changes, a supplementary announcement is prepared by the department. Before enrolling in courses or registering each term, students are requested to consult the current supplement listing courses in government, available in 210 White Hall.

The Major

To be admitted to the major, a student must pass two government courses.

To complete the major, a student must:

- (1) pass two of the introductory government courses (GOVT 111, 131, 161, 181);
- (2) pass an additional course in one of the remaining subfields (American government, comparative government, political theory, or international relations). This course may be any course offered in the government department, including introductory courses, upper-level courses or seminars. Students are strongly advised to take at least one course in each of the four subfields;
- (3) accumulate an additional 28 credits of government course work at the 300-level or above;
- (4) complete at least one seminar-style course in government which may be applied toward the 28 credits. These courses include those numbered 400.XX to which students are admitted by application only;
- (5) accumulate 11 credits in upper-level courses in related fields (such as anthropology, economics, history, science and technology studies, psychology, and sociology). Upper-level courses are usually courses numbered at the 300 level or above (200-level courses are not considered upper-level). Students should consult with their major adviser to choose appropriate courses. All choices of related courses must be approved by the major adviser or the director of undergraduate studies;

- (6) all courses used to fulfill a government major must be passed with a letter grade.

To summarize, a total of 10 government courses and three additional courses (12 credits) of upper-level related courses are required to complete the major. For more information about the Government major, **please visit our web site: <http://falcon.arts.cornell.edu/Govt>**

Cornell in Washington Program.

Government majors may apply to the Cornell in Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

European Studies Concentration.

Government majors may elect to group some of their required and optional courses in the area of European studies, drawing from a wide variety of courses in relevant departments. Students are invited to consult Professors P. Katzenstein, J. Pontusson, and S. G. Tarrow for advice on course selection and foreign study programs.

Model European Community Simulation.

Undergraduates with an interest in the European Union, public affairs, or debating may participate in an annual European Union simulation held, on an alternating basis, in April at SUNY Brockport or in January in Brussels. The simulation provides an opportunity for participants, representing politicians from the members states, to discuss issues and resolutions of current concern to the European Union.

To prepare for the simulation, a two-credit course is offered by the Government department each year (GOVT 431 or GOVT 432). Participation in the simulation is open only to those who register for this course. Anyone interested in participating or finding out more information should contact the Institute for European Studies at 120 Uris Hall, 255-7592.

International Relations Concentration. See the description under "Special Programs and Interdisciplinary Studies."

Honors. Application to the honors program is made in the early spring of the junior year. For more information about the Honors Program and an application form, **please visit our web site: <http://falcon.arts.cornell.edu/Govt>**

Introductory Courses

Students registering for introductory courses should register for the lecture only. Sections are assigned during the first week of class. Introductory courses are also offered during summer session.

GOVT 111 Introduction to American Government and Politics (III) (SBA)

Fall and summer. 3 credits. T. J. Lowi. An introduction to government through the American experience. Concentration on analysis of the institutions of government and politics as mechanisms of social control.

GOVT 131 Introduction to Comparative Government and Politics (III) (SBA)

Spring and summer. 3 credits.

J. Pontusson.

This course provides a survey of the institutions, political processes, and policies of contemporary states. It focuses on the conditions for and workings of democracy.

Looking at Western Europe, we analyze institutional variations among liberal democracies, and their political implications. We then probe the origins of democracy in Western societies and the reasons why communism and other forms of authoritarian rule have prevailed elsewhere. Finally, we explore the impetus behind the obstacles to democratization in the Third World and the erstwhile Communist Bloc. Throughout this survey, problems of democracy are related to problems of economic development, efficiency, and equality.

GOVT 161 Introduction to Political Philosophy # (III) (HA)

Spring. 3 credits. B. Hendrix.

A survey of the development of Western political theory from Plato to the present. Readings from the works of the major theorists. An examination of the relevance of their ideas to contemporary politics.

GOVT 181 Introduction to International Relations (III) (SBA)

Fall and summer. 3 credits. P. Katzenstein.

An introduction to the basic concepts and practice of international politics.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

Major Seminars

GOVT 400 Major Seminars

Fall or spring. 4 credits.

These seminars, emphasizing important controversies in the discipline, cap the majors' experience. Thus preference in admission is given to majors over nonmajors and seniors over juniors. Topics and instructors change each semester. To apply, students should pick up an application in 210 White Hall during the course selection period the semester before the seminar is given.

The following courses are open to sophomores, juniors, and seniors without prerequisites unless otherwise indicated.

American Government and Institutions

GOVT 111 is recommended.

GOVT 215 Sophomore Seminar: Gender, Nationalism, and War (III) (CA)

Spring. 3 credits. M. Evangelista.

What is the relevance of gender to nationalism, conflict, and war? The association of hostility, aggression, and bloodshed with masculinity—and conciliation and peace-seeking with female attributes—repeatedly surfaces in portrayals of militaries and violent strife. The concept of the nation is inextricably linked to images of motherhood (the motherland, the mother language, etc.), but violent defense of the nation has traditionally been understood as a masculine endeavor. In this course, we examine works in several disciplines and media and evaluate generalizations that link gender, nationalism, and war. Our texts include novels and films, as well as political and sociological writings. Students will read Virginia Woolf's *Three Guineas* and Joshua Goldstein's *War and Gender* (a political science survey). They will see films such as the *Battle of Algiers* and *Prisoner of the Mountains*—a Russian film

based on the war in Chechnya, but which draws on Tolstoy's stories, which the students will also read. Because the course emphasizes writing, students will have the opportunity to experiment with a wide range of styles, from visual analysis of the films to political research. Among the questions we explore are: How does the political formation of gender identity occur? How do gender identities shape the objectives and techniques of nationalist movements and state power and how are they deployed by the state? We will reflect on these questions both theoretically and in the context of particular episodes of violent nationalist or ethnic conflict—in the former Yugoslavia, in the Chiapas region of Mexico, in Afghanistan, and elsewhere.

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

GOVT 301 Public Opinion and American Democracy (III) (HA)

Fall. 4 credits. N. Winter.

This course is organized around three broad themes: American state expansion in the late nineteenth century, the political economy of class and regional conflict that shaped the party system and democratic politics generally, and the process of industrialization that propelled the United States into the front rank of the world economy by the turn of the century. The course is roughly divided into two sections. The first part stresses the importance of the Civil War and the coincident suppression of southern separatism to subsequent American political development and state formation. The second part connects the national political economy and the central state established by the Civil War to the structure of the party system, operation of democratic institutions, and rapid industrialization during the last decades of the nineteenth century. Also included are comparison of Union and Confederate state formation during the Civil War, analysis of the political role of cotton production, and examination of the role of finance capital in industrial expansion, and a consideration of possible developmental trajectories other than the high-tariff, gold-standard one actually followed by the United States.

GOVT 302 Social Movements in American Politics (also AM ST 302) (III) (HA)

Fall. 4 credits. E. Sanders.

Analyzing a variety of movements from the late nineteenth century to the present, this course seeks answers to the following concerns: What social and political conditions gave rise to these movements? What determined success or failure (and how should those terms be defined)? How do social movements affect political processes and institutions (and vice-versa)? What is their legacy in politics and in patterns of social interaction? The movements to be studied are populism; progressivism; labor; socialism; women's suffrage, the contemporary gender equality movement; protest movements of the 1930s; civil rights; Students for a Democratic Society and antiwar

movements of the 1960s; environmentalism; the 1980s anti-nuclear (weapons) movement; gay rights; and the new religious right. Some theoretical works will be used, but most of our theoretical explorations will be inductively derived from studies of actual movements and the difficulties they faced.

GOVT 303 Imagining America (also AM ST 326) (III or IV) (CA)

Fall. 4 credits. D. Rubenstein.

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

[GOVT 309 Science in the American Polity (also S&TS 391) (III) (SBA)]

Not offered 2003–2004.

This course reviews the changing political relations between science, technology and the state in America from 1960 to the present. It focuses on the politics of choices involving science and technology in a variety of institutional settings, from Congress to courts and regulatory agencies. The tensions and contradictions between the concepts of science as an autonomous republic and as just another special interest provide the central theme for the course. Topics addressed include research funding, technological controversies, scientific advice, citizen participation in science policy, and the use of experts in courts.]

GOVT 311 Urban Politics (III) (SBA)

Spring. 4 credits. M. Shefter.

Covers the major political actors, institutions, and political styles in large American cities: mayors, city councils, bureaucracies, ethnic and racial minorities, urban machine politics, and the municipal reform movement. Considers the implications of these political forces for policies pertaining to urban poverty, homelessness, and criminal justice.

GOVT 313 The Nature, Functions, and Limits of Law (III) (CA)

Spring. 4 credits. Undergraduates only.

R. Hillman.

A general education course for students at the sophomore and higher levels. Law is presented not as a body of rules but as a set of varied techniques for resolving conflicts and dealing with social problems. The roles of courts, legislatures, and administrative agencies in the legal process is analyzed, considering also the constitutional limits on their power and practical limits of their effectiveness. Assigned readings consist mainly

of judicial and administrative decisions, statutes and rules, and commentaries on the legal process. Students are expected to read assigned materials before each class and to be prepared for participation in class discussion.

GOVT 314 Prisons (III) (SBA)

Fall. 4 credits. M. Katzenstein.

This seminar looks at the politics of incarceration. Why is prison construction a growth industry? What is the role of public policy and of the law in this process of prison expansion? How does race and racism in American society figure in this? Are women's prisons designed to respond to the needs of a "generic-male" prisoner or are they organized around women's needs? Are there "spaces" within the prison (educational programs, libraries, chaplain's offices) which alleviate the grim realities of prison life. We devote a section of the course to reading about and discussing different forms of political activism on behalf of prison reform. Seminar members should plan on an occasional extra class time, likely to be on a Wednesday or Thursday evening, to hear guest speakers and see films.

[GOVT 316 The American Presidency (III) (SBA)]

Fall. 4 credits. Not offered 2003-2004.

E. Sanders.

Analysis of the politics of the presidency and the executive branch with emphasis on executive-legislative relations, executive branch policymaking, and the problems of the modern presidency.]

GOVT 317 Campaigns and Elections (III) (SBA)

Fall. 4 credits. W. Mebane.

This course examines campaigns and elections, focusing primarily on national elections in the United States. Topics include the relationship between elections and the economy, the weakness of the American party system, voter turnout, individual voting decisions, negative campaigning, and the noncompetitiveness of congressional elections. We examine several theories that explain these phenomena, including in particular the theory of rational choice. Course requirements include one or two papers based on original analysis of election survey data.

GOVT 318 U.S. Congress (III) (SBA)

Fall. 4 credits. M. Shefter.

The role of Congress in the American political system. Topics to be discussed: the political setting within which Congress operates, the structure of Congress, the salient features of the legislative process, and recent congressional behavior in a number of policy areas.

GOVT 320 Public Opinion and Public Choice (III) (SBA)

Spring. 4 credits. Prerequisite: GOVT 111 or permission of the instructor.
W. Mebane.

A fundamental paradox in democracy is the fact that a government the people control will only rarely be a government that does what the people want. This is not to say that government NOT by the people is better (it is usually worse). This course explores this problem, contrasting the answers given by the concept of public opinion and the formal theory of social choice. We encounter the paradox in several American political institutions, including elections, legislatures, and bureaucracy.

GOVT 327 Civil Liberties in the United States (also AM ST 310) (III) (KCM)

Spring. 4 credits. J. Rabkin.

An analysis of contemporary issues in civil liberties and civil rights, with emphasis on Supreme Court decisions. Cases are analyzed in terms of democratic theory and the social and political context in which they arose.

GOVT 402 New York Politics (III) (SBA)

Fall. 4 credits. M. Luster.

New York is arguably the most politically, economically, socially, ethnically and demographically diverse state in the nation. How its government manages to operate at all is sometimes a wonder. This course examines the structure, traditions, tensions, and processes of its political institutions, with a particular focus on the legislature, in an effort to understand how a contentious, partisan, and historically brutal political climate has often produced great leaders and positive results. With the "devolution revolution" still underway, the course will help students better understand the role of state government and how it functions in the turbulent world of New York politics.

GOVT 403 International Environmental Policy and Law (III) (SBA)

Fall. 4 credits. A. Brettell.

Transboundary environmental problems require a coordinated supranational response. Coordinating this response can be called "global governance." Global governance is not world government nor is it simply international relations. During this course, students will examine global governance and international cooperation regarding selected regional and international environmental issues. The course lays the foundation for understanding international environmental law: its concepts, sources, and applications. Students will learn how and why various coordinating mechanisms, including environmental treaties and agreements, are initiated, negotiated, and implemented. Also, students will explore the roles of institutions, regimes, laws, states; non-state actors, science, and ideas in relation to environmental policy coordination at the global level. The class will discuss global environmental issues within the context of international relations theories, methods, and ideas. We will discuss such concepts as North-South political divisions, power, sovereignty, security, legitimacy, globalization, ethics, conflict, and cooperation as they are played out in one specific issue area. Students will gain exposure to theoretical and empirical approaches to international environmental politics and to qualitative and quantitative research strategies. There will be some lecturing, but the majority of class time will be devoted to discussion, debates, and student presentations.

GOVT 405 The Postmodern Presidency: 2004 (also AM ST 430.3) (III) (CA)

Spring. 4 credits. D. Rubenstein.

This course will examine the presidencies of Reagan, Bush, and Clinton in relation to what scholars have called "the postmodern presidency." While this term has been utilized by institutionalist students of the presidency as a periodizing hypothesis, our emphasis will be on the work of cultural critics and historians. We will address the slippage between fact and fiction in cinematic and popular representations of the presidency (biography, novels, television). The construction of gender normativity (especially masculinity) will be an

attendant subtheme. The postmodern presidency will be read as a site of political as well as cultural contestation. The Kennedy assassination will serve as a case study in the formation of a national icon. The larger question of this approach to the presidency concerns the relationship between everyday life practices and citizenship as well as the role of national fantasy in American political culture today. As this is a presidential election year, we will examine popular representations of Campaign 2004.

GOVT 408 Politics of the American Civil War (also AM ST 430.1) # (III) (HA)

Fall. 4 credits. R. Bensele.

The Civil War, along with the Founding of the nation in the late eighteenth century, is one of the two most important influences on the course of American political development. Arising out of intense ideological, cultural, and economic competition between the slave South and the free labor North, the conflict created two new national states: a northern Union that replaced the loose federation of the antebellum period and a southern Confederacy that perished at Appomattox. In this course, particular attention is paid to: the political economy and culture of plantation slavery in the antebellum South; the apparent inevitability of collision between the slave and free states and their respective societies; the military, political, and economic strategies that determined, on both sides, the course and duration of the war; the limits and possibilities of reform of southern society during Reconstruction; and the impact of the Civil War on the subsequent development of the United States.

GOVT 413/613 Coordination in American Politics (III) (SBA)

Spring. 4 credits. Prerequisites for undergraduates: GOVT 111 and one 300-level course in American government, or permission of the instructor. W. Mebane.

In this seminar we examine the idea that American voters act in a strategically coordinated way. Are voters as wary of one another as they are of politicians? We examine how coordination depends on American institutions, especially the separation of powers and the political parties. We look at how large-scale coordination, which implies collective equilibrium, need not depend on individuals being highly informed and rational. We consider how coordination and strategic voting affect the parties' campaign strategies, and what coordination implies about popular control of the government.

GOVT 420 War at Home (also AM ST 422) (III) (HA)

Fall. 4 credits. M. Shefter, J. Rabkin.

This seminar examines how American government and politics have been shaped by the nation's wars over the past several decades—from World War II to the Second Gulf War. We will analyze and compare how these wars influenced U.S. constitutional law, major institutions of U.S. government, American electoral politics, and ongoing conflicts among important political constituencies.

GOVT 426 Colonialism and Post Colonialism (III) (HA)

Fall. 4 credits. L. Ryter.

The age of colonialism, for the most part, came to an end after the second world war. Yet colonialism profoundly shaped the world we know today, transforming economies,

geographies, identities, and epistemologies. Students of "developing countries" in particular must consider colonial legacies, not only to understand how they have shaped the objects of study, but also how they have structured the very methods and modes of analysis brought to bear on the objects themselves. Aiming to explore the various dimensions of "postcolonialism," this course will survey such topics as colonial empires, nationalism and colonization, commodities and violence, and representation and subjectivity. Readings will be drawn from scholarship in several disciplines, from anti-colonial writings, and from colonial genres such as travelogues.

[GOVT 427 Immigrants, Membership, and Citizenship (also LSP 430 and AM ST 430.4) (III) (CA)]

Fall. 4 credits. Not offered 2003–2004.
M. Jones-Correa.

Immigrants are increasingly important players in the politics and economies of industrialized societies. However, in many cases despite their residence in these societies, their membership and citizenship status is often in question. At times migrants are undocumented, living and working at the fringes of the protections and regulations afforded by the legal system. Or they may petition to enter as refugees, having to prove their right to stay. Even if residing permanently, immigrants may still not be citizens of their receiving country, or if they are, they may have dual nationality. This course explores the complications of membership and citizenship among migrants, refugees and immigrants, focusing largely on immigration to the United States.]

[GOVT 428/728 Government and Public Policy: An Introduction to Analysis and Criticism (III) (SBA)]

Fall. 4 credits. T. J. Lowi.

GOVT 428 concentrates on history and criticism of U.S. policies and the politics associated with them. Particular attention is given to the origins and character of the regulatory state and the welfare system.

[GOVT 429 Government and Public Policy: An Introduction to Analysis and Criticism (III) (SBA)]

Spring. Open to undergraduates. 428 and consent of instructor are required for 429.
T. J. Lowi.

GOVT 429 is an opportunity to pursue further the research begun in 428.

Comparative Government

GOVT 131 is recommended.

[GOVT 258 History of the Modern Middle East (also NES 294, JWST 294) @ (III) (HA)]

Fall. 3 credits.

See NES 294 for course description.

[GOVT 326 Building a Better Democracy (III) (SBA)]

Fall. 4 credits. Not offered 2003–2004.
K. O'Neill.

How would you put together a constitution for a newly democratic country? Democracy exhibits a variety of forms throughout the world. While all of these forms are democratic, the different structures and rules adopted by countries can lead to surprisingly different outcomes. This course explores the

tradeoffs inherent in choosing a presidential versus a parliamentary structure. We will look at the consequence of using different electoral rules, whether there is a meaningful difference between systems with two parties and those with multiple parties, and what the different arguments are for choosing a unitary versus a federal government structure. The course combines theoretical arguments about different democratic institutions with real world examples of constitutional assemblies and constitutional reforms from Africa, Latin America, Israel, the United States, and Western and Eastern Europe.]

[GOVT 328 U.S. Supreme Court (III) (HA)]

Fall. 4 credits. J. Rabkin.

The course investigates the role of the Supreme Court in American politics and government. It traces the historical development of constitutional doctrine and the institutional role the court has played in American politics.

[GOVT 329 Comparative Politics of Latin America (III) (SBA)]

Fall. 4 credits. Not offered 2003–2004.
K. O'Neill.

This course probes the political implications of the economic strategies and policies of selected African states. The basic aim of this course is to comprehend the nature of the interactions between political conditions and structures, and economic choices and policies. Special attention will be devoted to the issues of rural development, mineral resources, population, multinationals, the impact of the structural adjustment programs on public policy, and the role of Africa in global economy.]

[GOVT 330 Politics of the Global North (also ILRIC 333) (III)]

Fall. 4 credits. L. Turner.

For a description, see ILRIC 333.

[GOVT 332 Modern European Politics (III) (SBA)]

Spring. 4 credits. H. Zimmerman.

The course gives an introduction to politics and political systems in Western Europe. It starts with a brief history of the formation of the nation state and the establishment of democratic rule. It continues with the modes and structures of political conflict and explores political cultures, party and electoral systems, the roles of interest groups and social movements, and the mass media. It then turns to a discussion of parliament and government. The main countries studied include Britain, France, Germany, and Italy. The main dimensions guiding the comparison are conflict vs. consent, federalism vs. centralism, parliamentary vs. presidential systems, and majority vs. proportional representation. The course concludes with a discussion of minority-majority relations and the problem of democratic inclusion.

[GOVT 336 Postcommunist Transitions (III) (SBA)]

Spring. 4 credits. Not offered 2003–2004.
V. Bunce.

This course compares economic and political developments since the collapse of communism in Eastern Europe and the former Soviet Union. Primary emphasis is placed on the relationship between democratization and the transition to capitalism, with some attention paid as well to nationalism and (for the new states in the region) state-building. Cases examined in greatest detail vary by

year, but are always multiple so as to encourage comparative observations and generalizations.]

[GOVT 338 Comparative Political Economy (III) (SBA)]

Spring. 4 credits. C. Way.

This course 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? Does it really make any difference for the economy whether parties of the left or right govern? Do strong unions have negative effects on 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? How will the Euro and increasing European integration change the world? Are all market economies pretty much the same, or are there varieties of capitalism that differ in important ways? We use a variety of theoretical perspective to provide some insight into these and other questions, paying particular attention to evaluating the theoretical arguments with both systematic and historical evidence.

[GOVT 341 Modern European Society and Politics (also SOC 341) (III) (SBA)]

Spring. 4 credits. V. Bunce, J. Pontusson.

Since the French and industrial revolutions, modern Europe has been the major source of innovation and stability, freedom and imperialism, war and peace, capitalism and socialism, rule of law and state terror, and modernity and its critics. Even the 50-year division of the continent by the Cold War could not destroy its common, but contradictory heritage. This interdisciplinary core course in Modern European Studies serves as an introduction to European society and politics. Topics include European state-building and capitalism, nationalism and socialism, cycles of revolution and reaction, stratification and mobility, law and violence, and war and democracy. The course ends with an introduction to the European Union and its conflicts. May be taken separately, or in combination with GOVT 342, The New Europe, which focuses on contemporary Europe. If qualified student interest permits, a section may be offered in French or German.

[GOVT 343 The Politics of European Integration (III) (SBA)]

Fall. 4 credits. H. Zimmerman.

This course explores the policies and policy-making of the European Union against the backdrop of the postwar history of European integration and the institutional framework of the EU. We also will explore how European integration is reshaping domestic political and economic arrangements in the member states of the European Union and current debates about the emerging European polity. The implications of Eastward enlargement for the EU, for the emerging market economies of Eastern Europe and for the process of Europeanization will be considered in some depth.

GOVT 344 Government and Politics of Southeast Asia @ (III) (HA)

Fall. 4 credits. L. Ryter.

Contemporary politics in Southeast Asia must be understood in light of colonialism, the nationalist movements that colonial rule in effect produced, and the geo-strategic imperatives of the cold war. Colonial rule defined the territorial boundaries and institutions of the modern state, nationalism provided a new political discourse, and the cold war helped determine the nature of authority in post-colonial states. This course will consider these and other themes in comparative perspective with special focus on Indonesia, Thailand, and the Philippines.

GOVT 347 Politics of China @ (III) (HA)

Spring. 4 credits. A. Brettell.

This course is designed to provide a comprehensive introduction to the main issues in Chinese politics in the twentieth and twenty-first centuries. The first sessions of the class focus on the rise of the Chinese revolution, the tenants of Mao Zedong thought, and the main political campaigns of the Mao period. Next, the course focuses on the Deng Xiaoping and Jiang Zemin eras and the complex problems associated with "opening" China. Some of these problems include reforming the economy incrementally while furthering economic growth; rectifying the fallout of political extremism and expanding individual choice while keeping society stable and affirming collective interests; and allowing more input into policy processes while maintaining party dominance. Students will examine the succession of a new generation of leaders to power, a fourth generation, and the possibility of continuing economic and political reforms. Also, we will make comparisons between the People's Republic of China and Taiwan. Throughout the course, we will explore several themes including the meaning of citizenship in a one-party dominated state, national integration, state power and regime adaptation, social control, channels of democratization, and the political challenge of social issues.

GOVT 353 Recent East Asian Politics (III) (HA)

Fall. 4 credits. Prerequisite: GOVT 111 or permission of the instructor. A. Brettell.

A fundamental paradox in democracy is the fact that a government the people control will only rarely be a government that does what the people want. This is not to say that government NOT by the people is better (it is usually worse). This course explores this problem, contrasting the answers given by the concept of public opinion and the formal theory of social choice. We encounter the paradox in several American political institutions, including elections, legislatures, and bureaucracy.

GOVT 354 Capitalism, Competition, and Conflict in the Global Economy (III) (SBA)

Fall. 4 credits. P. Katzenstein.

Unemployed autoworkers in Detroit and the wood stoves in New England signal an important change in America's relation to the world economy. This course characterizes these changes in a number of fields (trade, money, energy, technology), explains them as the result of the political choices of a declining imperial power that differs substantially for the choices of other states (Japan, Germany, Britain, France, the small

European states, and Korea), and examines their consequences for America and international politics.

GOVT 432 Model European Union II

Fall. 2 credits. J. Pontusson.

GOVT 436 Environmental Politics and Policy (III) (SBA)

Spring. 4 credits. Staff.

A research-oriented seminar oriented toward theoretical understanding of the intersection of social and natural systems as mediated by the state. Readings and examples will come from both rich and poor societies. Specific topics will include the "tragedy of the commons," biodiversity, international accords affecting the environment, and various models of political behavior and the translation of political movements into public law.

GOVT 437 Contemporary China: Society and Politics @ (III) (SBA)

Spring. 4 credits. Staff.

Selected reading and in-class discussion of some of the central dilemmas that have been posed by the rapidly escalating processes of social change taking place under conditions of continuing political authoritarianism in China today. Topics include broad changes in demographic and social structure; rising tensions in family and gender relations; the enduring salience of community and workplace; the resurgence of Chinese nationalism, of ethnic nationalisms, of regionalism, and of popular religious movements; the significance of rising rates of crime and of political corruption; the growing crisis of social welfare delivery; and the limits on political dissent and on the development of civil society.

[GOVT 448 The Quality of Democracy in Latin America @ (III) (SBA)

Fall. 4 credits. Staff.

This course explores major issues affecting the quality of democracy in Latin America. We begin by trying to capture the many meanings of the term "democracy" and by thinking through how it is possible to measure changes in the quality of democracy over time. The course examines both institutional bases for Latin America's level of democracy—whether the quality of democracy is affected by government structures in the region—and also specific topics that impact the region's democracies. These subjects include ethnic mobilization, guerrilla insurgencies, civil wars and peace processes, human rights violations, rising poverty rates, income inequality, and economic globalization.]

Political Theory

GOVT 161 is recommended.

GOVT 293 Inequality, Diversity, and Justice (III or IV) (KCM)

Spring. 4 credits. R. Miller.

See PHIL 193 for description.

GOVT 294 Global Thinking @ (III) (KCM)

Spring. 4 credits. B. Hendrix.

Existing nation-states face many challenges that cross their borders, including environmental degradation, international terrorism, and global market forces. This course considers the possibility and desirability of a world government. Students will evaluate the practical achievability of different world-level political structures,

paying particular attention to contemporary theories of international relations, and to related questions of social-scientific evidence. Students also will evaluate the ethical status of potential world-level political structures, evaluating the normative value of existing states compared to the likely dangers and benefits of several visions of world government.

GOVT 360 Ideology (III) (CA)

Spring. 4 credits. D. Rubenstein.

This course focuses on critical approaches to the study of ideology in order to understand the role of ideology in political subject formation. After an initial exploratory presentation of key Marxist (Marx, Gramsci, Althusser, Hebdige), structuralist/semiotic (Barthes, Eco) and psychoanalytic models (Freud, Lacan), we focus on specific ideologies of race, technology and gender. Students are required to write a 7-8 page take-home examination and a longer 10-12 page (double spaced) paper related to the issues addressed by the course material. A recommended bibliography is available to assist in the selection of the final paper topic.

GOVT 363 Politics and Culture (III) (HA)

Fall. 4 credits. M. Berezin.

See SOC 248 for description.

GOVT 366 American Political Thought from Madison to Malcolm X (also HIST 316 and AM ST 366) # (III) (HA)

Fall. 4 credits. I. Kramnick.

A survey of American political thought from the eighteenth century to the present. Particular attention is devoted to the persistence of liberal individualism in the American tradition. Politicians, pamphleteers, and poets provide the reading. Insightful historical and social context is offered.

GOVT 367 Writing in the Majors

Fall. 1 credit. Staff.

This course is specifically designed for students enrolled in GOVT 366/AMST 376/HIST 316 opting to take the extra one credit.

GOVT 368 Global Justice (also PHIL 347) (III or IV) (KCM)

Spring. 4 credits. R. Miller.

On-going international negotiations under the Framework Convention for Climate Change, adopted to deal with global warming, are producing conflicts between rich and poor states and between oil-producers and oil-consumers about who ought to bear which proportion of the costs of any economic changes necessary either to slow the predicted rate of climate change or to adapt to rapid change. What is fair when rich and poor cooperate to deal with a common but long-term threat? This course critically examines a variety of views about international and intergenerational justice.

GOVT 370 Political Theory and Cinema (also GERST 330, COM L 330, THETR 330) (III or IV) (CA)

Spring. 4 credits. G. Waite.

For description, see GERST 330.

GOVT 375 Visual Culture and Social Theory (also ART H 370, COM L 368, VISST 367) (III or IV) (CA)

Fall. 4 credits. S. Buck-Morss.

Introduction to critical concepts for the study of visual culture in specific socio-historical contexts. The course deals with the intersection of art and politics in the twentieth

century. Empirical cases (from the USSR, Europe, the United States, and Latin America) are used to examine such theoretical issues as: the human sensorium; the meaning of aesthetics, images and the political imagination; art for the masses; vanguard and avant-garde; the political implications of style (fascism, socialism, liberalism, nationalism); the impact on art of the technical reproduction of the image; form vs. content; the political claims of contemporary practices (feminist, modernist, conceptualist, site-specific); the art world after the "end of art." Central attention will be given to the theoretical writings of Walter Benjamin.

GOVT 377 Concepts of Race and Racism (III) (CA)

Spring. 4 credits. A. M. Smith.

This course examines race and racism from a political theory perspective. We discuss the different types of racism: traditional racism, "new racism" or cultural racism, scientific racism and contemporary hybrid racism. We then examine the politically ambiguous "ethnicity theory." In the second half of the course, we consider the works by Marable on African American political economy; women of color feminist theorists; native American theorists; Takaki on Asian American labor history; and Hero on Latinos/Latinas and American politics. Although we discuss American multicultural history in some detail, our primary focus is on an investigation of these works' theoretical foundations.

GOVT 460 Justice Toward Indigenous Peoples (III) (KCM)

Fall. 4 credits. B. Hendrix.

This course will examine the status of indigenous peoples in the United States, Canada, Australia, and New Zealand from a comparative perspective. The course will deal with ethical questions surrounding land restitution, language rights, and political autonomy, as well as considering the possibility of full sovereign statehood.

GOVT 462 Modern Political Philosophy (also PHIL 346) (III or IV) (KCM)

Fall. 4 credits. R. Miller.

See PHIL 346 for description.

[GOVT 465 Reconciling Liberalism (also PHIL 447) (III or IV)]

Spring. 4 credits. Not offered 2003–2004.

R. Miller.

For description, see PHIL 447.]

GOVT 466 Topics Pol Phil: Islamism (III)

Spring. 4 credits. Open to graduate students and juniors and seniors who have taken GOVT 161 or 300-level course in political theory. S. Buck-Morss.

Topics vary, but all analyze texts written by non-European and non-U.S. theorists who have inspired modern political and social movements. Attention is given to the political and theoretical presuppositions embedded in the very conception of the "West," the hegemony of its political discourses, and how these figure into the meanings of "modernity," "progress," "universal rights," and "liberation." In fall 2002 the topic will be Islamism. We will read philosophical texts by Ayatollah Ruhallah Khomeini, Hassan al-Banna, Muhammad Iqbal, Ustadh Mahmoud, Sayyid Qutb, and Ali Shariati, and commentaries by academic scholars: Mohammed Arkoun, Talal Asad, Saba Mahmood, Bobby Sayyid, Azzam Tamini, Bassam Tibi, as well as historical and social-scientific analyses of political events

influenced by Islamism. (In alternate years, Latin American and Caribbean writers and social movements are the focus.)

[GOVT 467 Radical Democratic Feminisms (III)]

Spring. 4 credits. Not offered 2003–2004.

A. M. Smith.]

GOVT 470 Contemporary Reading of the Ancients (III) (CA)

Fall. 4 credits. Graduate students are

welcome to enroll in the seminar.

D. Rubenstein.

This seminar is designed to address a dual purpose. As a general overview, it will reacquaint the student with representative texts within the classical tradition. Methodologically, it is intended to introduce different interpretative strategies (e.g., feminist, post-structuralist, deconstructive, psychoanalytic and critical-queer) involved in the contemporary revisiting of ancient political thought. More specifically, we will consider what is at stake (theoretically) in reading the ancients today. It will be argued that if we still read the classics today, it is because of the way that their texts address everyday life issues of love and friendship, food and pedagogy, eros and death. What do figures such as Aristotle, Plato, and Antigone offer to contemporary debates within modern (identity) politics concerned with the question of where self knowledge is located? What does Socratic teaching share with deconstructive or feminist inspired teachings of ignorance?

International Relations

GOVT 181 is recommended.

[GOVT 380 The Politics of Modern Germany (III)]

4 credits. Not offered 2003–2004.]

GOVT 381 Conflict and Cooperation in Trans-Atlantic Relations (III) (SBA)

Spring. 4 credits. H. Zimmerman.

This course evaluates changes over time in political and economic relations between the United States and Western Europe (including the European Union), beginning with the Cold War and continuing to the present. The key issue will be explaining patterns of cooperation and conflict.

[GOVT 382 International Relations of East Asia @ (III)]

4 credits. Not offered 2003–2004.]

GOVT 383 The Cold War (III) (HA)

Spring. 4 credits. M. Evangelista.

During more than four decades following the end of World War II international politics was dominated by a phenomenon known as the Cold War. This class examines the origins, course, and ultimate demise of this conflict that pitted the United States and NATO against the Soviet Union and its allies. It seeks to evaluate the competing explanations that political scientists and historians have put forward to explain the Cold War by drawing on the new evidence that has become available. The course considers political, economic, and strategic aspects of the Cold War, including the nuclear arms race, with particular focus on the link between domestic and foreign policy in the United States and the Soviet Union. The course emphasizes writing, and includes a final research paper for which students will use original archival materials.

GOVT 384 Contemporary International Conflicts (III) (SBA)

Fall. 4 credits. J. J. Suh.

This is a survey of contemporary international conflicts. After a brief review of theoretical literature on the causes of conflict/war, we address some of the more salient international security issues such as proliferation of weapons of mass destruction, missile defense, civil wars, and ethnic conflicts. We also critically evaluate whether the use of force or outside intervention is helpful in mitigating the contemporary conflicts.

[GOVT 385 American Foreign Policy (III) (SBA)]

Fall. 4 credits. R. McDermott.

This course provides an overview of the history of American foreign policy, concentrating on the period between 1914 and the present. Various theoretical approaches to the study of American foreign policy are covered, including international, domestic, and individual levels of analysis. These interpretations are used to examine events including: the First World War and the League of Nations; the rise of American hegemony; various crises of the Cold War, including the U-2 crisis, the Suez and Berlin crises, and the Cuban missile crisis; and the Korean, Vietnamese, and Gulf Wars. Emphasis is placed on security as opposed to economic foreign policy issues.]

GOVT 386 The Causes of War (III) (SBA)

Spring. 4 credits. C. Way.

This course surveys leading theories of the causes of interstate war - that is, large scale organized violence between the armed forces of states. Why is war a recurring feature of international politics? Are democracies more peaceful than other types of states, and if so what explains this "democratic peace"? Why do democratic publics seem to reward threats to use force by "rallying around the flag" in support of their governments? Does the inexorable pattern of the rise and fall of nations lead to cycles of great power wars throughout history? These and other questions will be examined in our survey of theories of war at three levels of analysis: the individual and small groups, domestic politics, and the international system. Topics covered include: 1) historical patterns in warfare; 2) theoretical explanations for war; 3) evaluation of the evidence for the various explanations; 4) nuclear weapons; 5) ethics and warfare; and, 6) the major security problems of the coming decades, civil war, and the prospects for peace in the future.

[GOVT 387 Political Psychology in International Relations (III)]

Spring. 4 credits. Not offered 2003–2004.

R. McDermott.

This course provides a survey of how social and cognitive psychology are used in the study of international relations. This course covers various methodologies, including psychobiography and experimental and survey research. It also covers several theoretical approaches, including recent work in neuroscience and evolutionary psychology. These theories and methods are applied to topics including risk taking, leadership, group dynamics, and the influence strategies of the media. Particular attention is placed on the interaction of emotion, cognition, and behavior in processes of judgment and decision making.]

[GOVT 389 International Law (III)]

Spring. 4 credits. Not offered 2003-2004.
J. Rabkin.

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 in order to highlight what is new in the doctrines and institutions by which it operates in the contemporary world. The course gives special attention to the relation between international and U.S. law and to the workings of international law in particular fields—including environmental and human rights protection, trade regulation, and control of terrorism.]

GOVT 393 Introduction to Peace Studies (III) (SBA)

Fall. 4 credits. M. Evangelista.

This course serves as an introduction to the study of war, peace, and peacemaking. We will study different theories of peace and war from a variety of disciplinary perspectives. The course will cover definitions of peace and war, causes of conflict, and modes of conflict prevention and resolution. The concepts will be applied to a range of historical and current conflicts. Students will prepare analyses of specific conflicts or instances of peacemaking for class presentation.

GOVT 395 New Forces (Actors and Issues) in International Politics (III) (SBA)

Spring. 4 credits. A. Carlson.

How important are regional groupings, non-governmental organizations, narco-terrorists, ethnic groups, and transnational environmental issues, within international politics? These forces seem to be occupying an increasingly central position in the international arena, yet the factors that have caused their rise, and the degree to which they have transformed the face of international politics, are still poorly understood. In this course we address such issues through exploring how students of international politics have described and explained the emergence of these new forces in the international system during the post-Cold War period. In short, the course focuses on determining the extent to which we are witnessing a transformation of the international political system, and why such a change is (or is not) taking place.

[GOVT 476 The Politics of Disease (III)]

Spring. 4 credits. Enrollment limited to 15 students. R. McDermott.

This course covers several specific aspects of public health policy. First, the effect of diseases like AIDS on the economic, political, and cultural institutions in the United States and Africa are examined. Second, the way in which the United States government has responded to various epidemics and disease outbreaks is explored. Why is it that some diseases receive more funding than others? How has the public health system responded to the outbreak of epidemics, both historically and currently? What are the politics behind the development and marketing of new drugs? In the final section of the class we discuss bioterrorism. How does it work? What responses can we put in place to defend against it?

GOVT 481 Democracies in the International System (III)

Fall. 4 credits.

Now offered as GOVT 400.02.

GOVT 482 Unifying While Integrating: China and the World (also GOVT 682) (III) (HA)

Spring. 4 credits. A. Carlson.

A seminar for advanced undergraduate and graduate students focusing on the Cold War in East Asia. The course will discuss the grand strategy of the superpowers in Asia and explore connections between the Cold War in Europe and Asia. Topics for discussion will include U.S. and Soviet policies toward China in the late 1940s, the Korean War, the role of Japan in American grand strategy, the development of the Sino-Soviet alliance and rift, military crises in Indochina and the Taiwan Straits, the Vietnam War, Sino-American and Sino-Soviet rapprochement, and the rise of Japan and the NICs as regional economic powers. The course will conclude with a discussion of the regional implications of the end of the Cold War and recent Chinese economic growth.

GOVT 483 The Military and New Technology (also S&TS 483) (III) (SBA)

Spring. 4 credits. J. Reppy.

Military organizations are seen paradoxically as both inflexible, hide-bound institutions and avid proponents of new technology. In this seminar we examine changes over time in the attitude of the military toward new technology and analyze competing explanations, including concepts from science studies, for these changes. The course concludes with an analysis of the so-called "Revolution in Military Affairs." Readings include John Ellis, *The Social History of the Machine Gun* and Steven Rosen, *Winning the Next War*.

GOVT 487 Asian Security (also GOVT 687) @ (III) (SBA)

Spring. 4 credits. A. Carlson.

Throughout the 1990s it has been part of the conventional wisdom of international relations scholarship that Asia was, in the words of Aaron Friedberg, "ripe for rivalry." In this seminar we explore the accuracy of such an assessment through studying Asia's historical and contemporary security situation. Such an examination is oriented toward introducing students to the main security issues confronting Asia, alongside an exploration of the extent to which competing explanations drawn from different strands of IR theory and the security field can explain such issues. In addition, we ask students to challenge the limitations of traditional security studies through considering the importance of new actors and issue areas within the region. In short, while the seminar has a regional focus on east Asia, it is framed within the broader literature of the field.

[GOVT 490 International Institutions (also GOVT 690) (III) (SBA)]

Fall. 4 credits. Not offered 2003-2004.

J. J. Suh.

This is a study of the ways in which units in the international system are constituted and how their interactions are institutionalized. We examine not only formal international organizations that have formal decision-making rules and palpable entities, but also "settled practices" that legitimize certain actions and de-legitimize others. We develop our theoretical understanding of international

institutions by analyzing such issue areas as decolonization, human rights, the environment, and communications.]

[GOVT 491 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs (also GOVT 691) (III) (SBA)]

Spring. 4 credits. Not offered 2003-2004.
M. Evangelista.]

Honors Courses**GOVT 493 Studying Politics: The Junior Honors Seminar**

Fall and spring. 4 credits. M. Evangelista.

The seminar meets twice weekly under the supervision of a senior faculty member with numerous classes being led by other members of the department faculty. The seminar surveys the broad range of what we mean by "the study of politics" and the various methods we enlist to carry out the study. The seminar is writing intensive, requiring at least five papers.

GOVT 494 Honors Seminar: Thesis Clarification and Research

Fall. 4 credits. A. M. Smith.

A seminar designed to support thesis writers in the Honors Program during the early stages of their research projects. Limited to students who have been accepted into the Honors program.

GOVT 495 Honors Thesis: Research and Writing

Spring. 4 credits. Limited to students who have successfully completed GOVT 494.

Independent Study

Independent study, GOVT 499, is a one-on-one tutorial which is arranged by the student with a faculty member of their choosing. GOVT 499 is open to government majors doing superior work, and it is the responsibility of the student to establish the research proposal and to find a faculty sponsor. Applicants for independent study must present a well-defined program of study that cannot be satisfied by pursuing courses in the regularly scheduled curriculum. No more than four credits of independent study may count toward fulfillment of the major. Students who elect to continue taking this course for more than one semester must select a new theme or subject each semester. Credit can be given only for work that results in a satisfactory amount of writing. Emphasis is on the capacity to subject a body of related readings to analysis and criticism. Keep in mind that independent study cannot be used to fulfill the seminar requirement. The application form for Independent Study is available in 125 McGraw Hall and must be completed at the beginning of the semester in which the course is being taken.

GOVT 499 Undergraduate Independent Study

Fall or spring. 1-4 credits.

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

Fall, spring. Taught in Washington D.C. Offered in Cornell in Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

Graduate Seminars

Qualified undergraduates are encouraged to apply for seminars listed with 600 course numbers but may only register with the permission of the instructor. Students may consult the supplement that lists graduate courses, available in the department office.

Field Seminars

GOVT 603 Field Seminar in American Politics

Spring. 4 credits. E. Sanders and M. Jones-Correa.

The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

GOVT 606 Field Seminar in International Relations

Fall. 4 credits. P. Katzenstein.

A general survey of the literature and propositions of the international relations field. Criteria are developed for judging theoretical propositions and are applied to the major findings. Participants are expected to do extensive reading in the literature as well as research.

[GOVT 607 The Western Political Tradition: A Survey

Spring. 4 credits. Not offered 2003–2004. N. Hirschmann.]

GOVT 699 CPAs Weekly Colloquium

Fall, spring. 1 credit. S-U only. A. Dutton.

Methodology

GOVT 601 Methods of Political Analysis I

Fall or spring. 4 credits. (GOVT 601 or 602 is offered only once an academic year. Students are allowed to take one without the other or enroll in both.) J. Pontusson, W. Mebane, K. O'Neill.

The first half of this course examines how to frame, evaluate, and compare empirical explanations in political science. We introduce several theoretical approaches that have been widely applied in political science research, including rational choice, social mechanisms, and functionalism. We discuss the differences between explanation and description, emphasizing the idea of experimental manipulation. Building on this general discussion, the second half of the course explores the distinctive methodological issues involved in comparing macro-social units and surveys a range of different approaches to comparative analysis.

GOVT 602 Methods of Political Analysis II

Fall or spring. 4 credits. (GOVT 601 or 602 is offered only once an academic year. Students are allowed to take one without the other or enroll in both.) W. Mebane, K. O'Neill.

This course provides an introduction to some of the quantitative methods used in the social sciences. Topics we shall discuss include: elementary probability theory, random variables, functions of random variables, and sampling distributions; concepts of inference, including point estimation, confidence intervals, and hypothesis testing; bivariate regression; and multiple regression.

GOVT 603 Field Seminar in American Politics

Spring. 4 credits. E. Sanders.

The basic issues and institutions of American government and the various subfields of American politics are introduced. The focus is on substantive information and theoretical analysis and problems of teaching and research.

GOVT 605 Comparative Methods

Fall. 4 credits. J. Pontusson and K. O'Neill.

This seminar provides a survey of different methodological approaches to the study of comparative politics: single case studies, comparative case studies based on Millian logic, qualitative comparative analysis, and a variety of quantitative methods. Substantive works are used to illustrate each approach. Throughout, the discussion emphasizes methodological issues that are common to all forms of comparative inquiry.

American Government and Institutions

[GOVT 610 Political Identity: Race, Ethnicity, and Nationalism (also LSP 610)

Fall. 4 credits. Not offered 2003–2004. 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. The course seeks answers to the following questions: 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?

[GOVT 611 The Political Economy of American Development, 1860–1900

Fall. 4 credits. Not offered 2003–2004. R. Bensel.

This course traces and describes the political economy of national state formation from the last decades of the antebellum period, through the Civil War and Reconstruction eras, and end with the transition to a more industrial society during the late nineteenth and early twentieth centuries. Using a broad survey of the historical literature on these periods, the course investigates: (1) the connection between slavery and the emergence of southern separatism; (2) the impact of conflict between the plantation South and industrializing North on American state formation; (3) the failure of post-Civil War attempts to remold the southern political economy; (4) the role of finance capital markets in industrial and western agrarian expansion and the consequent emergence of monetary issues in national politics; and (5) the political economic basis of possible developmental trajectories other than the high-tariff, gold-standard one actually followed.]

GOVT 615 State and Economy in Comparative Perspective

Spring. 4 credits. R. Bensel.

This course reviews the extensive literature on the political economy of comparative state formation, economic development, and

institutional change. Among the topics covered will be war-making and state expansion, regime evolution and modernization, and market processes and class transformation. The focus will range from the micro-economic foundations of political choice through the grand historical forces that have shaped the contemporary world economy. Although much of the reading and discussion will focus on European cases, the limits of this experience as a theoretical model for the remainder of the world also will be considered.

[GOVT 620 The United States Congress

Spring. 4 credits. Not offered 2003–2004. R. Bensel.

The United States Congress is examined: first, as a "closed system" in which institutional arrangements decisively apportion political power; and, second, as the product of electoral and social forces outside the institution. Emphasis is placed on the historical relationship between institutional growth and state formation, parliamentary rules as both arrangements within which the "rational choices" of legislators are played out and as deliberate, constructions and allocations of political influence, and the use of legislative behavior as evidence in the analysis of fundamental principles of politics. Because the literature on the lower chamber is generally more rich, the House of Representatives receives greater attention than the Senate.]

[GOVT 703 Political Economy

Fall, spring. 4 credits. Not offered 2003–2004. J. Kirshner.

This course undertakes a general survey of the classical and modern theories of political economy. The works of Smith, List, Marx, Weber, Keynes, Shumpeter, Hayek, and Friedman, among others, are studied and placed within the context of the history and evolution of the thought, practice, and method of the field.]

GOVT 728 Government and Public Policy

Fall. 4 credits. T. J. Lowi.

For description, see GOVT 428.

Comparative Government

GOVT 626 Comparative Political Economy

Spring. 4 credits. J. Pontusson, R. Herring.

Every society necessarily authorizes mechanisms to answer basic economic questions: what is to be produced? how is it to be produced? how is it to be distributed? and so forth. Answers may include customary arrangements, markets, or state institutions, typically some composite of these. Both the choice of mechanisms and the dynamics generated by such choices are ultimately political. The mix of choices varies across nations, regions and sectors, as well as over time. Such choices are both affected by and affect parallel choice politics of the international economic system and by powerful actors and ideas operating on a global scale. Utilizing the great debates about economic change in relatively less-industrialized as well as industrialized societies, we seek to understand the political economy of development.

GOVT 639 Comparative Political Participation

Spring. 4 credits. D. Moehler.

This seminar on comparative political participation examines the causes, consequences, and forms of public participation throughout the world. Much of the existing research on political participation comes from the study of American politics. Students will be encouraged to read these as case studies, with the goals of extracting hypotheses that can be tested in other contexts and revising theories to fit a broader set of cases. As much as possible, the readings will incorporate studies of participation from other developed democracies, developing democracies, and even non-democracies. Topics will include: individual level predictors of participation; the role of elite mobilization and social ties; culture and political behavior; political attitudes and public opinion; how institutions and contexts affect political behavior; and the effects of participation on individuals and the system.

GOVT 641 Revitalizing Labor: A Comparative Perspective (also ILRIC 632)

Spring. 4 credits. L. Turner.

For description, see ILRIC 632.

[GOVT 642 Comparative Political Economy: East and Southeast Asia]
4 credits. Not offered 2003-2004.]**GOVT 645 Chinese Politics**

Spring. 4 credits. A. Brettell.

Review and assessment of several of the major currently competing approaches to the study of Chinese politics. Discussion and evaluation of leading works in the field analyzing Chinese state and society, policymaking and policy implementation, bureaucratic politics, elite politics, political culture, and political economy. Special attention to problems of research and interpretation.

[GOVT 647 Criminality and the State]

Spring. 4 credits. Not offered 2003-2004.

L. Ryter.

Criminality has been approached in the social sciences from a variety of angles. Sociologists following Durkheim have viewed crime as a social anomie. Critical theorists following Foucault have understood criminality as an integral and functional part of the social system. Comparative politics has tended to approach criminality from above, viewing it, for instance, as an inverse measure of the relative degree of institutionalization of legal systems. Meanwhile, empirical studies of post-colonial states (in particular but not exclusively) suggest a problematic indeterminacy between state authorities and criminals. State officials and institutions may act criminally with impunity (corruption) while criminals may act on behalf of state officials (contracted extra-judicial political violence). This seminar explores the relationship between criminality and the state, mostly in post-colonial contexts, drawing from interdisciplinary theoretical literatures as well as area-specific empirical studies, literature, and film. Although we focus largely on cases in Southeast Asia, where there is an emerging literature on criminality and the state as well as empirical studies, graduate students with other area knowledge are encouraged to bring their materials to the seminar discussions.]

[GOVT 653 The Plural Society Revisited (also ASIAN 607)]

4 credits. Not offered 2003-2004.]

[GOVT 656 Comparative Political Economy of OECD]

Fall. 4 credits. Not offered 2003-2004.

C. Way.

While exploring selected topics in the comparative political economy of advanced industrial societies, this seminar seeks to delineate "political economy" as a subfield of political science. At the level of theory, our goal is to bridge two research traditions, one concerned with micro-economic issues (industrial organization, industrial policy, competitiveness) and the other concerned with macro-economic issues (wage bargaining, fiscal and monetary policy), and to explore what a synthesis of these research traditions might look like. At the level of methodology, we seek to bridge and integrate qualitative and quantitative approaches to comparative political economy. Students are expected to have some prior exposure to quantitative analysis (e.g., GOVT 601.)

[GOVT 657 Comparative Democratization]

Fall. 4 credits. Not offered 2003-2004.

V. Bunce.

This course focuses on the transition from authoritarian to liberal politics in Eastern Europe and in Latin America. Particular attention is paid to Poland, Hungary, Russia as well as Argentina, Brazil, and the not-necessarily-transitional Mexico. During the course, we also bring in a variety of other cases of recent democratization—in particular, Spain, Portugal, Italy, and Greece. Our focus is equally divided between the empirics of these transitions and theoretical understandings of transitions to democracy.]

GOVT 660 States and Social Movements (also SOC 660)

Fall. 4 credits. S. Tarrow.

Two traditions run parallel in political sociology and comparative politics: the study of statebuilding and state transformation and the study of social movements and contentious politics. In the 1960s and 1970s, they converged in the work of scholars like Charles Tilly, who advanced both fields of study, which then ran along parallel but largely independent tracks. This course seeks to synthesize the two traditions, drawing on both historical and contemporary materials from Europe and the Third World, and searching for the key mechanisms and processes that link forms of contention to processes of statebuilding and state transformation.

GOVT 661 Secession, Intervention, and Just-War Theory

Fall. 4 credits. B. Hendrix.

This course examines philosophical viewpoints on secession, military intervention, legitimate reasons to go to war, and justice in prosecuting wars. Roughly the first half of the course 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 706 Labor in Global Cities

Fall. 4 credits. L. Turner.

See ILRCB for description.

GOVT 731 Political Ecology

Fall. 4 credits. R. Herring.

This course introduces at a graduate level what we might call the political economy of nature, or "political ecology" in shorthand. It is explicitly comparative in scope. Political ecology is at the center of the continuing struggle—at the level of meaning, politics, and policy—over "development." Much of the contest over forms and strategies of development concerns variable appropriation of benefits—and distribution of costs—of the conquest and transformation of nature. Central to these disputes is the contested role of markets, states, and communities in driving outcomes. These matters will form the substantive core of the course. Theoretically we will be concerned with the causal connections between structures of social ecology and movements spawned within those structures—that is, the problem of structure and agency—and between political movements and state responses—that is, policy.

Political Theory**GOVT 669 Modern Social Theory**

Fall. 4 credits. S. Buck-Morss.

Readings vary, but topics are drawn from the traditions of Marx, Weber, Durkheim, the Frankfurt School, and Freud. They include political economy, the transformation to "modernity," ideology as the legitimization of power, and social institutions as social constraints. The methods of critical theory, structuralism, poststructuralism, and feminism are considered.

[GOVT 670 Modern Social Theory II (also GERST 670)]

4 credits. Not offered 2003-2004.]

GOVT 674 Theory and Practice of Nationalism

Spring. 4 credits. S. Buck-Morss, L. Ryter.

This course is devoted to the comparative study of the rise and transformation of nationalism, according to different theoretical and philosophical traditions. The relationship of nationalism to questions of race, gender, class, and time is also discussed on the basis of both theoretical and empirical studies.

GOVT 760 Theoretical Approaches to Ideology

Fall. 4 credits. A. M. Smith.

An investigation of what is casually referred to as the "politics of meaning" is of course central to political theory and political science as a whole. However, profound controversies revolve around the definition of "ideology," its relationship to the interests of dominant groups, the means by which it is circulated throughout diverse social sites, the ability of political agents to interrupt institutionalized ideologies, and the processes by which ideology penetrates and reconstructs the worldviews of the dominated. We will lay the groundwork for the seminar by examining key texts on ideology by Marx. We will trace the multiple meanings of the term in his work and their various implications. We will then explore the ways in which the study of gendered and racial discourse has transformed our understanding of ideology. We will address the Freudian and Lacanian interventions in ideology studies with respect to the concepts of the unconscious and misidentification. We will discuss the ways in which Adorno, Horkheimer, and Habermas have re-articulated Marx's formulations. The

structuralist and post-structuralist schools will be studied with reference to Saussure, Levi-Strauss, Barthes, and Althusser. Finally, we will explore the problem of institutional analysis with reference to texts from the science and technology studies and state theory traditions.

GOVT 762 Sexuality and the Law Seminar

Spring. 4 credits. Advanced undergraduates are welcome to apply for admission to the seminar; please contact the instructor by e-mail before classes begin. A. M. Smith.

An advanced feminist theory/political theory/queer theory/legal theory seminar for graduate students and law students. The seminar will deal 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. Then we will explore 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, we will examine the extent to which sexuality is constructed in articulation with gender, class and race differences. Our reading list will include theoretical works (Foucault, Butler, Cohen and Martin), Supreme Court decisions, and critical commentaries by feminist legal theorists.

International Relations

[GOVT 681 Politics of Transnationalism (also SOC 661)]

Fall. 4 credits. Not offered 2003–2004. S. Tarrow.

Between the realism of traditional international relations and the constructivism of its critics, a new school of transnational politics has developed. Ranging from sociological institutionalists who examine transnational normative diffusion to students of international institutions who focus on non-state authority, to students of globalization and its discontents, scholars in this tradition examine the responses of actors in civil society to a globalizing world through their interactions with one another, with states, and with international institutions. The course traces the development of this area of research from its origins in the "old" transnational politics of the 1970s; examines critically the contributions of constructivism, sociological institutionalism, and global civil society; and proposes a model of the international system in which transnational actors—claiming to act as proxies for civil society groups—interact with states and international institutions. Particular attention is paid to the formation of transnational coalitions among social movements, transnational advocacy networks, state actors and agents of international institutions.]

GOVT 682 Unifying While Integrating: China and the World

Spring. 4 credits. A. Carlson.

A seminar for advanced undergraduate and graduate students focusing on the Cold War in East Asia. The course will discuss the grand strategy of the superpowers in Asia and explore connections between the Cold War in Europe and Asia. Topics for discussion will include US and Soviet policies toward China in the late 1940s, the Korean War, the role of Japan in American grand strategy, the development of the Sino-Soviet alliance and rift, military crises in Indochina and the Taiwan Straits, the Vietnam War, Sino-American and Sino-Soviet Rapprochement, and the rise of Japan and the NICs as regional economic powers. The course will conclude with a discussion of the regional implications of the end of the Cold War and recent Chinese economic growth.

GOVT 685 International Political Economy

Spring. 4 credits. C. Way.

An exploration into a range of contemporary theories and research topics in the field of international political economy. The seminar covers different theoretical perspectives and a number of substantive problems.

GOVT 687 Asian Security (also GOVT 487)

Spring. 4 credits. A. Carlson.

For description, see GOVT 487.

[GOVT 691 Conflict, Cooperation, and Norm: Ethical Issues in International Affairs (also GOVT 491)]

Spring. 4 credits. Not offered 2003–2004. M. Evangelista.

For description, see GOVT 491.]

Research

GOVT 701 Directed Research

Fall or spring. 4 credits. Staff.

Independent Study

This course is *NOT* open to undergraduates. Undergraduates wishing to conduct supervised study should register for GOVT 499.

GOVT 799 Independent Study

Fall or spring. 4 credits.

GOVT 799 is a course of individualized readings and research for graduate students. Topics, readings, and writing requirements are designed through consultation between the student and the instructor. Graduate students in government who are looking to use this as an option to fulfill their course requirements should check with their chairs to be certain that the program of study is acceptable for this purpose. Applications must be completed and signed by the instructor and by the chairs of their special committees. They are available from, and must be returned to, the graduate assistant in 212 White Hall.

GREEK

See Department of Classics.

HEBREW

See Department of Near Eastern Studies.

HINDI-URDU

See Department of Asian Studies.

HISTORY

S. Greene, chair; P. Dear, director of graduate studies; R. Polenberg, director of undergraduate studies; E. Baptist, S. Blumin, V. Caron, H. Case, D. Chang, S. Cochran, R. Craib, P. R. Dear, O. Falk, M. C. Garcia, K. Graubart, S. Greene, P. Holquist, I. Hull, P. R. Hyams, C. Kammen, M. Kammen, S. L. Kaplan, J. V. Koschmann, D. C. LaCapra, W. F. LaFeber, T. L. Loos, R. L. Moore, J. M. Najemy, M. B. Norton, J. Parmenter, C. Peterson, S. Pohl, R. Polenberg, W. B. Provine, M. J. Roldan, M. Steinberg, B. Strauss, E. Tagliacozzo, M. Washington, R. Weil, J. H. Weiss

Emeritus: D. A. Baugh, J. J. John, W. M. Pintner, J. H. Silbey, F. Somkin, B. Tierney, D. Wyatt

The popularity of history among Cornell students is due to its usefulness as preparation for graduate, professional, or law school and for any career that requires critical thinking and good writing; the reputation of the faculty for scholarship, teaching, and advising; and most of all, the intrinsic interest of the discipline. A wide variety of introductory and advanced courses is offered. The department is particularly strong in ancient, medieval, and modern European history; in American, Latin American, and Asian history; and in the history of science.

Advanced Placement and International Baccalaureate

If a student passes the A.P. American and/or European History exam with a score of four or five, that student will have two options: the student can either use the A.P. credits to fulfill the Arts and Sciences course credit requirements for graduation, or take our introductory American and/or European History courses.

The Major

To complete the history major, a student must fulfill the requirements listed below:

Entry requirement: completion of *any* two History courses excluding First-Year Writing Seminars.

- 1) Take nine history department courses (for either 3 or 4 credits each), completing all of them with a grade of C or better. (Courses taken for entry may count towards fulfilling the major.)
- 2) Of the total nine courses:
 - a) four must be outside of American history and
 - b) three must be in history before 1800.

Courses used to fulfill requirement (1) above may also be used to fulfill Requirement (2), in respect both to (a) and (b) if applicable. A course in American history before 1800 may be used

to fulfill Requirement (2b). A course before 1800 in a field other than American history can be used toward fulfillment of both Requirements (2a) and (2b).

- 3) Of the total nine courses, one must be a 400-level seminar. HIST 400 may be used to fulfill this requirement. Appropriate 400-level seminars may be used to fulfill Requirements (2a) and (2b). For January 2005 graduates, two of the nine courses must be seminars, one of which must be a 400-level seminar.

Honors

The history department offers an honors program for students who wish to research and write a thesis during their senior year. In addition to writing the thesis, honors students must maintain a 3.5 average in their history courses, take the Honors Proseminar (HIST 400) during their junior year plus an additional 400-level seminar, preferably during their junior year, and complete 10 courses in history (for 3 or 4 credits each). During the second term of the sophomore year or early in the junior year, interested students should speak to a faculty member or faculty adviser about the honors program.

Before the beginning of the senior year, the candidate presents, in conversation or in writing, a thesis proposal to an appropriate member of the faculty. The faculty member who approves the proposal ordinarily becomes the thesis supervisor. If for any reason it is necessary to change supervisors, this arrangement should be confirmed no later than the fourth week after the beginning of the candidate's senior year.

Honors candidates should register in HIST 401, a seminar class in Honors Research. Any exceptions to this must be approved by the Honors Committee. HIST 401 is a four-credit course that permits honors candidates to conduct research and to begin writing the honors essay in a seminar environment. At the end of the first semester of the senior year, as part of the requirements for HIST 401, the student submits to the supervisor a 10- to 15-page overview, or, alternatively, a preliminary draft of some part of the thesis along with an outline of the whole to the instructor of 401 and to the student's supervisor. HIST 402 is a four-credit seminar course that permits honors candidates to complete the honors essay and to demonstrate their understanding of the ways in which the themes explored in the thesis fit into a larger historical context.

The completed thesis is evaluated by three readers, including the supervisor and a first reader selected by the student, in consultation with their supervisor.

The text of the honors essay may not exceed 60 pages except by permission of the chair of the honors committee and the student's supervisor. Two copies are due during the third or fourth week of April. In May each honors candidate is given an oral examination administered by the supervisor; examination focuses on the essay as well as the specific subfield of history in which the student has conducted research (e.g., Periclean Athens, seventeenth-century science, nineteenth-century American politics).

To qualify for a bachelor of arts degree with honors in history, a student must (1) sustain at least a 3.5 cumulative average in all history courses and (2) earn at least a cum laude

grade on the honors essay and on the oral examination.

Cornell in Washington Program. History majors may apply to the Cornell in Washington program to take courses and undertake a closely supervised externship during a fall or spring semester.

Course Offerings

Comparative history

History of science

American history

Latin American history

African history

Asian history

Near Eastern history

Ancient European history

Medieval, Renaissance, and early modern European history

Modern European history

Honors and research courses

Course Numbering System

100-level courses are very general introductory courses (like 151-152, 190-191) and freshman writing seminars.

200-level courses come in two kinds: seminars or lecture courses. Neither kind has prerequisites and both admit freshmen.

200-249-level seminars (which are identified by the name "seminar" in the title) are similar to first-year writing seminars, except that there is greater emphasis on subject matter and less on writing.

250-299-level lecture courses cover a relatively broad geographical area, period of time, or subject.

300-399-level courses may have specified prerequisites or deal with more-specialized subjects than do those numbered 250-299. Admission of freshmen varies from course to course and is indicated in the course descriptions.

400-499 are upper level undergraduate courses.

600-699 and 800-899 are graduate level courses.

Comparative History

HIST 274 Foodways: A Social History of Food and Eating # (III)

Fall. 4 credits. S. L. Kaplan.

An interdisciplinary examination of the validity of the adage "man is what he eats." Among the topics: food and nutrition, food and social structure, the politics of food control, food and modernization, taste making, and food in religion and literature. Cases are drawn widely across space and time, from Pharaoh's Egypt to the 1990s.

HIST 309 History and Geographical Imagination # (III) (HA)

Fall. 4 credits. R. Craib.

Lecture and discussion. This course surveys geographical thought and practice from the encounter with the New World during the Age of Exploration to the assertion of a New World

Order in our own age. The course is designed to provide a broad introduction to the history of geographical thought, as well as practices such as exploration, surveying, and map-making and their relationship to expansion, colonization, imperial rule, the rise of capitalism, modern state formation, and contemporary geopolitics. Emphasis is given to "alternative" geographical conceptualizations and practices that do not fit easily into modern, liberal economic, and political paradigms. Readings include primary and secondary literature as well as a variety of visual materials.

[HIST 360 Early Warfare, East and West # (III)]

Fall. 4 credits. Not offered 2003-2004. C. Peterson.]

[HIST 380 Social History of Western Technology # (III)]

4 credits. Not offered 2003-2004. J. Weiss. For description, see History of Science.]

[HIST 393 Images of Humanity in Medieval China (also ASIAN 393) @ # (III)]

Fall. 4 credits. Prerequisite: any course on premodern China or Chinese religions, or permission. Not offered 2003-2004. C. Peterson.]

[HIST 409 Seminar on Work in Europe and America # (III) (HA)]

Fall. 4 credits. Not offered 2003-2004. S. L. Kaplan.]

HIST 418 Comparative Agrarian History (III)

Fall. 4 credits. R. Craib.

A comparative, interdisciplinary examination of agrarian life from a broad temporal and geographical perspective. Strong emphasis on recent historiography, methodology, and theory. Major themes include rural rebellion, resistance, and crime; capitalist transformation of the countryside; agrarian custom and practice; and the way rural life has been romanticized, denigrated, and essentialized. Readings include works of history, fiction, literary theory, anthropology, and geography.

[HIST 432 The City in History: Europe and America # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. S. Blumin.]

[HIST 454 The Herodotean Moment: The Uses and Abuses of "Western Civilization" (also GOVT 454) # (III)]

Spring. 4 credits. Limited to 20 students. Prerequisite: permission of instructor. Not offered 2003-2004. J. Najemy, M. Bernal.]

History of Science

HIST 250 Technology in Society (also ENGRG 250, ECE 250, and S&TS 250) (III) (HA)

Fall. 3 credits. R. Kline. For description, see ENGRG 250.

HIST 280 The Sciences in the Twentieth Century (also S&TS 283) (III) (HA)

Fall. 4 credits. Staff.

Science emerged as a powerful source of social, economic, and political power during the twentieth century. Through an examination of the development of the sciences—physical and biomedical—during

the twentieth century, students learn about the reciprocal relations between science and society. Topics covered may include the rise and development of quantum mechanics; the emergence of Big Science; the history of the sciences in totalitarian nations, especially the former Soviet Union, Nazi Germany, and Communist China; the evolutionary synthesis; the rise and fall of molecular biology; the multiple forms of eugenics; the changing character of the social sciences; the role of new technologies in scientific change, especially computer and communication technology; the growth of science as a profession; and the development of science in non-Western cultures.

HIST 281 Science in Western Civilization (also S&TS 281) # (III) (HA)

Fall. 4 credits. HIST 281 is not a prerequisite to 282. P. R. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show science as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. 281 runs chronologically up to the death of Isaac Newton and focuses on the cultural traditions of Christian Europe and its selective appropriation of a Greek heritage.

HIST 282 Science in Western Civilization (also S&TS 282) # (III) (HA)

Spring. 4 credits. HIST 281 is not a prerequisite to 282. P. Dear.

This course aims to make comprehensible both to science majors and to students of the humanities the historical structure and development of modern science and to show sciences as a cultural phenomenon. Changing perceptions of nature and human knowledge from Greek Antiquity to the twentieth century form the framework for current Western views of the world, while the roots of the present-day dominance of "science" as a symbol of progress and modernity lie in an alliance between knowledge of nature and power over nature that took shape in the nineteenth century after a long period of emergence. This course covers the eighteenth, nineteenth, and early twentieth centuries.

HIST 287 Evolution (also BIO EE 207, S&TS 287) (I or III) (PBS)

Fall or summer. 3 credits. W. Provine. For description, see BIO G 207.

HIST 292 Inventing an Information Society (also ENGRG 298, ECE 298, and S&TS 292) (III) (HA)

Spring. 3 credits. R. Kline. For description, see ENGRG 298.

[HIST 380 Social History of Western Technology # (III)]

Spring. 4 credits. Not offered 2003–2004. J. Weiss.]

HIST 415 Seminar in the History of Biology (also BIO G 467, B&SOC 447, S&TS 447) (I or III) (PBS)

Summer (6-week session) and fall. 4 credits. W. Provine. Specific topic changes each year.

[HIST 471 Knowledge and Politics in Seventeenth Century England (also S&TS 473) # (III) (CA)]

Spring. 4 credits. Limited to 15 students. Not offered 2003–2004. P. Dear and R. Weil.]

HIST 525 Seminar in the History of Technology (also S&TS 525)

Spring. 4 credits. R. Kline. For description, see S&TS 525.

[HIST 616 Enlightened Science (also S&TS 416)]

Fall. 4 credits. Not offered 2003–2004. P. R. Dear and Staff.]

HIST 620 Intelligibility in Science (also S&TS 620)

Spring. 4 credits. Graduate seminar. P. Dear.

[HIST 680 Seminar in Historiographical Approaches to Science (also S&TS 680)]

Fall. 4 credits. Not offered 2003–2004. P. R. Dear.]

[HIST 682 Topics in the Scientific Revolution (also S&TS 682)]

Spring. 4 credits. Not offered 2003–2004. P. R. Dear.]

HIST 711 Introduction to Science and Technology Studies (also S&TS 711)

Fall. 4 credits. Staff. For description, see S&TS 711.

[HIST 713 Issues in History of Technology]

Spring. 3 credits. Not offered 2003–2004. R. Kline. For description, see S&TS 700.3.]

American History

HIST 153 Introduction to American History (also AM ST 103) # (III) (HA)

Summer and fall. 4 credits. 153 is not a prerequisite for 154. J. Parmenter.

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

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

Summer and spring. 4 credits. 153 is not a prerequisite for 154. D. Chang. An introductory survey of the development of the United States since the Civil War.

HIST 158 Introduction to Native American History (also AM ST 158) (III) (HA)

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 the first European contact to contemporary social and political struggles over casino gambling and land claims. The

course stresses the ongoing complexity and change in Native American societies and will emphasize the theme of Native peoples' creative adaptations to historical change.

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

Fall. 4 credits. Seminar designed for underclass students but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2003–2004. R. Polenberg.]

HIST 209 Seminar in Early American History (also AM ST 209 and FGSS 209) (III) (HA)

Spring. 4 credits. Limited to 20 students. M. B. Norton.

Topic for fall 2003: The Salem Witchcraft Crisis of 1692. Even though a myriad of books have been written about this endlessly fascinating episode in American history, many aspects of it remain unexplored. After reading some of the latest scholarship on the subject and viewing contemporary depictions of it, students will focus on interpreting and analyzing original documents covering some of the lesser-known aspects of the crisis (for example, the involvement of large numbers of people from Andover, Massachusetts). Students will have opportunity to contribute their final work to the Salem Digital Archive on the web.

HIST 212 African-American Women in the Twentieth Century (also AM ST 212 and FGSS 212) (III) (HA)

Spring. 4 credits. Sophomore seminar. M. Washington.

HIST 213 American Diversity in the Twentieth Century (also AM ST 211 and AAS 212) (III) (HA)

Fall. 4 credits. Permission required. Preference will be given to American Studies majors. D. Chang.

This seminar offers an in-depth analysis of diversity in America during the twentieth century. It uses local case studies and examines national discourses to investigate the experiences of people in an increasingly diverse nation. It also explores contests over the meaning and role of "diversity" in twentieth century American politics. Course materials include some of the most significant monographs recently published as well as primary documents.

HIST 214 Seminar on American Foreign Policy (also AM ST 214) (III) (HA)

Fall. 4 credits. Prerequisite: permission of instructor. W. LaFeber. Topic for fall 2003: U. S. Presidents and American foreign policy.

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

Spring. 4 credits. Sophomore seminar. Limited to 15 students. Not offered 2003–2004. R. Craib, M. C. Garcia.]

HIST 229 Jefferson and Lincoln: American Ideas about Freedom (also AM ST 229) (III) (HA)

Fall. 4 credits. Preference will be given to underclassmen. Limited to 15 students. E. Baptist.

Jefferson and Lincoln are two of the most admired—and two of the most criticized—figures in the history of the United States. The word "freedom" is probably both the most widely used and the most widely misused term in American political debate. This

seminar will study the ways in which these two figures used and reshaped the idea of freedom, both in their words, and in their political actions.

[HIST 238 History of Women in the Professions, 1800 to the Present (also AM ST 258, FGSS 238, and HD 258) (III)]

Spring. 3 credits. Not offered 2003-2004. J. Brumberg.

For description, see HD 258.]

[HIST 242 Religion and Politics in American History: From J. Winthrop to R. Reed (also AM ST 242 and RELST 242) (III) (HA)]

Spring. 4 credits. Sophomore seminar. Not offered 2003-2004. R. L. Moore.]

[HIST 246 New York Women (also FGSS 241) (III)]

Spring. 4 credits. Limited to 15 students. Not offered 2003-2004. M. Rossiter.]

[HIST 251 Black Religious Traditions from Slavery to Freedom (also AM ST 251, RELST 251) (III)]

Fall. 4 credits. Sophomore seminar. Letter only. Not offered 2003-2004. M. Washington.]

[HIST 260 Latinos in the U.S.: Colonial Period to 1898 (also LSP 260 and AM ST 259) # @ (III) (HA)]

Spring. 4 credits. Not offered 2003-2004. M. C. Garcia.]

HIST 261 Latinos in the U.S.: 1898 to the Present (also AM ST 261 and LSP 261) (III) (HA)]

Spring. 4 credits. M. C. Garcia.

This course examines the history of various Latino populations in the United States since 1898. Some of the topics we will discuss include: immigration as a product of U.S. hemispheric policies; the civil rights struggles of the twentieth century and the evolution of a distinct "Latino" identity; the "new" migration from Latin America; and the transnational influence of immigrant communities on their homelands.

[HIST 264 Introduction to Asian American History (also AAS 213 and AM ST 213) (III) (HA)]

Fall. 4 credits. Not offered 2003-2004. D. Chang.]

[HIST 272 The Atlantic World from Conquest to Revolution # @ (III) (HA)]

Spring. 4 credits. Not offered 2003-2004. R. J. Weil, K. Graubart and M. B. Norton.]

HIST 273 Women in American Society, Past and Present (also FGSS 273) # (III)]

Spring. 4 credits. M. B. Norton.

A survey of women's experiences in America from the seventeenth century to the present. Among the topics discussed are women's familial roles, the changing nature of household work, the women's rights movement, employment of women outside the home, racial and ethnic differences in women's experiences, and contemporary feminism.

HIST 303 African-American Women in Slavery and Freedom (also FGSS 307 and AM ST 303) # (III) (HA)]

Spring. 4 credits. Letter only. M. Washington.

HIST 304 American Culture in Historical Perspective, 1880-1980 (also AM ST 304) (III) (CA)]

Fall. 4 credits. M. Kammen.

An introduction to the study of modern American culture. Emphasis is on the role of culture in the quest for national identity; the function of cultural myths and myth making; the advent of modernism; relationships between mass culture, popular culture, and high culture; and the question of American exceptionalism (distinctiveness). Special attention is also paid to the situation of subcultures and regions, to the changing role of entertainment in relation to leisure, the media, ethnicity (pluralism), and the decorative and popular arts.

[HIST 313 U.S. Foreign Relations, 1750-1912 # (III) (HA)]

Fall. 4 credits. Not offered 2003-2004. W. LaFeber.]

HIST 316 American Political Thought: From Madison to Malcolm X (also AM ST 376 and GOVT 366) # (III) (HA)]

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

HIST 318 American Constitutional Development (also AM ST 317) (III) (HA)]

Fall. 4 credits. Not open to freshmen. R. Polenberg.

Major issues in constitutional history. Topics include: the drafting of the Constitution; the Bill of Rights; the Marshall era; the crises caused by slavery and emancipation; the rise of substantive due process; Holmes, Brandeis, and freedom of speech; the Roosevelt "revolution"; civil liberties and civil rights in modern America; the right of privacy; the contemporary Supreme Court.

HIST 321 Colonial North America to 1763 # (III) (HA)]

Fall. 4 credits. M. B. Norton.

A survey of European settlement in North America and the Caribbean, emphasizing the interactions of Europeans, Indians, and Africans; economic development; gender relations; religious and political change; and the impact on the colonies of internal and external conflicts.

[HIST 324 Varieties of American Dissent, 1880-1900 (also AM ST 324) (III) (HA)]

Fall. 4 credits. Not offered 2003-2004. N. Salvatore.]

[HIST 325 Age of the American Revolution, 1754-1815 (also AM ST 322) # (III) (HA)]

Spring. 4 credits. Not offered 2003-2004. M. B. Norton.]

HIST 331 Causes of the American Civil War, 1815-1860 (also AM ST 331) # (III) (HA)]

Fall. 4 credits. E. Baptist.

A study of the simultaneous growth and growing-apart of the United States in the years from the end of the War of 1812 to the beginning of the Civil War. We will examine the political, social, economic, and cultural history of this era in order to understand why the United States became a vast, successful, transcontinental republic. We will also study the same history to understand why it simultaneously split apart and prepared to launch a civil war that would ultimately cost more than 600,000 lives.

[HIST 332 The Urbanization of American Society: 1600-1860 (also AM ST 332) # (III)]

Fall. 4 credits. Not offered 2003-2004. S. Blumin.]

[HIST 333 The Urbanization of American Society: 1860-2000 (also AM ST 333) (III) (HA)]

Spring. 4 credits. 332 is not a prerequisite to 333. Not offered 2003-2004. S. Blumin.]

HIST 335 African-American History from Slavery to Freedom # (III)]

Fall. 4 credits. Letter only. M. Washington.

Introductory course on African-Americans from 1619 to 1865. Emphasis is on life in bondage, the free black communities, and racism. Other topics include African cultural heritage, the slave trade, religion, the family, and the black freedom struggle.

HIST 336 Capitalism and Society in Developing America, 1607-1877 (also AM ST 336) # (III)]

Fall. 4 credits. S. Blumin.

An examination of American society in the context of capitalist development, and of capitalism as a social phenomenon. The transformation of pre-industrial colonies into an industrializing nation; the development of social classes; the emerging ethos of free enterprise.

HIST 337 Capitalism and Society in the United States, 1865 (also AM ST 337) (III)]

Spring. 4 credits. S. Blumin.

An examination of American society in the context of capitalist development and of capitalism as a social phenomenon. The rise of corporate capitalism; class, "mass", and the ethos of enterprise in twentieth-century American society.

[HIST 340 Recent American History, 1925-1960 (also AM ST 340) (III)]

Spring. 4 credits. Not open to freshmen. Not offered 2003-2004. R. Polenberg.]

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

Summer and fall. 4 credits. Not open to freshmen. Not offered 2003-2004. R. Polenberg.]

HIST 343 American Civil War and Reconstruction, 1860-1877 (also AM ST 343) (III)]

Spring. 4 credits. E. Baptist.

A survey of the turning point of U.S. history: the Civil War (1861-1865) and its aftermath, Reconstruction (1865-1877). We will look at the causes, the coming, and the conduct, of the war, and the way in which it became a war for freedom. We will then follow the cause of freedom through the greatest slave rebellion in American history and the attempts by formerly enslaved people to make freedom real in Reconstruction. And we will see how Reconstruction's tragic ending left questions open that are still not answered in U.S. society and politics.

HIST 345 The Intellectual and Cultural Life of Nineteenth-Century Americans (also AM ST 345 and RELST 345) # (III)]

Fall. 4 credits. R. L. Moore.

An examination of the development of cultural and intellectual diversity in the United States. Particular emphasis is placed on religious pluralism.

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

Spring. 4 credits. R. L. Moore.
American thought and culture from 1890 to the present. Emphasizes the intellectual impact of major political and economic events and the adaptation of social ideas and values to new conditions.

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

Spring. 3 credits. Prerequisite: HD 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HD 359. Not offered 2003–2004. J. Brumberg.
For description, see HD 359.]

[HIST 375 The African-American Workers, 1865–1910: The Rural and Urban Experience (also ILRCB 385) # (III)]

Fall. 3 credits. Prerequisite: juniors and seniors, or permission of instructor. Not offered 2003–2004. N. Salvatore.
For description, see ILRCB 385.]

HIST 376 The African-American Social History, 1910–the present: Race, Work, and the City (III)

Spring. 3 credits. N. Salvatore.
For description, see ILRCB 386.

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

Fall. 4 credits. Preference given to students who have taken HIST/FGSS 273, HIST/FGSS 303, or HIST/FGSS 238. Others: by permission of instructor only. Not offered 2003–2004. M. B. Norton.]

HIST 411 Undergraduate Seminar in the History of the American South: Race and Sex, Men and Women: Gender in the Old South (III) (HA)

Spring. 4 credits. Limited to 15 students. E. Baptist.
This seminar will study the development of ideas about masculinity, femininity, blackness, and whiteness in the U.S. South from early settlement to the U.S. Civil War. We will discuss illicit sexuality, the origins of racism, interracial sex, violence, resistance, power, exploitation, and how the ideas and structures of power these phenomena helped generate shaped the everyday lives of African and European settlers and their descendants, even to the present day.

HIST 414 Motivations of American Foreign Policy (III)

Fall. 4 credits. Prerequisite: permission of instructor. W. LaFeber.
Topic for fall 2003: U. S. Foreign Policy in the "American Century."

HIST 419 Seminar in American Social History (also AM ST 419) (III) (HA)

Spring. 4 credits. S. Blumin.
Topic for 2004: Race, class and the American city in the nineteenth and twentieth centuries. Offered in Cornell in Washington program.

HIST 420 Asian American Communities (also AM ST 420 and AAS 420) (III) (HA)

Fall. 4 credits. Limited to 15 students. D. Chang.
This seminar offers in-depth analysis of Asian American communities. Beginning in the mid-nineteenth century and ending with late-

twentieth century examinations, this course uses the community study as a lens to explore the development of Asian America. It focuses on themes of collective strategies of resistance to discrimination as well as tensions within Asian American populations. Course materials include some of the most significant monographs recently published as well as primary documents.

HIST 421 Undergraduate Seminar in Cultural History (also AM ST 421 and ART H 421)

Fall. 4 credits. Limited to 15 students. M. Kammen.
Topic for fall 2003: Art controversies in American culture. This seminar will examine art and architecture that have generated major conflicts in U.S. history, mainly during the past century. The primary issues will involve patriotism, religion, race, modernism, feminism, sexuality and obscenity, public art and memorials, "sacred space," and the changing place of museums in American life along with controversial museum exhibitions like "Sensations" (1999) and motorcycles at the Guggenheim (1998). The role of media, art critics, corporate sponsors, and the general public will be prominent along with art censorship and first-amendment issues.

[HIST 428 Race and Ethnicity in Nineteenth-Century America # (III) (HA)]

Spring. 4 credits. Not offered 2003–2004. D. Chang.]

HIST 430 America in the Camera's Eye (also AM ST 430.2 and ART H 430) (III or IV)

Fall. 4 credits. R. L. Moore.
Photographs and films have become archives for historical research. From the era of Matthew Brady's Civil War images, the United States has been recorded by documentary photographers who have called attention to the country's progress and its poverty. Hollywood filmmakers have also recorded endless images of the American landscape and placed against that landscape fictionalized accounts of the country's history and its social problems. What can we learn from these images? What is their relation to written texts and to other documents that tell us about the past? How truthful is documentary? How misleading is Hollywood? One key text is James Agee's and Walker Evans' *Let Us Now Praise Famous Men*. The seminar meets once each week for discussion and periodically during the semester to view films.

[HIST 432 The City in History: Europe and America # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. S. Blumin.]

HIST 439 Reconstruction and the New South (also AM ST 439) # (III)

Fall. 4 credits. Limited to 15 students. M. Washington.
This course focuses on the American South in the nineteenth century as it made the transition from Reconstruction to new forms of social organization and patterns of race relations. Reconstruction is considered from a sociopolitical perspective, concentrating on the experiences of the freed-people. The New South emphasis includes topics on labor relations, economic and political changes, new cultural alliances, the rise of agrarianism, and legalization of Jim Crow.

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

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. R. Polenberg.]

HIST 448 The Rabinor Seminar (also AM ST 430.5 and LSP 430.5)

Spring. 4 credits. Permission of instructor. M. C. Garcia.
For description see AM ST 430.5.

[HIST 455 The Four Seasons Motif in American Culture (also AM ST 430.2) (III) (CA)]

Fall. 4 credits. Limited to 15 students. Permission of instructor required. Not offered 2003–2004. M. Kammen.]

HIST 458 Female Adolescence in Historical Perspective (also FGSS 438 and HD 417) # (III)]

Spring. 3 credits. Limited to juniors and seniors. Prerequisite: permission of instructor. J. Brumberg.
For description, see HD 417.

HIST 466 Iroquois History (also AM ST 466) (III) (HA)

Fall. 4 credits. J. Parmenter.
This course will explore the history and culture of the Iroquois people from the era prior to their first contact with European peoples, through their diaspora following the American Revolution, to their present-day struggles and achievements in Canada and the United States. Adopting an interdisciplinary perspective, students will be exposed to a variety of methodologies and approaches to reconstructing the Iroquois past. Readings and discussions will be drawn from a range of sources, including historical documents, traditional narratives, archaeological reports, ethnography, contemporary Iroquois literature, the Internet, and museum exhibits of material culture. Students will have the opportunity to compose their own interpretation of some aspect of Iroquois history in a significant research essay.

[HIST 484 Seminar in the History of American Labor: Race, Work, and the City (also ILRCB 304) (III)]

Fall. 4 credits. Open to juniors and seniors only with the permission of the instructor. Not offered 2003–2004. N. Salvatore.
For description, see ILRCB 304.]

HIST 490 New World Encounters, 1500–1800 (also AM ST 490) (III)

Spring. 4 credits. Limited to 15 students. J. Parmenter.
The discovery of the Americas, wrote Francisco Lopez de Gomara in 1552, was "the greatest even since the creation of the world, excepting the Incarnation and Death of Him who created it." Five centuries have not diminished either the overwhelming importance or the strangeness of the early encounter between Europeans and the indigenous peoples of the Americas. Taking a comparative approach, this course will conceptualize early American history as the product of reciprocal cultural encounters by assessing the various experiences of Spanish, French, and English newcomers in different regions of the Americas. Critical interpretation of primary source material will be emphasized in the course, as will the development of students' ability to reflect critically on these documents, taking into account the

perspective of both the colonizers and the colonized.

HIST 500 Undergraduate Research Seminar (also AM ST 500)

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

Offered in Cornell in Washington Program. An intensive research and writing experience utilizing the extensive resources of Washington, D.C.

[HIST 521 Seminar in American Cultural Studies (also AM ST 521)]

Fall. 4 credits. Not offered 2003-2004.
M. Kammen.]

[HIST 607 Writing Seminar on African-American Women]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004.
M. Washington.]

[HIST 608 African-American Women]

Spring. 4 credits. Prerequisite: permission of instructor. Letter only. Not offered 2003-2004. M. Washington.]

[HIST 610 Afro-American Historiography]

Fall. 4 credits. Letter only. Not offered 2003-2004. M. Washington.]

[HIST 621 Graduate Seminar in American Cultural History]

Fall. 4 credits. Not offered 2003-2004.
M. Kammen.]

[HIST 626 Graduate Seminar in the History of American Women (also FGSS 626)]

Fall. 4 credits. Not offered 2003-2004.
M. B. Norton.]

[HIST 627 Graduate Seminar in Early American History]

Fall. 4 credits. Prerequisite: permission of instructor. Graduate students only. Not offered 2003-2004. M. B. Norton.]

[HIST 683 Seminar in American Labor History (also ILRCB 783)]

Fall. 3 credits. Prerequisites: graduate students only. Not offered 2003-2004.
N. Salvatore.

For description, see ILRCB 783.]

[HIST 710 Colloquium in American History]

Spring. 4 credits. Required of all first-year graduate students in United States history. Not offered 2003-2004. M. B. Norton.]

Latin American History

HIST 195 Colonial Latin America # @ (III) (HA)

Fall. 4 credits. K. Graubart.

This course examines the "encounter" between Spain and the New World which began in 1492. Topics include the cultural hybridity that preceded as well as developed from colonialism, the production of ethnicity and race, slavery and economic stratification, intellectual currents and daily life, rebellion, and independence.

HIST 196 Modern Latin America @ (III)

Spring. 4 credits. R. Craib.

An introductory survey of Latin American history from the early nineteenth century to the present with particular emphasis on processes of nation-state formation and the development of capitalist economies.

Prominent themes include U.S.-Latin American Relations; neocolonialism; and radicalism and revolutionary movements, explored through a variety of primary and secondary sources.

[HIST 206 Modern Mexico @ (III)]

Fall. 4 credits. Not offered 2003-2004.
R. Craib.]

[HIST 216 Gender and Colonization in Latin America @ (III) (HA)]

Spring. 4 credits. Not offered 2003-2004.
K. Graubart.]

[HIST 225 Sophomore Seminar: The U.S.-Mexico Border—History, Culture, Representation (also LSP 225) (III)]

Spring. 4 credits. Limited to 15 students. Not offered 2003-2004. R. Craib,
M. C. Garcia.

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

HIST 245 Sophomore Seminar: Drugs: People, Policies, Politics @ (III) (HA)

Fall. 4 credits. Previous course in Latin American history would be helpful.
M. Roldan.

This seminar uses the narcotics trade to examine a variety of issues in historical perspective: migration, human rights, smuggling, international trade and foreign policy. The temporal focus is the period between the 1920s and the present.

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[HIST 272 Atlantic World: From Conquest to Revolution # (III) (HA)]

Spring. 4 credits. Intended primarily for sophomore prospective history majors; open to others by permission of instructors. Not offered 2003-2004.
K. Graubart, M. B. Norton, R. Weil.]

[HIST 306 Modern Mexico: From Independence to the Zapatistas (III) @ (HA)]

Fall. 4 credits. Not offered 2003-2004.
R. Craib.]

HIST 309 History and Geographical Imagination # @ (III) (HA)

Fall. 4 credits. R. Craib.

Lecture and discussion. This course surveys geographical thought and practice from the encounter with the New World during the Age of Exploration to the assertion of a New World Order in our own age. The course is designed to provide a broad introduction to the history of geographical thought, as well as practices such as exploration, surveying and

map-making, and their relationship to expansion, colonization, imperial rule, the rise of capitalism, modern state formation and contemporary geopolitics. Emphasis also will be given to alternative geographical conceptualizations and practices that do not fit easily into modern, liberal economic and political paradigms. Readings include primary and secondary literature as well as a variety of visual materials.

[HIST 404 Ethnicity, Race and Indigeneity in Latin America @ (III) (HA)]

Fall. 4 credits. Permission of instructor required. Limited to 15 students. Not offered 2003-2004. K. Graubart.]

HIST 418 Comparative Agrarian History # (III)

Fall. 4 credits. R. Craib.

A comparative, interdisciplinary examination of agrarian life from a broad temporal and geographical perspective. Strong emphasis on recent historiography, methodology and theory. Major themes include rural rebellion, resistance, and crime; capitalist transformation of the countryside; agrarian custom and practice; and the way in which rural life has been romanticized, denigrated, and essentialized. Readings include works of history, fiction, literary theory, anthropology, and geography.

HIST 423 Chronicles of the Conquest of Latin America @ (III) (HA)

Spring. 4 credits. K. Graubart.

In this seminar we examine the writings of participants in the conquest and colonization of Latin America. Readings include writings by European conquistadors, Amerindian elites, and non-alphabetic materials from the early colonial period. In particular we investigate how the history of the conquest itself and of the societies that existed prior to this contact were produced by its participants, with special attention to questions of ethnicity, gender, and class.

[HIST 424 Art and Politics in 20th Century Latin America @ (III) (CA)]

Fall. 4 credits. Permission of instructor required. Not offered 2003-2004.
M. Roldan.]

[HIST 438 History's Margins: Frontiers and Borders in Comparative Perspective @ # (III) (HA)]

Spring. 4 credits. Not offered 2003-2004.
R. Craib.]

[HIST 445 Prostitutes and Patriots: Urban Culture and the Construction of Citizenship in Latin America, 1880-1950 (also HIST 645) @ (III)]

Fall. 4 credits. Prerequisites: HIST 295 and/or 296 suggested. Permission of instructor required. Enrollment limited to 15. Not offered 2003-2004. M. Roldan.]

[HIST 459 Radicals and Revolutionaries in Modern Latin America (also HIST 659) @ (III) (HA)]

Fall. 4 credits. HIST 296, or permission. Limited to 15 students. Not offered 2003-2004. R. Craib.]

[HIST 649 Seminar in Latin American History]

Fall. 4 credits. Not offered 2003-2004.
M. Roldan.]

[HIST 659 Radicals and Revolutionaries in Modern Latin America (also HIST 459)]

Fall. 4 credits. HIST 296, or permission.
Limited to 15 students. Not offered
2003–2004. R. Craib.]

African History**[HIST 241 Sophomore Seminar: Riot and Revolution in Nineteenth-Century Africa: The Birth of the Modern @ # (III) (HA)]**

Fall. 4 credits. S. Greene.

The beginning of the nineteenth century witnessed the rapid and often times forceful expansion of Islam in West Africa, the transformation of the Zulu from a small, inconsequential people to the largest and most powerful ethnic group in South Africa, and a major riot by enslaved peoples in east Africa. This course explores these revolutionary changes and upheavals as Africa remade itself to face the modern era. Lectures, readings and discussions focus on the causes and consequences of these events and their significance for understanding contemporary Africa.

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

[HIST 255 The Past and Present of Precolonial Africa @ (III) (HA)]

Spring. 4 credits. S. Greene.

How has Africa's pre-colonial past influenced current events in Africa and elsewhere? To answer this question, this course explores the pre-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.

[HIST 443 The European as Other @ (III)]

Spring. 4 credits. Permission of instructor required. Limited to 15 students. Not offered 2003–2004. S. Greene.]

[HIST 604 The Colonial Encounter

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. S. Greene and T. Loos.]

Asian History**[HIST 190 Introduction to Asian Civilizations @ # (III)]**

Spring. 4 credits. Not offered 2003–2004. Staff.

An introduction to the distinctive cultures of China, India, Japan, and Southeast Asia that features an intensive examination of selected topics and periods of particular significance in the history of each.]

[HIST 191 Introduction to Modern Asian History (also ASIAN 191) @ (III) (HA)]

Fall. 4 credits. V. Koschmann and T. Loos.
The history of Asia-Pacific from the nineteenth century to the present, focusing on relations of China, Japan, and Southeast Asia with each other and with the West.

[HIST 203 War and Diplomacy in Korea @ (III)]

Spring. 4 credits. Not offered 2003–2004. B. Strauss.]

[HIST 207 The Occidental Tourist: Travel Writing and Orientalism in Southeast Asia (also ASIAN 206 and HIST 507) @ (III)]

Spring. 4 credits. Letter grade only. Not offered 2003–2004. T. Loos.]

[HIST 230 Seminar in History and Memory: The Asia-Pacific War @ (III) (HA)]

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Not offered 2003–2004. J. V. Koschmann.]

[HIST 243 Seminar: China and the West before Imperialism @ # (III)]

Spring. 3 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2003–2004. C. Peterson.]

[HIST 249 Peddlers, Pirates, and Prostitutes: Subaltern Histories of Southeast Asia, 1800–1900 (also HIST 648 and ASIAN 249/648) @ # (III) (HA)]

Spring. 4 credits. Not offered 2003–2004. E. Tagliacozzo.]

[HIST 284 Southeast Asia in the World System: Capitalism and Incorporation, 1500–Present (also HIST 684 and ASIAN 284/684) @ # (III)]

Fall. 4 credits. Graduate students should enroll in HIST 684. Not offered 2003–2004. E. Tagliacozzo.]

[HIST 289 The U.S.-Vietnam War (also ASIAN 298) @ (III) (HA)]

Spring. 3 credits. Not offered 2003–2004. K. Taylor.]

[HIST 293 History of China up to Modern Times (also ASIAN 293) @ # (III) (HA)]

Fall. 4 credits. C. A. Peterson.

A survey of the principal developments in the history of China from the earliest times to the eighteenth century that also undertakes a topical introduction to Chinese culture and civilization, in part by the use of visual materials.

[HIST 294 History of China in Modern Times (also ASIAN 294) @ (III) (HA)]

Spring. 4 credits. Staff.

A survey that concentrates on the rise of the last imperial dynasty in the seventeenth and eighteenth centuries, the upheavals resulting from domestic rebellions and foreign imperialism in the nineteenth century, and the twentieth-century efforts to achieve social mobilization, political unity, and commercial expansion.

[HIST 319 Introduction to South Asia's Environmental History (also ASIAN 319) @ (III) (HA)]

Spring. 4 credits. M. Rangarajan.

The course aims to be an introduction to key themes in the environmental history of South Asia, a region with diverse ecologies and cultures, differing environmental traditions, and lively debates about alternative futures. These have given rise to controversies, many of which are relevant beyond the subcontinent. The course sharply focuses on the colonial period and its aftermath, but seeks to place these events in perspective. The subsequent emergence of independent nation-states in the twentieth century and their record forms a major part of the course. Selections from a rich corpus of original sources including travel writings, pictorial books, and memoirs add variety to the study of the region.

[HIST 328 Construction of Modern Japan @ (III)]

Spring. 4 credits. J. V. Koschmann.

An interpretation of Japanese history for the mid-1800s to the 1920s, emphasizing the Meiji Restoration, constitutional government, industrialization and social change, the road to imperialism and colonialism, and the texture of daily life in both early-modern and modern contexts. Sections will focus on translated primary sources, including literary works.

[HIST 330 Japan from War to Prosperity @ (III) (HA)]

Spring. 4 credits. Not offered 2003–2004. V. Koschmann.]

[HIST 360 Early Warfare, East and West @ (III)]

Fall. 4 credits. Not offered 2003–2004. C. A. Peterson.

For description see Comparative History.]

[HIST 388 Vietnamese Histories (also HIST 688 and ASIAN 385/685) @ # (III) (HA)]

Fall. 3 credits. K. Taylor.

For description see ASIAN 385.

[HIST 393 Images of Humanity in Medieval China (also ASIAN 393) @ # (III)]

Fall. 4 credits. Permission required. Not offered 2003–2004. C. A. Peterson.]

[HIST 396 Southeast Asian History from the Eighteenth Century (also HIST 696 and ASIAN 396/696) @ (III) (HA)]

Spring. 4 credits. S-U option. T. Loos.

Surveys the modern history of Southeast Asia with special attention to colonialism, the Chinese diaspora, and socio-cultural institutions. Considers global transformations that brought "the West" into people's lives in Southeast Asia. Focuses on the development of the modern nation-state, but also questions the narrative by incorporating groups that are typically excluded. Assigns primary texts in translation.

[HIST 416 Undergraduate Seminar on Gender and Sexuality in Southeast Asia (also ASIAN 416 and FGSS 416) @ (III) (CA)]

Spring. 4 credits. Letter grade only. T. Loos.

Students consider the relationships among colonialism and gender and sexual identity formation in Southeast Asia. Using material from a wide range of fields including anthropology and literature, the course

complicates a simplistic East/West and male/female binary.

[HIST 451 Crime and Diaspora in Southeast Asian History, 1750-1950 (also HIST 650 and ASIAN 450/651) @ # (III)]

Fall. 4 credits. Not offered 2003-2004.
E. Tagliacozzo.]

[HIST 476 Senior Seminar: Comparative Colonial Law and Society (also ASIAN 476) @ (III)]

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2003-2004.
T. Loos.]

[HIST 480 Senior Seminar: Gender Adjudicated (also FGSS 480 and ASIAN 482) @ # (III)]

Fall. 4 credits. Letter grade only. Limited to 15 students. Not offered 2003-2004.
T. Loos.]

HIST 487 Seminar in Thailand (also HIST 687) @ (III) (HA)

Fall. 4 credits. Limited to 15 students.
T. Loos.

This seminar about modern Thailand tackles the issues that dominate the political, socio-cultural, economic and historic landscape of Thailand. It will ask, through critical readings about Thailand, where this non-colonized country fits in the scholarship on (post) coloniality, globalization, and development. We read both the classics and contemporary works on Thailand spanning the fields of the humanities and social sciences, including literature, politics, history, law, gender/sexuality studies, and anthropology. The seminar is created for upper level undergraduates and graduate students and will provide, through an in-depth look at Thailand, an important pivot point for comparativists and those in interdisciplinary studies examining countries in Asia and the developing work generally.

[HIST 489 Seminar in Modern Japanese History @ (III)]

Fall. 4 credits. Prerequisites: HIST 298 or equivalent knowledge of modern Japanese history. Not offered 2003-2004.
J. V. Koschmann.]

HIST 492 Undergraduate Seminar in Medieval Chinese History (also ASIAN 492) @ # (III) (HA)

Fall. 4 credits. Prerequisite: HIST 190, 293, 360, or permission of instructor.
C. A. Peterson.

Topic for fall 2003: An exploration of social, cultural, and intellectual life of medieval Chinese literati.

HIST 493 Problems in Modern Chinese History (also ASIAN 493/693 and HIST 693) @ (III)

Fall. 4 credits. Prerequisite: HIST 294 or permission of instructor. S. Cochran.
Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.

[HIST 494 Theories of Civilization (also ASIAN 425) @ # (III or IV) (HA)]

Spring. 4 credits. Not offered 2003-2004.
K. Taylor.
See ASIAN 425 for description.]

HIST 496 Conservation, Politics, and History: Seminar on Comparative Perspectives on Colonialism (III) (HA)

Spring. 4 credits. M. Rangarajan.
This course examines the social history and background of nature conservation in the Indian Ocean region in a comparative light. It begins with an introduction to wider themes in ecological history and environmental debates. It will then move on to specific themes, drawing out contrasts and comparisons between imperial powers and colonized countries and more so, between different experiences, mainly of South Asia with southern Africa. To enable clear focus, the contrasts are normally with Anglophone southern Africa and South Asia. Occasionally, the course may bring in wider themes. It also examines the emergence of new forms of knowledge, agendas of environmental control or repair, and alternative currents. Original works are extensively used with secondary readings serving as a guide to the subject.

HIST 499 Problems in Modern Chinese History (also HIST 694 and ASIAN 499/694) @ (III) (HA)

Spring. 4 credits. Prerequisite: HIST 294 or permission of instructor. S. Cochran.
This course gives each student an opportunity to select one research topic and work on it throughout the semester. Knowledge of Chinese is not required, but background in Chinese studies is needed.

[HIST 507 Graduate Seminar: The Occidental Tourist]

Spring. 4 credits. Not offered 2003-2004.
T. Loos.
For description see HIST 207.]

[HIST 588 Proseminar in Modern Korean History]

Spring. 4 credits. Prerequisite: a course on East Asian history or equivalent. Not offered 2003-2004. J. V. Koschmann.]

HIST 598 Colloquium in Modern Japanese History

Spring. 4 credits. J. V. Koschmann.
For graduate students only. Students attend lectures and do the reading for HIST 298, participate in a special weekly colloquium, and write a seminar paper.

[HIST 604 The Colonial Encounter]

Fall. 4 credits. Not offered 2003-2004.
S. Greene and T. Loos.]

[HIST 609 Modern Japan Studies: The Formation of the Field in History and Literature (also ASIAN 609)]

Fall. 4 credits. Not offered 2003-2004.
J. V. Koschmann and N. Sakai.]

[HIST 631 Seminar in Medieval Chinese History]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004.
C. A. Peterson.]

[HIST 632 Seminar in Medieval Chinese History]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004.
C. A. Peterson.]

[HIST 650 Crime and Diaspora in Southeast Asian History]

Fall. 4 credits. Not offered 2003-2004.
E. Tagliacozzo.
For description; see HIST 451.]

[HIST 684 Southeast Asia in the World System: Capitalism and Incorporation, 1500-The Present]

Fall. 4 credits. Not offered 2003-2004.
E. Tagliacozzo.
For description, please see HIST 284.]

HIST 687 Seminar in Thailand (also HIST 487 and ASIAN 601) @

Fall. 4 credits. Limited to 15 students.
T. Loos.
For description see HIST 487.

HIST 688 Vietnamese Histories (also HIST 388 and ASIAN 385/685)

Fall. 3 credits. K. Taylor.
For description, see ASIAN 385.

[HIST 691 Chinese Historiography and Source Materials]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004.
C. Peterson.]

HIST 693 Problems in Modern Chinese History (also ASIAN 493/693 and HIST 493)

Fall. 4 credits. Prerequisite: HIST 294 or permission of instructor. S. Cochran.
Conflicting interpretations of Chinese history during the late imperial period and the first half of the twentieth century.

HIST 694 Problems in Modern Chinese History (also HIST 499 and ASIAN 499/694)

Spring. 4 credits. Prerequisite: HIST 294 or permission of instructor. S. Cochran.
For description, see HIST 499.

HIST 696 Modern Southeast Asia: Graduate Proseminar (also HIST 396 and ASIAN 396/696)

Spring. 4 credits. T. Loos.
Introduction to the modern history of Southeast Asia for graduate students. Students are expected to attend the lectures and complete the readings for HIST 396, and they will separately as a group to further explore selected topics.

HIST 697 Readings in Modern Japanese Thought

Spring. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. J. V. Koschmann.
Reading and translation into English of selected Japanese political and historical texts from early-Meiji period to post-war.

[HIST 698 Seminar in Japanese Thought]

Spring. 4 credits. Prerequisite: reading knowledge of Japanese and permission of instructor. Not offered 2003-2004.
J. V. Koschmann.]

Near Eastern History

HIST 253 Introduction to Islamic Civilization I (also NES 255, RELST 255) @ # (III or IV) (HA)

Fall. 3 credits. D. Powers.
For description, see NES 255.

[HIST 254 Islamic History: 600-1258 (also NES 257 and RELST 257) @ # (III)]

Fall. 3 credits. Not offered 2003-2004.
D. Powers.
For description, see NES 257.]

[HIST 296 Jesus in History, Tradition and Cultural Imagination (also NES 296, RELST 296) @ # (III or IV) (CA)

Spring. 4 credits. Not offered 2003–2004.
K. Haines-Eitzen.
See description NES 296 for description.]

[HIST 299 Introduction to Christian History (also NES 295, JWST 295, RELST 295) # (III or IV) (HA)

Spring. 3 credits. Not offered 2003–2004.
K. Haines-Eitzen.]

[HIST 317 Islamic History: The Age of Ibn Khaldun (also NES 356) @ # (III)

Spring. 4 credits. Prerequisite: NES 257 or equivalent. Not offered 2003–2004.
D. Powers.

For description, see NES 356.]

[HIST 372 Law, Society and Culture in the Middle East, 1200–1500 (also HIST 652, NES 351/651, RELST 350) @ # (III) (HA)

Spring. 4 credits. Enrollment is limited to 25 students. Not offered 2003–2004.
D. Powers.

For description, see NES 351.]

[HIST 429 The Cross and the Crescent: Early Modern Christian Contacts with Islam (also SPANL 446 and NES 437) @ # (III or IV) (CA)

Fall. 4 credits. Not offered 2003–2004.
M. A. Garces.]

HIST 461 Seminar in Islamic History 600–750 (also HIST 671, NES 451 and 650, and RELST 451) @ # (III)

Spring. 4 credits. Enrollment is limited to 25 students. D. Powers.
For description, see NES 451.

[HIST 652 Introduction to Islamic Law (also HIST 372, NES 351/651, RELST 350)

Spring. 4 credits. Enrollment is limited to 25 students. Not offered 2003–2004.
D. Powers.
For description, see NES 351.]

HIST 671 Seminar in Islamic History (also HIST 461, NES 451, and 650, and RELST 451)

Spring. 4 credits. D. Powers.
For description, see NES 451.

Ancient European History

HIST 151 Introduction to Western Civilization # (III) (HA)

Summer and fall. 4 credits. K. Graubart and P. Hyams.
A survey of European history from Antiquity to the Renaissance and Reformation. Important themes include the influence of ancient culture on medieval society, the development of and conflict between secular and ecclesiastical governments, European encounters with the non-Europeans, the culture and role of minority groups within European society, and the roles of women.

[HIST 228 War and Peace in Greece and Rome # (III)]

Fall. 4 credits. No prerequisites. Open to freshmen. Not offered 2003–2004.
B. Strauss.]

HIST 232 Sophomore Seminar: Eyewitness to War in the Ancient World (also CLASS 234) # (III or IV) (HA)

Spring. 4 credits. B. Strauss.

A study of ancient soldier-historians who participated in the campaigns about which they later wrote. Topics include historicity, autobiography, propaganda, and prose style. Readings include selections from Thucydides, Xenophon, Julius Caesar, Josephus, Ammianus Marcellinus, as well as, for comparative purposes, modern soldier-historians.

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

HIST 265 Ancient Greece from Homer to Alexander the Great (also CLASS 265) # (III)

Fall. 4 credits. Open to freshmen.
B. Strauss.

A survey of Greece from the earliest times to the end of the Classical period in the late fourth century B.C. The course focuses on the Greek genius: its causes, its greatness, its defects, and its legacy. The Heroic Age, the city-state, ancient democracy, and the intellectual ferment of the Greek Enlightenment are the main topics of study. Readings in translation from Homer, Aristophanes, Sophocles, Herodotus, Thucydides, Plato, Aristotle, and from the evidence of ancient inscriptions, coins, art, and architecture.

HIST 268 A History of Rome from Republic to Principate (also CLASS 268) # (III)

Summer and spring. 4 credits. Open to freshmen. Staff.
A survey of Rome and its empire. This course explores the formation of Rome's Mediterranean empire and its political, social, and economic consequences; the constitutional and social struggles of the late Republic; the transition from Republic to Principate; society and state under the Caesars; the nature and limits of governing a world empire; and the interaction of pagans, Christians, and Jews in the Roman world.

HIST 435 Modern Classics in the Historiography of Ancient Greece (also CLASS 435) (III)

Spring. 4 credits. Prerequisite: an introductory course in ancient Greek history or civilization or permission of the instructor. B. Strauss.

This upper-level seminar is an introduction to some of the main themes, directions and controversies in modern research on ancient Greece. We read selections from the leading works of scholarship on ancient Greece from the nineteenth and twentieth century, including such authors as Grote, Burckhardt, Cornford, Glotz, Momigliano, M. I. Finley, Ste. Croix, Vernant, Vidal-Naquet, and the current crop of scholars.

[HIST 450 The Peloponnesian War (also HIST 630 and CLASS 450/632) # (III)]

Fall. 4 credits. Prerequisites: HIST 265, CLASS 211 or 217, or permission of instructor. Not offered 2003–2004.
B. Strauss.]

[HIST 452 The Tragedy of Classical Athens, 462–404 B.C. # (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004.
B. Strauss.]

[HIST 453 Crisis of the Greek City-State, 415–336 B.C. # (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004.
B. Strauss.]

[HIST 463 Gender and Politics in the Roman World (also CLASS 463 and FGSS 464) # (III or IV) (HA)]

Spring. 4 credits. Prerequisite: HIST 268, CLASS 212, or permission of the instructor. Not offered 2003–2004. Staff.]

[HIST 469 Equality and Inequality in Ancient Greece (also CLASS 469) # (III or IV)]

Fall. 4 credits. Prerequisite: HIST 265, CLASS 211 or 217, or written permission of the instructor. Not offered 2003–2004.
B. Strauss.]

[HIST 473 Roman Society and Politics under the Julio-Claudians (also CLASS 480) # (III or IV) (HA)]

Spring. 4 credits. Prerequisite: CLASS 212, HIST 268, or permission of instructor. Not offered 2003–2004. Staff.
For description, see CLASS 480.]

[HIST 630 Topics in Ancient History (also CLASS 632)]

Fall. 4 credits. Not offered 2003–2004.
B. Strauss.]

Medieval, Renaissance, and Early Modern European History

HIST 151 Introduction to Western Civilization # (III) (HA)

Fall and summer. 4 credits. K. Graubart and P. Hyams.
For description, see Ancient European History.

HIST 152 Introduction to Western Civilization # (III) (HA)

Summer and spring. 4 credits. R. Weil.
For description, see Modern European History.

[HIST 204 Seminar: Age of Atlantic Revolution # (III)]

Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2003–2004. R. Weil.]

HIST 210 The Government of God # (III) (HA)

Spring. 4 credits. O. Falk.
The most efficient and powerful system of government in the West during the high Middle Ages was centred at Rome and headed by the papacy. Yet, paradoxically, the Pope commanded no divisions and identified himself as the "servant of the servants of God." This course introduces students to key aspects of medieval institutional and religious history through an examination of this mighty papal apparatus, relying chiefly on reading of primary sources (in translation). We will trace the structure and methods by which the papal hierarchy established its sovereignty, comparing and contrasting them to those used by other medieval rulers, and ponder the ideologies that played a role in animating this enterprise.

[HIST 211 Specters, Demons, and the Dead in European Society, 1200-1800 # (III)]
 Spring. 4 credits. Not offered 2003-2004.
 S. Pohl.]

[HIST 234 Seminar: Gender in Early Modern Europe (also FGSS 234) # (III) (CA)]
 Fall. 4 credits. Seminar designed for underclassmen but open to all students. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2003-2004. R. Weil.]

[HIST 257 English History from Anglo-Saxon Times to 1485 # (III)]
 Fall. 4 credits. Not offered 2003-2004.
 P. Hyams.]

HIST 259 The Crusades # @ (III)
 Spring. 4 credits. P. Hyams.
 A lecture course examining the Crusading Movement and the States it produced from the eleventh 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 readings allow students to choose from a very wide range of paper topics, and enjoy an excellent introduction to every aspect of the long-gone world of the Middle Ages.

[HIST 262 The Middle Ages: Introduction and Sampler (also RELST 265) # (III) (CA)]
 Fall. 4 credits. Not offered 2003-2004.
 P. Hyams.]

[HIST 264 The High Middle Ages # (III)]
 Fall. 4 credits. Not offered 2003-2004.
 P. Hyams.]

[HIST 269 The Early Middle Ages # (III) (HA)]
 Spring. 4 credits. Not offered 2003-2004.
 O. Falk.]

[HIST 272 Atlantic World: From Conquest to Revolution # @ (III) (HA)]
 Spring. 4 credits. Intended primarily for sophomore prospective history majors; open to others by permission of instructors. Not offered 2003-2004.
 K. Graubart, M. B. Norton, R. Weil.]

[HIST 275 Authority and Resistance in Europe, 1400-1600 # (III)]
 Spring. 4 credits. Not offered 2003-2004.
 S. Pohl.]

HIST 277 The Later Middle Ages # (III) (HA)]
 Spring. 4 credits. O. Falk.
 This course surveys European history in the period ca. 1000 to 1500 AD from inauspicious beginnings as Eastern Christendom and Islam's ragged cousin, Western Europe 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?

[HIST 305 Britain, 1660-1815 # (III) (HA)]
 Fall. 4 credits. Not offered 2003-2004.
 R. Weil.]

[HIST 310 Life, Literature, and Power in Medieval England (also ENGL 314) # (III or IV)]
 Fall. 4 credits. No prerequisites. Not offered 2003-2004. P. Hyams and A. Galloway.]

HIST 320 The Viking Age # (III) (HA)]
 Fall. 4 credits. O. Falk.
 This course aims to familiarize students with the history of Scandinavia, ca. 800-1100 AD. Although well known as a dramatic chapter in medieval history, this period remains enigmatic and often misunderstood. Our goal will be to set Norse history within its European context, observing similarities with processes elsewhere in the medieval world, the better to perceive what makes the Norse unique. We will examine the social, economic and political activities of the Norsemen in continental Scandinavia, in Western and Eastern Europe, and in the North Atlantic.

[HIST 349 Early Modern England # (III)]
 Fall. 4 credits. Not offered 2003-2004.
 R. Weil.]

[HIST 350 The Italian Renaissance (also ITALL 221) # (III or IV)]
 Spring. 4 credits. Not offered 2003-2004.
 J. Najemy.]

HIST 351 Machiavelli (also ITALL 351) # (III or IV)]
 Fall. 4 credits. J. Najemy.
 This course presents Machiavelli in a variety of historical and interpretive contexts: European and Italian politics in the early sixteenth century; the decline of the Florentine republic and the rise of the Medicean principate; Machiavelli's own career in government and his, and the republic's, crisis in 1512-13; the intellectual traditions of Renaissance humanism, political thought, and the revival of antiquity; vernacular literary currents and popular culture; and the political figures, writers, and theorists with whom Machiavelli associated and corresponded. Emphasis is placed on a close reading of the major works (including the letters, *The Prince*, the *Discourses*, *Mandragola*, and selections from *The Art of War* and the *Florentine Histories*, all in translation) and a critical examination, in the light of that reading, of some major modern interpretations of Machiavelli.

[HIST 364 The Culture of the Renaissance II (also COM L 362, ENGL 325, FRLIT 362, RELST 362, MUSIC 390) # (III or IV) (CA)]
 Fall. 4 credits. Open to freshmen with permission. Not offered 2003-2004.
 K. P. Long, W. Kennedy.
 For description, see COM L 362.]

HIST 368 Marriage and Sexuality in Medieval Europe (also RELST 368, FGSS 368) # (III)]
 Spring. 4 credits. No formal prerequisite, though some prior knowledge of medieval European history is desirable. Not offered 2003-2004. P. Hyams.]

HIST 369 The History of Florence in the Time of the Republic, 1250-1530 (also ITALL 369) # (III or IV) (HA)]
 Spring. 4 credits. J. Najemy.
 Florentine politics and society from the communal period through the age of Dante, the rise and decline of the guild republic, the age of civic humanism, and the rise of the Medici, to the crisis of the republic in the time of Machiavelli. Social classes and conflicts, the elite families, economic structures, the working classes, guilds, family history, women, and political and historical ideas are considered in the context of the emergence and transformation of republican government.

[HIST 408 Feudalism and Chivalry: Secular Culture in Medieval France, 1000-1300 # (III)]
 Fall. 4 credits. No prerequisites; HIST 262, 263 or 264 suggested. Not offered 2003-2004; next offered 2004-2005.
 P. Hyams.]

[HIST 409 Seminar on Work in Europe and America # (III) (HA)]
 Fall. 4 credits. Not offered 2003-2004.
 S. Kaplan.]

HIST 431 Gender, Power and Authority in England, 1600-1800 (also FGSS 431) @ (III) (CA)]
 Spring. 4 credits. Limited to 15 students.
 R. Weil.

It is a truism that early modern society was a patriarchal one in which men had authority—but how did that authority operate and what were its limits? How did the exercise of power between men and women intersect with religious, literary, legal and political institutions? We will approach these questions chronologically, examining the impact of the Reformation, the English Revolution, the Enlightenment, the rise of middle class and polite culture. We will also explore them methodologically and generically, with an eye to how different kinds of evidence and sources can produce different kinds of conclusions. Historians' hypotheses will be tested by analysis of primary sources.

HIST 436 Conflict Resolution in Medieval Europe # (III)]
 Spring. 4 credits. P. Hyams.
 This seminar concentrates on a time (late ninth to thirteenth 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 are partly anthropology, partly translated medieval accounts of actual conflicts, with samples of recent interpretation. The topics covered should be of interest to law students and majors in anthropology and other modern social sciences.

[HIST 444 Seminar: Witchcraft, Magic, and the Occult in Europe, 1400-1700 # (III)]
 Spring. 4 credits. Enrollment limited to 15 students. Prerequisite: permission of instructor. Not offered 2003-2004. S. Pohl.]

[HIST 446 Law, Crime and Society in Europe, 1400-1700 # (III)]
 Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004.
 S. Pohl.]

[HIST 447 Crusaders and Chroniclers # @ (III)]

Fall. 4 credits. Not offered 2003–2004.
P. Hyams.]

[HIST 464 Murder, Warfare, and the State: Violence in Europe, 1300–1800 # (III)]

Fall. 4 credits. Permission of instructor. Not offered 2003–2004. S. Pohl.]

[HIST 468 Love and Sex in the Italian Renaissance (also ITALL 468) # (III or IV) (HA)]

Spring. 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*, fifteenth-century *novelle*, plays by Machiavelli (*Mandragola*, *Clizia*) and Bibbiena (*Calandria*), and Aretino's *Dialogues*. Secondary readings include studies of sexual crime, love across social boundaries, prostitution, homosexuality, and lesbianism.

[HIST 471 Knowledge and Politics in Seventeenth-Century England (also S&TS 473) # (III) (CA)]

Spring. 4 credits. Limited to 15 students.
Not offered 2003–2004. P. Dear and R. Weil.]

[HIST 472 Politics and Culture in Eighteenth-Century England # (III)]

Spring. 4 credits. Not offered 2003–2004.
R. Weil.]

[HIST 479 Patronage and the Medici # (III)]

Spring. 4 credits. Not offered 2003–2004.
J. Najemy.]

[HIST 481 The English Revolution # (III)]

Fall. 4 credits. Not offered 2003–2004.
R. Weil.]

[HIST 491 Approaches to Medieval Violence (also HIST 692) # (III) (HA)]

Fall. 4 credits. Not offered 2003–2004.
O. Falk.]

[HIST 496 Theorizing the Public Sphere (also COM L 496 and GERST 496) (III or IV)]

Fall. 4 credits. Not offered 2003–2004.
P. Hohendahl.
For description, see GERST 496.]

[HIST 651 Old English Literature in Its Historical Context (also ENGL 710)]

Spring. 4 credits. Not offered 2003–2004.
P. Hyams, T. D. Hill.]

[HIST 653 England—Britain—Europe in the Middle Ages]

Spring. 4 credits. Not offered 2003–2004.
P. Hyams.]

[HIST 663 Graduate Seminar in Renaissance History]

Fall. 4 credits. J. Najemy.

[HIST 669 Politics, Power, and Culture in Early Modern England]

Fall. 4 credits. Not offered 2003–2004.
R. Weil.]

[HIST 692 Approaches to Medieval Violence (also HIST 491)]

Fall. 4 credits. Not offered 2003–2004.
O. Falk.]

Modern European History**[HIST 152 Introduction to Western Civilization (1600 to the End of World War II) # (III) (HA)]**

Spring. 4 credits. R. Weil.

This course offers a comparative perspective on the development of modern states, societies, and cultures in Europe and North America. Topics include: religious and scientific revolutions in early modern Europe; European expansion and conquest; Enlightenment and revolution; liberalism, capitalism, and communism; the politics of race, slavery, and the new imperialism; the World Wars and the Holocaust; the Cold War; and the modern and the post-modern in European and American culture.

[HIST 233 Sophomore Seminar: Soviet Society and Family Life During WWII: Perspectives from Culture (also RUSSL 233 and JWST 233) (III) (CA)]

Fall. 4 credits. Limited to 15 students. Not offered 2003–2004. P. Holquist.
This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-intensive study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors.]

[HIST 235 Antisemitism and Crisis Modernity (also JWST 254) (III) (HA)]

Spring. 4 credits. Not offered 2003–2004.
V. Caron.]

[HIST 267 History of Zionism and the Birth of Israel (also JWST 290, NES 290) @ (III) (HA)]

Spring. 4 credits. Not offered 2003–2004.
V. Caron.]

[HIST 270 The French Experience (also FRLIT 224 and ANTHR 224) (III or IV) (CA)]

Fall. 4 credits. N. Furman, J. Weiss.
We look ethnographically and through literature at tastes and at class as they function and are discussed in France. We examine speech in its practice and as it is reflected upon; and we look at views from France, from America, and other countries. As we emphasize differences, the French experience emerges.

[HIST 283 Europe in the Technological Age (III)]

Spring. 4 credits. Not offered 2003–2004.
J. Weiss.]

[HIST 285 From Medievalism to Modernity: The History of Jews in Early Modern Europe, 1492–1789 (also NES 245, JWST 253) # (III) (HA)]

Fall. 4 credits. Not offered 2003–2004.
V. Caron.]

[HIST 290 Twentieth-Century Russia and the Soviet Union (III) (HA)]

Fall. 4 credits. Not offered 2003–2004.
P. Holquist.]

[HIST 291 Modern European Jewish History, 1789–1948 (also JWST 252) (III)]

Fall. 4 credits. Not offered 2003–2004.
V. Caron.]

[HIST 295 Intro to the History, Language, and Culture of the Balkans (III)]

Spring. 4 credits. W. Browne, J. Weiss.
Cultural and linguistic factors interacted with political events to form present-day Slovenia, Croatia, Bosnia-Herzegovina, Serbia, Montenegro, Romania, Bulgaria, Macedonia, Albania, and Greece. The course traces these relationships from the end of the medieval period to the present.

[HIST 308 History of Post-War Germany (1945–Present) (III) (HA)]

Fall. 4 credits. I. Hull.

This course examines modern Germany in the aftermath of World War II. It compares the experiences of East and West Germany, their state forms and cultures. It explores the collapse of East Germany and the continuing effects of the hurried reunification. The course poses many questions, among them: How did the victorious allies try to administer the defeated land? How did Germans, East and West, try to come to grips with the Nazi past and its crimes? How does one reconstitute civil society after dictatorship and war? How did the communist regime function? Why did it fall? What are the main challenges Germany now faces in building a unified society and in regaining its place as a power in Europe?

[HIST 355 The Old Regime: France in the Seventeenth and Eighteenth Centuries # (III)]

Fall. 4 credits. Not offered 2003–2004.
S. Kaplan.]

[HIST 356 The Era of the French Revolution and Napoleon # (III) (HA)]

Fall. 4 credits. Not offered 2003–2004.
S. Kaplan.]

[HIST 357 Survey of German History, 1648–1890 # (III) (HA)]

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 2003–2004. I. Hull.]

[HIST 358 Survey of German History, 1890 to the Present (III) (HA)]

Fall. 4 credits. Open to freshmen with permission of instructor. Not offered 2003–2004. I. Hull.]

[HIST 362 European Cultural History, 1750–1870 (also COM L 352) # (III or IV) (HA)]

Fall. 4 credits. Not offered 2003–2004.
M. Steinberg.]

[HIST 363 European Cultural History, 1870–1945 (also COM L 353) (III or IV) (CA)]

Spring. 4 credits. Not offered 2003–2004.
M. Steinberg.]

[HIST 370 History of the Holocaust (also JWST 353) (III) (HA)]

Fall. 4 credits. Each student must enroll in a section. Not offered 2003–2004.
V. Caron.]

HIST 371 World War II in Europe (III) (HA)

Fall. 4 credits. J. Weiss.

The Second World War remains the single most important set of events shaping the contemporary world. The course deals with both the events of World War II as they shaped European and world history and the way those events were remembered and commemorated in postwar years. Lectures, screenings, and readings examine: the role of wartime political leaders and military commanders; the experience of war and occupation for soldiers and civilians, including Resistance movements and collaborators; Nazi genocide; intellectual and cultural changes during the war, including the impact on literature and philosophy; strategic questions about the origins and conduct of the war; the concluding phases involving the Nuremberg Trials, the Yalta and Potsdam conferences, and the launching of the Cold War; and the representation of the war in subsequent films, literature, and political culture.

[HIST 379 The First World War: Causes, Conduct, Consequences (III) (HA)]

Spring. 4 credits. Open to freshmen with permission of instructor. Not offered 2003-2004. P. Holquist and I. Hull.]

[HIST 380 Social History of Western Technology # (III)]

Spring. 4 credits. Not offered 2003-2004. J. Weiss.

For description, see History of Science.]

[HIST 383 Europe, 1900-1945 (III) (HA)]

Spring. 4 credits. Not offered 2003-2004. J. Weiss.]

[HIST 384 Europe, 1945-1968 (III) (HA)]

Fall. 4 credits. Not offered 2003-2004. J. Weiss.]

HIST 385 Europe in the Twentieth Century: 1968-1990 (III)

Spring. 4 credits. J. Weiss.

The major political developments in Europe between the upheavals of 1968 and the collapse of communist regimes. Topics include the effects of economic turnaround in 1973-1974; the response to terrorism; regionalist movements; new ethnic minorities and their opponents; Socialist governments in southern Europe; the arrival of democracy in Spain, Portugal, and Greece; new dynamics in the European Community; the rise of Thatcherism; the war scare of the 1980; and the final phase of the Cold War.

[HIST 405 Jewish Culture and Modernity (also S HUM 408, JWST 408, GERST 420) (III or IV)]

Fall. 4 credits. Limited to 15 students. Not offered 2003-2004. M. Steinberg.]

[HIST 406 The People in the French Revolution # (III)]

Fall. 4 credits. Not offered 2003-2004. S. Kaplan.]

[HIST 409 Seminar on Work in Europe and America # (III) (HA)]

Fall. 4 credits. Not offered 2003-2004. S. L. Kaplan.

For description, see Comparative History.]

[HIST 410 Russia in the Age of Revolution and Total War (III)]

Spring. 4 credits. Not offered 2003-2004. P. Holquist.]

[HIST 417 History of Jews in Modern France (also JWST 446, FRLIT 413) (III or IV)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. V. Caron.]

[HIST 433 History of Modern German Jewry: From the Enlightenment to the post-1945 Era (also GERST 433 and JWST 433) (III) (HA)]

Spring. 4 credits. Limited to 15 students. Not offered 2003-2004. V. Caron.]

[HIST 435 Collective Action and Politics in Modern Europe (III)]

Not offered 2003-2004. S. Kaplan, S. Tarrow.

For description, see GOVT 435.]

[HIST 441 Seminar in the European Enlightenment # (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. I. Hull.]

[HIST 456 Seminar in European Cultural History (III)]

Spring. 4 credits. Not offered 2003-2004. M. Steinberg.]

[HIST 457 Seminar in European Fascism (III)]

4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. Semester TBA. I. Hull.]

[HIST 460 Opera, History, Politics, Gender (also FGSS 454, COM L 459, S HUM 459, ITALL 456, MUSIC 474) (III or IV)]

Spring. 4 credits. Not offered 2003-2004. M. Steinberg and S. Stewart.]

HIST 462 Popular Culture in European History (III)

Fall. 4 credits. S. L. Kaplan.

An examination of the origins, practices, and meanings of popular culture throughout Europe from the Middle Ages to the era of the French Revolution. After considering the various ways in which "culture" and "popular" can be construed, the seminar focuses on the specific manifestations of popular culture, its various languages and gestures, and its complex relations with the dominant/elite cultures.

[HIST 467 Seminar in Modern European Political History (III)]

Fall. 4 credits. Permission of instructor required. Not offered 2003-2004. J. Weiss.]

HIST 474 Topics in Modern European Intellectual and Cultural History (also COM L 474) (III or IV)]

Spring. 4 credits. Prerequisite: permission of the instructor. D. LaCapra.

[HIST 477 Seminar on the Politics of the Enlightenment # (III)]

Fall. 4 credits. Not offered 2003-2004. S. Kaplan.]

[HIST 478 Stalinism as Civilization (III)]

Fall. 4 credits. Not offered 2003-2004. P. Holquist.]

[HIST 482 The Aesthetic and Cultural Theory of the Frankfurt School (also GERST 495) (III or IV)]

Fall. 4 credits. Not offered 2003-2004. P. Hohnedahl.]

[HIST 488 Seminar in Late Nineteenth-Century European Imperialism (III)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. I. Hull.]

HIST 601 European History Colloquium

Fall and spring. 4 credits, each term. K. Graubart, J. Najemy (fall); P. Dear, R. Weil (spring).

A research colloquium designed for European history graduate students. The colloquium offers a forum for students to present papers and to discuss the work of visiting scholars.

[HIST 605 Graduate Seminar in European Cultural and Intellectual History]

Fall. 4 credits. Not offered 2003-2004. M. Steinberg.]

[HIST 635 The Gates to Modernity: From Karlsbad to the 1848 Revolution (also GERST 635)]

4 credits. Anchor course. Not offered 2003-2004. P. Hohendahl.

For description, see GERST 635.]

HIST 661 Graduate Seminar in Twentieth-Century German History

Fall. 4 credits. Prerequisite: permission of instructor. I. Hull.

[HIST 672 Seminar in European Intellectual History]

Fall. 4 credits. Not offered 2003-2004. D. LaCapra.]

HIST 673 Seminar in European Intellectual History

Spring. 4 credits. D. LaCapra.

HIST 674 Graduate Seminar in German History, 1770-1918

Spring. 4 credits. I. Hull.

[HIST 675 After the Divide: German Critical Theory of the Seventies and Eighties (also COM L 675 and GERST 675)]

Fall. 4 credits. Not offered 2003-2004. P. Hohendahl.

For description, see GERST 675.]

[HIST 678 Seminar in Modern European Social History]

Spring. 4 credits. Permission of instructor required. Not offered 2003-2004. J. Weiss.]

Honors and Research Courses

Note: HIST 201-302 are not regular courses for which students may sign up at will. They are personal arrangements between an instructor and a particular student. Students must first gain the consent of a particular instructor to work with them.

HIST 201 Supervised Reading

Fall or spring. 2 credits. Open only to juniors and seniors. Prerequisite: permission of instructor. Staff.

HIST 302 Supervised Research

Fall or spring. 3 or 4 credits. Open only to upperclass students. Prerequisite: permission of instructor. Staff.

HIST 400 Honors Proseminar

Fall and spring. 4 credits. Limited to 15 students. For prospective honors candidates in history. Prerequisite: permission of a member of the Honors Committee is required to register. B. Strauss (fall) and M. B. Norton (spring).

An exploration of major approaches to historical inquiry, analysis, and presentation. Ways of thinking about history along with research methods and organization of the results are considered by reading and discussing a variety of historical works. Substantive readings are drawn from several time periods and diverse geographical areas. There is one short paper during the semester, and a longer final paper which explores the work of a major historian or school of historical writing.

HIST 401 Honors Guidance

Fall. 4 credits. Prerequisites: HIST 400 and permission of instructor. I. Hull.

HIST 402 Honors Research

Spring. 4 credits. Prerequisites: HIST 400 and permission of instructor. I. Hull.

HIST 709 Introduction to the Graduate Study of History

Fall. 4 credits. Required of all first-year graduate students. J. V. Koschmann and M. Roldan.

The course is designed to introduce entering graduate students to crucial issues and problems in historical methodology that cut across various areas of specialization.

HIST 803-807 Supervised Reading

4 credits each term. Limited to graduate students. Prerequisite: permission of instructor. Staff.

HISTORY OF ART

S. Hassan, chair; J. E. Bernstock, M. Fernandez, C. Lazzaro, K. McGowan, L. L. Meixner, A. Pan, A. Ramage, 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 complete two courses at Cornell in the department by the end of their sophomore year. These courses should reflect the diversity of the departmental offerings. One must be at the 200 level, and one—but not both—must emphasize material either predominantly before 1800 or outside Europe/North America. These two courses are prerequisites for the major and a grade of C or above is required

for admission; courses must be taken for a letter grade. These courses count toward the total 44 credits. The major in the history of art requires 44 credits, 30 at the 300 level or above. The core requirements are: proseminar; one 400-level area seminar; two courses in art outside Europe/North America; and three courses in art predating 1800 (ancient, medieval, or Renaissance/Baroque). Majors must choose at least two courses from different categories. In addition to the 44 credits, majors are required to take two courses, approved by their advisers, in areas related to the history of art.

Honors

To become a candidate for the degree of Bachelor of Arts with honors in the history of art, a student must have a cumulative average of B+ for all courses taken in the department and in all arts and sciences courses. Application to write an honors thesis should be made to the director of undergraduate studies during the second term of the junior year. The application must include a summary of the proposed project, an endorsement by a faculty sponsor, and a copy of the student's transcript. In the senior year the honors candidate will include ART H 600 and 601 in his/her course load. These courses address the research and writing of the senior thesis under the direction of the student's project adviser.

Course Numbering System

100-level courses are freshman writing seminars.

200-level courses are introductions to the major subdivisions of Western art and art outside the West.

300-level courses are intermediary courses addressing more specialized topics or epochs.

400-level courses are seminars primarily for advanced undergraduates and graduate students.

500-level courses are seminars primarily for graduate students.

First-Year Writing Seminars

For First-Year Writing Seminar offerings in the History of Art, consult the John S. Knight Institute brochure for times, instructors, and descriptions. These courses may be used as freshman electives but not to satisfy the distribution requirement or the major.

Courses

ART H 202 Survey of European Art: Renaissance to Modern # (IV) (CA)

Summer only. 3 credits. D. Royce-Roll.

The major traditions and movements in western European art from the Renaissance to the modern period. Painting, sculpture, and architecture with an emphasis on painting. Each Friday class meets at the Johnson Museum of Art with gallery talks and viewing of relevant works that supplement the previous four days of classroom lectures.

ART H 215 Beyond Tradition: Native American Art, 1850-Present (also AIS 215)

Fall. 4 credits. K. Morris.

This course will explore both the formal and contextual aspects of Native American art, drawing on examples from the arts of the Far North, the Pacific Northwest Coast, and the

Great Plains. Lectures, slides, and readings will examine the myriad and complex pressures that have been brought to bear on these cultures over the past century and a half. Missionization, termination, the repeated interventions of the U.S. and Canadian governments, tourism, and the rise of the art market will be addressed, as will the nature of the artistic process, and the changing role of the Native artist with respect to his/her community. Contemporary works, along with the writings of Native American historians, critics, and artists will be incorporated throughout the semester.

[ART H 220 Introduction to Art History: The Classical World (also CLASS 220) # (IV) (HA)

4 credits. Each student must enroll in a section. Not offered 2003-2004; next offered fall 2004. A. Ramage.

An overview of the art and archaeology of the Greek and Roman world. The sculpture, vase painting, and architecture of the ancient Greeks from the Geometric period through the Hellenistic, and the art of the Romans from the early Republic to the time of Constantine the Great.]

[ART H 221 Minoan-Mycenaean Art and Archaeology (also CLASS 221 and ARKEO 221) # (IV) (CA)

Fall. 3 credits. Not offered 2003-2004. J. Coleman.

For description, see CLASS 221.]

[ART H 222 Greek Art and Archaeology # (IV) (CA)

Spring. 3 credits. Not offered 2003-2004. J. Coleman.

For description, see CLASS 240.]

[ART H 224 Archaeology in Action I (also CLASS 232 and ARKEO 232) # (IV)

3 credits. Prerequisite: permission of instructor. Not offered 2003-2004.

P. I. Kuniholm.

For description, see ARKEO 232.]

[ART H 225 Archaeology in Action II (also CLASS 233 and ARKEO 233) # (IV)

3 credits. Prerequisite: permission of instructor. Not offered 2003-2004.

P. I. Kuniholm.

For description, see ARKEO 233.]

[ART H 230 Introduction to Art History: Monuments of Medieval Art (also RELST 230) # (IV) (LA)

Fall. 4 credits. Each student must enroll in a section. Not offered 2003-2004.

P. Morin.]

ART H 245 Introduction to Art History: Renaissance and Baroque Art (also VISST 245) # (IV) (HA)

Fall. 4 credits. Each student must enroll in a section. C. Lazzaro.

A survey of major works of European painting, sculpture, and architecture from 1400 to 1700. The focus is on preeminent artists, workshop methods, style, meaning, patronage, and the function of art in a range of social contexts. The course also covers the methods of art history currently practiced in Renaissance and Baroque studies. Weekly section meetings are required.

ART H 260 Introduction to Art History: The Modern Era (IV) (CA)

Spring. 4 credits. Not open to students who have taken ART H 261. Each student must enroll in a section. J. E. Bernstock.

This course considers modern art in a historical and cultural context, from painting associated with the French Revolution through American pop art. The emphasis is on major movements and artists: Neo-Classicism (David), Romanticism (Delacroix), Realism (Courbet), Impressionism (Monet), Post-Impressionism (Van Gogh), Cubism (Picasso), Fauvism (Matisse), Surrealism (Miro), Abstract Expressionism (Pollock), and Pop Art (Warhol). Different critical approaches are examined.

[ART H 261 Introduction to Art History: Modern Art (IV) (CA)]

3 credits. Not offered 2003-2004. Staff.]

[ART H 270 Mapping America (also AM ST 270) # (IV) (CA)]

4 credits. Each student must enroll in a section. Not offered 2003-2004. L. Meixner.]

[ART H 280 Introduction to Art History: Approaches to Asian Art @ # (IV) (CA)]

3 credits. Not offered 2003-2004. K. McGowan.]

ART H 309 Dendrochronology of the Aegean (also CLASS 309 and ARKEO 309) # (IV) (HA)

Fall and spring. 4 credits. Prerequisite: permission of instructor. Limited to 10 students. P. I. Kuniholm.

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

[ART H 319 Art in the Daily Life of Greece and Rome (also CLASS 319) # (IV) (LA)]

4 credits. Not offered 2003-2004. A. Ramage.]

[ART H 320 The Archaeology of Classical Greece (also CLASS 320) # (IV) (HA)]

4 credits. Not offered 2003-2004. A. Ramage.]

ART H 321 Mycenae and Homer (also CLASS 321 and ARKEO 321) # (IV) (HA)]

Fall. 4 credits. J. Coleman.

Study of the relationship between the Mycenaean period of Greece (known primarily from archaeology) and the Homeric *Iliad* and *Odyssey*. Topics include: Mycenaean architectural, burial customs, kinship, and military activities; the reasons for the collapse of the Bronze Age palatial economies; the archaeological evidence for society in the "Dark Ages" that followed; the writing systems of Mycenaean Greece (Linear B) and the Iron Age (the Semitic/Greek alphabet); and the nature of the Homeric poems and their value as historical sources.

[ART H 322 Arts of the Roman Empire (also CLASS 350) # (IV) (HA)]

4 credits. Not offered 2003-2004. A. Ramage.]

[ART H 323 Painting in the Greek and Roman World (also CLASS 323) # (IV) (CA)]

4 credits. Not offered 2003-2004. A. Ramage.]

[ART H 325 Greek Vase Painting (also CLASS 325) # (IV) (LA)]

4 credits. Next offered spring 2005. A. Ramage.]

[ART H 326 Greek Cities and Towns (also CLASS 326) # (IV)]

4 credits. Prerequisite: CLASS/ART H 220 or permission of instructor. Not offered 2003-2004. J. Coleman.]

[ART H 327 Greek and Roman Coins (also CLASS 327) # (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004. A. Ramage.]

[ART H 328 Greeks and Their Neighbors (also CLASS 322) # (IV) (HA)]

Fall. 4 credits. Not offered 2003-2004. J. Coleman.
For description, see CLASS 322.]

[ART H 329 Greek Sculpture (also CLASS 329) # (IV) (LA)]

4 credits. Not offered 2003-2004. J. Coleman.]

[ART H 338 Modern Western Drama, Modern Western Theater: Theory and Practice (also COM L 335 and THEAT 335) (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004. Staff.]

[ART H 343 Art and Society in Early Renaissance Italy # (IV) (HA)]

4 credits. Not offered 2003-2004. C. Lazzaro.]

ART H 344 Leonardo, Michelangelo, and Raphael # (IV) (HA)]

Spring. 4 credits. C. Lazzaro.
Each of the three great artists of the sixteenth century—Leonardo, Michelangelo, and Raphael—is examined as a thinker as well as an artist, through his own writings together with his works of painting, sculpture, and architecture. We analyze contemporary constructions of the artist as genius and as courtier.

[ART H 345 Rome, Florence, and Venice in the Sixteenth Century # (IV) (HA)]

4 credits. Not offered 2003-2004. C. Lazzaro.]

[ART H 348 Destination Rome: From Medieval Pilgrimage to Eighteenth-Century Grand Tour # (IV) (HA)]

4 credits. Not offered 2003-2004. S. Benson.]

[ART H 351 The Culture of the Renaissance II (also COM L 362, HIST 364, MUSIC 390, RELST 362, ENGL 325) # (III or IV) (CA)]

4 credits. Not offered 2003-2004. K. Long, C. Kaske.]

ART H 355 Romanesque and Early Gothic Art and Architecture: Europe and the Mediterranean, 900-1150 A.D. (also NES 359)

Fall. 4 credits. Prerequisite: freshmen enrollment with 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 A.D. 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.

[ART H 360 Painting Nineteenth-Century America (also AM ST 360) # (IV) (CA)]

4 credits. Not offered 2003-2004. L. L. Meixner.]

[ART H 362 Impressionism in Society (also FGSS 361) # (IV) (CA)]

4 credits. Not offered 2003-2004. L. L. Meixner.]

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

Fall. 4 credits. Prerequisite: each student must enroll in a section. J. E. Bernstock.
This course considers the contextual features of American art from the 1930s through the late 1980's. Art is examined in relation to contemporary politics, society and literature. A few of the developments on which the course focuses are: Abstract Expressionism, Pop Art, Earth Art, and Feminist Art. Various critical approaches are examined.

[ART H 366 Contemporary Art and Technology (IV) (CA)]

4 credits. Not offered 2003-2004. M. Fernandez.]

ART H 367 Conceptual Art (IV) (CA)]

Spring. 4 credits. M. Fernandez.
This lecture course examines the histories, theories, and social contexts of the Conceptual Art movement with emphasis on Europe and the American continents (North, South, and Central America). Artists studied include Joseph Kosuth, Adrian Piper, Helio Oiticica, Lygia Clark, Art and Language, Dan Graham, Martha Rosler, and Hans Haacke.

ART H 368 Modern and Contemporary Latin American Art (also LSP 368)]

Fall. 4 credits. M. Fernandez.

This course is designed as a thematic survey of Latin American art from the early twentieth century to the present. Attention is given to issues such as: the effect of colonialism on Latin America's visual arts, the creation of national artistic styles, the relation of Latin American art and artists to European and American culture centers, the interaction of high art and popular culture, the role of art criticism on popular perceptions of Latin American Art, and the contributions of Latin American women to various aspects of artistic practice. Special classes will examine border arts and Latin America artists' exploration of electronic technologies.

ART H 370 Visual Culture and Social Theory (also VISST 307, GOVT 375 and COM L 368) (III or IV) (CA)]

Fall. 4 credits. S. Buck-Morss.

This course is an introduction to critical concepts for the analysis of visual culture in specific socio-historical contexts.

ART H 371 Architectural History of Washington, D.C. # (IV) (HA)]

Fall or spring. 4 credits. Only for students in the Cornell-in-Washington program. Only for non-architects. P. Scott.

A historical and critical survey of the architecture of Washington. Attention is given to the periods, styles, architects, and clients—public and private—of the notable buildings and to the urban landscape of the nation's capital. The vocabulary of architectural analysis and criticism is taught. Field trips required.

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

Spring. 3 credits. S. Hassan.

This course investigates the different forms of African-American visual artistic traditions in relation to their historical origins and socio-cultural context from the early days of slavery to the present time. The course starts with an overview of African art and the experiences of the Middle Passage and slavery in relation to African-American traditions in the decorative arts including: pottery, architecture, ironwork, quilt making, and basketry. This is followed by a fine-art survey starting with the eighteenth and nineteenth centuries and continuing through the early twentieth-century Harlem Renaissance up to the present. Certain issues related to African-American arts and creativity such as "improvisation," "Black Aesthetic," and "Pan Africanism" also are explored. Slides, films, and filmstrips are used extensively to illustrate topics discussed. Visits to museums and relevant current exhibitions may be arranged.

ART H 378 Art in African Culture and Society (also AS&RC 310) @ (IV) (LA)

Fall. 3 credits. S. Hassan.

This course is a survey of the visual art and material cultural traditions of sub-Saharan Africa. It aims at investigating the different forms of visual artistic traditions in relation to their historical and socio-cultural context. The symbolism and complexity of traditional African art are explored through the analysis of myth, ritual, and cosmology. In-depth analysis of particular African societies is used to examine the relationship of the arts to indigenous concepts of time, space, color, form, and sociopolitical order. New and contemporary art forms associated with major socioeconomic changes and processes of assimilation and accumulation also are explored. These include tourist art, popular art, and elite art.

[ART H 380 Introduction to the Arts of China (also ARKEO 380 and ASIAN 383) @ # (IV) (LA)

4 credits. Not offered 2003–2004. A. Pan.]

ART H 384 Introduction to the Arts of Japan (also ASIAN 381 and VISST 384) @ # (IV) (LA)

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.

ART H 385 Representation and Meaning in Chinese Painting (also ASIAN 384) @ # (IV) (CA)

Spring. 4 credits. A. Pan.

Using major monuments of art, this course introduces various genres of Chinese painting through socio-political and religious history. The focus is on understanding the aesthetic criteria, artistic movements, stylistic transformations, and agendas of different

social classes. Weekly sections will meet at the Herbert F. Johnson Museum so that students can gain first-hand experience examining and handling Chinese paintings.

[ART H 395 The House and the World: Architecture of Asia (also ASIAN 394) @ # (IV) (HA)

4 credits. Not offered 2003–2004. K. McGowan.]

[ART H 396 The Arts of Southeast Asia @ # (IV) (CA)

4 credits. Not offered 2003–2004. K. McGowan.]

Seminars

Courses at the 400 and 500 level are open to juniors and seniors, majors, and graduate students. All seminars involve the writing and presentation of research papers. Enrollment is limited to 15 students, and *permission of the instructor is required*. Students may repeat courses that cover a different topic each semester.

ART H 400 Proseminar (also VISST 400)

Fall. 4 credits. Prerequisite: History of Art majors only. Enrollment is limited. M. Dadi.

ART H 401 Independent Study

Fall or spring. 2–4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.

Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

ART H 402 Independent Study

Fall or spring. 2–4 credits. May be repeated for credit. Prerequisite: permission of a department faculty member.

Individual investigation and discussion of special topics not covered in the regular course offerings, by arrangement with a member of the department.

[ART H 403 Ritual, Play, Spectacle, Act: Performing Culture (also THETR 403 and 603) (IV)

Spring. 4 credits. Not offered 2003–2004. R. Schneider.]

ART H 407 The Museum and the Object (also VISST 407) (IV) (CA)

Fall. 4 credits. Prerequisite: History of Art majors only. Not open to freshmen or sophomores without permission of instructor. All classes meet in the Johnson Art Museum Study Gallery. A. Pan.

This seminar gives advanced students the opportunity to work directly with original objects from the collection in the Herbert F. Johnson Museum. The course focuses on art and connoisseurship by questioning the ways quality is determined in works of art. Topics include methods of attribution, fakes and forgeries, technique and media, restoration and conservation, art education and theories of perception. Session leaders include the curatorial staff of the art museum.

ART H 408 Tuscany as a New Jerusalem (also S HUM 408 and VISST 408)

Fall. 4 credits. Prerequisite: permission of instructor. Reading comprehension of Italian is strongly recommended. M. Lasansky.

During the late Middle Ages and Renaissance, Tuscany was remapped through a series of architectural constructions, frescoes, site-specific festivities, religious performances, and literary tracts to establish the landscape of New Jerusalem. This seminar will examine the way in which religious patronage was used as a tool of secular salvation during a time of political upheaval.

[ART H 423 Ceramics (also CLASS 423 and ARKEO 423) # (IV) (CA)

Spring. 4 credits. Not offered 2003–2004. A. Ramage.]

[ART H 424 Sardis and the Cities of Asia Minor (also ARKEO 432 and CLASS 432) # (IV) (CA)

4 credits. Not offered 2003–2004. A. Ramage.]

[ART H 425 Seminar on the Bronze Age Architecture of Asia Minor (also CLASS 430 and ARKEO 425) # (IV)

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. P. I. Kuniholm.]

[ART H 427 Seminar on Roman Art and Archaeology (also CLASS 435 and ARKEO 435) # (IV) (CA)

4 credits. Not open to freshmen or sophomores without permission of instructor. Next offered spring 2005. A. Ramage.]

ART H 430 America in the Camera's Eye (also HIST 430, RELST 430, and AM ST 430.2) (III or IV)

Fall. 4 credits. R. L. Moore.

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

[ART H 434 The Rise of Classical Greece (also ARKEO 434 and CLASS 434) # (IV) (HA)

Spring. 4 credits. Recommended: CLASS 220 or ART H 220, CLASS 221 or ART H 221, or permission of instructor. Not offered 2003–2004. P. I. Kuniholm.]

[ART H 446 European Art in the Age of Exploration, 1492–1700 # (IV) (CA)

4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. S. Benson.]

[ART H 447 Aesthetic Theory: End of Art (also GERST 656 and COM L 656)

4 credits. Permission of instructor. Not offered 2003–2004. P. Gilgen.]

[ART H 448 Studies in Sixteenth-Century European Art # (IV) (HA)]

4 credits. Not offered 2003-2004.

C. Lazzaro.

Topic: Constructing the Self in the Sixteenth Century. This seminar examines portraits, self-portraits, autobiographies, and biographies, as well as treatises on etiquette and behavior. In this society, "civility," the mark of class and education, was conveyed through bearing, gesture, manners, and speech, as well as social organization and artistic interests, all of which are evident in both visual and verbal representations of individuals.]

[ART H 450 Women in Italian Renaissance Art (also FGSS 451) # (IV) (HA)]

Fall. 4 credits. Prerequisite: permission of instructor. C. Lazzaro.

The seminar examines representations of women in various contexts in Renaissance Italy as well as women artists. These include the nursing Madonna, painted scenes on marriage chests, biblical and historical heroines such as Judith and Lucretia, portraits of patrician women and courtesans, and violence to women in a political context. It investigates contemporary ideas about motherhood, beauty, sexuality, social presentation, gender roles, and creativity. These are examined through the existing critical frameworks in feminist art history and theory. The concern is in particular with how visual images are encoded with meaning, what kind of relationship can be established with their historical context, and how they convey social constructs and ideology.

[ART H 451 Prints of the Fifteenth through the Seventeenth Century # (IV) (HA)]

4 credits. Prerequisite: permission of instructor. Not offered 2003-2004; next offered fall 2005. C. Lazzaro.]

[ART H 452 The Printed Image: the World on Paper # (IV) (CA)]

4 credits. Prerequisite: not open to freshman or sophomores without permission of instructor. Not offered 2003-2004. S. Benson.]

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

4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. L. Meixner.]

[ART H 462 Topics in Early Modernism (IV)]

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores. Not offered 2003-2004. L. L. Meixner.]

[ART H 463 Studies in Modern Art (IV) (LA)]

Fall. 4 credits. Prerequisite: not open to freshman or sophomores without permission of instructor. Auditing is not permitted. Not offered 2003-2004. J. E. Bernstock.]

[ART H 464 Studies in Modern Art (IV) (LA)]

Spring. 4 credits. Prerequisite: permission of instructor. Auditing is not permitted. J. E. Bernstock.

Topic for spring 2004: Problems in Abstract Expressionism: Abstract expressionism established the United States as the leader of avant-garde art internationally from the late

1940s until the 1970s. A self-consciously hermetic form of art, it has lent itself to numerous theories and conflicting interpretations (Marxist, feminist, psychoanalytical, etc.), which are the subjects of this course.

[ART H 466 Women Artists (also FGSS 404) (IV) (LA)]

Fall. 4 credits. Prerequisite: permission of instructor. J. E. Bernstock.

This seminar examines both feminist art criticism and the work of women artists from antiquity to the present. We consider the works of the most prominent women artists from each period in relation to the changing roles of women in society. The artists covered include Jennifer Bartlett, Artemisia Gentileschi, Elizabeth Vigee-Lebrun, Mary Cassatt, K' the Kollwitz, Georgia O'Keeffe, Louise Nevelson, Joan Mitchell, Judy Chicago, and Barbara Kruger.

[ART H 470 Reel/Real Indians: Art and Indigenous Identities in the Twentieth Century (also AIS 470, AM ST 472)]

Spring. 4 credits. Prerequisite: not open to freshmen or sophomores without permission of instructor. K. Morris.

For much of the twentieth century, American Indian identities were shaped, at least in the public imagination, by John Wayne films, Edward Curtis photographs, tourist propaganda, and advertising imagery. In the past few decades, however, Native American artists and filmmakers have wrested their own image from these external forces, interrogating the established codes of representation. While exploring this history, this course will introduce students to a number of the more important texts regarding the gaze and identity formation theory. These writings will constitute the theoretical lens through which the works of contemporary indigenous artists such as Jimmie Durham, Shelly Niro, James Luna, Gerald McMaster, and Hachivi Edgar Heap of Birds will be viewed. The course offers a unique opportunity to explore issues of race, ethnicity, and gender as seen through indigenous eyes. Self-representation in a variety of visual media, including painting and photography, film, performance, and the digital arts will be considered.

[ART H 476 Seminar in American Art (IV) (CA)]

4 credits. Not offered 2003-2004. L. L. Meixner.]

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

Fall. 4 credits. Not offered 2003-2004. S. Hassan.]

[ART H 481 Art of the Tang Dynasty (618-907) (also ASIAN 479) @ # (IV)]

4 credits. Prerequisite: ART H 383 or a course in Chinese history or Chinese literature and permission of instructor required. Not offered 2003-2004. A. Pan.]

[ART H 482 The Era of Contention: Contemporary Taiwanese Art Since 1987 (also ASIAN 482 and VISST 482)]

Spring. 4 credits. History of Art majors only. Not open to freshmen or sophomores without permission of instructor. A. Pan.

[ART H 483 Arts of the Song Dynasty, with Focus on Tea Cultures in East Asia # @ (IV)]

4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. A. Pan.]

[ART H 490 Art and Collecting: East and West (also ASIAN 491) @ # (IV) (CA)]

4 credits. Not offered 2003-2004. K. McGowan.]

[ART H 520 Seminar in Hellenistic Archaeology (also CLASS 630 and ARKEO 520)]

Spring. 4 credits. Prerequisite: permission of instructor. P. Kuniholm. For description, see ARKEO 520.

[ART H 531 Leon Battista Alberti: 1404-1472]

4 credits. Prerequisite: not open to freshman or sophomores without permission of instructor. Not offered 2003-2004. P. Morrin.]

[ART H 540 Seminar in Renaissance Art]

4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. C. Lazzaro.]

[ART H 549 Problems in Interpretation in Italian Renaissance Art]

4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. C. Lazzaro.]

[ART H 570 Theory Seminar I: Representation]

Fall. 4 credits. Prerequisite: graduate students only. M. Fernandez.

This seminar will introduce students in art, art history, and architecture to diverse theoretical texts of relevance to the three fields. Readings will include classic texts in post-structural theory and more recent writings in new areas of theory and artistic practice including: digital art, cyberfeminism, globalization, museums and museology, architecture in/as visual space, biotechnology and artificial life, as well as issues in cognitive science and human computer interaction centering on space and embodiment. Occasionally, the seminar will focus on a single topic of convergence for these diverse areas.

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

4 credits. Not offered 2003-2004. S. Hassan.]

[ART H 572 Theory Seminar II: Mimesis]

Spring. 4 credits. Prerequisite: graduate students only. M. Fernandez.

This seminar explores the significance of the concept of mimesis to selected aspects of contemporary art practice, including digital representations, genetic and bio-tech art, feminist art, and various forms of art activism. Relevant theoretical perspectives will be addressed.

[ART H 580 Dancing the Stone: Body, Memory, and Architecture (also ASIAN 580 and THETR 580)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. K. McGowan.]

[ART H 591-593 Supervised Reading]

591/593, fall; 592, spring. 4 credits. May be repeated for credit. Limited to graduate students.

ART H 600 Honors Work

Fall or spring. 4 credits. Intended for senior art history majors who have been admitted to the honors program.

Basic methods of art historical research are discussed and individual readings assigned, leading to the selection of an appropriate thesis topic.

ART H 601 Honors Work

Fall or spring. 4 credits. Prerequisite: ART H 600.

The student under faculty direction prepares a senior thesis.

HUMAN BIOLOGY PROGRAM

J. Haas (nutritional sciences), director, 127 Savage Hall, 255-8001; B. Finlay (psychology), J. Fortune (physiology/women's studies), E. Frongillo (nutritional sciences), R. Johnston (psychology), K. A. R. Kennedy (ecology and systematics/anthropology), D. Levitsky (nutritional sciences), D. L. Pelletier (nutritional sciences), W. Provine (ecology and systematics/history), S. Robertson (human development), R. Savin-Williams (human development), M. Small (anthropology)

Human biology integrates the methods and theories of many disciplines, such as biological anthropology, nutrition, neurobiology, physiology, psychology, demography, ecology, genetics, and paleontology into a comprehensive study of biological diversity in *Homo sapiens*. A central focus of this interdisciplinary approach to the study of the human organism is an understanding of evolutionary processes that explain our biological variation through space and time. The curriculum of study seeks to educate future biological scientists to address the concerns of a society that is becoming more demanding of the scientific community to place its specialized biological knowledge in a broad context. The human biology curriculum is of particular relevance to undergraduate students in premedical and pre dentistry programs, biological anthropology, nutrition, human development, ecology and evolutionary biology, psychology, physiology, genetics, and the health-related sciences. It serves to bring together students with a common interest in humankind as defined from these diverse fields and to provide a forum for student-faculty interaction on various topics relating to human evolution and biological diversity. Human biology is not a major but a curriculum of study that provides majors in various departments with a program for selecting elective courses that deal with the biology of the human species. Students in their junior year may develop a program of study in human biology while majoring in a number of different departmental fields.

Basic Requirements

The requirements for a program of study in human biology are designed to ensure sufficient background in physical sciences and mathematics to enable the student to pursue a wide range of interests in the fields of modern biological sciences, anthropology, and fields related to the evolution and physical diversity of the human species. Adjustments may be made in these requirements, depending on the student's academic background and

affiliation with colleges and schools within the university.

The basic requirements are one year of introductory biology (BIO S 101-103 plus 102-104 or 105-106 or BIO S 107-108 offered during the eight-week Cornell Summer Session); one year of general chemistry (CHEM 207-208 or 215-216); one year of college mathematics (MATH 111-112 or 105-106 or 111-105); one course in genetics (BIO S 281 or 282); one course in biochemistry (BIO S 330, 331, 332, or 333 or NS 320). It is recommended that students planning graduate study in biological anthropology, psychology, and related fields in the medical and nutritional sciences take a course in statistics. Students should consult their faculty adviser in human biology for help in selecting appropriate courses.

Elective courses should be taken that will enable the student to acquire breadth in the subject matter of human biology outside of their departmental major. Therefore only 6 of the 15 human biology elective credits may also fulfill requirements for the major. Courses should be selected that also provide sufficient exposure to the integration of basic anatomical and physiological sciences with the behavior of individuals and groups within the context of evolutionary theory and ecology. The courses listed below are representative of the offerings in human biology and are included to assist the student in organizing a curriculum of study. They are organized into three groups that reflect the three levels of integration noted above: (1) human anatomy and physiology, (2) human behavior, and (3) human evolution and ecology. Students should choose at least one course from each of these areas of integration. It is anticipated that the student will include in a program of study at least one of the laboratory courses offered. It is expected that a student will take a minimum of 15 credits from among these courses.

There is no foreign language requirement for human biology beyond what is dictated by specific departments and colleges. The requirements for the human biology curriculum are set alongside requirements of the undergraduate majors as these are defined by different departments. Students with independent majors may design their own programs of study under the guidelines provided by their college. Although a student may indicate an interest in human biology in the freshman year and be able to obtain early guidance from a faculty adviser representing the curriculum of study, it is more usual for students to establish their course programs in the first semester of the junior year. The student may request one of the faculty advisers in his or her department who is listed as faculty in human biology to be their principal adviser, or he or she may have an adviser in the department of the major and seek the advice of a human biology faculty adviser in matters pertaining to satisfaction of the requirements. In certain cases a faculty adviser may represent both the major and the curriculum of study in human biology.

Courses**Human Anatomy and Physiology**

BIO AP 214 Biological Basis of Sex Differences (also B&SOC 214 and FGSS 214)

Spring. 3 credits.

BIO AP 311 Introductory Animal Physiology, Lectures (also VET PH 346)

Fall. 3 credits.

BIO AP 319 Animal Physiology Experimentation

Fall. 4 credits.

BIO AP 458 Mammalian Physiology

Spring. 3 credits.

BIO BM 434 Applications of Molecular Biology to Medicine, Agriculture, and Industry

Fall. 3 credits.

BIO BM 439 Molecular Basis of Human Disease (also BIO GD 439)

Fall. 3 credits.

BIO EE 274 The Vertebrates: Structure, Function, and Evolution

Spring. 4 credits.

BIO EE 474 Forensic Anthropology and Human Biology (also ANTHR 474)

Spring. 5 credits.

BIO MI 431 Medical Parasitology (also VETMI 431)

Fall. 2 credits.

NS 115 Nutrition, Health, and Society

Fall. 3 credits.

NS 222 Maternal and Child Nutrition

Fall. 3 credits.

NS 262 Nutrients and Cells

Spring. 3 credits.

NS 315 Obesity and the Regulation of Body Weight (also PSYCH 613)

Spring. 3 credits.

NS 331 Physiological and Biochemical Bases of Human Nutrition

Spring. 4 credits.

NS 341 Human Anatomy and Physiology

Spring. 4 credits.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)

Fall. 3 credits.

NS 421 Nutrition and Exercise

Spring. 3 credits.

NS 431 Mineral Nutrition and Chronic Disease

Fall. 3 credits.

NS 441 Nutrition and Disease

Fall. 4 credits.

NS 475 Mechanisms Underlying Mammalian Developmental Defects (also BIO AP 475)

Spring. 3 credits.

PSYCH 322 Hormones and Behavior (also BIONB 322)

Fall. 3 or 4 credits.

PSYCH 425 Cognitive Neuroscience

Fall. 4 credits.

PSYCH 460 Human Neuroanatomy (also BIONB 420, sec 02)
Spring. 3 or 4 credits.

Human Behavior

ANTHR 390 Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 490 Topics in Biological Anthropology
Spring. 4 credits.

B&SOC 301 Biology and Society I: The Social Construction of Life (also S&TS 401)
Fall. 4 credits.

BIO NB 327 Evolutionary Perspectives on Human Behavior
Fall. 3 credits.

BIO NB 392 Drugs and the Brain
Spring. 4 credits.

BIO NB 421 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and 631)
Fall. 3 or 4 credits.

BIO NB 422 Modeling Behavioral Evolution
Spring. 4 credits.

BIO NB 427 Animal Social Behavior
Fall. 4 credits.

BIO PL 348 The Healing Forest
Spring. 2 credits.

DEA 325 Human Factors: Ergonomics—Anthropometrics
Fall. 3 credits.

HD 266 Emotional Functions of the Brain
Spring. 3 credits.

HD 344 Infant Behavior and Development
Fall. 3 credits.

HD 366 Psychobiology of Temperament and Personality
Fall. 3 credits.

NS 245 Social Science Perspectives on Food and Nutrition
Fall. 3 credits.

NS 347 Human Growth and Development: Biological and Behavioral Interactions (also HD 347 and B&SOC 347)
Spring. 3 credits.

NS 361 Biology of Normal and Abnormal Behavior (also PSYCH 361)
Fall. 3 credits.

PAM 380 Human Sexuality
Spring. 3 credits.

PSYCH 223 Introduction to Biopsychology
Fall. 3 credits.

PSYCH 326 Evolution of Human Behavior
Spring. 4 credits.

PSYCH 422 Developmental Biopsychology
Fall. 4 credits.

PSYCH 425 Cognitive Neuroscience
Fall. 4 credits.

Human Evolution and Ecology

ANTHR 101 Introduction to Anthropology: Biological Perspectives on the Evolution of Humankind
Fall. 3 credits.

ANTHR 203 Early People: The Archaeological and Fossil Record (also ARKEO 203)
Spring. 3 credits.

ANTHR 375 Evolutionary Theory and Human Behavior (also ANTHR 675)
Spring. 4 credits.

ANTHR 390 Primate Behavior and Ecology
Spring. 4 credits.

ANTHR 490 Topics in Biological Anthropology
Spring. 4 credits.

BIO EE 261 Ecology and the Environment
Fall or summer. 4 credits.

BIO EE 275 Human Biology and Evolution (also ANTHR 275 and NS 275)
Fall. 3 credits.

BIO EE 278 Evolutionary Biology
Fall or spring. 3 or 4 credits.

BIO EE 371 Human Paleontology (also ANTHR 371)
Fall. 4 credits.

BIO EE 464 Macroevolution
Spring. 4 credits.

BIO EE 469 Food, Agriculture, and Society (also B&SOC 469 and S&TS 469)
Spring. 3 credits.

BIO EE 673 Human Evolution: Concepts, History, and Theory (also ANTHR 673)
Fall. 3 credits.

BIO GD 481 Population Genetics
Fall. 4 credits.

BIO GD 482 Human Genetics and Society
Fall. 4 credits.

BIO GD 484 Molecular Evolution
Spring. 3 credits.

B&SOC 447 Seminar in the History of Biology (also HIST 415, BIO G 467, and S&TS 447)
Summer. 4 credits.

NS 306 Nutritional Problems of Developing Nations
Spring. 3 credits.

NS 450 Public Health Nutrition
Spring. 3 credits.

NS 451 Epidemiology and Health of Human Communities
Fall. 3 credits.

NS 452 Molecular Epidemiology and Dietary Markers of Chronic Disease
Spring. 3 credits.

PAM 303 Ecology and Epidemiology of Health
Spring. 3 credits.

PSYCH 326 Evolution of Human Behavior
Spring. 4 credits.

R SOC 201 Population Dynamics (also SOC 202)
Spring. 3 credits.

VET MI 431 Medical Parasitology (also BIO MI 417)
Fall. 2 credits.

VTPMD 664 Introduction to Epidemiology
Fall. 3 credits.

HUNGARIAN

See Departments of Linguistics and Russian.

INDEPENDENT MAJOR PROGRAM

S. Friedfeld, director, 172 Goldwin Smith Hall, 255-3386.

The Independent Major Program is described in the introductory section of Arts and Sciences.

IM 351 Independent Study

Fall or spring. 1-4 credits. Prerequisite: permission of the program office.

IM 499 Honors Research

Fall or spring. 1-8 credits; a maximum of 8 credits may be earned for honors research. Prerequisite: permission of program director. Each participant must submit a brief proposal approved by the honors committee.

INDONESIAN

See Department of Asian Studies.

INEQUALITY CONCENTRATION

Office: 363 Uris Hall

URL: <http://www.inequality.cornell.edu>

Telephone: 254-8674

The study of inequality lies at the heart of current debates about welfare reform, affirmative action, the "glass ceiling," globalization, and any number of other contemporary policy issues. In recent years, public and scholarly interest in issues of inequality has intensified, not merely because of historic increases in income inequality in the United States and other advanced industrial countries, but also because inequalities of race, ethnicity, and gender are evolving in equally dramatic and complicated ways.

The Inequality Concentration allows undergraduate students to supplement their studies for their major with a coherent program of courses oriented toward the study of inequality. Although Cornell University is a leading center of scholarship on poverty and inequality, this strength is necessarily distributed across many departments and colleges; and an interdisciplinary concentration thus allows students to combine these resources into an integrated program of study. The institutional home for the Inequality Concentration is the Center for the Study of Inequality (located at 363 Uris Hall and at www.inequality.cornell.edu).

The Inequality Concentration is appropriate for students interested in government service, policy work, and related jobs in non-governmental organizations (NGOs) as well as students who wish to pursue post-graduate education in such fields as public policy, economics, government, law, history, psychology, sociology, anthropology, literature, and philosophy. In many of these fields, the study of inequality is becoming increasingly central and fundamental, and the Inequality Concentration can therefore provide students with a valuable and unique foundation for further study.

The Inequality Concentration is not a major, but rather is an interdisciplinary program that should be completed in conjunction with a major. The Concentration is open to students enrolled in any of the seven Cornell undergraduate colleges. If the requirements of the Concentration are met, a special notation to this effect will be recorded on the transcript.

Concentration Requirements

The Inequality Concentration exposes students to the breadth of approaches, methods, and topic areas on offer while also allowing them to tailor a program to their particular interests. The requirements are as follows:

A. Overview Course

The required overview course may be selected from any of the eight courses listed below. When possible, the overview course should be completed early in the program, as it serves to define the field and to expose students to areas and topics that might be explored in future coursework.

- Income Distribution (ILRLE 441)
- Inequality, Diversity, and Justice (PHIL 193, CRP 293, GOVT 293, and SOC 293)
- Power and Poverty in America (GOVT 310)
- Social Inequality (SOC 208 and R SOC 209)
- Comparative Social Stratification (R SOC 370 and SOC 371)
- Social Inequality: Contemporary Theories, Debates, and Models (SOC 518)
- Introduction to Social Inequality (SOC 108)
- Inequality and Social Science (SOC 221)

B. Controversies About Inequality

(SOC 222, PAM 222, ILROB 222, PHIL 195, R SOC 222, and GOVT 222)

This seminar (taken for 1–3 credits) introduces students to other concentrators and to faculty at Cornell University carrying out relevant research. In weekly meetings, students are exposed to research on inequality underway at Cornell, and they also participate in debates staged between faculty who take opposing positions on pressing inequality-relevant issues (e.g., welfare reform, school vouchers, immigration policy, affirmative action).

Because it introduces concentrators to potential advisers and lines of study, this course is best taken early in the program.

C. Electives

In addition to the overview course and seminar, students must select four electives from the list of qualified courses. This list is available from Elizabeth Heitner (363 Uris Hall) or can be viewed on the website for the Center for the Study of Inequality, see www.inequality.cornell.edu. Although students may tailor their programs to match their interests, the electives and overview course must be distributed across at least three departments (thereby ensuring breadth in the analytic approaches that are represented).

D. Lectures and Seminars

The Center for the Study of Inequality hosts occasional lectures and symposia, and concentrators are expected to attend them when possible. These events will be announced via email and are also listed on the Center website www.inequality.cornell.edu.

Enrolling in the Concentration

The website for the Center for the Study of Inequality, www.inequality.cornell.edu, provides current information on the Inequality Concentration (see listing under the heading "Academic Training"). For students considering the Concentration, it may be useful to schedule a meeting with the Executive Administrator of CSI, Elizabeth Heitner (inequality@cornell.edu). Once a decision is made to enroll, a faculty adviser should be chosen to help design a program of study that combines effectively with the major, that is intellectually coherent, and that serves future career and professional interests well.

Research and Internship Opportunities

The Center for the Study of Inequality serves as a clearinghouse for internship opportunities in the areas of poverty and inequality (see CSI website under "Finding an Internship"). Additionally, the CSI can assist students who wish to become involved in research by matching them to faculty projects of interest, and by providing small research grants for student-initiated research (see CSI website under "Student Research Grants").

Advisers

The Inequality Concentration is governed by a Director and Executive Board. Although all members of the Board (including the Director) may serve as student advisers, some members are not currently taking on new advisees. The listing of available advisors can be obtained from Jessica Henning at inequality@cornell.edu.

Director: David Grusky, Professor, Sociology

Executive Board: N'Dri Assie-Lumumba, Associate Professor, Dept. of Education and African Studies; Kaushik Basu, C. Marks Professor of International Studies and Professor, Dept. of Economics; David Dunning, Professor, Dept. of Psychology; Gary Fields, Professor, School of Industrial and Labor Relations; Maria Cristina Garcia, Director, Latino Studies Program and Associate Professor, Dept. of History; Davydd Greenwood, Goldwin Smith Professor of Anthropology and Director, Institute for European Studies; Douglas Gurak, Director, Population and Development Program and Professor, Rural Sociology; Michael Jones-Correa, Associate Professor, Dept. of Government; Ravi Kanbur, T. H. Lee Professor of World Affairs, Dept. of Applied Economics

and Management; Mary Katzenstein, Professor, Dept. of Government; Richard Miller, Professor, Dept. of Philosophy; Satya Mohanty, Professor, Dept. of English; Elizabeth Peters, Professor and Director of Graduate Studies, Dept. of Policy Analysis and Management; Jonas Pontusson, Professor, Dept. of Government; Szonja Szelenyi, Associate Professor, Sociology.

Sample Programs

The Inequality Concentration allows students considerable flexibility in devising programs that reflect their interests. As examples of possible programs, we have listed below ten sample tracks, each comprising a different set of possible electives. The first program listed below is a general track that provides an overview of the field, while the remaining nine programs are more specialized and focus on particular issues within the field. This sampling of programs is obviously illustrative and does not cover the entire wide range of interests that may be addressed within the Concentration. It is important for students and advisers to work together to formulate an individualized program of study that may draw only partially, if at all, from the programs listed below.

General Track

The objective of the general track is to provide a broad foundation that addresses both the many forms of inequality (e.g., class, gender, ethnic) as well as the various approaches and perspectives (e.g., economic, sociological, historical) that have been brought to bear on these forms. The sample schedule outlined below is just one of many possible programs that meets this generalist objective.

I. Overview Course (choose any one)

II. *Controversies About Inequality* (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives:

Economics of Hunger and Malnutrition (ECON 474 and NS 457)

Race, Power, and Privilege in the United States (AS&RC 280)

Gender Inequality (SOC 316)

Social Welfare as a Social Institution (PAM 383)

Globalization and Inequality

As a global economy takes hold, there has been increasing concern that economic inequalities will grow apace, especially North-South inequalities between rich and poor countries. The countervailing "optimistic view" is that between-country disparities will in the long run wither away and render inequality an entirely internal, within-country affair. These and related lines of argumentation can be explored in courses that address such topics as trends in income inequality, theories of economic development, emerging patterns of international migration, and globalization and gender.

I. Overview Course (choose any one)

II. *Controversies About Inequality* (SOC 222, PAM 222, ECON 222, ILRLE 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

- International Development (R SOC 205 and SOC 206)
- Economic Development (ECON 371)
- Labor Markets and Income Distribution in Developing Countries (ILRIC 635)
- Globalization and Inequality (SOC 320)
- Indigenous Peoples and Globalization (R SOC 325)
- Comparative Ethnic Stratification: Demographic Perspectives (R SOC 431 and R SOC 631)
- Global Perspectives on Gender (AS&RC 362)
- Sex and Gender in Cross-Cultural Perspective (ANTHR 321/621 and FGSS 321/631)
- Human Migration: Internal and International (R SOC 430)
- Gender and International Development (FGSS 614 and CRP 614)
- Politics of Transnationalism (GOVT 681)

Social Policy and Inequality

In the modern period, inequalities generated in the market and through other social institutions are typically regarded as excessive, and the state is seen as the main tool for redistribution, discrimination abatement, equalization of life chances, and related forms of amelioration. The social policy and inequality track explores the role of the state in generating and reducing inequalities of various kinds.

I. Overview Course (choose any one)

- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

- Organizations and Social Inequality (SOC 322 and ILROB 626)
- The Sociology of Markets (SOC 217)
- Sociology of Markets (ILROB 622 and SOC 622)
- Economic Security (ILRLE 340 and ECON 451)
- Employment Discrimination and the Law (ILRCB 684)
- Human Resource Economics and Public Policy (ILRHR 360)
- Employee Relations and Diversity (ILRHR 463)
- Social Welfare as a Social Institution (PAM 383)
- Applied Public Finance (PAM 204)
- Introduction to Policy Analysis (PAM 230)
- Critical Perspectives (PAM 240)
- Introduction to Policy Management (PAM 320)
- Intermediate Policy Analysis (PAM 330)
- Demography and Family Policy (PAM 371)
- Social Policy (SOC 326 and SOC 526)
- Social Policy (PAM 473)

Social Policy and Social Welfare (CRP 448 and CRP 548)

Policy Analysis: Welfare Theory, Agriculture, and Trade (ECON 430 and AEM 630)

Economic Analysis of the Welfare State (ILRLE 642 and ECON 460)

Families and Social Policy (HD 456)

Health and Social Behavior (HD 457 and SOC 457)

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

Seminar: Beliefs, Attitudes, and Ideologies (PSYCH 489 and FGSS 488)

Feminist Jurisprudence (LAW 646)

Political Economy of Education (EDUC 378)

Research on Education Reform and Human Resource Policy (ILRHR 653)

The Ethics of Inequality

Charges of social injustice are often charges of excessive inequality. What are the political, philosophical, and legal debates that are relevant to such judgments? Under what conditions should rich countries assist poor ones? At what point should governments step in and redistribute income? When should parents pass on their wealth to their children? The ethics of inequality track examines the conditions under which inequalities might be deemed legitimate or illegitimate, evaluates prevailing inequalities and social policy as against this yardstick, and explores the larger role of values in popular and scholarly judgements about inequality.

- I. *Overview Course: Inequality, Diversity, and Justice* (PHIL 193, SOC 293, CRP 293, and GOVT 293)

- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)

III. Possible Electives:

A. Ethics Courses (choose two)

- Values in Law, Economics, and Industrial Relations (ILRCB 607)
- Appropriation and Alienation (PHIL 142)
- Global Thinking (PHIL 194 and GOVT 294)
- Modern Political Philosophy (PHIL 346 and GOVT 462)
- Contemporary Political Philosophy (PHIL 447 and GOVT 465)
- International Justice (PHIL 448 and GOVT 492)
- Feminism and Philosophy (PHIL 249 and FGSS 249)
- Marx (PHIL 219)
- Marx: An Overview of His Thought (ANTHR 368)

B. Social Science Classes (choose two)

Select courses in consultation with adviser (see list of electives below).

Literature, Postmodernism, and Inequality

This program juxtaposes literary and social scientific approaches to the understanding of inequality. Although considerations of power and inequality have long been fundamental to

social scientific analysis and are increasingly central to literary analysis, these two traditions of scholarly inquiry have not always adequately informed one another. This program of study allows students to combine these two traditions in potentially creative ways.

I. Overview Course (choose any one)

- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)

III. Possible Electives:

A. Literature Classes (choose two)

- Introduction to Cultural Studies (ENGL 209)
- Poetry and Poetics of Difference (COM L 225 and ENGL 225)
- Rewriting the Classics: Stories of Travels and Encounters (ENGL 235)
- Twentieth Century Women Novelists (ENGL 251, FGSS 251, and AM ST 252)
- Politics and Culture in the 1960s (ENGL 268 and AM ST 268)
- Shakespeare: Gender and Power (ENGL 327 and FGSS 327)
- Introduction to Global Women's Literature (ENGL 396 and FGSS 396)
- Global Women's Literature (ENGL 476 and FGSS 476)
- Literatures of the Archipelagoes: Caribbean and Pacific "tidalectics" (ENGL 490)
- Europe and Its Others: An Introduction to the Literature of Colonialism (COM L 304)
- Feminist Theory/Lesbian Theory (FGSS 465, COM L 465, and GERST 465)
- Virtual Orientalisms (ASIAN 415, S HUM 415, and COM L 418)
- Language, Religion, and Politics in Modern South Asia (ASIAN 431)
- Internationalism, Nationalism, and Modern Japanese Discursive Space (ASIAN 483)
- Political Theory and Cinema (GERST 330, COM L 330, GOVT 370, and THETR 329)
- Reading Freud: Gender, Race, and Psychoanalysis (GERST 447, COM L 447, FGSS 447)
- Minority Literature in the Federal Republic (GERST 392)
- The Afro-Europeans (GERST 403)
- Women Around Freud (GERST 413, COM L 412, and FGSS 413)
- Marx, Nietzsche, Freud (GERST 415, COM L 425, and GOVT 473)
- The Cultural Theory of the Frankfurt School (GERST 495, COM L 495, and GOVT 471)
- Gender and Society in the Muslim Middle East (NES 281, RELST 281, and FGSS 212)
- May '68 and its Consequences (FRLIT 326)
- Contemporary Narratives by Latina Writers (SPANL 246, LSP 246, and FGSS 246)
- Hispanic Caribbean Culture and Literature (SPANL 346)

B. Social Science Classes (choose two)

Select courses in consultation with adviser (see list of electives following).

Poverty and Economic Development

Over the last century, rich countries have of course become yet richer, while less developed countries remain burdened with massive poverty. The courses listed below examine the sources and causes of world poverty, the rise of global anti-inequality social movements, and the types of policy interventions that might stimulate economic development and reduce poverty.

- I. *Overview Course (choose any one)*
- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)
- III. *Possible Electives (choose any four):*
 - Economic Development (ECON 371)
 - Population and Development (R SOC 438 and SOC 437)
 - International Justice (PHIL 448 and GOVT 492)
 - Economics of Development (ECON 466 and AEM 666)
 - Land Reform Old and New (R SOC 643)
 - Issues in African Development (CRP 477 and CRP 677)
 - Labor Markets and Income Distribution in Developing Countries (ILRIC 635)
 - Global Perspectives on Gender (AS&RC 362)
 - Population, Environment, and Development in Sub-Saharan Africa (R SOC 495)
 - Gender and International Development (FGSS 614 and CRP 614)
 - Politics of Transnationalism (GOVT 681)
 - Economics of Malnutrition and Hunger (NS 457 and ECON 474)

Social Movements and Inequality

The history of modern society may be seen in large part as a history of anti-inequality social movements (e.g., the Enlightenment, socialism, the union movement, the civil rights movement, feminism) interspersed with occasional inequality-inducing reactions (e.g., the post-socialist transition). The social movements track examines the causes, effects, and likely future of such social movements and the reactions they spawn.

- I. *Overview Course (choose any one)*
- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)
- III. *Possible Electives (choose any four):*
 - Utopia in Theory and Practice (SOC 115)
 - Social Movements (R SOC 311)
 - Social Movements in American Politics (GOVT 302 and AM ST 302)
 - Poor People's Movements (GOVT 456)
 - Group Conflict and the Nation-State (SOC 531)
 - Social Movements (SOC 660 and GOVT 660)
 - Politics of Transnationalism (GOVT 681)
 - Feminism Movements and the State (GOVT 353 and FGSS 353)

Comparative Labor Movements in Latin America (ILRIC 631)

Union Organizing (ILRCB 400)

Theories of Industrial Relations Systems (ILRCB 606)

Revitalizing the Labor Movement: A Comparative Perspective (ILRIC 632)

Women and Unions (ILRCB 384 and FGSS 384)

History of Resistance Movements in Africa and the Diaspora (AS&RC 283)

Latina Activism Feminist Theory (LSP 300)

Prisons (GOVT 314)

Education and the Reproduction of Inequality

In the contemporary period, the study of inequality has increasingly turned on the study of formal education, as schools have become the main institutional locus for training and credentialing workers and for signaling potential employers about (putative) worker quality. The inequality and education track examines educational institutions and how they are organized, how they generate equality and inequality, and how possible institutional changes (e.g., vouchers, required testing) might affect the reproduction of inequalities.

- I. *Overview Course (choose any one)*
- II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)
- III. *Possible Electives (choose any four):*
 - Introduction to Education (EDUC 101)
 - Sociology of Education (EDUC 271)
 - Education, Inequality, and Development (R SOC 305)
 - Schooling and Society (SOC 357)
 - Issues in Educational Policy (EDUC 370)
 - Political Economy of Education (EDUC 378)
 - The Politics of Education (GOVT 406)
 - Research on Education Reform and Human Resource Policy (ILRHR 653)
 - Education, Technology, and Productivity (ILRHR 695)
 - Educational Finance (EDUC 664)
 - Education in Africa and the Diaspora (AS&RC 459 and EDUC 459)
 - Education and Development in Africa (AS&RC 502)

Race and Ethnicity in Comparative Perspective

This program of study examines the many forms of racial and ethnic inequality as revealed across different times and places. When race and ethnicity are examined from an explicitly comparative perspective, it becomes possible to identify regularities and better understand the forces of competition, conflict, and subordination among ethnic and racial groups. The courses listed below address such issues as the causes of discrimination, the implications of residential segregation for inequality, the sources of ethnic and racial differences in income, the effects of anti-inequality reform efforts (e.g., affirmative action), and the possible futures of ethnic and racial stratification.

I. *Overview Course (choose any one)*

II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)

III. *Possible Electives (choose any four):*

A. General Courses

Introduction to American Studies: New Approaches to Understanding American Diversity, the Twentieth Century (AM ST 110 and LSP 110)

Race and Ethnic Relations (SOC 204)

Race, Power, and Privilege in the United States (AS&RC 280)

History and Politics of Racialisation: A Comparative Study (AS&RC 204)

Sociology of Health and Ethnic Minorities (LSP 220 and R SOC 220)

Prisons (GOVT 314)

Minority Politics in the U.S. (GOVT 319 and LSP 319)

Concepts of Race and Racism (GOVT 377)

Comparative Ethnic Stratification: Demographic Perspectives (R SOC 431 and R SOC 631)

Race, Gender, and Organization (GOVT 415 and FGSS 415)

Employee Relations and Diversity (ILRHR 463)

Ethnicity and Identity Politics: An Anthropological Perspective (ANTHR 479)

Political Identity: Race, Ethnicity, and Nationalism (GOVT 610 and LSP 610)

B. Immigration and Ethnicity

Comparative Migration to the Americas (LSP 203, HIST 202, and AM ST 204)

Strangers and Citizens: Immigration and Labor in U.S. History (ILRCB 302)

Immigration and Ethnic Identity (SOC 438 and AAS 438)

Human Migration: Internal and International (R SOC 430)

The Immigrant City: 1900-2000 (LSP 406, S HUM 406, AM ST 406, and HIST 412)

Immigration and the American Labor Force (ILRHR 469)

Immigration and Ethnicity in Twentieth-Century U.S. (HIST 201)

Immigration and Refugee Law (LAW 731)

C. Case Studies

African-American Social and Political Thought (AS&RC 231)

African-American Women in the Twentieth Century (HIST 212, AM ST 212, and FGSS 212)

African-American History from Slavery to Freedom (HIST 335)

The African-American Workers, 1865-1910: The Rural and Urban Experience (HIST 375 and ILRCB 385)

The African-American Workers, 1910-The Present: Race, Work, and the City (HIST 376 and ILRCB 386)

African-American Women in Slavery and Freedom (HIST 303, FGSS 307, and AM ST 303)

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

Politics and Social Change in Southern Africa (AS&RC 484)

Global Africa: Comparative Black Experience (AS&RC 501)

Afro-American Historiography (HIST 610)

African-American Women (HIST 608)

Latinos in the United States (SOC 265, R SOC 265, and LSP 201)

Introduction to U.S. Latino History, Part I (LSP 260, HIST 260, and AM ST 259)

Introduction to U.S. Latino History, Part II (LSP 261, HIST 261, and AM ST 261)

Latina Activism Feminist Theory (LSP 300)

Latino Politics in the United States (LSP 306 and GOVT 306)

Introduction to Asian American Studies (AAS 110)

Asian American History (AAS 213 and HIST 213)

Asians in the Americas: A Comparative Perspective (AAS 303 and ANTHR 303)

Introduction to American Indian Studies (AIS 100 and R SOC 100)

Indian America in the Twentieth Century (AIS 175 and R SOC 175)

Indians, Settlers, and Slaves in the Early South (AIS 329 and HIST 329)

Antisemitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (HIST 459 and JWST 459)

The Family and Inequality

Although workers in modern labor markets are often analytically treated as independent individuals, they of course typically belong to families that pool the labor supply of their members, consume goods jointly, and serve in some circumstances as units of collective production. It might therefore be asked how the modern labor market has adapted to and evolved in the context of the family (and, conversely, how the family has responded to the market). The courses within this track explore such issues as the causes and consequences of the intra-familial division of labor, the effects of marriage and family structure on careers, and the transmission of socioeconomic advantage from one generation to the next.

I. Overview Course (choose any one)

II. *Controversies About Inequality* (SOC 222, PAM 222, ILROB 222, PHIL 195, and GOVT 222)

III. Possible Electives (choose any four):

Work and Family (SOC 203 and FGSS 203)

Demography and Family Policy (PAM 371)

Families and Social Policy (HD 456)

Families and the Life Course (SOC 251 and HD 250)

Parent-Child Development in African-American Families (HD 458)

The Sociology of Marriage (SOC 309 and FGSS 309)

Seminar in Family Studies and the Life Course (HD 655)

Contemporary Family Theory and Research (HD 650)

Economics of Household Behavior (PAM 605)

INTENSIVE ENGLISH PROGRAM

123 McGraw Hall

J. M. Mancusi, director; R. L. Feldman, K. U. Golkowska, M. Johns, M. T. Lovell, J. G. Luks, L. Porterfield, S. L. Vann, S. Yates

This noncredit, nondegree program provides full-time intensive English as a second language instruction as well as academic, social, and cultural orientation to the United States and its institutions. The program helps participants improve their language skills in English for academic, professional, business, or personal use.

Programs are offered both fall and spring semesters and in the six-week summer session (from late June to early August). Participants receive a minimum of 20 hours of classroom instruction each week in speaking, listening, reading, writing, and grammar, which are taught at all levels from low intermediate through very high advanced. Applicants must be at least 17 years of age, hold the equivalent of a high school diploma, and have had some previous study of English. Participants receive a Form I-20 ID to obtain an F-1 visa. Part-time participation is also available for F-2 dependents currently in Ithaca. Contact the program office for information.

Students who have gained full admission to or who are already registered in degree-granting programs at Cornell should consult the section "English for Academic Purposes" (series ENGLF).

The Intensive English Program is coordinated by the director, Jeanette Mancusi. Information and application materials are available directly from the program at: Cornell University, Intensive English Program, McGraw Hall, Ithaca, NY 14853-4601, USA; tel. 607/255-4863; fax 607/255-7491; e-mail cuiep@cornell.edu; web page: <http://irc.cornell.edu/iep>

INTERNATIONAL RELATIONS CONCENTRATION

Office: 152 Uris Hall, 254-5004, www.einaudi.cornell.edu/about/irc.asp

D. R. Lee (AEM), director; Faculty Advisory Board: M. Cook (ILR); M. Evangelista (Government); S. Feldman (Rural Sociology); J. Reppy (S&TS); B. Strauss (History); B. Szekeley (Associate Director, Cornell Abroad)

Objective

The International Relations Concentration is an interdisciplinary program for undergraduate students enrolled in any of the seven Cornell undergraduate colleges. The International Relations Concentration provides a structured yet flexible program for undergraduates to take advantage of the vast resources available

at the university for studying the politics, economics, history, languages, and cultures of the countries and regions of the world.

Graduates of the program have gone on to pursue further education in fields such as political science and anthropology and to successful careers in international law, economics, agriculture, trade, finance, international development, and government service, among others. They have gone on to work in international and nongovernmental organizations, in cross-cultural affairs, in journalism, and in education.

The International Relations Concentration is not a major or a department, but rather a program offering a selection of courses reaching across colleges and departments. Students pursue the International Relations Concentration in addition to their regular degree. International Relations Concentrators 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 coursework and language study add a global and cross-cultural dimension to those majors. Some students even design an independent major in some aspect of international relations or comparative social or cultural studies. Spending a semester or year of study abroad can contribute to meeting the course requirements of the IR Concentration, including the language requirement:

Course Requirements

These requirements are designed to expose students to a broad range of perspectives in international relations while allowing them to tailor their course selections to specific interests. Courses throughout the university are grouped into four subject areas including:

- 1) International Economics and Development;
- 2) World Politics and Foreign Policy;
- 3) Transnational Processes and Policies;
- 4) Cultural Studies.

Within these four subject areas, courses are also identified as "core" or "elective." Students must complete altogether eight courses from the four groups according to one of two options. Option A emphasizes the politics and economics of international relations. Option B puts greater stress on culture. In choosing either option, students should ensure that they acquire familiarity with more than one geographic region or country. All courses used to fulfill the concentration requirements must be taken for a letter grade. Courses can count both toward a major and the International Relations Concentration.

Option A:—One core course from each of Groups 1, 2, 3, and 4—One elective from each of Groups 1, 2, 3, and 4

Option B:—One core course from each of Groups 1, 2, 3, and 4—One elective from either Group 1 or Group 2—One elective from Group 3 and 4, and one additional elective from either Group 3 and Group 4

Prior to pre-registration a course list for the following semester (as well as lists for the current and previous semesters) can be obtained from the administrative coordinator in 152 Uris Hall, as well as from the website. Students should take note that these lists are

not necessarily complete. Other courses throughout the university qualify for the International Relations Concentration by prior arrangement.

Language Requirement

IR Concentrators are expected to complete additional language study beyond the College of Arts and Science degree requirement (for those in Arts and Sciences). This study can be accomplished in one of two ways: 1) two years of one foreign language (proficiency plus one course); 2) two languages at proficiency.

Study Abroad

IR Concentrators are encouraged to study abroad to bring a practical dimension to their expertise in international issues. Those who choose this option will find the requirements for the concentration highly compatible with courses taken abroad. Students are encouraged to contact the Administrative Coordinator prior to departure.

Completion

Transcripts will reflect successful completion of the requirements for the concentration. In addition, students will receive a special certificate and a letter of confirmation signed by the director of the International Relations Concentration and the director of the Mario Einaudi Center for International Studies.

Enrollment

To obtain course lists, to enroll and for all further information, please contact the IR Administrative Coordinator, Mario Einaudi Center for International Studies, 152 Uris Hall, Tel 254-5004.

Course List for 2003-2004

Course options are listed below. Most courses offered one semester only. See administrative coordinator, course roster, and IR web site for further details.

Group 1: International Economics and Development

Core:

ECON 230/AEM 230 International Trade and Finance

ECON 263/AEM 430 International Trade Policy

ECON 361 International Trade Theory

ECON 362 International Monetary Theory and Policy

Electives:

ECON 371 Economic Development

ECON 450/AEM 450 Resource Economics

ECON 471 Economics of the Former USSR and Central Europe

ECON 472 Comparative Economic System: East and West

ECON 475 Economy of India

AEM 432 Business and Governments in Global Marketplace

AEM 433/CRP 412 Development, Privatization and New Public Management

CRP 477 Issues in African Development

GOVT 330/ILRIC 333 Politics of the Global North

GOVT 354 Capitalism, Competition, and Conflict

Group 2: World Politics and Foreign Policy

Core:

GOVT 181 Introduction to International Relations

Electives:

GOVT 326 Building a Better Democracy

GOVT 329 Comparative Politics of Latin America

GOVT 341/NES 294/ JWST 294 Modern European Society and Politics

GOVT 343 Politics of European Integration

GOVT 353 Recent East Asian Politics

GOVT 358 History of Modern Middle East

GOVT 363 Politics and Culture

GOVT 400 Democracies in the International System

GOVT 400 Conflict and Cooperation in Transnational Relations

GOVT 426 Colonialism and Post-Colonialism

AS&RC 451 Political and Social Change in Caribbean

HIST 214/AM ST 214 American Foreign Policy

HIST 308 Post-War Germany

HIST 371 World War II in Europe

HIST 414 Motivations of US Foreign Policy

Group 3: Transnational Processes and Policies

Core:

GOVT 294/PHIL 294 Global Thinking

GOVT 393 Introduction to Peace Studies

Electives:

AEM 432 Business and Governments in Global Marketplace

COMM 424 Communications in Developing Nations

CRP 380 Environmental Politics

CRP 384 Green Cities

CRP 395 Gender and Globalization

CRP 451 Environmental Law

CRP 453 Environmental Aspect of International Planning

GOVT 400 Development and Environment

GOVT 403 International Environmental Politics and Law

GOVT 460 Just Toward Indigenous Peoples

HD 483 Early Care and Education in Global Perspective

ILRCB 302 Immigration and Labor in US History

ILRHR 456 International Human Resource Management

ILRHR 465 Globalization of Services

INTAG 300 Perspectives in International Agricultural and Rural Development

NTRES 407 Religion, Ethics, and the Environment

NTRES 411 Seminar in Environment Ethics

SOC 324/R SOC 324 Environment and Society

SOC 437/R SOC 438 Population and Development

S&TS 442/SOC 442/CRP 442 The Sociology of Science

Group 4: Cultural Studies

Core:

ANTHR 102 Introduction to Anthropology: The Comparison of Cultures

ANTHR 200 Cultural Diversity and Contemporary Issues

Electives:

ANTHR 230/AIS 230 Cultures of Native North America

ANTHR 260 Japanese Popular Culture

ANTHR 303 Asians in the Americas

ANTHR 321/FGSS 321 Sex and Gender in Cross-Cultural Perspective

ANTHR 384 Africa in the Global Economy

ANTHR 387 Comparative Islamic Movements

ANTHR 388 Masks of Power/Strategies of Resistance

ANTHR 441 Himalayan Ethnographies

ART H 245 Renaissance and Baroque

ART H 368/LSP 368 Modern and Contemporary Latin American Art

ART H 378/AS&RC 310 Art in African Culture & Society

ART H 384/ASIAN 381 Introduction to the Arts of Japan

ART H 408 Tuscany as a New Jerusalem

ART H 450 Women in Renaissance

AS&RC 290 The Sociology of African-American Experience

AS&RC 404 Afrocentricity: Paradigms and Critical Readings

AS&RC 459 Education in Africa and Diaspora

AS&RC 463 Islam in Global Africa

ASIAN 191 Introduction to Modern Asian History

ASIAN 211 Introduction to Japan

ASIAN 215 Introduction to South Asian Civilization

ASIAN 245/MUSIC 245 Gamelan in Indo Culture

ASIAN 293 History of China up to Modern Times

ASIAN 312 Intellectuals of Early Modern Korea

ASIAN 357 Chinese Religions

ASIAN 373 20th Century Chinese Literature

ASIAN 385 History of Vietnam

ASIAN 388 Race and Gender-Asian History and Literature

ASIAN 406 The Sacred in Secular India

ASIAN 444 Youth in Japanese Literature and Culture

COM L 234 Muslims and Jews

COM L 279/RUSSL 279 Russian Connection 1830-1867

- COM L 304 Europe and Its Others
 COM L 348 Shakespeare and Europe
 COM L 363 The European Novel
 COM L 368 Visual Culture and Social Theory
 ENGL 209 Intro to Cultural Studies
 ENGL 274 Scottish Literature
 FGSS 246/SPANL 246 Cotemporary Narratives by Latina Writers
 FILM 393 International Film of the 70's
 FILM 450/COM L 453 Rescreening the Holocaust
 FRLIT 220 French and Francophone Culture
 FRLIT 221 Modern French Literature
 FRLIT 224/HIST 270 The French Experience
 HIST 151 Introduction to Western Civilization
 HIST 191/ASIAN 191 Introduction to Modern Asian History
 HIST 195 Colonial Latin America
 HIST 241 Rio and Revolution In 19C Africa
 HIST 253/NES 255/RELST 255 Introduction to Islamic Civilization
 HIST 281/S&TS 281 Sciences in Western Civilization
 HIST 288/NES 294 History of the Modern Middle East
 HIST 308 Post-War Germany
 HIST 371 World War II in Europe
 HIST 462 Popular Culture in European History
 HIST 486/AM ST 486 Seminar on the 1960s
 HIST 487 Seminar on Thailand
 HIST 492/ASIAN 492 Medieval Chinese History
 HIST 493 Problems in Modern Chinese History
 ITALL 216 Introduction to Italian Literature
 ITALL 389 Modern Italian Novel
 KRLIT 405 Readings in Korean Literature
 NES 234/RELST 234/JWST 234 Muslims and Jews
 NES 293/JWST 291 Middle Eastern Cinema
 NES 298/RELST 201 Issues in Catholic Thought
 NES 393/RELST 393/JWST 393 Jews and Christians in Modern Middle East
 NES 395/JWST 395 Israeli Society
 RUSSL 335 Gogol
 RUSSL 369 Dostoevsky
 SPANL 218 Introduction to Hispanic Literature
 SPANL 301 Hispanic Theater Production
 SPANL 319 Renaissance Hispanism
 SPANL 323 Approaches to Spanish Culture
 THETR 240 Introduction to World Theatre I

ITALIAN

See Department of Romance Studies.

JAPANESE

See Department of Asian Studies.

JAVANESE

See Department of Asian Studies.

PROGRAM OF JEWISH STUDIES

D. I. Owen, director (Ancient Near Eastern History and Archaeology; Assyriology; Biblical History and Archaeology), L. Adelson (German-Jewish Literature and Culture), G. Altschuler (American-Jewish History and Culture), D. Bathrick (Holocaust Film Studies), R. Brann (Judeo-Islamic Studies), M. Campos (Modern Middle Eastern History), V. Caron (Modern French and European-Jewish History), W. T. Dickens (Catholic Studies), M. Diesing (Yiddish Language and Linguistics), N. Furman (French Holocaust Literature), K. Haines-Eitzen (Early Judaism and Early Christianity), P. Hohendahl (German Literature), R. Hoffmann (Holocaust Studies), P. Hyams (Medieval Jewish History), D. LaCapra (Holocaust Studies), M. Migiel (Italian Literature), R. Polenber (American-Jewish History), J. Porte, (American-Jewish Writers), D. S. Powers (Islamic History and Law), A. Rahmouni (Comparative Semitics and Ugaritic), G. Rendsburg (Biblical Studies; Northwest Semitic Languages and Literatures), E. Rosenberg (Holocaust Studies), N. Scharf (Hebrew Language), D. Schwarz (Anglo-Jewish Literature), G. Shapiro (Russian-Jewish Literature), S. Shoer (Hebrew Language), T. Sorek (Sociology), D. Starr (Modern Hebrew and Arabic Literature; Critical Theory; Middle Eastern Film), M. Steinberg (German-Jewish History and Culture), Y. Szekeley (Judaica Bibliography), S. Toorawa (Arabic Literature and Islamic Studies), J. Zorn (Biblical Archaeology)

The Program of Jewish Studies was founded as an extension of the Department of Semitic Languages and Literatures, now the Department of Near Eastern Studies, in 1973 and attained status as an intercollegiate program in 1976.

The program has grown out of the conviction that Judaic civilization merits its own comprehensive and thorough treatment and that proper understanding of any culture is inconceivable without adequate knowledge of the language, literature, and history of the people that created it. Accordingly, the offerings in the areas of Jewish languages and literatures have been considerably expanded, and courses in ancient, medieval, and especially modern Jewish history and culture have been added to the program.

It is a broadly based, interdisciplinary program, bringing together faculty from various Cornell departments and colleges.

The Program of Jewish Studies supports teaching and research in the many areas of Jewish Studies. It is a secular, academic program, whose interests are diverse and cross-cultural. The program recognizes its special relationship to teaching and research in classical Judaica and Hebraica pursued by the members of the Department of Near Eastern Studies, with particular emphasis on

the interrelationship between Judaism, Christianity, and Islam.

It presently enables students to obtain basic instruction and specialization in the fields of Semitic languages; the Hebrew Bible; medieval and modern Hebrew literature; ancient, medieval, and modern European and Middle Eastern Jewish history; and Holocaust studies. In some of these fields students may take courses on both graduate and undergraduate levels. Faculty throughout the university provide breadth to the program by offering courses in related areas of study.

Courses Offered

JWST 101-102 Elementary Modern Hebrew I and II (also NES 101-102)

101 fall; 102 spring. 4 credits. S. Shoer.
 For description, see NES 101-102.

JWST 103-200 Intermediate Modern Hebrew I and II (also NES 103-200)

103, fall; 200, spring. 4 credits. N. Scharf.
 For description, see NES 103-200.

JWST 123-124 Introduction to Biblical Hebrew I and II (also NES 123-124, RELST 123-124)

123, fall; 124, spring. 3 credits each term.
 JWST 124 provides language qualification.
 Enrollment limited to 17 students. Staff.
 For description, see NES 123 and NES 124.

JWST 223-224 Introduction to the Bible I and II (also NES 223-224 and RELST 223-224)

223, fall; 224, spring. 3 credits each term.
 G. Rendsburg.
 For description, see NES 223-224.

JWST 227 The Bible and Ancient Near Eastern Civilization (also NES 227 and RELST 227)

Spring. 3 credits. J. Zorn.
 For description, see NES 227.

[JWST 229 Introduction to the New Testament (also RELST 229, NES 229)]

Fall. 3 credits. Not offered 2003-2004.
 K. Haines-Eitzen.
 For description, see NES 229.]

JWST 234 Muslims and Jews in Confluence and Conflict (also NES 234 and RELST 234)

Fall. 3 credits. R. Brann.
 For description, see NES 234.

[JWST 235 Jews and Arabs in Contact and Conflict: The Modern Period (also COM L 245 and NES 235)]

Spring. 3 credits. Not offered 2003-2004.
 D. Starr.
 For description, see NES 235.]

[JWST 244 Introduction to Ancient Judaism (also NES 244, RELST 244)]

Fall. 3 credits. Not offered 2003-2004.
 G. Rendsburg.
 For description, see NES 244.]

JWST 251 Judaism, Christianity and Islam (also NES 251, RELST 251)

Spring. 3 credits. K. Haines-Eitzen and R. Brann.
 For description, see NES 251.

[JWST 252 Modern European Jewish History, 1789-1948 (also HIST 291)]

Fall. 4 credits. Not offered 2003-2004.
 V. Caron.
 For description, see HIST 291.]

[JWST 253 From Medievalism to Modernity: The History of Jews in E. Modern Europe, 1492-1789 (also NES 245, HIST 285)]

Fall. 4 credits. Not offered 2003-2004.
V. Caron.

For description, see HIST 285.]

[JWST 254 Anti-Semitism and the Crisis of Modernity: From the Enlightenment to the Holocaust (also HIST 235)]

Spring. 4 credits. Not offered 2003-2004.
V. Caron.

For description, see HIST 235.]

[JWST 256 Introduction to the Quran (also NES 256/656, RELST 213/656, COM L 256)]

Spring. 3 credits. S. M. Toorawa.

For description, see NES 256.

[JWST 257 Ethics of Imagining Holocaust (also GERST 221, ENGL 221)]

Fall. 4 credits. Not offered 2003-2004.
D. Schwartz.

For description, see ENGL 221.]

[JWST 263 Introduction to Biblical History and Archaeology (also RELST 264, ARKEO 263, and NES 263)]

Spring. 3 credits. J. Zorn.

For description, see NES 263.

[JWST 266 Jerusalem Through the Ages (also RELST 266, NES 266, and ARKEO 266)]

Fall. 3 credits. Not offered 2003-2004.
J. Zorn.

For description, see NES 266.]

[JWST 290 History of Zionism and the Birth of Israel (also NES 290, HIST 267)]

Spring. 4 credits. Not offered 2003-2004.
V. Caron.

For description, see HIST 267.]

[JWST 291 Sophomore Seminar: Middle Eastern Cinema (also NES 293, FILM 293, COM L 293, and VISST 293)]

Fall. 3 credits. Limited to 15 students.
D. Starr.

This is a special seminar sponsored by the John S. Knight Institute's Sophomore Seminars Program. Seminars offer discipline-intensive study within an interdisciplinary context. While not restricted to sophomores, the seminars aim at initiating students into the discipline's outlook, discourse community, modes of knowledge, and ways of articulating that knowledge. Enrollment is limited to 15. Special emphasis is given to strong thinking and writing and to personalized instruction with top university professors. For description, see NES 293.

[JWST 294 History of the Modern Middle East, Eighteenth to Twentieth Centuries (also NES 294 and GOVT 358)]

Fall. 3 credits. M. Campos.

For description, see NES 294.

[JWST 295 Introduction to Christian History (also RELST 295, NES 295, HIST 299)]

Spring. 3 credits. Not offered 2003-2004.
K. Haines-Eitzen.

For description, see NES 295.]

[JWST 301-302 Advanced Modern Hebrew I and II (also NES 301-302)]

301, fall; 302, spring. 4 credits. N. Scharf.

For description, see NES 301-302.

[JWST 305 Conversational Hebrew (also NES 305)]

Fall. 2 credits each term. Limited to 15 students. Prerequisite: NES 302 or permission of instructor; for non-native speakers only. N. Scharf.

For complete description, see NES 305.

[JWST 320 Women in the Hebrew Bible (also NES 320, RELST 316, FGSS 322)]

Spring. 4 credits. Not offered 2003-2004.
G. Rendsburg.

For description, see NES 320.]

[JWST 325 Conversational Hebrew (also NES 325 and RELST 318)]

Fall. 1 credit; spring, 1 credit.
G. Rendsburg.

For description, see NES 325.

[JWST 326 Seminar-Women in the Hebrew Bible (also NES 326, FGSS 326)]

Spring. 1 credit. Not offered 2003-2004.
G. Rendsburg.

For description, see NES 326.]

[JWST 328 Readings in Ancient Jewish Texts (also NES 328, RELST 317)]

Fall. 1 credit. Not offered 2003-2004.

G. Rendsburg.

For description, see NES 328.]

[JWST 339 Islamic Spain: Culture and Society (also RELST 334, SPANL 339, COM L 334, NES 339)]

Fall. 4 credits. Not offered 2003-2004.
R. Brann.

For description, see NES 339.]

[JWST 353 History of the Holocaust (also HIST 370)]

Fall. 4 credits. Not offered 2003-2004.
V. Caron.

For description, see HIST 370.]

[JWST 360 Ancient Iraq: Origins of Mesopotamian Civilization (also NES 360, ARKEO 360)]

Fall. 4 credits. D. I. Owen.

For description, see NES 360

[JWST 361 Sumerian Language and Culture (also NES 361, ARKEO 361)]

Spring. 4 credits. D. I. Owen.

For description, see NES 361.

[JWST 388 The Jews in and out of Egypt (also NES 388 and COM L 388)]

Spring. 4 credits. D. Starr.

For description, see NES 388.

[JWST 393 History of Jews and Christians in the Modern Middle East (also NES 393)]

Fall. 4 credits. M. Campos.

For description, see NES 393.

[JWST 394 Gender, Sexuality, and the Body in Early Christianity (also NES 394, FGSS 394, RELST 394)]

Spring. 3 credits. Not offered 2003-2004.
K. Haines-Eitzen.

For description, see NES 394.]

[JWST 395 Israeli Society (also NES 395 and SOC 390)]

Fall. 4 credits. T. Sorek.

For description, see NES 395.

[JWST 397 History of the Israeli-Palestinian Conflict (also NES 397 and GOVT 397)]

Spring. 4 credits. M. Campos.

For description, see NES 397.

[JWST 400 Seminar in Advanced Hebrew (also NES 400)]

Fall. 4 credits. Enrollment limited to 15 students. Not offered 2003-2004. N. Scharf.

For description, see NES 400.]

[JWST 401 Topics in Modern Hebrew Literature (also NES 401)]

Spring. 4 credits. D. Starr.

For description, see NES 401.

[JWST 409 Season of Migration (also NES 409, RELST 409)]

Fall. 4 credits. Not offered 2003-2004.
S. Toorawa.]

[JWST 420 Readings in Biblical Hebrew Prose (also NES 420, RELST 420)]

Fall. 4 credits. Not offered 2003-2004.
G. Rendsburg.

For description, see NES 420.]

[JWST 421 Readings in Biblical Hebrew Poetry (also NES 421 and RELST 423)]

Spring. 4 credits. Prerequisite: one year of Biblical or Modern Hebrew. Course is repeated for credit. G. Rendsburg.

For complete description, see NES 421.

[JWST 422 Dead Sea Scrolls (also RELST 422, NES 422)]

Spring. 4 credits. Not offered 2003-2004.
G. Rendsburg.

For description, see NES 422.]

[JWST 423 Sacred Fictions (also NES 423, RELST 411, COM L 411, CLASS 461 and SOC H 411)]

Fall. 4 credits. K. Haines-Eitzen.

For description, see NES 423.

[JWST 425 Concepts of Improvisation (also MUSIC 415 and NES 425)]

Fall. 4 credits. Limited to 25 students.

Prerequisite: ability to read music. J. Rubin.

For complete description, see NES 425.

[JWST 446 History of Jews in Modern France (also HIST 417, FRLIT 413)]

Fall. 4 credits. Not offered 2003-2004.
V. Caron.

For description, see HIST 417.]

[JWST 453 History of Modern German Jewry: From the Enlightenment to the Post-1945 Era (also HIST 433, GERST 433)]

Spring. 4 credits. Not offered 2003-2004.
V. Caron.

For description, see HIST 433.]

[JWST 456 History of Women and Gender in the Modern Middle East (also NES 456, GOVT 484, and FGSS 456)]

Spring. 4 credits. M. Campos.

For complete description, see NES 456.

[JWST 458 Imagining the Holocaust (also JWST 658, ENGL 458/658, GERST 457/657)]

Spring. 4 credits. Not offered 2003-2004.
D. Schwarz.

For description, see ENGL 458.]

[JWST 474 Topics in Modern Europe: Intellectual and Cultural History (also HIST 474, COM L 474)]

Fall. 4 credits. Not offered 2003-2004.
D. LaCapra.

For description, see HIST 474.]

**[JWST 478 Jewish-American Writing
(also AM ST 473, ENGL 479)]**

Fall. 4 credits. Not offered 2003-2004.
J. Porte.

For description, see ENGL 479.]

**[JWST 491-492 Independent Study—
Undergraduate]**

Fall and spring. Variable credit. Staff.

**[JWST 493 Cosmopolitan Alexandria
(also S HUM 411, NES 493, COM L
406)]**

Fall. 4 credits. Not offered 2003-2004.
D. Starr.

For description, see NES 493.]

**[JWST 498 Comparative Semitics (also
NES 498)]**

Fall. 4 credits. A. Rahmouni.

For description, see NES 498.

[JWST 499 Independent Study—Honors]

Fall and spring. Variable credit. Staff.

**[JWST 658 Imagining the Holocaust
(also JWST 458, ENGL 458/658)]**

Spring. 4 credits. Not offered 2003-2004.
D. Schwarz.

For description, see ENGL 458/658.]

Courses not offered 2003-2004

JWST 197 Introduction to the Near Eastern
Civilization (also NES 197 and RELST 197)

JWST 236 Israel: Literature and Society (also NES
236)

JWST 248 Introduction to Classical Jewish History
(also RELST 248 and NES 248)

JWST 255 Women and the Holocaust (also ENGL
252, FGSS 252)

JWST 261 Ancient Seafaring (also NES 261,
ARKEO 275)

JWST 271 Yiddish Linguistics (also LING 241)

JWST 299 The Hebrew Bible and the Arabic
Qur'an in Comparative Perspective (also NES
299, RELST 299, COM L 299)

JWST 323 Reinventing Biblical Narrative
Apocrypha and Pseudepigrapha (also NES
323, RELST 323)

JWST 328 Gnosticism and Early Christianity (also
NES 328, RELST 330)

JWST 344 The History of Early Christianity (also
NES 324, CLASS 344 and RELST 325)

JWST 346 Seminar in Nineteenth-Century Jewish
Intellectual History (also NES 347 and
RELST 346)

JWST 347 Gender and Judaism (also FGSS 347,
RELST 343, NES 345)

JWST 352 The Transformation of European Jewry
(also HIST 389)

JWST 363 Society and Law in the Ancient Near
East (also NES 363)

JWST 366 The History and Archaeology of the
Ancient Near East (also NES 366, ARKEO
366)

JWST 371 A Mediterranean Society and Its
Culture: The Jews under Classical Islam (also
NES 371, RELST 371, COM L 371)

JWST 418 Exploring the Israeli Folksong (also S
HUM 418, MUSIC 418)

JWST 428 Medieval Hebrew Biblical Exegesis
(also NES 428, NES 624 and RELST 428)

JWST 435 Aramaic (also NES 435)

JWST 442 German Jewish Culture: From the
Enlightenment to the Present (also GERST
442 and S HUM 442)

JWST 449 Rescreening the Holocaust (also
GERST 449, COM L 453, THETR 450)

JWST 454 Anti-Semitism and the Crisis of
Modernity: From the Enlightenment to the
Holocaust (also HIST 435)

JWST 474 Topics in Modern European Intellectual
and Cultural History (also HIST 474)

JWST 494 Studies in the Novel: Reading Joyce's
Ulysses (also ENGL 470)

JWST 623 Encounters with the Dead (also JWST
323, ITALL 323/623, COML 323/623)

JWST 639 Islamic Spain: Culture and Society (also
NES 339/639, JWST 339, RELST 334, SPAN
L 339/699, COM L 334)

JWST 694 Joyce's Ulysses and the Modern
Tradition (also ENGL 670)

**JOHN S. KNIGHT INSTITUTE FOR
WRITING IN THE DISCIPLINES**

The director of the John S. Knight Institute is Jonathan Monroe, associate dean of the College of Arts and Sciences, professor in the Department of Comparative Literature, and George Elliott Reed Professor of Writing and Rhetoric. Katherine Gottschalk, senior lecturer in the Department of English, is the Walter C. Teagle Director of First-Year Writing Seminars. The Institute's offices are in 101 McGraw Hall, 255-4061.

S. Donatelli (Sophomore Seminars Program), M. Gilliland (Writing Workshop), K. Hjortshøj (Writing in the Majors), J. Kusza (Electronic Communication and Assessment), B. LeGendre (Writing Workshop), J. Martin (Writing Workshop), J. Pierpont (Writing Workshop), E. Shapiro, (Writing Workshop).

The John S. Knight Institute helps to coordinate the teaching of writing for undergraduates in six of the university's schools and colleges (the School of Industrial and Labor Relations and the colleges of Agriculture and Life Sciences; Architecture, Art, and Planning; Arts and Sciences; Engineering; and Human Ecology). The program administers writing seminars for first-year and upperclass students, discipline-based seminars in its Sophomore Seminars Program, tutorial writing classes, and seminars in the teaching of writing. More than thirty academic departments and programs participate in the program.

First-Year Writing Seminars

For first-year students the Institute offers the first-year writing seminars—more than 125 different courses in the humanities, social sciences, expressive arts, and sciences. Through introductory work in a particular field of study, seminars help students write good English expository prose—prose that, at its best, is characterized by clarity, coherence, intellectual force, and stylistic control. All seminars pursue this common aim through small classes, with a maximum of 17 students,

and adherence to a program-wide set of guidelines:

- Seminars require at least six—and at most 12—formal essays on new topics. (While these assignments should total about 30 pages, some of the 30-page total may include major drafts which receive commentary from the instructor and are later significantly revised.) Assignments form a logical sequence.
- At least three of the 6-12 required essays are developed through several stages of revised drafts under the instructor's guidance. Guidance may include, in addition to written commentary on drafts, individual conferences, in-class group work, peer commentary, reading responses, journals, and so on.
- Ample classroom time is spent on work directly related to writing.
- Reading assignments in the course subject are kept under 75 pages per week to permit regular, concentrated work on writing.
- All students meet in at least two individual conferences with the instructor.

Offerings change from semester to semester. Each term's first-year writing seminars are described in a brochure available from college registrars in the fall and on the web in the spring.

To ensure that students will enjoy the benefits of small writing classes, first-year writing seminars are limited to no more than 17 students. Instead of pre-enrolling in their writing courses, students request placement in one of five writing seminars by filling out ballots available from their college registrars in the fall and on the web in the spring. Over 90 percent receive one of their top three choices. After placement by ballot, students may change their writing seminars via electronic add and drop. Writing seminars may be added only during the first two weeks of each semester.

The colleges and the schools served by the Institute accept first-year writing seminars in fulfillment of their individual graduation requirements in categories referred to variously as "first-year writing," "oral and written expression," and the like. The Institute does not decide whether students may graduate: it makes courses available. Individual colleges and schools administer their own graduation requirements.

Currently, most undergraduate students are required to take two first-year writing seminars. Architecture majors, however, need only one. Hotel students fulfill their requirement in one semester, through H ADM 165 in one semester plus one First-Year Writing Seminar in the other. Agriculture and Life Sciences students can take first-year writing seminars or choose from among a variety of other courses to fulfill their requirement.

All students who score "4" or "5" on the Princeton Advanced Placement Examination in English receive three credits. Such credits are awarded automatically; no application to the John S. Knight Institute or the Department of English is necessary. How these credits may be applied to first-year writing or other distribution requirements depends on the student's college and score. All students who score "5," except Architecture majors, may

apply their three credits towards the writing requirements of their college. Of students who score "4," only Agriculture and Life Sciences students and Industrial and Labor Relations students may apply their three credits toward the writing requirements of their college. Students should always consult their college registrars to be certain that they understand their writing requirements.

Students who have already taken a first-year writing seminar, or who score "4" or "5" on the Princeton AP exam, or "700" or better on the English Composition or CEEB tests, may enroll, space permitting, in the following upper-level first-year writing seminars: ENGL 270, 271, or 272.

Although there are no exemptions from college writing requirements, some students may fulfill all or part of their college's writing requirement through transfer credits or writing-course substitutions.

For work done at other institutions, to be accepted as equivalent to first-year writing seminars, students should demonstrate that they have done a reasonably equivalent amount of writing in a formal course. (It is not sufficient to write, for example, one 30-page term paper.) Students in the College of Engineering and the College of Arts and Sciences must file an "application for transfer evaluation" to request writing credit for such courses; students in other colleges should consult their college registrars.

In unusual circumstances, upper-level students may petition to use a Cornell writing course other than a first-year writing seminar to satisfy part of their writing requirement. The John S. Knight Institute must approve all such petitions in advance.

For information about the requirements for first-year writing seminars and descriptions of seminar offerings, consult the John S. Knight Institute brochure, available from college registrars in August for the fall term and on the web in late October for the spring term.

English 288-289: Expository Writing

English 288-289, "Expository Writing," helps students write with more confidence and skill in all disciplines. Open to Cornell sophomores, juniors, and seniors, ENGL 288-289 courses explore themes shaped by a genre or use of expository writing, by the common concerns of several disciplines, or by an interdisciplinary topic intimately related to the written medium. Although English department instructors make up roughly half the staff, the Knight Institute's involvement enables the course to extend and diversify its offerings in separately defined, 16-member sections that appeal to the varied interests and needs of students in many areas of study. Students may choose among a variety of sections focusing on such themes as "Minding the Body," "The Essay: Personal to Public," "Issues, Audiences, and Ourselves," "Reading the News, Understanding the Media," and "Myths of the City." All staff are selected because their special interests and their training and experience in First-Year Writing Seminars promise original course design and superior performance.

Sophomore Seminars

Since 2001, the John S. Knight Institute has been sponsoring a distinctive tier of electives through its Sophomore Seminars Program. The

program involves a range of disciplines across the College of Arts and Sciences and the university. Building on an introductory exposure to discipline-specific approaches to writing gained by students in their two required First-Year Writing Seminars, the Sophomore Seminars provide interested students with an early mentoring experience in a small forum with leading university professors. Seminar enrollment is limited to 15 students. The program is intended to prepare sophomores for the more advanced and increasingly specialized work they will undertake in their chosen fields as juniors and seniors. Each Sophomore Seminar is presented in an interdisciplinary context, and each may serve as a gateway to a particular major. The institute projects a full roster of 30 Sophomore Seminars by academic year 2005-2006. By the end of the present academic year, the Knight Institute already will have sponsored the following 24 seminars from 17 disciplines:

Knight Institute Sophomore Seminars

2001-2004

- | | |
|------------|--|
| ANTHR 211 | Nature and Culture |
| AEM 200 | Contemporary Controversies in the Global Economy |
| ART 372 | Contemporary Art: Making and Looking |
| AAS 211 | Race and the American City: Reading New York and San Francisco |
| AAS 210 | South Asian Diasporic Locations |
| ASTRO 233 | From Planets to Galaxies: The Origin of Cosmic Structures |
| CLASS 244* | Psyche, Ego, and Self |
| COM L 215 | Comparative American Literatures |
| COM L 225 | Poetry and Poetics of Difference |
| BIOEE 467 | Why Is Evolutionary Biology So Controversial? |
| ENGL 204 | Introduction to American Literatures: Narrating the Nation |
| ENGL 209 | Introduction to Cultural Studies |
| ENGL 220* | The Idea of the Pet in Literature |
| ENGL 221 | Imagining the Holocaust |
| GOVT 215 | Gender, Nationalism, and War |
| HIST 225* | U.S./Mexico Border: History, Culture, and Representation |
| HIST 232* | Eyewitness to War in the Ancient World |
| HIST 241 | Riot and Revolution in Nineteenth-Century Africa |
| ITAL 250* | The Uses of Learning |
| MUSIC 300 | Proseminar in Musicology |
| NES 293 | Middle Eastern Cinema |
| NES 296* | Jesus in History, Tradition, and the Cultural Imagination |
| PHIL 216* | Self, Ego, Psyche |
| PSYCH 531 | Neuroscience as the Search for Perfect Self-Knowledge |
| SPANL 230 | Viewing Modern Barcelona |
| THETR 202 | Film Style and Cinema Experience: Fritz Lang and Martin Scorsese |
| THETR 446 | Shakespeare in (Con)text |
- *Not offered in 2003-2004.

Writing in the Majors

Spanning the humanities, social sciences, and sciences, the Knight Institute's upper-level, Writing in the Majors courses do not satisfy formal writing requirements, and faculty participation is entirely voluntary. While all Writing in the Majors courses include extensive writing, usually with guided revision, they also emphasize other forms of active, interactive learning essential to scholarship and careers in the disciplines. Writing in the Majors initiatives have included individual and collaborative research projects, collaborative writing, oral presentations, group oral exams, field studies, authentic student-designed laboratory experiments, debates, analytical and critical reading exercises, topical symposia, conversation groups, student-led discussions, poster sessions, and many kinds of informal writing, including on-line exchanges. Varying radically in design and size, from enrollments of fewer than 10 students to more than 300, Writing in the Majors courses over the past thirteen years have involved collaboration with 100 faculty members and more than 150 graduate teaching assistants to enrich learning in 63 upper-level courses offered in 22 departments.

Teaching Writing

Each summer and fall, the Institute offers instruction in the teaching of writing to new staff members in the first-year writing seminars and other interested instructors. Teaching Writing, offered in the summer or fall, is primarily a course for graduate students. The program also sponsors a summer apprenticeship program for a limited number of graduate students, and a summer seminar for faculty members interested in the teaching of writing.

WRIT 700 Teaching Writing

Summer and fall. 1 credit. S-U grade only. Teaching Writing introduces new instructors of Cornell's First-Year Writing Seminars to the challenges of teaching writing in courses that both introduce students to particular fields of study and develop the sophisticated writing skills students will need throughout their undergraduate careers and beyond. An overview of methodologies involved in the teaching of writing within a disciplinary context is provided by readings representing a range of pedagogical theories and practices, seminar discussions, and presentations of faculty, visiting scholars in the field, and experienced TAs. Participants in the course prepare written assignments designed to prepare them for the actual work of their First-Year Writing Seminars. In addition, written critiques and explanatory rationales of those assignments provide an opportunity for reflection on the methods chosen and on the principles underlying them.

Writing Workshop

The John S. Knight Institute offers "An Introduction to Writing in the University" for first-year students (or transfer students needing writing credit) through the Writing Workshop. This course is designed for students who have had little training in composition or who have serious difficulty with writing assignments.

WRIT 137 and 138 are graded S-U only, and students receiving a grade of S are granted credit toward their college writing requirements. Students who think this course might be appropriate, including non-native

speakers of English scoring less than 600 on the Test of English as a Foreign Language (TOEFL), should attend the assessment sessions offered by the Writing Workshop during orientation week each fall. The Workshop also offers a Walk-In Service (see below) to help students work on writing assignments. The director is Joe Martin, senior lecturer in the Writing Workshop. The Workshop offices are in 174 Rockefeller Hall, 255-6349.

The Walk-In Service

Through the Walk-In Service, the Writing Workshop offers tutoring assistance in writing to any student who needs help with a writing project. The Walk-In Service has tutors available during the academic year in 174 Rockefeller and north- and west-campus residential areas. The director is Mary Gilliland. For information contact the Writing Workshop, 174 Rockefeller Hall, 255-6349.

WRIT 137-138, 134 An Introduction to Writing in the University

137, fall; 138, spring; 134, summer. 3 credits each term. Each section limited to 12 students in the fall and spring, 6 students in the summer. S-U grades only.

Prerequisite: permission of instructor.

This writing seminar is designed for students who need more focused attention to master the expectations of academic writing. The course emphasizes the analytic and argumentative writing and critical reading essential for university-level work. With small classes and weekly student/teacher conferences, each section is shaped to respond to the needs of students in that particular class.

WRIT 139-239 Special Topics in Writing

Fall, spring. 139, undergraduate students only; 239, graduate students only. 3 credits. S-U grades only. Cannot fulfill any writing or distribution requirements.

Prerequisite: permission of instructor.

These courses allow students the opportunity to resolve significant writing challenges that have interfered with their academic progress. Students must have ongoing writing projects on which to work. Instruction is in weekly tutorials. Interested students should come to 174 Rockefeller for more information.

KHMER (CAMBODIAN)

See Department of Asian Studies.

KOREAN

See Department of Asian Studies.

LATIN AMERICAN STUDIES

190 Uris Hall

M. Roldan, director; M. J. Dudley, associate director; L. Benería, R. Blake, D. Block, D. Castillo, C. Castillo-Chávez, M. L. Cook, R. Craib, D. Cruz de Jesús, T. Davis, E. Dozier, B. Deutsch-Lynch, G. Fields, M. A. Garcés, M.C. García, W. Goldsmith, K. Graubart, J. Haas, J.-P. Habicht, J. Henderson, Z. Iguina, S. Jackson, T. Jordan, S. Kyle, D. R. Lee, L. Morató, J. Oliveira, K. O'Neill, J. E. Paz-Soldán, G. Peltó, J. Piedra, A. Power, E. Rodríguez, J. Routier-Pucci, V. Santiago, H. Schamis, R. Sierra, M. Stycos, M. Suñer, T. Turner, H. Vélez.

Emeritus: B. J. Isbell, J. Murra, D. Sola, J. M. Stycos, D. Thurston.

The Latin American Studies Program encourages and coordinates faculty and student interests in Latin America. A variety of special lectures, films, and seminars supplement the regular course offerings. Graduate students may pursue a minor in Latin American Studies, while majoring in the field of their choice.

Undergraduate Concentration

Undergraduate students may fulfill a Latin American Studies Concentration by completing a minimum of 15 credits in Latin American Studies courses combined with language proficiency in Quechua, Spanish, or Portuguese. Latin American courses are offered in the College of Agriculture and Life Sciences; the College of Architecture, Art, and Planning; the College of Arts and Sciences; the College of Human Ecology; the School of Hotel Administration; and the School of Industrial and Labor Relations.

For further information and a current course listing, students should contact the program office at 255-3345, or visit 190 Uris Hall.

Latin American Studies Core Courses

It is strongly recommended that undergraduate concentrators take the interdisciplinary core course, SPANL 320/LSP 301/ANTHR 340 Perspectives on Latin America.

Particular attention is drawn to the following courses that students have taken in the past to complete requirements for the undergraduate concentration or the graduate minor. Other courses may be substituted with the approval of the adviser.

AM ST

219 Mexican Immigration to the U.S. (LASP 215)

226 Migrations, Cultures and Nation (LASP 226)

ANTHR

204 Ancient Civilizations (LASP 201)

221 Ethnographies of Latino Culture (LASP 221)

255 Great Empires of the Andes (LASP 255)

333 Ethnology of the Andean Region (LASP 333)

340 Perspectives on Latin America (LASP 301)

346/646 The Kayapo of Brazil (LASP 344/644)

355 Archaeology of Mexico and Central America (LASP 355)

356 Archaeology of the Andes (LASP 356)

382 Latin America: An Anthropological Perspective (LASP 382)

456 Mesoamerican Religion, Science, and History (LASP 456)

487 Field Research Abroad—Cornell-Honduras Program (LASP 487)

499 The Amazonian Imagination: Reflections on the Savage State (LASP 499)

656 Maya History (LASP 656)

ARKEO

355 Archaeology of Mexico and Central America (LASP 355)

356 Archaeology of the Andes (LASP 356)

ART H

368 Modern and Contemporary Latin American Art (LASP 368)

AS&RC

451 Politics and Social Change in the Caribbean (LASP 451)

455 Caribbean Literature (LASP 455)

530 Womanist Writing Africa and Caribbean (LASP 530)

COM L

482 Latin American Woman Writers (LASP 482)

CRP

371 Cuba: The Search for Development Alternatives (LASP 371)

376/676 Latin American Cities (LASP 376/676)

616 Globalization and Development

670 Regional Planning and Development in Developing Nations

671 Seminar in International Studies and Planning

ECON

425 Economic History of Latin America (LASP 425)

468 Economic Problems of Latin America (LASP 468)

748 Issues in Latin American Development (LASP 748)

ENGL

243 Poetry and Politics in the Americas (LASP 243)

418 Racial Democracy in the Americas (LASP 418)

676 Testimonio (Testimonial Narrative) in the Americas (LASP 678)

GOVT

340 Latin American Politics (LASP 340)

430 Democracy, Power, and Economic Reform: Cross-Regional Perspectives (LASP 430)

433 Politics of Economic Liberalization in the Developing World (LASP 433)

448 The Quality of Democracy in Latin America (LASP 448)

630 The Political Economy of Market Reform (LASP 630)

631 Comparative Labor Movements in Latin America (LASP 631)

- 638 Latin American Political Economy (LASP 638)

H ADM

- 452 Sustainability Issues in the Yucatan and Belize (LASP 452)
- 455 Ecotourism and Sustainable Development (LASP 457)
- 496 Latin American Hotel Development Seminar (LASP 496)
- 498 Sustainability Field Trip in Mexico (LASP 498)

HIST

- 195 Colonial Latin America (LASP 195)
- 196 Modern Latin America (LASP 196)
- 202 Comparative Migration in the Americas (LASP 202)
- 206 Modern Mexico (LASP 206)
- 216 Gender and Colonization in Latin America (LASP 216)
- 219 Mexican Immigration to the U.S. (LASP 215)
- 224 Art and Politics—20th-Century Latin History (LASP 224)
- 225 The U.S.-Mexico Border: History, Culture, Representation (LASP 225)
- 226 Migration, Cultures and Nation (LASP 226)
- 245 Drugs: People, Policies, Politics (LASP 245)
- 249 Race and Class in Latin American History (LASP 249)
- 296 Modern Latin America (LASP 296)
- 306 Modern Mexico: Independence to Zapatistas (LASP 306)
- 309 History and Geographical Imagination (LASP 309)
- 323 Mexico: From Empire to Nation (LASP 323)
- 347 Agrarian Societies in Latin American History (LASP 347)
- 348 Contemporary Brazil (LASP 348)
- 404 Ethnicity, Race, and Indigeneity in Latin America (LASP 404)
- 418 Agrarian History (LASP 416)
- 423 Chronicles of the Conquest of Latin America (LASP 423)
- 424 Art and Politics in Twentieth-Century Latin America (LASP 424)
- 438 History's Margin: Frontiers and Borders in Comparative Perspective (LASP 438)
- 445/645 Prostitutes and Patriots: The Urban Construction of Citizenship in Latin American History (LASP 445/645)
- 449 Race and Class in Latin American History (LASP 449)
- 459/659 Radicals and Revolutionaries in Modern Latin American (LASP 459/659)
- 470 Violence, Nation, Myth: The Americas 1790–1940 (LASP 470)
- 475 Bandits, Deviants and Rebels (LASP 475)
- 649 Topics in Latin American History (LASP 649)

ILR

- 304 Comparative North American Labor History: Mexico, Canada, and the U.S. in the 20th Century (LASP 304)
- 332 Labor in Developing Economies (LASP 332)
- 339/739 The Political Economy of Mexico (LASP 339/739)
- 631 Comparative Labor Movements in Latin America (LASP 631)
- 638 Labor, Free Trade, and Economic Integration in the Americas (LASP 640)
- 731 The Transformation of Industrial Relations in Latin America (LASP 731)

INTAG

- 402 Agriculture in Developing Nations (LASP 402)
- 403 Traditional Agriculture in Developing Countries (LASP 403)

LING

- 407 Grammatical Structure of Spanish I (LASP 409)

MUSIC

- 103 Introduction to World Music: Africa and the Americas (LASP 103)

NBA

- 590 Business in Latin America (LASP 590)

PORT

- 121–122 Elementary Portuguese (LASP 125–126)
- 209–219 Intermediate Composition (LASP 208–228)
- 319–320 Readings in Luso-Brazilian Literature (LASP 305–308)

QUECH

- 121–122 Elementary Quechua (LASP 127–128)
- 131–132 Elementary Quechua (LASP 131–132)
- 133–134 Continuing Quechua (LASP 133–134)
- 136 Quechua Writing Lab (LASP 136)
- 209–219 Continuing Quechua (LASP 210–220)
- 300 Independent Quechua (Directed Studies) (LASP 307)

SPANL

- 218 Introduction to Hispanic Literature (LASP 218)
- 232 Hispanic Storytelling Workshop (LASP 232)
- 245 Cinematic Images of Change (LASP 247)
- 246 Contemporary Narratives by Latina Writers (LASP 246)
- 300 Gender and Sexuality in Latin America (LASP 302)
- 301 Hispanic Theater Production (LASP 303)
- 313 Creative Writing in Spanish (LASP 313)
- 315 Renaissance Hispanism: Spain and the Americas (LASP 315)
- 317 Readings in Colonial Spanish-American Literature (LASP 317)

- 318 Readings in Modern Spanish-American Literature (LASP 318)
- 319 Renaissance Hispanisms (LASP 319)
- 320 Perspectives on Latin America (LASP 301)
- 323 Readings on Latin American Civilizations (LASP 325)
- 332 Modern Drama in Spanish America (LASP 334)
- 333 Spanish-American Short Story (LASP 336)
- 335/645 Spanish American Mystery Fiction (LASP 335/645)
- 343/643 Caribbean Women Writers (LASP 343/643)
- 345 Contemporary Spanish-American Novel (LASP 345)
- 346 Hispanic Caribbean Culture and Literature (LASP 346)
- 348 Cuban Literature (LASP 358)
- 350 Literature of Conquest (LASP 350)
- 352 Race and Literature in Hispanic Caribbean (LASP 352)
- 364/664 Culture and Civilization of the Andean World (LASP 364/664)
- 365/665 Contemporary Sociopolitical Issues in the Andes (LASP 365/665)
- 370 Fictions of Wonder: Variations of the Marvelous in Hispanic Literatures (LASP 370)
- 373 Poetry and History of the Americas: Transatlantic Readings (LASP 373)
- 374 Caribbean Popular Culture (LASP 374)
- 381 Fin de Siglo (LASP 381)
- 390 The Fiction of Manuel Puig (LASP 390)
- 392 Latin American Theater (LASP 392)
- 395 Modern/Contemporary Andean Literature (LASP 395)
- 403 After Immigration (LASP 405)
- 419/420 Special Topics in Hispanic Literature (LASP 419/420)
- 427/627 Cultural Politics of 1968 in Paris and Mexico City (LASP 427/627)
- 428 Vargas Llosa (LASP 428)
- 429/430 Honors Work in Hispanic Literature (LASP 429/432)
- 449/649 Writing in the First Person: Transatlantic Readings (LASP 447/647)
- 450/650 Literature of Conquest (LASP 450/650)
- 453 The Construction of Memory (LASP 453)
- 454 The Anthropological Imagination in Caribbean Literature (LASP 454)
- 474 Translation and Comparative Poetics (LASP 474)
- 483 Macondo/McOndo: Our Fin de Siglo? (LASP 483)
- 492 Latin American Women Writers (LASP 492)
- 625 Latin American Literature and Mass Media (LASP 625)

- 639/640 Special Topics in Latin American Literature (LASP 639/642)
- 655 Mexican Revolution in Novel and Film (LASP 655)
- 661 Sin, Crime, and Scandal (LASP 661)
- 698 The Latin American "Boom" (LASP 698)
- SPANR**
- 101 Basic Course in Spanish (LASP 101)
- 112 Elementary Spanish (LASP 112)
- 121-122 Elementary Spanish (LASP 121-122)
- 123 Continuing Spanish (LASP 123)
- 200 Spanish for English/Spanish Bilinguals (LASP 200)
- 207 Intermediate Spanish for the Medical and Health Professions (LASP 207)
- 209-219 Intermediate Spanish Composition and Conversation I and II (LASP 209-219)
- 300 Directed Studies. Extra credit for ANTHR 333 and CRP 371 (LASP 300)
- 310 Advanced Spanish Conversation and Pronunciation (LASP 310)
- 311-312 Advanced Composition and Conversation I and II (LASP 311-312)
- 366 Spanish in the United States (LASP 366)
- 407 Applied Linguistics: Spanish (LASP 407)
- 408 The Grammatical Structure of Spanish (LASP 408)
- 630 Spanish for Reading (LASP 632)

LATINO STUDIES PROGRAM

434 Rockefeller Hall

The Latino Studies Program is an interdisciplinary academic program that focuses on the contributions, concerns, and welfare of those persons of Latino origin who reside in the United States. It includes support for historical, linguistic, literary, social, economic, and political studies of this diverse group of Americans. To this end the program objectives are (1) to expand the available course curriculum by providing both undergraduate and graduate courses pertaining to Latino subject matters; (2) to enlarge the size of the Latino faculty at Cornell through permanent appointments visiting scholars, and post-doctoral fellowships; and (3) to enhance the academic environment on campus through support of such activities as lectures, conferences, seminars, exhibits, and research activities.

Undergraduate Concentration

The Latino Studies Program offers an undergraduate concentration in Latino Studies which consists of an interdisciplinary course of study primarily in history, sociology, anthropology, literature and language. To complete the concentration, students must take at least five courses (minimum total of 15 credits) in Latino Studies, including "Latinos in the United States" (LSP 201/SOC/R SOC 265) offered each spring semester. Students are required to include at least two courses at the 300 or 400 levels. Students who are interested

in the concentration must meet with the LSP adviser, senior lecturer Loretta Carrillo, and file an application with the Latino Studies Program office by the beginning of their junior year. A maximum of one independent study, which requires the approval of the LSP adviser, will be accepted to fulfill the requirements of the concentration. The FWS does not count towards fulfilling concentration requirements. Courses must be completed with a letter grade of C or above.

Graduate Minor

Students wishing to complete a graduate minor in Latino Studies need to formally register with the Latino Studies Program office, take an upper level seminar (400/600) tentatively entitled "Introduction to Latino Studies: History and Methodologies," and work intensively with a faculty member outside of their major field. Over the course of their study they will be expected to take two other Latino Studies graduate or advanced undergraduate courses outside of their major field. In lieu of available courses, the student and his or her minor field adviser may design a special project that culminates in a paper given at a conference or presented for publication. Each special project requires the approval of the director of graduate studies for the minor field. In addition, graduate students will participate in the annual Latino Studies Colloquium. Upon completion of the minor, students receive a Certificate from the program. Students wishing to pursue the Graduate Minor Field in Latino Studies must file an application at the Latino Studies Program, 434 Rockefeller Hall.

Library

The Latino Studies Program Library in 432 Rockefeller Hall serves Cornell students, faculty, staff, and the wider local community. The library maintains print and media material pertinent to U.S. Latino issues including an extensive collection of books, periodicals, and films. The library and conference room also provide meeting space for more than 20 Latino student organizations.

Courses

LSP 100 Introduction to World Music: Africa and the Americas (also MUSIC 103)

Spring. 3 credits. 1 hour discussion. M W 11:15-12:05. S. Pond.

Exploration of folk, popular, and traditional genres of the Western Hemisphere, particularly the African diaspora. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

[LSP 110 Introduction to American Studies: New Approaches to Understanding American Diversity: The Twentieth Century (also AM ST 110 and HIST 111)]

4 credits. Not offered 2003-2004.

M. C. Garcia.

This course examines American national life in the twentieth century and asks questions about the changing meaning of national identity. What does it mean to be an American in the twentieth century? What does it mean to assimilate? Can one assimilate structurally and yet maintain a distinct cultural identity? In what ways do racial and ethnic perceptions structure political, economic, and cultural life? This is a team-taught

interdisciplinary course in which students analyze historical, literary, and cultural evidence in exploring these and other issues.]

LSP 201 Latinos in the United States (also SOC 265 and RSOC 265)

Spring. 4 credits variable. T R 2:55-4:10.

H. Velez.

Exploration and analysis of the Hispanic experience in the United States. An examination of sociohistorical background and economic, psychological, and political factors that converge to shape a Latino group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

LSP 202 Spanish for English/Spanish Bilinguals (also SPANR 200)

Fall and spring. 3 credits. T R 11:40-12:55.

N. Maldonado-Mendez.

A course designed to expand bilingual student's knowledge of Spanish providing them with ample opportunities to develop and improve each of the basic language skills.

[LSP 203 Comparative Migration to the Americas (also HIST 202 and AM ST 204)]

4 credits. Not offered 2003-2004.

M. C. Garcia.

This seminar examines migration both within and to the Americas in the nineteenth and twentieth centuries. Topics discussed include the reasons for population movements; immigration policies; social, economic, and political accommodation; nativist and restrictionist responses; and women and migration, remittances, and transnationalism. Among the immigrant-receiving nations studied are Argentina, Brazil, Canada, Cuba, Mexico, and the United States.]

[LSP 219 Mexican Immigration to the United States (also HIST 219, AM ST 219, LASP 215)]

4 credits. Not offered 2003-2004.

This seminar course explores the historical and contemporary conditions and expressions of Mexican immigrants in the twentieth-century. We discuss issues such as: the history of the Southwest; historical ideologies and theories of immigration and national identity; socio-economic conditions; cultural displays of identity; the politics of Mexican immigration and activism; adaptation and resistance of Mexican immigrants and their children to "mainstream" culture; economic and social policies and their effects upon the Mexican immigrant communities; and trans-national identities and globalization.]

LSP 220 Sociology of Health and Ethnic Minorities (also R SOC 220)

Fall. 3 credits. T-R 10:10-11:25. P. Parra.

Discusses the health status of minorities in the United States. Specifically, we explore intragroup diversity such as migration, economic status, and the influence of culture and the environment on health status and access to health care. Although special attention is given to Latino populations, discussion encompasses other minorities who face similar problems.

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

3 credits. Not offered 2003–2004.

V. Santiago-Irizarry.

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

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

4 credits. Not offered 2003–2004. R. Craib, M. C. Garcia.

A writing-intensive, interdisciplinary sophomore seminar on the U.S.-Mexico border. The study of borders, and specifically of the U.S.-Mexico border, requires us to cross the disciplinary and methodological borders of academe itself. The proliferation of provocative writings on the border in recent years bears this assumption out: in no other field of study has the literature been so remarkably interdisciplinary, so methodologically eclectic, nor so theoretically provocative. This seminar intends to tap that literature to help students analyze and understand the histories, cultures and representations of the border that are so important to contemporary self-fashioning and policy-making in the United States and Mexico. Readings include works of fiction, literary and cultural theory, history, science studies, and postcolonial criticism. Students can expect to write several papers of varying lengths that develop their skills in historical research and textual criticism.]

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

Fall. 4 credits. M W 2:55–4:10. M. P. Brady. It is estimated that by the year 2030, the Latino/a population in the United States will be the largest "minority group" in the country. This course seeks to introduce students to the growing body of literature across time, space, and genre, by the various U.S. Latino/a communities. Of particular interest are the manner and degree to which Latino/a literature's converge and diverge as they explore issues of "race," ethnicity, sexuality, class, nationality, and identity in general, at a time when the American profile is increasingly becoming "latinized." Authors examined include Juan Seguin, Alurista, Gloria Anzaldúa, Cherrie Moraga, Bernardo Vega, Miguel Piñero, Nicolosa Mohr, Cristina Garcia, Oscar Hijuelos, Julia Alvarez, Rubén Martínez, and several others.

[LSP 246 Contemporary Narratives by Latina Writers (also SPANL 246 and FGSS 246)]

Fall. 3 credits. T-TH 2:55–4:10. L. Carrillo. This course offers a survey of narratives by representative Latina writers of various Latino ethnic groups in the United States including Chicana, Chilean, Cuban, Dominican, and Puerto Rican. We investigate the parallel development of a Latina perspective on personal, social and cultural issues alongside

that of the U.S. ethnic liberation/revitalization movements of the 1960s through to contemporary feminist activism and women of color movements. We investigate these works as artistic attempts to deal with such issues as culture, language and bilingualism, family, gender, sexuality, and domesticity. We account for regional distinctions and contributions. Readings include works by Julia Alvarez, Gloria Anzaldúa, Elena Castedo, Ana Castillo, Denise Chávez, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Nora Glickman, Nicholasa Mohr, Cherrie Moraga, Archy Obejas, Esmeralda Santiago, Ana Lydia Vega, and Helena Mar'a Viramontes.

[LSP 258 U.S. Culture and Mexican Americans, 1848-Present (also HIST 258, AM ST 257)]

4 credits. Not offered 2003–2004.

This course explores the different political and cultural interactions between dominant ideologies of nationalism, race, and ethnicity in the United States, and Mexican Americans. We explore these questions of national identities in conjunction to gender, class, and political discourses, and use both primary sources and secondary sources in our course.]

[LSP 260 Introduction to U.S. Latino History, Part I (also HIST 260 and AM ST 259)]

4 credits. Not offered 2003–2004.

M. C. Garcia.]

[LSP 261 Latinos in the United States: 1898 to the present (also HIST and AM ST 261)]

Spring. 4 credits. TR 2:55–4:10.

M. C. Garcia.

This course examines the history of various Latino populations in the United States since 1898. Some of the topics we will discuss include: immigration as the product of U.S. hemispheric policies; the civil rights struggles of the twentieth century and the evolution of a distinct "Latino" identity; the "new" migration from Latin America; the transnational influence of immigrant communities on their homelands.

[LSP 311 Social Movements (also R SOC and AIS 311)]

Spring. 3 credits. A. Gonzales.

Social movements are collective efforts by relatively powerless groups of people to change society. Typically conceptualized as non- (or extra-) institutional political activity, social movements are "politics by other means." In this course we will examine the transnational dimensions of social movements to assess the implications of globalization for political mobilization and the ways that social movement actors engage global political process to effect social change. Under what circumstances do movements emerge? How do global processes shape both domestic and transnational political mobilization? How do movements internally organize and choose political tactics and strategies to achieve their goals? How have social movements changed history, identities, society and politics? This course addresses these and related questions through an examination of indigenous peoples movements in the United States, Canada, and Latin America.

[LSP 319 Minority Politics in the United States (also GOVT 319)]

4 credits. Not offered 2003–2004.

M. Jones-Correa.

In 1965 the landscape of American politics changed dramatically with the passage of the Voting Rights Act. That same year, Congress passed the Immigration Reform Act, which though little heralded at the time, arguably has had equally profound effects. This course provides a general survey of minority politics in the United States, focusing on the effects of these two key pieces of legislation. The course highlights the relationships between immigrants and minorities, electoral politics and protest politics, and between cooperation and competition within and among minority groups. The purpose of the course is not only to pinpoint the similarities and differences in the agendas and strategies adopted by minority groups, but to indicate the interaction between "minority" politics and American politics as a whole.]

[LSP 366 Spanish in the United States (also LING 366 and SPANR 366)]

Spring. 4 credits. Prerequisite: some knowledge of Spanish. T R 10:10–11:25.

M. Suer.

This course provides an examination of major Spanish dialects in the United States from a linguistic perspective. Contrast is made to the standard language. Topics include borrowing, interference, and code switching. Special emphasis is on syntactic, morphological, and phonological characteristics.

[LSP 368 Modern and Contemporary Latino/Latin American Art (also ART H 368)]

Fall. 4 credits. T R 2:55–4:10.

M. Fernandez.

This course is designed as a thematic survey of Latin American Latino art from the early twentieth century to the present. Attention is given to issues such as the effect of colonialism on Latin American Latino visual arts, the creation of national artistic styles, the relation of Latin American arts and artists to European and American cultural centers, the interaction of high art and popular culture, the role of art criticism on popular perceptions of Latin American art, and the contributions of Latin American Latino women to various aspects of artistic practice.

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

Fall. 4 credits. T R 10:10–11:25.

V. Santiago-Irizarry.

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

[LSP 386 Third Cinema (also FILM 386)]

4 credits. Prerequisite: previous course in film history or analysis helpful, though not mandatory. Time/day TBA. Not offered 2003–2004. Next offered spring 2005.

A. Villarejo.

This course explores postcolonial film and video through the rubric of "third cinema." We

investigate the diverse historical, national, political, and generic commitments of films from Africa, South Asia, U.S. Latino, Latin America, and the United Kingdom. Readings in film and postcolonial theory guide our critical analyses of the film.]

[LSP 396 U.S. Latino Prose Fiction (also SPANL 396)]

4 credits. Conducted in Spanish. Not offered 2003-2004. D. Castillo.]

LSP 398 Latino/a Cultural Practices (also ENGL 398, AM ST 396)

Spring. 4 credits. TR 10:10-11:25. M. P. Brady.

This course explores Latino/a cultural work ranging from Ozines to comic books, architecture to film, music to sculpture, musicals to spoken word, theater to Internet sites. We 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 consider therefore the production of stereotypes (particularly in the nineteenth century) and the ongoing efforts of contemporary artists to dispel such stereotypes, to work along side them and to rework them. We also consider the relationship between cultural production, representation, and public policy. U.S. Latino/a history is strongly recommended as a prerequisite, but not required.

[LSP 403 After Immigration (also S HUM 403, SPANL 403)]

4 credits. Not offered 2003-2004. D. Castillo.]

[LSP 406 The Immigrant City: 1900-2000 (also S HUM 406, AM ST 406, HIST 412)]

4 credits. Not offered 2003-2004. M. C. Garcia.]

LSP 420/421 Undergraduate Independent Study

Fall and spring. 2-4 credits. Permission of instructor.

Guided independent study.

[LSP 424/624 Ethnoracial Identity in Anthropology, Language, and Law (also ANTHR 424/624)]

4 credits. Not offered 2003-2004. V. Santiago-Itzary.

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

[LSP 430 Immigrants, Membership and Citizenship (also GOVT 427, AM ST 430.4)]

4 credits. Not offered 2003-2004. M. Jones-Correa.

Immigrants are increasingly important players in the politics and economies of industrialized societies. However, in many cases despite their residence in these societies, their membership

and citizenship status is often in question. At times migrants are undocumented, living and working at the fringes of the protections and regulations afforded by the legal system. Or they may petition to enter as refugees, having to prove their right to stay. Even if residing permanently, immigrants may still not be citizens of their receiving country, or if they are, they may have dual nationality. This course explores the complications of membership and citizenship among migrants, refugees and immigrants, focusing largely on immigration to the United States.]

LSP 430.5 Exile, Immigrants, and Transnationals—Shaping U.S.-Cuba Relations (also AM ST 430.5 and HIST 448)

Spring. 4 credits. W 2:30-4:25. M.C. Garcia.

This upper-level seminar examines the role of political exiles and immigrants in shaping U.S. policy toward the country of origin. As a case study we will examine the economic and cultural relations between the United States and Cuba over the past two centuries, emphasizing the role of exiles and immigrants in shaping policy.

[LSP 462 Between Aztlan and Queens: Latina Culture in the Making of Space (also ENGL 462)]

4 credits. Not offered 2003-2004. M. P. Brady.]

[LSP 610 Political Identity: Race, Ethnicity, and Nationalism (also GOVT 610)]

4 credits. Not offered 2003-2004. M. Jones-Correa.

The social sciences generally treat ethnicity, nationalism and race as descriptive categories or variables, while avoiding actually defining these categories, or thinking about how they should be used. How should we go about describing ethnicity, nationalism, and race? Should we treat them as primordial or as social constructions? Much of the recent literature suggests the latter. If constructed, by whom are they constructed (or by what)? What constrains/structures these constructions? What purposes do these constructions serve? Whom do they serve? Are some constructions better representations of identity than others, and what does this mean? How should we go about applying these categories in political analysis?]

LSP 620/621 Graduate Independent Study

Fall, spring. 2 to 4 credits. Permission of instructor.

Guided independent study.

LSP 660 Latino Languages, Ideology, and Practice (also ANTHR 660)

Spring. 4 credits. Time TBA. V. Santiago-Itzary.

Cultural identity and citizenship in the United States have often been organized around linguistic difference and the issues this raises in an English-dominant society. Drawing from anthropological theories on language, this course looks at the place of language as a signifying practice in the United States by focusing on the experience of Latino communities. Topics explored include linguistic diversity and change, accommodation and resistance, language maintenance and shift, linguistic ideologies, the production of language hierarchies, and institutional applications of language.

[LSP 693 Gender, Globalization and Latino/a Literature (also ENGL 693)]

4 credits. Not offered 2003-2004.

M. P. Brady.

It is customary to date globalization as beginning at the end of World War II with the ensuing rapidity of international "development" and "modernization," the proliferation of transnational corporations, the end of the Cold War, and the crafting of the "geopolitical control model" as Venezuelan Sociologist Rosa del Olmo terms it. Alternatively, globalization might be dated to the development of a mercantile system centered upon slavery. Such a contrapuntal account offers a reminder that what Anthony Giddens calls global capitalism's "emerging world market in labour" or what Rhacel Parre-as refers to as the new "international division of reproductive labor" has perhaps a longer history. This definition also has the advantage of drawing into the conversation about globalization a broader spectrum of public intellectuals including Phyllis Wheatley, Herman Melville, José Martí, Maria Amparo Ruiz de Burton, Ignacio Bonilla, and other nineteenth century thinkers. This course begins by studying their insights into the production of (racialized) gender within a world-labor-market system and then narrow its focus to concentrate on the particular analysis provided by Latino/a writers and artists including Denise Chavez, Hector Tobar, Francisco Goldman, Reinaldo Arenas, Alma Lopez, Ana Mendieta, Dianne Gamboa, and Laura Alvarez. Each offers a critique of socio-economic change through the lens of gender by complicating the notions of flexible citizenship and cosmopolitanism championed by many theorists of globalization (whom we also study, including Ong, Sassen, Castells, Giddens, Massey, Cheah, Sub. Marcos, and others). Put differently, this course analyzes how many Latina/o authors, and their precursors, illustrate the fissures and faultlines of a neoliberalism emerging as a new form of civilization.]

LAW AND SOCIETY

Co-Directors: M. Fineman (law), *fall semester only*, 208 Myron Taylor Hall, 255-2622, mlf22@cornell.edu; R. Lieberwitz (ILR), *spring semester only*, 287A Ives Hall, 255-3289, rl5@cornell.edu; and M. Lynch (science & technology), 622 Clark Hall, 255-7294, mel27@cornell.edu. **Advisors:** G. Alexander (law), D. Dunning (psychology), G. Hay (law), B. Hendrix (government), P. Hyams (history), M. Katzenstein (government), R. Miller (philosophy), M. B. Norton (history), R. Polenberg (history), D. Powers (Near East studies), J. Rabkin (government), A. Riles (law), V. Santiago-Itzary (anthropology), P. Sawyer (English), K. Stone (law).

The Law and Society concentration provides an opportunity for focused study of the interaction between law and society from an interdisciplinary perspective that is predominantly rooted in the social sciences and humanities: anthropology, comparative literature, economics, government, history, philosophy, psychology, science and technology studies, and sociology. The concentration is open to all undergraduates, but interested students with majors outside the College of Arts and Sciences are advised to

check their college's policy and procedures regarding external concentrations.

In order to allow sufficient time for a coherent program of study to be developed and completed, students who have an interest in this concentration are strongly encouraged to register by the fall of their junior year and no later than the fall of their senior year. Registration forms are available online at <http://www.arts.cornell.edu/epl/LawandSociety.html> and in the Ethics & Public Life (EPL) office, 240 Goldwin Smith Hall. Once registered, each student is assigned a Law and Society advisor who is available to provide guidance with the course selection process and help with other questions and concerns related to the student's participation in the concentration.

Students in the Law and Society concentration are required to take, and must receive a passing letter grade in, at least **four courses** from the approved list of courses available on the Law and Society web page and in the EPL office. At least two of the courses must be outside the student's major, and no more than two can be within the same subject area. There are no required courses, but past students have found GOVT 313 and PSYCH 265 particularly relevant. It may be possible for courses not included on the list to be substituted with the approval of the director; this includes courses taken at other approved educational institutions or as part of an approved study abroad program. Courses taken prior to registering in the concentration can be counted toward the four-course requirement.

Many students find access to and participation in Law and Society events a particularly beneficial component of the concentration. Officially registered Law and Society students are notified of "qualifying" events (approximately 10 per semester) and other pertinent information through an e-mail listserve and postings outside the Ethics and Public Life office. Attendance at a minimum of **four events** (tracked with sign-in sheets) is required during the time period between registration and graduation, but students seeking a broader perspective are encouraged to attend as many events as they wish.

To obtain additional information about the Law and Society concentration, contact the Ethics and Public Life office, 240 Goldwin Smith Hall, 255-8515, ep@cornell.edu, or consult the program's web site, <http://www.arts.cornell.edu/epl>.

Approved Law and Society Courses

Arts and Sciences

- AM ST 302/GOVT 302 Social Movements in American Politics
- AM ST 310/GOVT 327 Civil Liberties in the United States
- AM ST 312/HIST 312 Structure of American Political History
- AM ST 324/HIST 324 Varieties of American Dissent, 1880-1990
- AM ST 336/HIST 336 Capitalism and Society in Developing America, 1607-1877
- AM ST 395/ENGL 397 Policing and Prisons in American Culture

- AM ST 430.4/GOVT 427/LSP 430 Immigrants, Membership and Citizenship
- ANTHR 323 Kinship and Social Organization
- ANTHR 328 Conflict, Dispute Resolution, and Law in Cultural Context
- ANTHR 377 The United States
- ANTHR 624/LSP 624 Ethnoracial Identity in Anthropology, Language, and Law
- ASIAN 476/HIST 476 Comparative Colonial Law and Society
- AS&RC 204 History and Politics of Racialisation A Comparative Study
- AS&RC 231 African-American Social Political Thought
- AS&RC 280/PAM 280 Race, Power, and Privilege in the United States
- AS&RC 420 Public Policy and African-American Urban Community
- B&SOC 205/S&TS 205 Ethical Issues In Health and Medicine
- B&SOC 407/S&TS 407 Law, Science, and Public Values
- B&SOC 427/S&TS 427 The Politics of Environmental Protection in America
- COM L 326/RELST 326 Christianity and Judaism
- COM L 328/RELST 328 Literature of the Old Testament
- COM L 370 Literature and Ethics
- ECON 335 Public Finance: The Microeconomics of Government
- ECON 336 Public Finance: Resource Allocation and Fiscal Policy
- ECON 404 Economics and the Law
- ECON 420 Economics of Family Policy Adults
- ECON 421 Economics of Family Policy Children
- ENGL 268 Politics and Culture in the 1960s
- ENGL 397/AM ST 395 Policing and Prisons in American Culture
- ENGL 402 Literature as Moral Inquiry
- FGSS 206/R SOC 206 Gender and Society
- FGSS 273/HIST 273 Women in American Society, Past and Present
- FGSS 281/NES 281 Gender and Society in the Muslim Middle East
- FGSS 368/RELST 368/HIST 368 Marriage and Sexuality in Medieval Europe
- FGSS 415/GOVT 415 Race, Gender, and Organization
- GOVT 111 Introduction to American Government and Politics
- GOVT 260/PHIL 242 Social and Political Philosophy
- GOVT 293/PHIL 193/CRP 293/SOC 293 Inequality, Diversity, and Justice
- GOVT 302/AM ST 302 Social Movements in American Politics
- GOVT 313 The Nature, Functions, and Limits of Law

- GOVT 314 Prisons
- GOVT 315 American Legal System
- GOVT 316 The American Presidency
- GOVT 324 Legal Reasoning and Legal Adaptation A Comparison of American and Talmudic Law
- GOVT 327/AM ST 310 Civil Liberties in the United States
- GOVT 364 The Selfish Individual in the Modern World
- GOVT 389 International Law
- GOVT 393 Introduction to Peace Studies
- GOVT 404 American Political Development in the 20th Century
- GOVT 415/FGSS 415 Race, Gender, and Organization
- GOVT 427/LSP 430/AM ST 430.4 Immigrants, Membership and Citizenship
- GOVT 428 Government and Public Policy An Introduction to Analysis and Criticism
- GOVT 429 Government and Public Policy An Introduction to Analysis and Criticism (cont.)
- GOVT 462/PHIL 346 Modern Political Philosophy
- GOVT 469 Limiting War
- GOVT 474/PHIL 446 Community, Nation, and Morality
- GOVT 491 Conflict, Cooperation, and Norm Ethical Issues in International Affairs
- GOVT 492/PHIL 448 International Justice
- HIST 273/FGSS 273 Women in American Society, Past and Present
- HIST 312/AM ST 312 Structure of American Political History
- HIST 318 American Constitutional Development
- HIST 324/AM ST 324 Varieties of American Dissent, 1880-1990
- HIST 336/AM ST 336 Capitalism and Society in Developing America, 1607-1877
- HIST 368/RELST 368/FGSS 368 Marriage and Sexuality in Medieval Europe
- HIST 372/652/NES 351/651/RELST 350 Law, Society, and Culture in the Middle East, 1200-1500
- HIST 436 Conflict Resolution in Medieval Europe
- HIST 440 Undergraduate Tradition in Recent American History (Topic freedom of speech, censorship, and the Supreme Court)
- HIST 446 Law, Crime, and Society in Europe, 1350-1800
- HIST 459 Radicals and Revolutionaries in Latin America
- HIST 476/ASIAN 476 Comparative Colonial Law and Society
- JWST 224/NES 224/RELST 224 Introduction to the Hebrew Bible
- JWST 363/NES 363 Society and Law in the Ancient Near East
- LSP 430/AM ST 430.4/GOVT 427 Immigrants, Membership and Citizenship

LSP 624/ANTHR 624 Ethnoracial Identity in Anthropology, Language and Law
 NES 224/JWST 224/RELST 224 Introduction to the Hebrew Bible
 NES 281/FGSS 281 Gender and Society in the Muslim Middle East
 NES 351/651/RELST 350/HIST 372/652 Law, Society, and Culture in the Middle East, 1200-1500
 NES 357/RELST 356 Islamic Law and Society
 NES 363/JWST 363 Society and Law in the Ancient Near East
 PHIL 145 Contemporary Moral Issues
 PHIL 193/GOVT 293/CRP 293/SOC 293 Inequality, Diversity, and Justice
 PHIL 194 Global Thinking
 PHIL 241 Ethics
 PHIL 242/GOVT 260 Social and Political Philosophy
 PHIL 245 Ethics and Health Care
 PHIL 246/S&TS 206 Ethics and the Environment
 PHIL 247 Ethics and Public Life
 PHIL 341 Ethical Theory
 PHIL 342 Law, Society, and Morality
 PHIL 344 History of Ethics Ancient and Medieval
 PHIL 345 History of Ethics Modern
 PHIL 346/GOVT 462 Modern Political Philosophy
 PHIL 446/GOVT 474 Community, Nation, and Morality
 PHIL 448/GOVT 492 International Justice
 PSYCH 265 Psychology and Law
 RELST 224/NES 224/JWST 224 Introduction to the Hebrew Bible
 RELST 326/COM L 326 Christianity and Judaism
 RELST 328/COM L 328 Literature of the Old Testament
 RELST 350/NES 351/651/HIST 372/652 Law, Society, and Culture in the Middle East, 1200-1500
 RELST 356/NES 357 Islamic Law and Society
 RELST 368/HIST 368/FGSS 368 Marriage and Sexuality in Medieval Europe
 S&TS 205/B&SOC 205 Ethical Issues In Health and Medicine
 S&TS 206/PHIL 246 Ethics and the Environment
 S&TS 407/B&SOC 407 Law, Science, and Public Values
 S&TS 411 Knowledge, Technology, and Property
 S&TS 427/B&SOC 427 The Politics of Environmental Protection in America
 SOC 200/R SOC 200 Social Problems
 SOC 207/R SOC 207 Problems in Contemporary Society
 SOC 208 Social Inequality
 SOC 246 Drugs and Society
 SOC 248 Politics and Culture

SOC 293/GOVT 293/PHIL 193/CRP 293 Inequality, Diversity, and Justice
 SOC 326 Social Policy
 SOC 340 Health, Behavior, and Health Policy
 SOC 352 The Sociology of Contemporary Culture
 SOC 356 Law and Society
 SOC 357 Schooling and Society
 SOC 375/RSOC 301 Theories of Society

College of Art, Architecture, and Planning

CRP 293/GOVT 293/PHIL 193/SOC 293 Inequality, Diversity, and Justice
 CRP 380 Environmental Politics
 CRP 444/544/NTRES 444 Resource Management and Environmental Law
 CRP 451 Environmental Law
 CRP 474 Third World Urbanization

College of Human Ecology

HD 456 Families and Social Policy
 HD 233 Children and the Law
 PAM 204 Applied Public Finance
 PAM 230 Introduction to Policy Analysis
 PAM 280/AS&RC 280 Race, Power, and Privilege in the United States
 PAM 310 Evaluation of Public Policies
 PAM 334 Corporations, Shareholders, and Policy
 PAM 341 Economics of Consumer Law and Protection
 PAM 383 Social Welfare as a Social Institution
 PAM 473 Social Policy

College of Agriculture and Life Sciences

AIS 311/R SOC 311 Social Movements
 AIS 367/R SOC 367 American Indian Politics and Policy
 EDUC 471 Social and Political Context for American Education
 EDUC 477 Law and Education Policy
 NTRES 212 People, Values, and Natural Resources
 NTRES 306 Coastal and Oceanic Law and Policy
 NTRES 407 Religion, Ethics, and the Environment
 NTRES 444/CRP 444/544 Resources Management and Environmental Law
 R SOC 200/SOC 200 Social Problems
 R SOC 206/FGSS 206 Gender and Society
 R SOC 207/SOC 207 Problems of Contemporary Society
 R SOC 301/SOC 375 Theories of Society
 R SOC 311/AIS 311 Social Movements
 R SOC 367/AIS 367 American Indian Politics and Policy

LESBIAN, BISEXUAL, AND GAY STUDIES

D. Bem, S. Bem, A. Berger, M. P. Brady, B. Correll, J. Culler, I. DeVault, N. Furman, J. E. Gainer, I. V. Hull, M. Katzenstein, T. Loos, K. March, D. Mao, S. McConnell-Ginet, K. McCullough, T. Murray, M. B. Norton, J. Peraino, J. Piedra, R. Savin-Williams, R. Schneider, A. M. Smith, A. Villarejo, R. Weil

The field of Lesbian, Bisexual, and Gay Studies is devoted to the interdisciplinary study of the social construction of sexuality. LBG Studies is founded on the premise that the social organization of sexuality is best studied from the perspectives offered by those positions that have been excluded from established cultural norms.

In addition to offering a graduate minor, the field of LBG Studies offers an undergraduate concentration, which is administered under the auspices of Feminist, Gender, & Sexuality Studies and which consists of four courses from the list below. Although most of the courses in LBG Studies (including those on men) generally fall under the aegis of FGSS and are hence crosslisted with it, not all of the courses in FGSS are sufficiently focused enough on the social construction of sexuality per se to be part of the LBG Studies concentration. In order to qualify for the concentration, courses must devote a significant portion of their time to sexuality and to questioning the cultural and historical institution of exclusive heterosexuality. Students selecting their four courses from the LBG Studies subset must identify their concentration as either LBG Studies or FGSS; they cannot double-count their credits and thereby use the same courses for both concentrations.

Students interested in the LBG Studies concentration should contact the Lesbian, Bisexual, and Gay Studies Office in 386 Urs Hall.

Courses

ANTHR 200 Cultural Diversity and Contemporary Issues

Fall. 3 credits. Staff.
 For description, see ANTHR 200.

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

Fall. 4 credits. Staff.
 For descriptions, see ANTHR 321/621.

ENGL 276 Desire (also FGSS 276 and COM L 276)

Spring. 4 credits. E. Hanson.
 For description, see ENGL 276.

[ENGL 278 Queer Fiction (also FGSS 279)]

Not offered 2003-2004. E. Hanson.]

[ENGL 327 Shakespeare: Gender and Society (also FGSS 327)]

Not offered 2003-2004. B. Correll.]

ENGL 355 Decadence (also FGSS 355)

Fall. 4 credits. E. Hanson.
 For description, see ENGL 355.

[ENGL 395 Video: Art, Theory, Politics (also THEAT 395)]

Not offered 2003-2004. T. Murray.]

[ENGL 424 Studies in Renaissance Lyric]

Not offered 2003-2004. B. Correll.]

[ENGL 608 Seminar in Cultural Studies: Race, Drugs and Gender]

Not offered 2003–2004. M. P. Brady.]

[ENGL 651 The Sexual Child (also FGSS 651)]

Not offered 2003–2004. E. Hanson.]

[ENGL 654 Queer Theory (also FGSS 654 and COM L 654)]

Not offered 2003–2004. E. Hanson.]

[ENGL 655 Decadence (also FGSS 656 and COM L 655)]

Not offered 2003–2004. E. Hanson.]

ENGL 660 Cinematic Desire (also AM ST 662 and FGSS 661)

Spring. 4 credits. E. Hanson.

For description, see ENGL 660.

[ENGL 703 Theorizing Film: Race, Nation, and Psychoanalysis (also FRLIT 695)]

Not offered 2003–2004. T. Murray.]

FGSS 201 Introduction to Feminist, Gender, & Sexuality Studies

Fall. 4 credits. K. McCullough.

For description, see FGSS 201.

[FGSS 405/605 Domestic Television]

Not offered 2003–2004. A. Villarejo.]

[FGSS 610 Sexuality and the Politics of Representation (also THETR 610)]

Next offered fall 2004. A. Villarejo.]

[FRLIT 493 French Feminisms (also FGSS 493)]

Not offered 2003–2004. N. Furman.]

[GERST 413 The Women around Freud]

Not offered 2003–2004. B. Martin.]

[GERST 614 Gender at the Fin-de-siècle]

Not offered 2003–2004. B. Martin.]

[GOVT 353 Feminist Movements and the State (also FGSS 353)]

Not offered 2003–2004. M. Katzenstein.]

[GOVT 415 Race, Gender, and Organization (also FGSS 415)]

Not offered 2003–2004. M. Katzenstein and J. Reppy.]

GOVT 467 Radical Democratic Feminisms (also FGSS 468)

Spring. 4 credits. A. M. Smith.

For description, see GOVT 467.

[GOVT 486 Gender, Nationalism, and Conflict (also FGSS 487)]

Not offered 2003–2004. M. Katzenstein.]

GOVT 762 Sexuality and the Law (also FGSS 762)

Spring. 4 credits. A. M. Smith.

For description, see GOVT 762.

HD 284 Introduction to Sexual Minorities (also FGSS 285)

Fall. 3 credits. R. Savin-Williams.

For description, see HD 284.

HD 464 Sexual Minorities and Human Development (also FGSS 467)

Spring. 4 credits. R. Savin-Williams.

For description, see HD 464.

HIST 209 Seminar in Early America (also FGSS 209)

Fall. 4 credits. M. B. Norton.

For description, see HIST 209.

HIST 273 Women in American Society, Past and Present (also FGSS 273)

Spring. 4 credits. M. B. Norton.

For description, see HIST 273.

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

4 credits. Not offered 2003–2004.

M. B. Norton.]

HIST 416 Gender and Sex in Southeast Asia (also FGSS 416)

Spring. 4 credits. T. Loos.

For description, see HIST 416.

[HIST 480 Gender Adjudicated (also ASIAN 488 and FGSS 480)]

4 credits. Not offered 2003–2004. T. Loos.]

[HIST 626 American Women's History (also FGSS 626)]

Not offered 2003–2004. M. B. Norton.]

LING 244 Language and Gender (also FGSS 244)

Spring. 4 credits. S. McConnell-Ginet.

For description, see LING 244.

[MUSIC 492 Music and Queer Identity (also FGSS 494)]

4 credits. Not offered 2003–2004.

J. Peraino.]

[PSYCH 277 Social Construction of Gender (also FGSS 277)]

3 credits. Not offered 2003–2004. S. Bem.]

[PSYCH 450/650 Gender and Clinical Psychology (also FGSS 450/650)]

4 credits. Not offered 2003–2004. S. Bem.]

[SPAN L 384 Literature and Revolution]

Not offered 2003–2004. J. Piedra.]

[SPAN L 400 Maricoteor'a/Queer Theory]

Not offered 2003–2004. J. Piedra.]

[THETR 320 Queer Theatre]

Not offered 2003–2004. J. E. Gainor and D. Matson.]

[THETR 336 American Drama and Theatre (also ENGL 336)]

Not offered 2003–2004. J. E. Gainor.]

[THETR 436 The Female Dramatic Tradition (also FGSS 433)]

Not offered 2003–2004. J. E. Gainor.]

[THETR 637 Seminar in Dramatic Theory]

Not offered 2003–2004. R. Schneider.]

LINGUISTICS

<http://ling.cornell.edu>

A. Cohn, chair (203D Morrill Hall); D. Zec, director of graduate studies (219 Morrill Hall); W. Harbert, director of undergraduate studies (210 Morrill Hall); D. Abusch, J. Bowers, W. Browne, C. Collins, M. Diesing, S. Hertz, S. McConnell-Ginet, A. Miller-Ockhuizen, A. Nussbaum, M. Rooth, C. Rosen, M. Suñer, M. Weiss, J. Whitman.

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 Linguistics 101, a general overview, which is a prerequisite for most other courses in the field, or one of the first-year writing seminars offered in linguistics (on topics such as metaphor and the science of language). Linguistics 101 and other introductory courses fulfill the social science distribution requirement. Most 100- and 200-level courses have no prerequisites and cover various topics in linguistics (e.g., LING 170, Introduction to Cognitive Science; LING 285, Linguistic Theory and Poetic Structure) or focus on the linguistics of a particular geographic region or historical development of particular languages (e.g., LING 217, History of the English Language to 1300; LING 239, The Celtic Languages). Some of these courses also fulfill the breadth requirements.

Talks and discussions about linguistics are offered through the Undergraduate Linguistics Forum and the Linguistics Colloquium (sponsored by the department and the Cornell Linguistic Circle). These meetings are open to the university public and anyone wishing to learn more about linguistics is most welcome to attend.

The Major

For questions regarding the linguistics major, contact Professor Wayne Harbert (210 Morrill Hall, 255-8441, weh2@cornell.edu).

The prerequisite for a major in linguistics is the completion of LING 101 and either LING 301, 302, 303, or 304. The major has its own language requirement, which should be completed as early as possible: qualification in two languages other than English, one of which must be either non-European or non-Indo-European. With approval of the department's director of undergraduate studies, this requirement may be waived (i.e., reduced to the normal arts college language requirement) for students taking the cognitive studies concentration or a double major.

The other standard requirements for the linguistics major are as follows:

- 1) LING 301 (Introduction to Phonetics), LING 302 (Introduction to Phonology), LING 303 (Introduction to Syntax), and LING 304 (Introduction to Semantics and

Pragmatics) [one of which will already have been taken as a prerequisite to the major].

- 2) LING 314 (Historical Linguistics)
- 3) Three additional courses in linguistics at the 300 or 400 level, of which at least two must be courses in general linguistics (as opposed to courses devoted to a single language or family)
- 4) A course at or beyond the 300 level in the structure of a language, or LING 300 (Field Methods) or 400 (Language Typology).

Some substitutions to these standard requirements are possible after consultation with your adviser and approval by the DUS.

Honors

Applications for honors should be made during the junior year or by the start of fall term of the senior year. For further information, please contact the DUS. Candidates for admission must have a 3.0 (B) average overall and should have a 3.2 average in linguistics courses. In addition to the regular requirements of the major, the candidate for honors will complete an honors thesis and take a final oral examination in defense of it. The thesis is usually written during the senior year but may be started in the second term of the junior year when the student's program so warrants. The oral examination will be conducted by the honors committee, consisting of the thesis adviser and at least one other faculty member in linguistics. Members of other departments may serve as additional members if the topic makes this advisable. LING 493 and 494 may be taken in conjunction with thesis research and writing but are not required.

First-Year Writing Seminars

For descriptions, consult the John S. Knight brochure for times, instructors, and descriptions.

Courses

LING 101 Introduction to Linguistics (III) (KCM)

Fall or spring, 4 credits each term. Fall, J. Whitman; spring, M. Diesing.

An introductory course designed to provide an overview of the science of language, especially its theoretical underpinnings, methodology, and major findings. The course focuses on the basic analytic methods of several subfields of linguistics including phonetics, phonology, morphology, syntax, semantics, language variation, language change, and psycholinguistics.

[LING 109 English Words: Histories and Mysteries (also CLASS 171) # (III) (HA)]

Fall, 3 credits. Not offered 2003-2004. M. Weiss.

Where do the words we use come from? This course examines the history and structure of the English vocabulary from its distant Indo-European roots to the latest in technical jargon and slang. Topics to be discussed include formal and semantic change, taboo and euphemism, borrowing, new words from old, "learned" English loans from Greek and Latin, slang, and society.]

LING 111 American Sign Language I

Summer only, 4 credits. T. Galloway. Students with no previous background in American Sign Language (ASL) are introduced to the nature of a signed language and develop expressive and receptive skills in ASL. Basic grammar and vocabulary are covered, including explanations of the fundamental parts of a sign, proper use of fingerspelling, and the significance of nonmanual features. Instruction is supplemented with videotexts allowing students to begin to explore the visual literature of the Deaf community in the United States—stories, poems, and jokes that are unique to Deaf culture. Readings and class discussions acquaint students with the causes of deafness, the historical development of ASL and its linguistic status, and characteristics of deaf education both throughout history and in the present day.

LING 131-132 Elementary Sanskrit (also CLASS 191-192 and SANSK 131-132)

For description, see SANSK 131-132.

LING 170 Introduction to Cognitive Science (also COGST 101, COM S 101, PHIL 102, and PSYCH 102) (III) (KCM)

For description, see COGST 101.

[LING 212 Language and Culture (III) (KCM)]

Spring, 3 credits. Not offered 2003-2004; next offered 2004-2005. J. Whitman.

We often assume that there is a close relationship between differences in language and cultural variation. This course focuses on that relationship, beginning with an examination of the linguistic relativity hypothesis, which posits a link between basic properties of languages and crosscultural differences in world view. We also examine potential cultural determinants of variation in language: pronouns and honorific systems, systems of ritual and taboo in language, and the impact of narrative organization on grammar. Special attention is paid to 'extreme' forms of language: invented languages from Esperanto to Klingon; glossolalia and trance languages; language games and secret languages.]

LING 215/715 Psychology of Language (also PSYCH 215) (III) (KCM)

For description, see PSYCH 215.

LING 217 History of the English Language to 1300 (also ENGL 217) # (III or IV) (HA)

Fall, 4 credits. W. Harbert.

This course explores the development of the English language from its Indo-European beginnings through the period of Early Middle English. Topics covered include linguistic reconstruction, changes in sound, vocabulary and grammatical structure, external influences, and Old and Early Middle English language and literature. This course forms a sequence with LING 218, but the two may be taken independently.

LING 218 History of the English Language since 1300 (also ENGL 218) (III or IV) (HA)

Spring, 4 credits. W. Harbert.

This course explores the development of the English language from the time of Chaucer to the present. Topics covered include the development of standard English; the rise of English as a world language; the rise of modern concepts of grammar; the development of dictionaries; American and

British English; regional and social variation in American English, English, and culture; and English and politics. Guest lecturers will be invited to discuss Middle and Modern English literature. This course forms a sequence with LING 217, but it may be taken independently.

LING 236 Introduction to Gaelic

Spring, 3 credits. W. Harbert.

This course is an introduction to the Scottish Gaelic language, with some discussion of its history, structure, and current status.

[LING 237 The Germanic Languages (III) (KCM)]

Fall, 4 credits. Not offered 2003-2004.

W. Harbert, M. Diesing.

This course surveys the history, structure, and use of the modern Germanic languages (English, German, Dutch, Afrikaans, Swedish, Danish, Icelandic, Norwegian, Faroese, and Yiddish).]

[LING 238 Introduction to Welsh

Fall, 3 credits. Not offered 2003-2004.

W. Harbert.

This course is an introduction to the Welsh language, with discussion of its history, structure, and current status, and a brief introduction to Welsh literature.]

[LING 239/539 The Celtic Languages (III) (CA)]

Fall, 4 credits. Graduate students register under LING 539. Not offered 2003-2004.

W. Harbert.

This course surveys the history, structure, and political and social situation of the Celtic languages (Welsh, Scottish Gaelic, Irish Gaelic, Breton, Cornish, and Manx). The course includes a few days of introductory language instruction in some of these languages.]

[LING 241 Yiddish Linguistics (also JWST 271) (III) (SBA)]

Fall, 3 credits variable. Not offered 2003-2004; next offered 2004-2005.

M. Diesing.

This course covers a wide variety of topics relating to the Yiddish language and Yiddish culture, including the structure of Yiddish, the history of the Yiddish language, Yiddish in America (the Yiddish revival, the role of the Yiddish press, etc.), Yiddish as a minority/dying language, and the influence of Yiddish on present-day American English. No previous knowledge of Yiddish required.]

[LING 242 Diversity in American English (III) (SBA)]

Spring, 3 credits. Not offered 2003-2004; next offered 2004-2005. C. Collins.

This course is a basic introduction to the regional dialects of English spoken in the United States. It is linguistically oriented, introducing the relevant aspects of phonetics, phonology, morphology, and syntax where appropriate. There is an emphasis on the students discovering what features characterize their own dialects (if they speak American English). The class is also of use as an introduction to American English dialects for nonnative speakers of English.]

LING 244 Language and Gender (also FGSS 244) (III) (SBA)

Spring, 4 credits. For nonmajors or majors. S. McConnell-Ginet.

This course explores connections between language (use) and gender/sex systems, addressing such questions as the following: How do sex and gender affect the ways we speak, the ways we interpret and evaluate

speech? How do sociocultural differences in women's and men's roles affect their language use, their relation to language change? What is meant by sexist language? How does conversation structure the social worlds of women and men? Readings draw from work in linguistics, anthropology, philosophy, psychology, literature, and general women's studies and feminist theory.

[LING 246/546 Minority Languages and Linguistics (III) (SBA)]

Fall. 4 credits. Graduate students register under LING 546. Not offered 2003–2004. W. Harbert.

This course examines minority languages from linguistic, social, and political perspectives. Topics discussed include language death (according to some projections, the majority of the world's languages are in danger of becoming extinct by the end of this century), language maintenance efforts and the reasons they succeed or fail, bilingualism, language contact, official languages, linguistic rights, and related issues. A range of specific case studies are introduced, and each student is expected to research and report on aspects of the history, current situation, and future prospects of a minority language of his or her choosing.]

[LING 251–252 Intermediate Sanskrit (also CLASS 291–292 and SANSK 251–252) @ # (IV)]

Satisfies language proficiency and Option 1. Not offered 2003–2004.

For description, see SANSK 251–252.]

[LING 264 Language, Mind, and Brain (also COGST 264) (III) (KCM)]

Spring. 4 credits. For nonmajors or majors. Prerequisite: a basic course in linguistics and/or psychology is desirable. Not offered 2003–2004. J. Bowers.

An introductory course that emphasizes the formal structure of natural language and its biological basis. The following topics are covered: the formal representation of linguistic knowledge, principles and parameters of universal grammar, the basic biology of language, mechanisms of linguistic performance, the modularity hypothesis, and language and cognition. This course is especially suited for majors in fields such as psychology, philosophy, computer science, and linguistics (and also for those enrolled in the concentration in cognitive studies) who want to take a one-semester introduction to linguistics that concentrates on the formal principles that govern linguistic knowledge, along with some discussion of their biological realization and their use in perception and production.]

[LING 270 Truth and Interpretation (also COGST 270 and PHIL 270) (III or IV)]

Not offered 2003–2004.

For description, see PHIL 270.]

[LING 285/585 Linguistic Theory and Poetic Structure (also ENGL 296/585) (III or IV) (LA)]

Spring. 4 credits. Graduate students register under LING 585. J. Bowers.

Poems are among the most highly structured linguistic objects that human beings produce. While some of the devices used in poetry are arbitrary and purely conventional, most are natural extensions of structural properties inherent in natural language itself. The aim of this course is to reveal the ways poetry is structured at every level, from rhyme to metaphor, and to show how certain results of

modern linguistics can usefully be applied to the analysis and interpretation of poetry. After introducing some of the basic concepts of modern phonology, syntax, and semantics, it is shown how literary notions such as rhyme, meter, enjambment, and metaphor can be formally defined in linguistic terms. These results are then applied to the analysis of particular poems and shown to yield novel and interesting insights into both their structure and interpretation.

LING 300/500 Field Methods (III) (KCM)

Fall. 4 credits. Graduate students register under LING 500. Prerequisites: LING 201 and 203 or permission of instructor. C. Collins, A. Miller-Ockhuizen.

Elicitation, recording, and analysis of data from a native speaker of a non-Western language not generally known to students.

LING 301 Introduction to Phonetics (III) (KCM)

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. A. Miller-Ockhuizen.

An introduction to the study of the physical properties of human speech sounds, including production, acoustics, and perception of speech. The course provides in-depth exposure to the breadth of sounds found across human languages. Students will achieve a high level of skill in phonetic transcription and some practice in reading spectrograms. An introduction to speech synthesis and automatic speech recognition is also provided. A small course project to discover the phonemes of an unknown language is undertaken.

LING 302 Introduction to Phonology (III) (KCM)

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. D. Zec.

This course is an introduction to phonology, which studies the patterning of speech sounds in human language. Emphasis is on formal devices, such as rules and representations, which capture the internal organization of speech sounds as well as their grouping into larger units, syllables, and feet.

LING 303 Introduction to Syntax (III) (KCM)

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. J. Bowers.

This course is an introduction to syntax, which studies how words are combined to form phrases and sentences. Emphasis is placed on forming and testing hypotheses.

LING 304 Introduction to Semantics and Pragmatics (III) (KCM)

Spring. 4 credits. Prerequisite: LING 303 or permission of instructor. M. Diesing.

This course examines the two major components of sentence meaning: (i) how sentences mean what they mean and (ii) how they can be used to communicate more than what they (literally) mean. We investigate precise ways of describing the possible interpretations of a sentence and the relationship between meaning and syntactic structure. Among the topics considered are the representation of lexical meaning, the meaning of quantifier phrases and analyses of scope ambiguities, and classic puzzles of reference. We also examine possible applications of the theory to linguistically interesting legal cases (torts and criminal law), slips of the tongue, acquisition studies,

language disorders, and connections with the philosophy of language.

LING 305 Foundations of Linguistics (also COGST 305) (III) (KCM)

Fall. 4 credits. Prerequisites: LING 101 plus one other LING course, or two similar courses in another area of cognitive studies. C. Collins.

This course covers foundational issues in linguistic theory, including the nature of linguistic data, poverty of stimulus, autonomy of syntax, different frameworks (including functional linguistics), and the history of linguistics.

LING 308 Readings in Celtic Languages

Fall or spring, depending on demand. 2 credits. Prerequisite: permission of instructor. W. Harbert.

Reading/discussion groups in Welsh or Scottish Gaelic.

LING 311 The Structure of English: Demystifying English Grammar (also ENGL 313) (III or IV) (KCM)

Spring. 4 credits. M. Suñer.

Do you suffer from grammatical insecurity? In foreign language classrooms, do you find yourself at a loss because you don't know how grammatical terminology applies to English? This course makes English grammar accessible and comprehensible to native speakers who want to understand how the language they use so easily works. In addition to standard grammatical notions, the course considers dialectal variation, matters of style, how sentence structure conveys viewpoint, and other discourse phenomena.

LING 314 Introduction to Historical Linguistics # (III) (HA)

Spring. 4 credits. Prerequisite: LING 201 or 301 or permission of instructor. M. Weiss.

A survey of the basic mechanisms of linguistic change, with examples from a variety of languages.

LING 315–316 Old Norse

315, fall; 316, spring. 4 credits each term. K. Olafsson.

Old Norse is a collective term for the earliest North Germanic literary languages: Old Icelandic, Old Norwegian, Old Danish, and Old Swedish. The richly documented Old Icelandic is the center of attention, and the purpose is twofold: the students gain knowledge of an ancient North Germanic language, important from a linguistic point of view, and gain access to the medieval Icelandic (and Scandinavian) literature. 315: The structure of Old Norse (Old Icelandic), phonology, and morphology, with reading of selections from the Prose-Edda, a thirteenth-century narrative based on the Eddaic poetry. 316: Extensive reading of Old Norse texts, among them selections from some of the major Icelandic family sagas: Njals saga, Grettis saga, and Egils saga, as well as the whole Hrafnkels saga.

LING 321–[322] History of the Romance Languages (also ROM S 321) # (III) (HA)

321, fall; [322, spring.] 4 credits each term. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Offered alternate years. 322 not offered 2004. C. Rosen.

321: Course covers: popular Latin; Pan-Romance trends in phonology, morphology, syntax, and the lexicon; regional divergence;

non-Latin influences; and medieval diglossia and emergence of Romance standards. [322: French, Italian, and Spanish from 850 to 1250 A.D. Analysis of texts. Overview of other languages to the present day. Elements of dialectology.]

[LING 323 Comparative Romance Syntax (also ROM S 323) (III) (KCM)]

Spring. 4 credits. Prerequisites: LING 101, or equivalent and qualification in any Romance language. Offered alternate years. Not offered 2003-2004. C. Rosen. Concise survey of romance syntax, covering the salient constructions in six languages with equal attention to their historical evolution and their current state. Grammatical innovation and divergence in a typological perspective.]

[LING 332 Philosophy of Language (also PHIL 332) (IV)]

Not offered 2003-2004.
For description, see PHIL 332.]

[LING 333 Problems in Semantics (also PHIL 333 and COGST 333) (III or IV) (KCM)]

Spring. 4 credits. Prerequisite: logic or semantics course or permission of instructor. M. Rooth. This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. The focus is word meaning (lexical semantics). Topics include lexical decomposition (the hypothesis that at the semantic level words are typically syntactically complex), Fodor's arguments for conceptual atomism, natural kinds and the contextual determination of meaning, theta roles, event semantics, Jackendoff's conceptual semantics, the linguistic architecture linking lexical semantics to syntax and morphology, and comprehensive lexical-semantic classifications such as Levin classes and Wordnet.

[LING 347 Topics in the History of English (III) (HA)]

Spring. 4 credits. Prerequisite: LING 217, 314, a course in Old or Middle English, or permission of instructor. Not offered 2003-2004; next offered 2004-2005. W. Harbert.

The course will treat specific topics in the linguistic history of the English language, selected on the basis of the particular interests of the students and the instructor. The topic area for 2000-2001 was morphological and syntactic change during the Early Middle English period—a period crucial to the development of the distinctive syntactic properties of Modern English.]

[LING 366 Spanish in the United States (also SPANR 366 and LSP 366) (III) (CA)]

Spring. 4 credits. Prerequisite: some knowledge of Spanish. M. Suñer. Examination of major Spanish dialects in the United States from a linguistic perspective. Contrast with the standard language. Borrowing, interference, and code switching. Syntactic, morphological, and phonological characteristics.

[LING 390 Independent Study in Linguistics]

Fall or spring. 1-4 credits variable. Prerequisite: LING 101 or permission of instructor. Staff.

Independent study of linguistics topics not covered in regular curriculum for undergrads.

[LING 400 Language Typology (III) (KCM)]

Fall. 4 credits. Prerequisite: LING 101 or equivalent. C. Rosen. This course studies a basic question of contemporary linguistics: in what ways do languages differ, and in what ways are they all alike? Efforts are made to formalize universals of syntax and to characterize the total repository of constructions available to natural languages. Common morphological devices and their syntactic correlates are covered. Emphasis is on systems of case, agreement, and voice.

[LING 401-402 Phonology I, II (III) (KCM)]

401, fall; 402, spring. 4 credits each term. Prerequisites: for LING 401, LING 201 or equivalent; for LING 402, LING 401 or permission of instructor. Fall, A. Cohn; spring, D. Zec. 401 provides a basic introduction to phonological theory. The first half of the course focuses on basic principles of phonology, patterns of sounds, and their representations. In the second half, the nature of syllable structure and feature representations are explored. 402 provides further refinement of the issues investigated in 401, focusing in particular on metrical theory, lexical phonology, autosegmental phonology, and prosodic morphology.

[LING 403-404 Syntax I, II (III) (KCM)]

403, fall; 404, spring. 4 credits each term. Prerequisites: for LING 403, LING 203; for LING 404, LING 403 or permission of instructor. Fall, M. Diesing; spring, C. Collins.

403 is an advanced introduction to syntactic theory within the principles and parameters/minimalist frameworks. The topics covered include phrase structure, argument structure (unaccusative verbs, unergative verbs, double object constructions), principles of word order, and the binding theory. 404 is a continuation of 403, focusing on syntactic dependencies, including the theory of control, an examination of locality constraints on movement, covert versus overt movement, and the syntax of quantification. The purpose of the course is to develop the background needed for independent syntactic research.

[LING 405 Sociolinguistics (III) (CA)]

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2003-2004. Staff.

The principal work of linguistics is to describe, analyze, and understand the regularities of language systems. How, then, are we to deal with irregularities and variability when they are observed in language? This course introduces and discusses the most significant issues in the study of language variation, and it examines some of the methodologies that have been developed to study variation in language use. We consider the observable interactions between linguistic variables and social factors (e.g., age, sex, ethnicity) and review the main generalizations about these factors that sociolinguistics has arrived at in the last three decades. Some of the problems associated with the quantification and measurement of nonlinguistic variables are discussed and we evaluate the various ways researchers have dealt with these problems.]

[LING 406 Ethnolinguistics (III) (CA)]

Spring. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2003-2004; next offered 2004-2005. Staff. This course is an introduction to the study of pidgin and creole languages and the issues surrounding them both in and beyond linguistics. Topics covered include: genesis of pidgins and creoles; classification of pidgins and creoles; creoles and language universals; creoles and sociolinguistic variation; a module on Saramaccan Creole English; educational and language planning issues; sociohistorical issues; Black English.]

[LING 407 Grammatical Structure of Spanish I (also SPANR 407) (III) (KCM)]

Fall. 4 credits. Prerequisite: proficiency in Spanish or permission of instructor. Not offered 2003-2004. M. Suñer. This course seeks to equip the advanced student or the future language professional with practical insights into problem areas for foreign language learners with the aid of linguistic descriptions. The intent is to narrow the gap known to exist between the knowledge that a native speaker has and the incomplete one that a foreign language learner possesses.]

[LING 408 Grammatical Structure of Spanish II (also SPANR 408) (III) (KCM)]

Spring. 4 credits. Prerequisites: LING 101 and proficiency in Spanish or permission of instructor. Offered alternate years. Not offered 2003-2004; next offered 2004-2005. M. Suñer.

Survey of Spanish morpho-syntax using contemporary theoretical models to highlight hidden patterns and generalizations. Topics may vary according to students' interests, but may include major clause types, word order possibilities, negation, agreement, and null categories.]

[LING 409 Structure of Italian (III) (KCM)]

Fall. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Offered alternate years. Not offered 2003-2004; next offered 2004-2005. C. Rosen.

Survey of Italian syntax, using simple theoretical tools to bring hidden regularities to light. Topics include auxiliaries, modals, clitics, reflexive constructions, agreement, impersonal constructions, causatives.]

[LING 410 History of the Italian Language (III) (HA)]

Spring. 4 credits. Prerequisites: LING 321 and either ITALA 209, ITALL 216, or equivalent. Offered alternate years. Not offered 2003-2004; next offered 2004-2005. C. Rosen.

Overview of Italian and its dialects from the earliest texts to the present day. Emergence of the standard language. External history and sociolinguistic circumstances.]

[LING 411 History of the Japanese Language (also ASIAN 411) # @ (III) (HA)]

Fall. 4 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 2003-2004. J. Whitman.

An overview of the history of the Japanese language followed by intensive examination of issues of interest to the participants. Students should have a reading knowledge of Japanese.]

[LING 412 Linguistic Structure of Japanese (also ASIAN 412) (III) (KCM)]

Spring. 4 credits. Prerequisites: JAPAN 102 or permission of instructor and LING 101. Offered alternate years. Not offered 2003–2004. J. Whitman.

Introduction to the linguistic study of Japanese, with an emphasis on morphology and syntax.]

[LING 413 Applied Linguistics and Second Language Learning (III) (KCM)]

Fall. 4 credits. Prerequisite: at least one course in applied linguistics, linguistics, psychology, anthropology, communication, cognitive studies, education, or literary analysis; or permission of instructor. Not offered 2003–2004; next offered 2004–2005. Y. Shirai.

This course is an introduction to the field of applied linguistics with focus on different domains of language research as they come to bear on the matter of second language learning. Thus, topics include developmental and experimental psychology of language, textual and discourse analysis, literacy, cognitive consequences of bilingualism, corpora and language teaching, and contact between first and second language communities.]

[LING 414 Second Language Acquisition I (also ASIAN 414) (III) (KCM)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. Y. Shirai.

A survey of the quantitative and qualitative research literature on the acquisition of second and additional languages among the adult population. Research carried out in both experimental and natural settings is considered. Topics include: learner errors and errors analysis; contrastive analysis hypothesis; developmental and variability patterns in the acquisition of syntax, phonology and morphology, including the potential effects of typological and formal universals; pragmatics and discourse; the lexicon, social and cognitive factors in acquisition, communication, and learning strategies; theories of second language acquisition.]

[LING 415 Second Language Acquisition II (also ASIAN 417) (III) (KCM)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. Y. Shirai.

This course examines various issues in second language acquisition research that is particularly relevant to foreign language teaching and learning. Topics covered include: the role of input (listening/reading) vs. output (speaking/writing); implicit vs. explicit learning; negative vs. positive evidence (including the role of error correction); affective factors (motivation, anxiety); individual differences; teachability hypothesis and syllabus construction; the structure of second language proficiency.]

LING 417–[418] History of the Russian Language (also RUSSA 401–402) (III) (HA)

417, spring; [418]. 4 credits each term. Prerequisites: for LING 417, permission of instructor; for LING 418, LING 417 or equivalent. Offered alternate years. 418 not offered 2003–2004. W. Browne.

Phonological, morphological, and syntactic developments from Old Russian to modern Russian.

LING 419 Phonetics I (III) (KCM)

Fall. 4 credits. Prerequisite: LING 201 or permission of instructor. S. Hertz.

This course provides a basic introduction to the study of phonetics. Topics covered include anatomy and physiology of the speech production apparatus, transcription and production of some of the world's sounds, basic acoustics, computerized methods of speech analysis, acoustic characteristics of sounds, speech perception, speech synthesis, and stress and intonation.

LING 420 Phonetics II (III) (KCM)

Spring. 4 credits. Prerequisite: LING 419. A. Miller-Ockhuizen.

This course is a continuation of Phonetics I and provides a more detailed survey of some areas in acoustic and articulatory phonetics. Topics include feature theory, vocal tract acoustics, quantal theory, speaker normalization, theories of speech perception, coarticulation, theories of speech production, and prosody. In addition, a number of "hands-on" projects are part of the course.

LING 421 Semantics I (III) (KCM)

Spring. 4 credits. Prerequisite: LING 203. D. Abusch.

This course introduces methods for theorizing about meaning within generative grammar. These techniques allow us to create grammars that pair syntactic structures with meanings. We look at several empirical areas in detail, among them complementation (combining heads with their arguments), modification, conjunction, definite descriptions, relative clauses, traces, bound pronouns and quantification. An introduction to logical and mathematical concepts used in linguistic semantics (such as set theory, functions and their types, and the lambda notation for naming linguistic meanings) is included in the course.

LING 422 Semantics II (III) (KCM)

Fall. 4 credits. Prerequisite: LING 421 or permission of instructor. D. Abusch.

The course uses the techniques introduced in Semantics I to analyze linguistic phenomena including quantifier scope, ellipsis, and referential pronouns. Temporal and possible worlds semantics are introduced and used in the analysis of modality, tense, and belief sentences. The phenomena of presupposition, indefinite descriptions, and anaphora are analyzed in a dynamic compositional framework that formalizes the idea that sentence meaning effects a change in an information state.

LING 423 Morphology (III) (KCM)

Spring. 4 credits. Prerequisite: LING 101 or equivalent or permission of instructor. J. Bowers.

This course addresses the basic issues in the study of words and their structures. It provides an introduction to different types of morphological structures with examples from a wide range of languages. Special emphasis is given to current theoretical approaches to morphological theory.

LING 424 Computational Linguistics (also COGST 424 and COM S 424) (II) (MQR)

Fall. 4 credits. Prerequisite: LING 203 or permission of instructor; COM S 114 is also recommended. M. Rooth.

Steady progress in formalisms, algorithms, linguistic knowledge, and computer technology is bringing computational mastery of the syntax, morphology, and phonology of natural languages within reach. The course introduces methods for "doing a language" computationally, with an emphasis on approaches which combine linguistic knowledge with powerful computational formalisms. Topics: computational grammars, parsing, representation of syntactic analyses; finite state morphology; weighted grammars; feature constraint formalisms for syntax; treebank and other markup methodology; robust low-level syntax and semantics; and experimental modeling methodology using large data samples.

LING 425 Pragmatics (also PHIL 435) (III or IV) (KCM)

Fall. 4 credits. Prerequisite: LING 201 or PHIL 231, or permission of instructor. D. Abusch.

An introduction to aspects of linguistic meaning which have to do with context and with the use of language. Topics include context change semantics and pragmatics, presupposition and accommodation, conversational implicature, speech acts, and the pragmatics of definite descriptions and quantifiers.

[LING 427 Structure of Hungarian (III) (KCM)]

Fall. 4 credits. Prerequisite: LING 101 or equivalent. Offered alternate years. Not offered 2003–2004; next offered 2004–2005. W. Browne.

Survey of phonology, morphology, and syntax of this non-Indo-European language. Topics to be stressed include vowel harmony, consonant assimilation; definite and indefinite conjugations, possessives, verb prefixes, causatives; and focus, word order, clause types, movement, intonation.]

[LING 428/628 Connectionist Psycholinguistics (also COGST 428 and PSYCH 428/628) (III)]

Not offered 2003–2004. For description, see PSYCH 428.]

[LING 430 Structure of Korean (also ASIAN 430) (III) (KCM)]

Spring. 4 credits. Prerequisite: KOREA 102 or a previous course in linguistics. Offered alternate years. Not offered 2003–2004. J. Whitman.

Intensive examination of the syntax and phonology of a non-Indo-European language with the objective of testing principles of current linguistic theory. No previous knowledge of Korean required.]

[LING 431 Structure of an African Language (III) (KCM)]

Spring. 4 credits. Prerequisite: LING 101 or permission of the instructor. Offered alternate years. Not offered 2003–2004; next offered 2004–2005. C. Collins.

A survey of the grammar of an African language in light of current linguistic theory.]

LING 432 Middle Korean (also KRLIT 432) @ # (IV) (LA)

Spring. 4 credits. Offered alternate years. Prerequisite: KOREA 202 or equivalent. J. Whitman.

An introduction to the premodern Korean language. The course focuses on the earliest *hangeul* texts of the fifteenth century, but also introduces materials written in Korean using Chinese characters prior to the fifteenth century, including *hyangga*. No previous background in linguistics is required, but students should have a command of written Korean of at least the third-year level.

[LING 433 The Lesser-Known Romance Languages (also ROM S 433) (III) (KCM)]

Fall. 4 credits. Prerequisites: LING 101 or equivalent and qualification in any Romance language. Not offered 2003-2004. C. Rosen.

The course surveys three or four Romance languages or dialects, examining their sound systems, grammars, and historical evolution from Latin. Includes some native speaker demonstrations. Readings represent both the modern languages and their earliest attested stages.]

[LING 436 Language Development (also COGST 436, HD 436, and PSYCH 436) (III) (KCM)]

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 633/LING 700/PSYCH 600, a supplemental graduate seminar. Prerequisite: at least 1 course in developmental psychology, cognitive psychology, cognitive development, biology, neurobiology, or linguistics. Not offered 2003-2004. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental issues of relationships between language and thought are discussed, as are the fundamental linguistic issues of Universal Grammar and the biological foundations for language acquisition. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available (see COGST 450/LING 450/PSYCH 437).]

[LING 437 Celtic Linguistic Structures (III) (KCM)]

Spring. 4 credits. Prerequisite: LING 403. Not offered 2003-2004; next offered 2004-2005. W. Harbert.

This course treats selected topics in the syntax and morphosyntax of the modern Celtic languages.]

[LING 441 Introduction to Germanic Linguistics (also GERST 441) (III) (HA)]

Fall. 4 credits. Prerequisite: LING 101 or permission of instructor. Not offered 2003-2004. W. Harbert.

Survey of major issues in historical Germanic linguistics.]

[LING 443-444 Linguistic Structure of Russian (also RUSSA 403-404) (III) (KCM)]

443, fall; [444, spring.] 4 credits each term. Prerequisites: for LING 443, reading knowledge of Russian; for LING 444, LING 443 or equivalent. Offered alternate years; 444 not offered 2003-2004. W. Browne.

A synchronic analysis of the structure of modern Russian. LING 443 deals primarily

with phonology and its relation to syntax and 444 with syntax and word order.

[LING 450 Lab Course: Language Development (also COGST 450 and PSYCH 437)]

Spring. 2 credits. Prerequisite: COGST/HD/LING/PSYCH 436. Not offered 2003-2004. B. Lust.

This laboratory course provides undergraduates with an introduction to hands-on research experience in the Cognitive Studies research labs and meets once a week in group format. It includes several structured modules dealing with topics covered in the survey course, COGST/HD/LING/PSYCH 436, Language Development. They include training in how to study and analyze original child language data, including the use of selected portions of a large database of child language data from many languages in the Cornell Language Acquisition Lab (CLAL), and training necessary to the collection and analysis of new child language data. Emphasis is placed on developing research methods in order to test hypotheses.]

[LING 451 Greek Comparative Grammar (also CLASS 421) (III) (KCM)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Greek morphology. Not offered 2003-2004. A. Nussbaum.

The prehistory and evolution of the sounds and forms of ancient Greek as reconstructed by comparison with the other Indo-European languages.]

[LING 452 Latin Comparative Grammar (also CLASS 422) (III) (KCM)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. Not offered 2003-2004. A. Nussbaum.

The prehistory and evolution of the sounds and forms of classical Latin as reconstructed by comparison with the other Indo-European languages.]

[LING 454 Italic Dialects (also CLASS 424) (III) (KCM)]

Fall. 4 credits. Prerequisite: thorough familiarity with classical Latin morphology. Not offered 2003-2004; next offered 2004-2005. A. Nussbaum.

The phonology and morphology of Faliscan, Oscan, and Umbrian studied through the reading of epigraphical texts. Attention to the relations of these languages to Latin and the question of proto-Italic.]

[LING 455 Greek Dialects (also CLASS 425) (III) (KCM)]

Fall. 4 credits. Prerequisite: basic familiarity with classical Greek morphology. A. Nussbaum.

A survey of the dialects of ancient Greek through the reading and analysis of representative epigraphical and literary texts.

[LING 456 Archaic Latin (also CLASS 426) (III) (LA)]

Spring. 4 credits. Prerequisite: reading knowledge of Latin. Not offered 2003-2004. A. Nussbaum.

Reading of epigraphic and literary preclassical texts with special attention to archaic and dialectal features. The position of Latin among the Indo-European languages of ancient Italy, the rudiments of Latin historical grammar, and aspects of the development of the literary language.]

[LING 457 Homeric Philology (also CLASS 427) (III) (LA)]

Spring. 4 credits. Prerequisite: ability to read Homeric Greek. Not offered 2003-2004. A. Nussbaum.

The language of the Homeric epics: dialect background, archaisms, modernizations. The notion of a *Kunstsprache*: its constitution, use, and internal consistency. The phonological and morphological aspects of epic compositional technique.]

[LING 459 Mycenaean Greek (also CLASS 429) (III) (LA)]

Spring. 4 credits. Prerequisite: thorough familiarity with classical Greek morphology. A. Nussbaum.

An introduction to the epigraphy, language, and content of the Linear B tablets with special attention to their implications for Greek historical grammar and dialectology.]

[LING 460 Sanskrit Comparative Grammar (III or IV) (KCM)]

Spring. 4 credits. Prerequisite: reasonable familiarity with classical Sanskrit morphology. Not offered 2003-2004; next offered 2004-2005. A. Nussbaum.

A survey of the historical phonology and morphology of Sanskrit in relation to the Indo-Iranian and Indo-European comparative evidence.]

[LING 474 Introduction to Natural Language Processing (also COGST 474 and COM S 474) (III)]

Not offered 2003-2004.

For description, see COM S 474.]

[LING 485 Topics in Computational Linguistics (II) (MQR)]

Spring. 4 credits. Prerequisite: LING 424 or LING/COM S 474. Not offered 2003-2004. M. Rooth.

This laboratory course is concerned with broad-coverage computational grammars, computational methodology for addressing linguistic questions, and programming and experimental environments for computational linguistics. Course work includes an experimental project.]

[LING 493 Honors Thesis Research]

Fall. 4 credits. Staff.

May be taken before or after LING 494, or may be taken independently.

[LING 494 Honors Thesis Research]

Spring. 4 credits. Staff.

May be taken as a continuation of, or before, LING 493.

[LING 501 Cognition (also COGST 501 and PHIL 501)]

For description, see COGST 501.

[LING 530 Representation of Structure in Vision and Language (also COGST 530 and PSYCH 530)]

For description, see PSYCH 530.

[LING 531 Topics in Cognitive Studies (also COGST 531 and PSYCH 531)]

For description, see COGST 531.

[LING 601 Topics in Phonological Theory]

Fall. 4 credits variable. Prerequisites: LING 301 and one higher-level course in phonology. D. Zec.

Selected topics in current phonological theory.

[LING 602 Topics in Morphology]

Fall. 4 credits. Prerequisites: LING 401 or 403 or permission of instructor. Not offered 2003-2004. D. Zec.

Selected topics in current morphological theory.]

LING 604 Research Workshop

Fall. 2 credits. S-U grade only. Required of third-year linguistics graduate students. J. Whitman, D. Zec.

This course provides a forum for presentation and discussion of ongoing research, and development of professional skills. Participants must enroll in a concurrent independent study with a special committee member, or a relevant workshop.

[LING 606 Historical Syntax

Fall. 4 credits. Prerequisite: LING 303. Not offered 2003–2004; next offered 2004–2005. C. Rosen.

A course on change in language structure, beginning with an overview of widely attested types of syntactic change and proceeding to an introduction of current theoretical treatments. Topics covered include grammaticalization, word order change, and the interplay between morphological and syntactic change. Assumes a basic background in syntax.]

[LING 609 SLA and the Asian Languages (also ASIAN 610)

Fall. 4 credits. Prerequisite: LING 414–415 or permission of instructor. Not offered 2003–2004. Y. Shirai.

This course surveys the literature on the acquisition of Asian languages both in first and second language. We mainly focus on Japanese, Korean, Chinese (Mandarin/Cantonese), but other languages (Thai, Malay, Vietnamese, Burmese, Tagalog, etc.) may be dealt with, depending on faculty/student interest.]

LING 616 Topics in Syntactic Theory

Fall. 4 credits variable. Prerequisite: LING 304 or permission of instructor. M. Diesing. An examination of recent developments in syntactic theory, including “minimalist” approaches to phrase structure, derivations/representations and the nature of economy conditions, and parametric differences.

[LING 617–618 Hittite

617, fall; 618, spring. 4 credits each term. Prerequisites: for LING 617, permission of instructor; for LING 618, LING 617 or permission of instructor. Not offered 2003–2004. Staff.

An introduction to the cuneiform writing system and the grammar of Hittite, followed by the reading of selected texts.]

[LING 619 Rigveda

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. C. Minkowski.

Reading and linguistic analysis of selected Vedic hymns.]

[LING 620 Comparative Grammar of Anatolian (also NES 623)

Spring. 4 credits. Prerequisite: LING 617. Not offered 2003–2004. M. Weiss. Introduction to the historical phonology and morphology of the Anatolian languages. Knowledge of Hittite and Luvian recommended but not required.]

[LING 621 Avestan and Old Persian (also NES 621)

Fall. 4 credits. Prerequisite: a basic knowledge of Sanskrit forms and morphology syntax. Not offered 2003–2004. M. Weiss.

Linguistically-oriented readings of Old Persian and Avestan.]

[LING 623–624 Old Irish I, II

623, fall; 624, spring. 4 credits each term. Prerequisite for LING 624: LING 623 or permission of instructor. Not offered 2003–2004. Staff.

An introduction to “classical” Old Irish for students with no previous experience with the language.]

[LING 625 Middle Welsh

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. W. Harbert.

Students develop a reading knowledge of Middle Welsh through translating selections from prose and poetry. Emphasis is on the prose tales, including the Mabinogi. No familiarity with Welsh is assumed.]

[LING 627 Advanced Old Irish]

[LING 629 Old Avestan (also NES 622)]
Fall. 4 credits. Prerequisite: LING 621. Not offered 2003–2004. M. Weiss.

Linguistically and philologically oriented reading of the Gathas of Zarathustra and the Yasna Haptanhaii. Some knowledge of Sanskrit required.]

[LING 631 Comparative Indo-European Linguistics

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. Staff. An introduction to the comparative grammar of the Indo-European languages.]

LING 633 Language Acquisition Seminar (also COGST 633 and HD 633)

Fall. 1–4 credits. Prerequisite: LING 436 or equivalent or permission of instructor. B. Lust.

This seminar reviews and critiques current theoretical and experimental studies of first-language acquisition, with a concentration on insights gained by cross-linguistic study of this area. Attention is also given to the development of research proposals.

LING [635]–636 Indo-European Workshop

[635, fall]; 636, spring. 4 credits each term. Prerequisite: permission of instructor. 635 not offered 2003–2004. M. Weiss.

An assortment of subjects intended for students with previous training in Indo-European linguistics: problems in the reconstruction of Proto Indo-European, topics in the historical grammars of the various IE languages, reading and historical linguistic analysis of texts, and grammatical sketches of “minor” IE languages.

[LING 637 Introduction to Tocharian

Fall. 4 credits. Prerequisite: knowledge of other ancient IE language and historical linguistics methods. Not offered 2003–2004. M. Weiss.

Introduction to the grammar of Tocharian A and B.]

[LING 638 Comparative Grammar of Tocharian

Spring. 4 credits. Prerequisite: LING 637. Not offered 2003–2004. Staff. Introduction to the historical phonology and morphology of Tocharian A and B.]

[LING 643 Topics in Historical Germanic Phonology

Spring. 4 credits. Prerequisite: LING 441. Not offered 2003–2004. W. Harbert. The development of the sound system from Proto-Germanic to its daughter languages.]

[LING 644 Topics in Historical Germanic Syntax

Fall. 4 credits. Prerequisite: LING 441. Not offered 2003–2004. W. Harbert. A diachronic and comparative investigation of syntactic processes in the older Germanic languages.]

[LING 645 Gothic

Fall. 4 credits. Prerequisite: LING 101. Offered alternate years. Not offered 2003–2004. W. Harbert. Linguistic structure of Gothic, with extensive readings of Gothic texts.]

LING 646 Old High German, Old Saxon (also GERST 658)

Spring. 4 credits. Prerequisite: LING 101. Offered alternate years. W. Harbert. This course combines a survey of the linguistic history and structure of Old High German and Old Saxon with extensive readings from the major documents in which they are recorded. Reading knowledge of Modern German is highly recommended.

[LING 648 Speech Synthesis by Rule

Spring. 4 credits. Prerequisite: LING 401, 419, or permission of instructor. Offered alternate years. Not offered 2003–2004; next offered 2004–2005. S. Hertz. Investigates the nature of the acoustic structure of speech synthesis, using speech as a tool for exploring this structure. A particular acoustic model is proposed, developed, and motivated by considering the relationship between phonological and acoustic structure, speech timing, phonetic universals, coarticulation, and speech perception. The primary tool for investigation will be the Delta System, a powerful software system for investigating phonology and phonetics through speech synthesis. The course is meant for graduate students and advanced undergraduate students in linguistics, but may also be of interest to students in psychology/psycholinguistics, computer science, and cognitive studies.]

LING 649 Structure of Old English

Spring. 4 credits. Prerequisite: LING 441. Offered alternate years. W. Harbert. Linguistic overview of Old English, with emphasis on phonology and syntax.

[LING 653–654 Seminar in Southeast Asian Linguistics

653, fall; 654, spring. 4 credits each term. Prerequisite: LING 303 or permission of instructor. LING 653 is not a prerequisite for 654. Not offered 2003–2004. Staff. Languages of mainland Southeast Asia. Topics, chosen according to student interests, may include description, dialectology, typology, comparative reconstruction, and historical studies.]

[LING 655–656 Seminar in Austronesian Linguistics

655, fall; 656, spring. 4 credits each term. Prerequisites: for LING 655, LING 101 and permission of instructor; for LING 656, LING 655. Not offered 2003–2004. Staff. Descriptive and comparative studies of Malayo-Polynesian languages.]

[LING 659 Seminar in Vedic Philology (also ASIAN 659 and CLASS 659)]

Not offered 2003-2004.

For description, see ASIAN 659.]

LING 661 Old Church Slavonic (also RUSSA 601)

Fall. 4 credits. Prerequisite: students must know a Slavic or ancient Indo-European language. This course is prerequisite to LING 662 and LING 671. Offered alternate years. W. Browne.

Grammar and reading of basic texts.

LING 662 Old Russian Texts (also RUSSA 602)

Spring. 4 credits. Prerequisite: LING 661. Offered alternate years. W. Browne.

Grammatical analysis and close reading of Old Russian texts.

[LING 671-672 Comparative Slavic Linguistics (also RUSSA 651-652)]

Fall, 671; spring, 672. 4 credits each term.

Prerequisites: for LING 671, LING 661 taken previously or simultaneously, or permission of instructor; for LING 672, LING 671 or permission of instructor.

Offered alternate years. Not offered 2003-2004. W. Browne.

Sounds and forms of the Slavic languages and of prehistoric common Slavic; main historical developments leading to the modern languages.]

LING 700 Seminar

Fall or spring, according to demand. Credit to be arranged.

Seminars are offered according to faculty interest and student demand. Topics in recent years have included subject and topic, Montague grammar, speech synthesis, lexicography, classical and autonomous phonology, Japanese sociolinguistics, relational grammar, semantics and semiotics, and others.

LING 701-702 Directed Research

701, fall; 702, spring. 1-4 credits. Hours to be arranged. Staff.

MATHEMATICS

www.math.cornell.edu

K. Brown, chair; A. Back, G. Bailey, D. Barbasch, Y. Berest, L. Billera, T. Brendle, N. Broadus, K.-U. Bux, S. Chase, I. Chatterji, H.-B. Cheng, R. Connelly, B. Csima, S. Day, R. K. Dennis, M. Dindos, R. Durrett, E. Dynkin, C. Earle, J. Escobar, M. Fickus, L. Gross, J. Guckenheimer, A. Hatcher, D. Henderson, J. Hubbard, J. Hwang, Y. Ilyashenko, P. Jung, P. Kahn, G. Lawler, A. Meadows, I. Mitrea, C. Muscalu, A. Nerode, M. Nussbaum, K. Okoudjou, I. Peeva, R. Perez, R. Ramakrishna, L. Saloff-Coste, A. Schatz, J. Schweinsberg, S. Sen, R. A. Shore, R. Sjamaar, J. Smillie, B. Smith, A. Solomon, B. Speh (DUS), M. E. Stillman (DGS), R. Strichartz, E. Swartz, M. Terrell, R. Terrell, W. Thurston, A. Vladimirov, K. Vogtmann, L. Wahlbin, J. West, K. Wortman, M. Yakimov, D. Zaffran (Emeritus): J. Bramble, M. Cohen, R. Farrell, H. Kesten, G. R. Livesay, M. Morley, L. E. Payne, A. Rosenberg, M. Sweedler

Mathematics is the language of modern science; basic training in the discipline is essential for those who want to understand, as well as for those who want to take part in, the important scientific developments of our

time. Acquaintance with mathematics is also extremely useful for students in the social sciences and valuable for anyone interested in the full range of human culture and the ways of knowing the universe in which we live.

The Department of Mathematics faculty has strong groups specializing in algebra, number theory, combinatorics, real and complex analysis, Lie groups, topology and geometry, logic, probability and statistics, mathematical physics, and applied mathematics. Related departments at Cornell have specialists in computer science, operations research, linear programming, and game theory, and courses in these topics can be integrated readily into the mathematics major.

The department offers a rich variety of undergraduate courses, and many of its beginning graduate courses are suitable for advanced undergraduates as well. Under some conditions, a student may carry out an independent reading and research project for college credit under the supervision of a faculty member.

Members of the department are available to discuss with students the appropriate course for their levels of ability and interest, and students are urged to avail themselves of this help.

Students who want to take any of the courses numbered 300 or above are invited to confer, before registering, with the instructor concerned. The level of a course is indicated by the first digit of the course number: roughly, 1, 2, indicate underclass courses; 3, 4, upperclass courses; 5, professional level and mathematics education courses; 6, 7, graduate courses. The subject matter of courses is often indicated by the second digit: 0, general; 1, 2, analysis; 3, 4, algebra and combinatorics; 5, 6, topology and geometry; 7, probability and statistics; 8, logic; 9, other.

Midterm grades, when required, will be S or U only, except in special circumstances. In courses with numbers below 700, students will receive letter grades, with the exception of nonmathematics majors who have requested an S-U grade.

Advanced Placement

Secondary school students are strongly urged to take one of the two advanced placement examinations of the College Entrance Examination Board in their senior year. Freshmen who have had some calculus but who have not taken an advanced placement examination should take the placement examination in mathematics offered at Cornell just before the beginning of classes in the fall. It is most important that anyone with any knowledge of calculus carefully read "Advanced Placement," p. 6-11.

The Major

The mathematics major adapts to a number of purposes. It can emphasize the theoretical or the applied. It can be appropriate for professionals and nonprofessionals alike, and can be broad or narrow. It can also be combined easily with serious study in another subject in the physical, biological, or social sciences by means of a double major and/or concentration. For example, a double major in mathematics and computer science is facilitated by the concentration in computer science (requirement 4, option b) described below. This concentration permits a student to use certain computer science courses to satisfy

the requirements of both majors. Questions concerning the major should be brought to a departmental representative.

Prerequisites

The traditional prerequisites are MATH 221-222, 223-224, or 293-294. A unit on infinite series is required. Such a unit is offered in MATH 112, 122 and 192. Normally students will be admitted to the major only when they have grades of B- or better in all 200-level mathematics courses taken. Alternative prerequisites are MATH 213 and 231, normally with grades of B+ or better.

Requirements

There are five requirements for the major:

1. COM S 100. Students are urged to take this course before the end of their sophomore year.
2. Two courses in algebra. Eligible courses are
MATH 431 or 433
MATH 432 or 434
MATH 332 or 336
(Credit for both MATH 332 and MATH 336 will be granted only if both were taken during or before spring 2002 or by a mathematics major graduating in or before spring 2003.)
3. Two courses in analysis. Eligible courses are MATH 311, 321, 323, 413, 414, 418, 420, 422, 424, 425, 427, 428.
4. Further high-level mathematical courses. Any one of (a)-(f) below is sufficient. The six alternatives below do not exhaust the possibilities. A mathematics major interested in a concentration in a subject different from those below may develop a suitable individual program in consultation with his/her major adviser. A concentration in probability and statistics is currently under consideration. Students who are interested should consult a member of the mathematics major committee or the director of undergraduate studies.
 - (a) Four additional Mathematics courses numbered 300 or above
 - (b) **Concentration in Computer Science:** Five additional courses from (i) and (ii) below, of which at least one is from (i) and three are from (ii)
 - (i) Mathematics courses numbered 300 or above
 - (ii) Computer Science courses numbered 300 or above
 - (c) **Concentration in Economics:** Five additional courses from (iii), (iv), and (v) below, as follows: one course from (iii), three courses from (iv), and a fifth course from any of (iii), (iv), or (v). However, MATH 472 and ECON 319 cannot **both** be used to satisfy these requirements.
 - (iii) Mathematics courses numbered 300 or above
 - (iv) Economics courses with significant mathematical content. Eligible courses are ECON 319, 320, 416, 419, 450 (also ARME 450), 467, 609, 610, 613, 614, 619, 620, 717, 756.

- (v) Courses in Operations Research with significant mathematical content and dealing with material of interest in economics; e.g., OR&IE 320, 321, 432, 435, 474 and 476. However, the student may, with the adviser's approval, select an OR&IE course that satisfies the basic intent of the requirement but is not in this list.

(d) **Concentration in Mathematical Biology:**

Five additional courses from (vi) and (vii) below, with three courses from (vi) and two courses from (vii). We suggest that the student take a fourth course from (vi) to satisfy the math modeling requirement.

- (vi) Biology courses that have mathematical content or provide background necessary for work at the interface between biology and mathematics. Examples include BIOBM/COM S 321, BIOEE/MATH 362, BIOEE 460, BIOGD 481, 484, 487, BIONB 330, 422, BTRY 381, 482.

- (vii) Mathematics courses numbered above 300. Particularly appropriate are MATH 420 and 471.

(e) **Concentration in Mathematical Physics:**

Five additional courses from (viii) and (ix) below, of which at least one is from (viii) and three are from (ix).

- (viii) Mathematics courses in analysis, geometry, algebra and combinatorics, probability and statistics, and mathematical logic. Eligible courses are MATH 311, 321, 323, 401, 413, 414, 420, 418 or 422, 424, 425, 427, 428, 431 or 433, 432 or 434, 441, 442, 451, 452, 453, 454, 455, 471, 472, 481, 482, 483, 486.

- (ix) Physics courses that make significant use of advanced mathematics. Eligible courses are PHYS 316, 317, 318, 327, 341, 443, 444, 454, 455, 480.

(f) **Concentration in Operations Research:**

Five additional courses from (x) and (xi) below, of which at least one is from (x) and three are from (xi).

- (x) Mathematics courses numbered 300 or above

- (xi) Courses in Operations Research and Industrial Engineering in which the primary focus involves mathematical techniques. Undergraduate courses include OR&IE 320–462 excluding OR&IE 350, 414, and 416. Many Operations Research graduate courses are also allowed. Students should consult with their advisers.

5. One course dealing with mathematical models. Any course from outside mathematics with serious mathematical content and dealing with scientific

matters. *This course cannot be used to satisfy any of the other requirements for the major.* Serious mathematical content includes, but is not limited to, extensive use of calculus or linear algebra. Even if the Physics concentration has been selected, PHYS 116, 208, 213, or 217 may be used to satisfy the modeling requirement, but no other 100-level Physics course, nor PHYS 207 or 209 may be used. COM S 211 satisfies the modeling requirement provided the Computer Science concentration has **not** been selected. Any course from another department that would satisfy one of the concentrations requirements may be used to fulfill the modeling requirement, provided the course is not also used to fulfill the concentration requirement. Some courses in biology, chemistry and other fields can fulfill the modeling requirement. Students should consult with their advisers.

A course may be counted toward the mathematics major only if a grade of C– or better is received for that course.

Major advisers can alter these requirements upon request from an advisee, provided the intent of the requirements is met.

Senior Thesis

A senior thesis can form a valuable part of a student's experience in the mathematics major. It is intended to allow students to cover significant areas of mathematics not covered in course work, or not covered there in sufficient depth. The work should be independent and creative. It can involve the solution of a serious mathematics problem, or it can be an expository work, or variants of these. Both the process of doing independent research and mathematics exposition, as well as the finished written product and optional oral presentation, can have a lasting positive impact on a student's educational and professional future.

Double Majors

The Departments of Computer Science, Economics, and Physics all permit double majors with the mathematics major, allowing the courses listed under the corresponding concentrations above to be counted for both majors. Students should consult the appropriate departments for any further conditions.

Honors Program

The Department of Mathematics awards honors (cum laude) and high honors (magna cum laude and summa cum laude) to graduating mathematics majors who have demonstrated outstanding ability in the major program.

The awards are determined by the Mathematics Major Committee in the latter part of the semester prior to graduation. The committee will primarily be looking for excellent performance in mathematics courses, particularly in challenging courses at the 400 level or beyond. Participation in the Honors Seminar (MATH 401) for one semester, or independent study at a high performance level can also contribute to honors. Students interested in honors should consult their major advisers concerning suitable courses.

Outstanding performance in graduate classes or an excellent senior thesis can also

contribute to high honors. Students interested in high honors should consult their major advisors and the chair of the department's Mathematics Major Committee during the second semester of their junior year.

Teacher Education in Mathematics

Students at Cornell may pursue teaching credentials in biology, chemistry, earth science, general science, mathematics, and physics. CTE (Cornell Teacher Education) is a program situated in the Department of Education. Most CTE students enroll in a five-year program, which combines an undergraduate major in mathematics or one of the sciences with a one-year Master of Arts in Teaching (MAT). Students from any college at Cornell are eligible to apply to the program as undergraduates. Students completing the graduate program will earn the master's degree required for permanent certification in New York and most other states.

Mathematics students in CTE must complete all the requirements for a mathematics major (or its equivalent) including MATH 403, 408, 451, 507, and a probability/statistics course. There are a number of education courses required. Some of the required mathematics and education courses will be taken in the graduate fifth year.

For more information, contact the CTE Student Support Specialist at 255–9255 or Avery Solomon (Mathematics, aps5@cornell.edu), or David Henderson (Mathematics, dwh2@cornell.edu).

Studying Mathematics Outside the Major

The College of Arts and Sciences and the Department of Mathematics offer no minor in mathematics; however, some other scientific departments in the college offer, within their own majors, concentrations in mathematics and mathematics-related fields. A student interested in such a concentration should consult the Director of Undergraduate Studies of his/her major department.

The Engineering College offers a minor in applied mathematics that is open to any undergraduate in that college. The minor is sponsored jointly by the Department of Mathematics and the Department of Theoretical and Applied Mechanics, and is administered by the latter department. Engineering students interested in this minor should contact Professor Richard Rand of the Department of Theoretical and Applied Mechanics (255–7145; rhr2@cornell.edu). Information about the minor is also available at www.math.cornell.edu.

The Mathematics Department welcomes into its upper-level courses students from all colleges, schools, and departments at Cornell. In particular, undergraduates who wish to pursue serious study of mathematics, whether within or to complement their own major fields, are encouraged to consult with the department. The department's Director of Undergraduate Studies and other faculty can provide assistance in selecting appropriate areas of study and individual courses.

Distribution Requirement

The mathematics courses that can be used to satisfy the Group II (Quantitative and Formal Reasoning) part of the Arts College distribution

requirements are indicated by the symbol "(II)" next to the title of the course and those that can be used to satisfy the new Mathematics and Quantitative Reasoning Requirement are indicated by the symbol "(MQR)".

Basic Sequences

Precalculus

Description	Courses
1) Algebra and trigonometry to prepare students for calculus	MATH 109* or EDUC 005*
2) Algebra, analytic geometry, elements of calculus	EDUC 115*

*MATH 109, EDUC 005, and EDUC 115 do not carry credit for graduation in the Arts College.

Students who want a second semester of mathematics after EDUC 115 may take MATH 105 or, if they need more calculus, MATH 106 or 111.

Calculus

Description	Mathematics Courses
1) Standard three-semester sequence for students who do not expect to take advanced courses in mathematics	111-112-213
2) Calculus for engineers (also taken by some physical science majors)	190/191-192-293-294
3) Several sequences are possible for prospective mathematics majors and others who expect to take advanced courses in mathematics: 111-112-221-222, 121-122-221-222, 121-122-223-224 or some mix of these courses. Students may also take the engineering sequence 190/191-192-293-294. Students are encouraged to consult with their advisers.	

MATH 190 or 191 may be substituted for 111. The two-year sequences include some linear algebra. Students who take the 3-semester sequence 111-112-213 may learn some linear algebra by taking MATH 231.

Special-Purpose Sequences

Description	Mathematics Courses
1) Finite mathematics and calculus for life and social science majors	105-106
2) Other possible finite mathematics and calculus sequence	105-111
3) Calculus and statistics sequences	106-171 111-171

Students who want to take two semesters of calculus are advised to take the first two semesters of one of the three calculus sequences. Students with excellent performance in MATH 106 may follow that course with MATH 112 or 122. The courses in each of the calculus and statistics sequences may be taken in either order, since no calculus background is required for MATH 171. Each of the sequences listed here satisfies the mathematics requirement for most medical schools.

Switching between calculus sequences is often difficult, especially at the 200 level. Students

should not attempt such a switch without consulting the Director of Undergraduate Studies.

Courses with Overlapping Content

Because the department offers many courses with overlapping content, students must choose their courses carefully to ensure that they will receive credit for each course they take. Listed below are groups of courses with similar content. Students will receive credit for only one of the courses in each group.

106, 111, 121, 190, 191
112, 122, 192
213, 222, 224, 293
221, 231, 294
332 and 336*
431 and 433
432 and 434

*Credit for both MATH 332 and MATH 336 will be granted only if both were taken during or before spring 2002 or by a mathematics major graduating in or before spring 2003. Note: Courses with overlapping content are not necessarily equivalent courses. Students are encouraged to consult a mathematics faculty member when choosing between them.

Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

Summer Courses

A list of mathematics courses usually offered every summer can be found in the School of Continuing Education and Summer Sessions section of this catalog. Students interested in taking summer courses in mathematics should consult the Mathematics Department website (www.math.cornell.edu). A tentative summer listing may be available as early as October.

Undergraduate Course Offerings

Please visit www.math.cornell.edu for further information and up-to-the-minute corrections.

Foundation courses: 105, 106, 111, 112, 121, 122, 190, 191, 192, 213, 221, 222, 223, 224, 231, 293, 294

Mathematics Education: 408, 451

History of Mathematics: 403

General and Liberal Arts Courses: 103, 135
171, 401, 402, 408

Analysis: 311, 413, 414, 418

Algebra and Number Theory: 332, 336, 431, 432, 433, 434, 436

Combinatorics: 441, 442

Geometry and Topology: 356, 451, 452, 453, 454, 455

Probability and Statistics: 171, 275, 471, 472

Mathematical Logic: 281, 384, 481, 482, 483, 486

Applied Analysis and Differential Equations: 321, 323, 420, 422, 424, 425, 427, 428

MATH 100 Calculus Preparation

Fall. 2 transcript credits only. This course cannot be used toward graduation.

This course introduces a wide variety of topics of algebra and trigonometry that have applications in various disciplines. Emphasis is on the development of linear, polynomial,

rational, trigonometric, exponential, and logarithmic functions. Students will have a better understanding of the behavior of these functions in their application to calculus because of the strong emphasis on graphing. Application of these mathematical ideas are addressed in problem-solving activities.

MATH 103 Mathematical Explorations (II) (MQR)

Fall, spring, summer. 3 credits.

This course is for students who wish to experience how mathematical ideas naturally evolve. The homework consists of the students actively investigating mathematical ideas. The course emphasizes ideas and imagination as opposed to techniques and calculations. Topics vary depending on the instructor and are announced (www.math.cornell.edu) several weeks before the semester begins. Some assessment is done through writing assignments.

MATH 105 Finite Mathematics for the Life and Social Sciences (II) (MQR)

Fall. 3 credits. Prerequisite: 3 years of high school mathematics, including trigonometry and logarithms.

This course is an introduction to linear algebra, probability, and Markov chains which develops the parts of the theory most relevant for applications. Specific topics include: equations of lines, the method of least squares, solutions of linear systems, matrices; basic concepts of probability, permutations, combinations, binomial distribution, mean and variance, and the normal approximation to the binomial. Examples from biology and the social sciences are used.

MATH 106 Calculus for the Life and Social Sciences (II) (MQR)

Spring. 3 credits. Prerequisite: readiness for calculus, such as can be obtained from 3 years of high school mathematics (including trigonometry and logarithms) or from MATH 109 or EDUC 115. MATH 111, rather than 106, is recommended for those planning to take 112.*

Course serves as an introduction to differential and integral calculus, partial derivatives, elementary differential equations. Examples from biology and the social sciences are used.

MATH 109 Precalculus Mathematics

Summer. 3 transcript credits only; cannot be used toward graduation.

This course is designed to prepare students for MATH 111. Algebra, trigonometry, logarithms, and exponentials are reviewed.

MATH 111 Calculus I (II) (MQR)

Fall, spring, summer. 4 credits.

Prerequisite: MATH 109 or 3 years of high school mathematics, including trigonometry and logarithms.*

Course topics include: functions and graphs, limits and continuity, differentiation and integration of algebraic, trigonometric, inverse trig, logarithmic, and exponential functions; applications of differentiation, including graphing, max-min problems, tangent line approximation, implicit differentiation, and applications to the sciences; the mean value theorem; and antiderivatives, definite and indefinite integrals, the fundamental theorem of calculus, substitution in integration, the area under a curve. Graphing calculators are

*See the list of courses with overlapping content at the end of the introduction.

used, and their pitfalls are discussed, as applicable to the above topics.

MATH 111 can serve as a one-semester introduction to calculus or as part of a two-semester sequence in which it is followed by MATH 112 or 122.

MATH 112 Calculus II (II) (MQR)

Fall, spring. 4 credits. Prerequisite: MATH 111 with a grade of C or better or excellent performance in MATH 106.

Those who do well in MATH 111 and expect to major in mathematics or a strongly mathematics-related field should take 122 instead of 112.*

Course focus is on integration: applications, including volumes and arc length; techniques of integration, approximate integration with error estimates, improper integrals, differential equations (separation of variables, initial conditions, systems, some applications). Also covered are infinite sequences and series: definition and tests for convergence, power series, Taylor series with remainder, and parametric equations.

MATH 121 Honors Calculus I (II) (MQR)

Fall. 4 credits. Prerequisite: 3 years of high school mathematics with average grade of A- or better, or permission of the department.*

This is a first-semester course in calculus intended for students who have been quite successful in their previous mathematics courses. The syllabus for the course is quite similar to that of MATH 111; however, the approach is more theoretical and the material is covered in greater depth.

MATH 122 Honors Calculus II (II) (MQR)

Fall, spring. 4 credits. Prerequisite: 1 semester of calculus with a high performance or permission of the department. Students planning to continue with MATH 213 are advised to take 112 instead of this course.*

The approach of this course to calculus is more theoretical than that in MATH 112. Topics covered include: differentiation and integration of elementary transcendental functions, techniques of integration, applications, polar coordinates, infinite series, and complex numbers, as well as an introduction to proving theorems.

MATH 135 The Art of Secret Writing (II) (MQR)

Spring. 3 credits. Prerequisite: 3 years of high school mathematics.

The course examines classical and modern methods of message encryption, decryption, and cryptanalysis. We develop mathematical tools to describe these methods (modular arithmetic, probability, matrix arithmetic, number theory) and become acquainted with some of the fascinating history of the methods and people involved.

MATH 171 Statistical Theory and Application in the Real World (II) (MQR)

Fall, spring, summer. 4 credits.

Prerequisite: high school mathematics. No credit if taken after ECON 319, 320, or 321.

This introductory statistics course discusses techniques for analyzing data occurring in the real world and the mathematical and philosophical justification for these techniques.

Topics include: population and sample distributions, central limit theorem, statistical theories of point estimation, confidence intervals, testing hypotheses, the linear model, and the least squares estimator. The course concludes with a discussion of tests and estimates for regression and analysis of variance (if time permits). The computer is used to demonstrate some aspects of the theory, such as sampling distributions and the Central Limit Theorem. In the lab portion of the course, students learn and use computer-based methods for implementing the statistical methodology presented in the lectures. (No previous familiarity with computers is presumed.)

MATH 190 Calculus for Engineers (II) (MQR)

Fall. 4 credits. Prerequisite: 3 years of high school mathematics, including trigonometry and logarithms.*

This course is restricted to engineering students who have had no previous successful experience with calculus. Students who have had such experience but wish a first-semester calculus course should take MATH 191. Course topics include: plane analytic geometry, differential and integral calculus, and applications.

MATH 191 Calculus for Engineers (II) (MQR)

Fall, spring, summer. 4 credits.

Prerequisite: 3 years of high school mathematics including trigonometry and logarithms, plus some knowledge of calculus.*

MATH 191 covers essentially the same topics as 190, but is designed for students with some previous successful experience with calculus. Course topics include: plane analytic geometry, differential and integral calculus, and applications.

MATH 192 Calculus for Engineers (II) (MQR)

Fall, spring, summer. 4 credits.

Prerequisite: MATH 190 or 191.*

Course topics include: polar coordinates, infinite series, and power series. Also covered are: vectors and calculus of functions of several variables through double and triple integrals.

MATH 213 Calculus III (II) (MQR)

Fall, spring. 4 credits. Prerequisite: MATH 112, 122, or 192.*

This course is designed for students who wish to master the basic techniques of calculus, but whose major will not require a substantial amount of mathematics. Course topics include: vectors and vector-valued functions; multivariable and vector calculus including multiple and line integrals; first- and second-order differential equations with applications; systems of differential equations; and elementary partial differential equations. The course may emphasize different topics in the syllabus in different semesters.

MATH 221 Linear Algebra and Differential Equations (II) (MQR)

Fall, spring. 4 credits. Prerequisite:

2 semesters of calculus with high performance or permission of the department.*

This course is recommended for students who plan to major in mathematics or in a related field. Course covers linear algebra and differential equations. Topics include: vector algebra, linear transformations, matrices, and linear differential equations, as well as an introduction to proving theorems.

MATH 222 Multivariable Calculus (II) (MQR)

Fall, spring. 4 credits. Prerequisite: MATH 221.*

This course is recommended for students who plan to major in mathematics or in a related field. It covers differential and integral calculus of functions in several variables, line and surface integrals as well as the theorems of Green, Stokes, and Gauss.

MATH 223 Theoretical Linear Algebra and Calculus (II) (MQR)

Fall. 4 credits. Prerequisite: 2 semesters of calculus with a grade of A- or better, or permission of instructor.*

MATH 223-224 provides an integrated treatment of linear algebra and multivariable calculus designed for students who have been highly successful in their previous calculus courses. Course topics include: vectors, matrices, and linear transformations; differential calculus of functions of several variables; inverse and implicit function theorems; quadratic forms, extrema, and manifolds; multiple and iterated integrals.

MATH 224 Theoretical Linear Algebra and Calculus (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 223.*

Course topics include: vector fields; line integrals; differential forms and exterior derivative; work, flux, and density forms; integration of forms over parametrized domains; and Green's, Stoke's, and divergence theorems.

MATH 231 Linear Algebra (II) (MQR)

Spring. 3 credits. Prerequisite: MATH 111 or equivalent.* Students interested in the mathematics major should take MATH 221 or 294.

This course is an introduction to linear algebra. A wide range of applications are discussed and computer software may be used. The main topics are systems of linear equations, matrices, determinants, vector spaces, orthogonality, and eigenvalues. Typical applications are population models, input/output models, least squares, and difference equations.

MATH 275 Elementary Probability for Applications (II) (MQR)

Spring. 3 credits. Prerequisites: 1 semester of calculus

An introduction to probability emphasizing applications. The course begins with basics: combinatorial probability, mean and variance, independence, conditional probability, and Bayes formula. The law of large numbers and central limit theorem are stated and their implications for statistics are discussed. The course concludes with a discussion of Markov chains and their applications.

MATH 281 Deductive Logic (also PHIL 331) (II) (MQR)

Fall. 4 credits.

For description, see PHIL 331.

*See the list of courses with overlapping content at the end of the introduction.

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MATH 293 Engineering Mathematics (II) (MQR)

Fall, spring, summer. 4 credits.

Prerequisite: MATH 192.*

The conclusion of vector calculus, including line integrals, vector fields, Green's theorem, Stokes' theorem, and the divergence theorem; followed by an introduction to ordinary and partial differential equations, including Fourier series and boundary value problems. May include computer use in solving problems.

MATH 294 Engineering Mathematics (II) (MQR)

Fall, spring, summer. 4 credits.

Prerequisite: MATH 192.*

Linear algebra and its applications. Topics include matrices, determinants, vector spaces, eigenvalues and eigenvectors, orthogonality and inner product spaces; applications include brief introductions to difference equations, Markov chains, and systems of linear ordinary differential equations. May include computer use in solving problems.

MATH 311 Introduction to Analysis (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 221-222, 223-224 or 293-294.

Provides a transition from calculus to real analysis. Topics include: rigorous treatment of fundamental concepts in calculus: including limits and convergence of sequences and series, compact sets; continuity, uniform continuity and differentiability of functions. Emphasis will be placed upon understanding and constructing mathematical proofs.

MATH 321 Manifolds and Differential Forms (II) (MQR)

Fall. 4 credits. Prerequisites: multivariable calculus and linear algebra as taught in MATH 221-222, 223-224, or 293-294.

A manifold is a type of subset of Euclidean space that has a well-defined tangent space at every point. Such a set is amenable to the methods of multivariable calculus. After a review of some relevant calculus, we will investigate manifolds and the structures that they are endowed with, such as tangent vectors, boundaries, orientations, and differential forms. The notion of a differential form encompasses such ideas as surface and volume forms, the work exerted by a force, the flow of a fluid, and the curvature of a surface, space, or hyperspace. We will re-examine the integral theorems of vector calculus (Green, Gauss and Stokes) in the light of differential forms and apply them to problems in partial differential equations, topology, fluid mechanics, and electromagnetism.

MATH 323 Introduction to Differential Equations (II) (MQR)

Fall. 4 credits. Prerequisites: multivariable calculus and linear algebra as taught in MATH 221-222, 223-224, or 293-294, or permission of instructor.

This course is intended for students who want a brief one-semester introduction to the theory of and techniques in both ordinary and partial differential equations. (Fuller introductions are given in MATH 427 and 428.) Topics for ordinary differential equations may include: initial-value and two-point boundary value problems, the basic existence and uniqueness theorems, continuous dependence on data,

stability of fix-points, numerical methods, special functions. Topics for partial differential equations may include: the Poisson, heat and wave equations, boundary and initial-boundary value problems, maximum principles, continuous dependence on data, separation of variables, Fourier series, Green's functions, numerical methods, transform methods.

MATH 332 Algebra and Number Theory (II) (MQR)

Fall, summer. 4 credits. Prerequisite: MATH 221, 223, 231 or 294.*

Course covers various topics from number theory and modern algebra. It usually includes most of the following: Primes and factorization, Diophantine equations, congruences, quadratic reciprocity, continued fractions, rings and fields, finite groups, and an introduction to the arithmetic of the Gaussian integers and quadratic fields. Motivation and examples for the concepts of abstract algebra are derived primarily from number theory and geometry.

MATH 336 Applicable Algebra (II) (MQR)

Spring, summer. 4 credits. Prerequisite: MATH 221, 223, 231 or 294.*

An introduction to the concepts and methods of abstract algebra and number theory that are of interest in applications. Course covers the basic theory of groups, rings and fields and their applications to such areas as public-key cryptography, error-correcting codes, parallel computing, and experimental designs. Applications include the RSA cryptosystem and use of finite fields to construct error-correcting codes and Latin squares. Topics include elementary number theory, Euclidean algorithm, prime factorization, congruences, theorems of Fermat and Euler, elementary group theory, Chinese remainder theorem, factorization in the ring of polynomials, and classification of finite fields.

MATH 356 Groups and Geometry (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231 or 294.

Groups were introduced in the nineteenth century as the sets of symmetries of algebraic or geometric objects. This viewpoint has become central in modern mathematics. This course studies the geometry of the plane and of patterns in the plane in terms of the group of symmetries ("isometries") of the plane. Prior knowledge of group theory is not a prerequisite. The purpose of the course is to prepare students for the 400-level courses in several ways. On one hand, the course offers experience in modern algebra and geometry (including the geometry of complex numbers). It presents some very beautiful and important topics and a sense of the unity of mathematics. On the other hand, special care is taken to initiate the student into the writing of proofs and the language of mathematics. Topics include: symmetries, groups of transformations, subgroups and cosets. Homomorphisms and isomorphisms. Orbits and fixed points. Frieze groups, wallpaper groups ("2-dimensional crystallographic groups") and the associated tessellations of the Euclidean plane.

MATH 362 Dynamic Models in Biology (also BIOEE 362) (II) (MQR)

Spring. 3 credits. Prerequisite: two semesters of introductory biology (BIO G 101-102, 105-106, 107-108, 109-110, or equivalent) and completion of the mathematics requirement for the Biological Sciences major or equivalent.

For description, see BIOEE 362.

MATH 401 Honors Seminar: Topics in Modern Mathematics (II) (MQR)

Spring. 4 credits. Prerequisite: 2 courses in mathematics numbered 300 or higher or permission of instructor.

This course is a participatory seminar primarily aimed at introducing senior and junior mathematics majors to some of the challenging problems and areas of modern mathematics. The seminar helps students develop research and expository skills in mathematics, which is important for careers in any field that makes significant use of the mathematical sciences (i.e., pure or applied mathematics, physical or biological sciences, business and industry, medicine). The content varies from year to year.

MATH 403 History of Mathematics # (II) (MQR)

Spring. 4 credits. Prerequisite: 2 courses in mathematics above 300, or permission of instructor.

Survey of the development of mathematics from antiquity to the present, with an emphasis on the achievements, problems, and mathematical viewpoints of each historical period and the evolution of such basic concepts as number, geometry, construction, and proof. Readings from original sources in translation. Students are required to give oral and written reports.

MATH 408 Mathematics in Perspective (II) (MQR)

Spring. 4 credits. Prerequisite: consent of instructor.

The purpose of this course is for students to step back and form an overview of the mathematics they have learned. The course is intended for junior and senior mathematics majors and other undergraduates with strong backgrounds in mathematics. Subjects will be chosen based on their interest for prospective high school teachers.

MATH 413 Honors Introduction to Analysis I (II) (MQR)

Fall, spring. 4 credits. Prerequisite: a high level of performance in MATH 221-222, 223-224, or 293-294 and a familiarity with proofs. Students who do not intend to take MATH 414 are encouraged to take MATH 413 in the spring.

This course provides an introduction to the rigorous theory underlying calculus, covering the real number system and functions of one variable. The course is entirely based on proofs, and the student is expected to know how to read and, to some extent, construct proofs before taking this course. Topics typically include: construction of the real number system, properties of the real number system, continuous functions, differential and integral calculus of functions of one variable, sequences and series of functions.

*See the list of courses with overlapping content at the end of the introduction.

*See the list of courses with overlapping content at the end of the introduction.

MATH 414 Honors Introduction to Analysis II (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 413. This is a proof-based introduction to further topics in analysis. Topics may include: the Lebesgue measure and integration, functions of several variables, differential calculus, implicit function theorem, infinite dimensional normed and metric spaces, Fourier series, ordinary differential equations.

MATH 418 Introduction to the Theory of Functions of One Complex Variable (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 223–224, 311, or 413 or permission of instructor.

A theoretical and rigorous introduction to complex variable theory. Topics include: complex numbers, differential and integral calculus for functions of a complex variable including Cauchy's theorem and the calculus of residues, elements of conformal mapping. Students interested in the applications of complex analysis should consider MATH 422.

MATH 420 Differential Equations and Dynamical Systems (II) (MQR)

Fall, spring. 4 credits. Prerequisite: high level of performance in MATH 293–294, 221–222, 223–224, or permission of instructor.

Course covers ordinary differential equations in one and higher dimensions: qualitative, analytic, and numerical methods. Emphasis is on differential equations as models and the implications of the theory for the behavior of the system being modeled and includes an introduction to bifurcations.

MATH 422 Applied Complex Analysis (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, 293–294, or 213 and 231.

Course covers complex variables, Fourier transforms, Laplace transforms and applications to partial differential equations. Additional topics may include an introduction to generalized functions.

MATH 424 Wavelets and Fourier Series (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, 293–294, or permission of instructor.

Both Fourier series and wavelets provide methods to represent or approximate general functions in terms of simple building blocks. Such representations have important consequences, both for pure mathematics and for applications. Fourier series use *natural* sinusoidal building blocks and may be used to help solve differential equations. Wavelets use *artificial* building blocks that have the advantage of localization in space. A full understanding of both topics requires a background involving Lebesgue integration theory and functional analysis. This course presents as much as possible on both topics without such formidable prerequisites. The emphasis is on clear statements of results and key ideas of proofs, working out examples, and applications. Related topics that may be included in the course: Fourier transforms, Heisenberg uncertainty principle, Shannon sampling theorem, and Poisson summation formula.

MATH 425 Numerical Analysis and Differential Equations (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 221–222, 223–224, or 293–294 and one course numbered 300 or higher in mathematics, or permission of instructor. Generally offered every two years.

An introduction to the fundamentals of numerical analysis: error analysis, interpolation, direct and iterative methods for systems of equations, numerical integration. In the second half of the course, the above are used to build approximate solvers for 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 427 Introduction to Ordinary Differential Equations (II) (MQR)]

Fall. 4 credits. Prerequisite: MATH 221–222, 223–224, or 293–294 or permission of instructor. Not offered 2003–2004.

This course covers the basic existence, uniqueness, and stability theory together with methods of solution and methods of approximation. Topics include singular points, series solutions, Sturm-Liouville theory, transform methods, approximation methods, and application to physical problems.]

MATH 428 Introduction to Partial Differential Equations (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221–222, 223–224, or 293–294 or permission of instructor.

Topics will be selected from first-order quasilinear equations, classification of second-order equations, with emphasis on maximum principles, existence, uniqueness, stability, Fourier series methods, approximation methods.

MATH 431 Linear Algebra (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Undergraduates who plan to attend graduate school in mathematics should take MATH 433–434.*

An introduction to linear algebra, including the study of vector spaces, linear transformations, matrices, and systems of linear equations. Additional topics are quadratic forms and inner product spaces, canonical forms for various classes of matrices and linear transformations.

MATH 432 Introduction to Algebra (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 332, 336, 431 or 433, or permission of instructor. Undergraduates who plan to attend graduate school in mathematics should take MATH 433–434.*

An introduction to various topics in abstract algebra, including groups, rings, fields, factorization of polynomials and integers, congruences, and the structure of finitely generated abelian groups. Optional topics are modules over Euclidean domains and Sylow theorems.

MATH 433 Honors Linear Algebra (II) (MQR)

Fall. 4 credits. Prerequisite: a high level of performance in MATH 221, 223, 231, or 294.

This is the honors version of a course in advanced linear algebra, which treats the

subject from an abstract and axiomatic viewpoint. Topics include vector spaces, linear transformations, polynomials, determinants, tensor and wedge products, canonical forms, inner product spaces, and bilinear forms. Emphasis is on understanding the theory of linear algebra; homework and exams include at least as many proofs as computational problems. A less theoretical course that covers approximately the same subject matter is MATH 431.

MATH 434 Honors Introduction to Algebra (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 332, 336, 431, or 433, or permission of instructor.

This is the honors version of a course in abstract algebra, which treats the subject from an abstract and axiomatic viewpoint, including universal mapping properties. Topics include groups, groups acting on sets, Sylow theorems; rings, factorization: Euclidean rings, principal ideal domains and unique factorization domains, the structure of finitely generated modules over a principal ideal domain, fields, and Galois theory. The course emphasizes understanding the theory with proofs in both homework and exams. An optional computational component using the computer language GAP is available. A less theoretical course that covers similar subject matter is MATH 432.

MATH 441 Introduction to Combinatorics I (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Generally offered every two years.

Combinatorics is the study of discrete structures that arise in a variety of areas, particularly in other areas of mathematics, computer science, and many areas of application. Central concerns are often to count objects having a particular property (for example, trees) or to prove that certain structures exist (for example, matchings of all vertices in a graph). The first semester of this sequence covers some basic questions in graph theory, including extremal graph theory (how large must a graph be before one is guaranteed to have a certain subgraph) and Ramsey theory (which shows that large objects are forced to have structure). Variations on matching theory are discussed, including theorems of Dilworth, Hall, König, and Birkhoff, and an introduction to network flow theory. Methods of enumeration (inclusion/exclusion, Möbius inversion, and generating functions) are introduced and applied to the problems of counting permutations, partitions, and triangulations.

MATH 442 Introduction to Combinatorics II (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231, or 294. Generally offered every two years.

This is a continuation of the first semester, although formally independent of the material covered there. Emphasis is on the study of certain combinatorial structures, such as Latin squares and combinatorial designs (which are of use in statistical experimental design), and classical finite geometries and combinatorial geometries (also known as matroids, which arise in many areas from algebra and geometry through discrete optimization theory). There is an introduction to partially ordered sets and lattices, including general Möbius inversion and its application, as well

*See the list of courses with overlapping content at the end of the introduction.

as the Polya theory of counting in the presence of symmetries.

MATH 451 Euclidean and Spherical Geometry (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, or permission of instructor.

Covers topics from Euclidean and spherical (non-Euclidean) geometry. A nonlecture, seminar-style course organized around student participation.

MATH 452 Classical Geometries (II) (MQR)

Spring. 4 credits. Prerequisite: MATH 221, 223, 231, or 294, or permission of instructor.

This is an introduction to hyperbolic and projective geometry—the classical geometries that developed as Euclidean geometry was better understood. For example, the historical problem of the independence of Euclid's fifth postulate is understood when the existence of the hyperbolic plane is realized. Straightedge (and compass) constructions and stereographic projection in Euclidean geometry can be understood within the structure of projective geometry. Topics in hyperbolic geometry include: models of the hyperbolic plane and relations to spherical geometry. Topics in projective geometry include: homogeneous coordinates and the classical theorems about conics and configurations of points and lines. Optional topics include: principles of perspective drawing, finite projective planes, orthogonal Latin squares, and the cross ratio.

MATH 453 Introduction to Topology (II) (MQR)

Fall. 4 credits. Prerequisite: MATH 311, 411 or 413, or permission of instructor.

Course covers basic point set topology, connectedness, compactness, metric spaces, fundamental group. Application of these concepts to surfaces such as the torus, the Klein bottle, and the Moebius band.

MATH 454 Introduction to Differential Geometry (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 221-222, 223-224, or 293-294, plus at least one mathematics course numbered 300 or above. MATH 453 is not a prerequisite.

Course covers differential geometry of curves and surfaces. Also covers curvature, geodesics, and differential forms. Serves as an introduction to n -dimensional Riemannian manifolds. This material provides some background for the study of general relativity; connections with the latter are indicated.

[MATH 455 Applicable Geometry (II) (MQR)]

Fall. 4 credits. Prerequisite: a good introduction to linear algebra (such as in MATH 221, 223, 231, or 294) or permission of the instructor. It is not assumed that students know what any of the words in the following description mean. Generally offered every two years. Not offered 2003-2004.

An introduction to the theory of n -dimensional convex polytopes and polyhedra and some of its applications, with an in-depth treatment of the case of 3-dimensions. We discuss both combinatorial properties (such as face counts) as well as metric properties (such as rigidity). Covers theorems of Euler, Cauchy, and Steinitz, Voronoi diagrams and triangulations, convex hulls, cyclic polytopes, shellability and the upper-bound theorem. We

relate these ideas to applications in tiling, linear inequalities and linear programming, structural rigidity, computational geometry, hyperplane arrangements and zonotopes.]

MATH 471 Basic Probability (II) (MQR)

Fall. 4 credits. Prerequisites: one year of calculus. Some knowledge of multivariate calculus is helpful but not necessary.

An introduction to probability theory, which prepares the student to take MATH 472. The course begins with basics: combinatorial probability, mean and variance, independence, conditional probability, and Bayes formula. Density and distribution functions and their properties are introduced. The law of large numbers and the central limit theorem are stated and their implications for statistics are discussed.

MATH 472 Statistics (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 471 and knowledge of linear algebra such as taught in MATH 221. Some knowledge of multivariable calculus helpful but not necessary.

Statistics have proved to be an important research tool in nearly all of the physical, biological, and social sciences. This course serves as an introduction to statistics for students who already have some background in calculus, linear algebra, and probability theory. Topics covered in the course include parameter estimation, hypothesis testing, and linear regression. The course emphasizes both the mathematical theory of statistics as well as techniques for data analysis that are useful in solving scientific problems.

[MATH 481 Mathematical Logic (also PHIL 431) (II) (MQR)]

Spring. 4 credits. Prerequisites: MATH 222 or 223 and preferably some additional course involving proofs in mathematics, computer science, or philosophy. Generally offered every two years. Not offered 2003-2004.

A first course in mathematical logic providing precise definitions of the language of mathematics and the notion of proof (propositional and predicate logic). The completeness theorem says that we have all the rules of proof we could ever have. The Gödel incompleteness theorem says that they are not enough to decide all statements even about arithmetic. The compactness theorem exploits the finiteness of proofs to show that theories have unintended (nonstandard) models. Possible additional topics: the mathematical definition of an algorithm and the existence of noncomputable functions; the basics of set theory to cardinality and the uncountability of the real numbers.]

[MATH 482 Topics in Logic (also PHIL 432) (II) (MQR)]

Fall. 4 credits. Prerequisite: 1 logic course from the Mathematics Department at the 200 level or higher, 1 logic course from the Philosophy Department at the 300 level or higher, or permission of the instructor. Not offered 2003-2004.

For description, see PHIL 432.]

[MATH 483 Intensional Logic (also PHIL 436) (II) (MQR)]

Spring. 4 credits. Prerequisite: 1 logic course at the 200 level or higher from the Philosophy Department or the Mathematics Department, or permission of instructor. Not offered 2003-2004.

For description, see PHIL 436.]

MATH 486 Applied Logic (also COM S 486) (II) (MQR)

Spring. 4 credits. Prerequisites: MATH 221-222, 223-224, or 293-294; COM S 280 or equivalent (such as MATH 332, 336, 432, 434, 436, or 481); and some additional course in mathematics or theoretical computer science.

Course covers: propositional and predicate logic; compactness and completeness by tableaux, natural deduction, and resolution. Other possible topics include: equational logic; Herbrand Universes and unification; rewrite rules and equational logic, Knuth-Bendix method and the congruence-closure algorithm and lambda-calculus reduction strategies; topics in Prolog, LISP, ML, or Nuprl; and applications to expert systems and program verification.

MATH 490 Supervised Reading and Research

Fall, spring. 1-6 credits. Supervised reading and research by arrangement with individual professors. Not for material currently available in regularly scheduled courses.

Professional Level and Mathematics Education Courses

MATH 500 College Teaching

Fall, meets alternate weeks. 1 credit. Prerequisite: graduate student standing or permission of instructor.

Among the topics covered: basic topics about teaching, such as how to plan recitations, how to prepare lesson plans for lectures, exam design and grading, syllabus planning. Also discussed: the structure of colleges and universities, jobs and tenure, professionalism, alternative teaching strategies.

MATH 505 Educational Issues in Undergraduate Mathematics

Spring. 4 credits. Prerequisite: graduate standing or permission of the instructor. Generally offered every two years.

This course examines various educational issues in undergraduate mathematics and the relationship of these issues to the mathematics itself. The precise choice of topics varies, but the intent is that a balance of different views be presented and discussed. There are extensive readings in the course and occasional guest lectures. Possible topics include: nature of proof and how and when to teach it, calculus "reform," teaching mathematics to school teachers, using writing, using history, alternative assessments, alternatives to lecturing, equity issues, effective uses of technology, what is mathematical understanding and how do we recognize it, what should every mathematics major know, and research in undergraduate mathematics.

MATH 507 Teaching Secondary Mathematics: Theory and Practices

Spring. 4 credits. This course provides direct experience of new approaches, curricula and standards in mathematics education. Discussion of articles, activities for the secondary classroom and videotape of classroom teaching 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 508 Mathematics for Secondary School Teachers

Fall, spring. 1–6 credits. Prerequisite: secondary school mathematics teacher, or permission of instructor. May not be taught every semester.

An examination of the principles underlying the content of the secondary school mathematics curriculum, including connections with the history of mathematics and current mathematics research.

Graduate Courses

Many of our graduate courses are topics courses for which descriptions are not included here; however, during each pre-enrollment period a schedule of graduate courses to be offered the following semester is posted at www.math.cornell.edu/Courses/courses.html. This schedule includes course descriptions that are often more detailed than those included here, as well as a means for interested students to participate in the process of selecting meeting times.

MATH 611–612 Real and Complex Analysis

611, fall; 612, spring. 4 credits each.

These are the core analysis courses in the mathematics graduate program. 611 covers: measure and integration and functional analysis. 612 covers: complex analysis, Fourier analysis, and distribution theory.

MATH [613]–614 Topics in Analysis

614, spring. 4 credits. 613 not offered 2003–2004.

MATH 615 Mathematical Methods in Physics

Fall. 4 credits. Intended for graduate students in physics or related fields who have had a strong advanced calculus course and at least 2 years of general physics. A knowledge of the elements of finite dimensional vector space theory, complex variables, separation of variables in partial differential equations, and Fourier series is assumed. Undergraduates are admitted only with permission of instructor.

Topics are designed to give a working knowledge of the principal mathematical methods used in advanced physics. Course covers: Hilbert space, generalized functions, Fourier transform, Sturm-Liouville problem in ODE, Green's functions, and asymptotic expansions.

MATH 617 Dynamical Systems

Fall. 4 credits. Generally offered every two years.

Topics include: existence and uniqueness theorems for ODEs; Poincaré-Bendixon theorem and global properties of two dimensional flows; limit sets, nonwandering sets, chain recurrence, pseudo-orbits and structural stability; linearization at equilibrium points: stable manifold theorem and the Hartman-Grobman theorem; and generic properties: transversality theorem and the Kupka-Smale theorem. Examples include: expanding maps and Anosov diffeomorphisms; hyperbolicity: the horseshoe and the Birkhoff-Smale theorem on transversal homoclinic orbits; rotation numbers; Herman's theorem; and characterization of structurally stable systems.

[MATH 618 Smooth Ergodic Theory

Spring. 4 credits. Generally offered every two years. Not offered 2003–2004.

Topics include: invariant measures; entropy; Hausdorff dimension and related concepts; hyperbolic invariant sets: stable manifolds, Markov partitions and symbolic dynamics; equilibrium measures of hyperbolic attractors; ergodic theorems; Pesin theory: stable manifolds of nonhyperbolic systems; Liapunov exponents; and relations between entropy, exponents, and dimensions.]

MATH 619–620 Partial Differential Equations

619, fall; 620, spring. 4 credits each.

Generally offered every two years.

Course covers basic theory of partial differential equations.

MATH 621 Measure Theory and Lebesgue Integration

Fall. 4 credits.

Course covers measure theory, integration, and L_p spaces.

MATH 622 Applied Functional Analysis

Spring. 4 credits. Not offered every year.

Course covers basic theory of Hilbert and Banach spaces and operations on them. Applications.

MATH 628 Complex Dynamical Systems

Spring. 4 credits. Prerequisite: MATH 418. Not offered every year.

Various topics in the dynamics of analytic mappings in one complex variable, such as: Julia and Fatou sets, the Mandelbrot set, Ma-e-Sad-Sullivan's theorem on structural stability. Also covers: local theory, including repulsive cycles and the Yoccoz inequality, parabolic points and Ecalle-Voronin invariants, Siegel disks and Yoccoz's proof of the Siegel Brjuno theorem; quasi-conformal mappings and surgery: Sullivan's theorem on non-wandering domains, polynomial-like mappings and renormalization, Shishikura's construction of Hermann rings; puzzles, tableaux and local connectivity problems; and Thurston's topological characterization of rational functions, the spider algorithm, and mating of polynomials.

MATH 631–632 Algebra

631, fall; 632, spring. 4 credits each.

These are the core algebra courses in the mathematics graduate program. MATH 631 covers group theory, commutative rings, introduction to affine algebraic geometry, multilinear algebra. MATH 632 covers Galois theory, representation theory of finite groups, introduction to homological algebra. Familiarity with the material of a standard undergraduate course in abstract algebra will be assumed.

[MATH 634 Algebra

Spring. 4 credits. Not offered 2003–2004.

Course covers Dedekind domains, primary decomposition, Hilbert basis theorem, and local rings.]

[MATH 649 Lie Algebras

Fall. 4 credits. Generally offered every two years. Not offered 2003–2004.

Topics include: nilpotent, solvable and reductive Lie algebras; enveloping algebras; root systems; Coxeter groups; and classification of simple algebras.]

MATH 650 Lie Groups

Fall. 4 credits. Generally offered every two years.

Course topics include: topological groups, Lie groups; relation between Lie groups and Lie algebras; exponential map, homogeneous manifolds; and invariant differential operators.

MATH 651 Introductory Algebraic Topology

Spring. 4 credits.

This is one of the core topology courses in the mathematics graduate program. It is an introductory study of certain geometric processes for associating algebraic objects such as groups to topological spaces. The most important of these are homology groups and homotopy groups, especially the first homotopy group or fundamental group, with the related notions of covering spaces and group actions. The development of homology theory focuses on verification of the Eilenberg-Steenrod axioms and on effective methods of calculation such as simplicial and cellular homology and Mayer-Vietoris sequences. If time permits, the cohomology ring of a space may be introduced.

MATH 652 Differentiable Manifolds I

Fall. 4 credits. Prerequisites: advanced calculus, linear algebra (MATH 431), point-set topology (MATH 453).

This is one of the core topology courses in the mathematics graduate program. It is an introduction to geometry and topology from a differentiable viewpoint, suitable for beginning graduate students. The objects of study are manifolds and differentiable maps. The collection of all tangent vectors to a manifold forms the tangent bundle, and a section of the tangent bundle is a vector field. Alternatively, vector fields can be viewed as first-order differential operators. We study flows of vector fields and prove the Frobenius integrability theorem. In the presence of a Riemannian metric, we develop the notions of parallel transport, curvature, and geodesics. We examine the tensor calculus and the exterior differential calculus and prove Stokes' theorem. If time permits we will give an introduction to de Rham cohomology, Morse theory, or other optional topics.

[MATH 653 Differentiable Manifolds II

Spring. Prerequisites: MATH 652 or equivalent. Generally offered every 3–4 years. Not offered 2003–2004.

Advanced topics from differential geometry and differential topology selected by instructor. Examples of eligible topics include: transversality, cobordism, Morse theory, classification of vector bundles and principal bundles, characteristic classes, microlocal analysis, conformal geometry, geometric analysis and partial differential equations, and Atiyah-Singer index theorem.]

MATH 661 Geometric Topology

Fall. 4 credits.

An introduction to some of the more geometric aspects of topology and its connections with group theory. Possible topics include: surface theory, 3-manifolds, knot theory, geometric and combinatorial group theory, hyperbolic groups, and hyperbolic manifolds.

[MATH 662 Riemannian Geometry

Spring. 4 credits. Generally offered every two years. Not offered 2003–2004.

Course topics include: linear connections, Riemannian metrics and parallel translation;

covariant differentiation and curvature tensors; the exponential map, the Gauss Lemma and completeness of the metric; isometries and space forms, Jacobi fields and the theorem of Cartan-Hadamard; the first and second variation formulas; the index form of Morse and the theorem of Bonnet-Myers; the Rauch, Hessian, and Laplacian comparison theorems; the Morse index theorem; the conjugate and cut loci; and submanifolds and the Second Fundamental form.]

MATH 671-672 Probability Theory

671, fall; 672, spring. 4 credits each.

Prerequisite: a knowledge of Lebesgue integration theory, at least on the real line. Students can learn this material by taking parts of MATH 413-414 or 621.

Prerequisite for MATH 672: MATH 671.

Course topics include: properties and examples of probability spaces; sample space, random variables, and distribution functions; expectation and moments; independence, Borel-Cantelli lemma, zero-one law; convergence of random variables, probability measures, and characteristic functions; law of large numbers; selected limit theorems for sums of independent random variables; Markov chains, recurrent events; ergodic and renewal theorems; Martingale theory; and Brownian motion, and processes with independent increments.

MATH 674 Introduction to Mathematical Statistics

Spring. 4 credits. Prerequisites: MATH 671 and OR&IE 670 or permission of instructor.

Topics include: an introduction to the theory of point estimation, hypothesis testing and confidence intervals, consistency, efficiency, sufficiency, and the method of maximum likelihood. Basic concepts of decision theory are discussed; asymptotic methods are introduced and developed in detail. The course is coordinated with OR&IE 670 to form the second part of a one-year course in mathematical statistics.

MATH 675 Statistical Theories Applicable to Genomics

Fall. 4 credits.

This course focuses on statistical concepts useful in genomics (e.g., microarray data analysis) that involve a large number of populations. Topics include multiple testing and closed testing (the cornerstone of multiple testing), family-wise error rate, false discovery rate (FDR) of Benjamini and Hochberg, and Storey's papers relating to pFDR. We also discuss the shrinkage technique or the Empirical Bayes approach, equivalent to the BLUP in a random effect model, which is a powerful technique, taking advantage of a large number of populations. A related technique, which allows us to use the same data to select and make inferences for the selected populations (or genes), is discussed. If time permits, there may be some lectures about permutation tests, bootstrapping, and QTL identification.

MATH 681 Logic

Spring. 4 credits.

Course covers basic topics in mathematical logic, including propositional and predicate calculus; formal number theory and recursive functions; completeness and incompleteness theorems. Other topics as time permits.

MATH 703 Topics in the History of Mathematics

Spring. 4 credits. Prerequisites:

undergraduate algebra and analysis.

Generally offered every two years.

Topics in the history of modern mathematics at the level of F. Klein's *Evolution of Mathematics in the 19th Century*, J. Dieudonné's *Abrege D'Histoire Des Mathematiques 1700-1900*, and G. Birkhoff's *Source Book of Classical Analysis*.

MATH 711-712 Seminar in Analysis

711, fall. 4 credits. 712 not offered

2003-2004.

[MATH 713 Functional Analysis

Spring. 4 credits. Not offered 2003-2004.

Course covers: topological vector spaces, Banach and Hilbert spaces, and Banach algebras. Additional topics selected by instructor.]

[MATH 715 Fourier Analysis

Fall. 4 credits. Generally offered every two years. Not offered 2003-2004.]

MATH 717 Applied Dynamical Systems (also T&AM 776)

Spring. 4 credits. Suggested prerequisite: T&AM 675, MATH 617, or equivalent.

Generally offered every two years.

Course topics include: review of planar (single-degree-of-freedom) systems; local and global analysis; structural stability and bifurcations in planar systems; center manifolds and normal forms; the averaging theorem and perturbation methods; Melnikov's method; discrete dynamical systems, maps and difference equations, homoclinic and heteroclinic motions, the Smale Horseshoe and other complex invariant sets; global bifurcations, strange attractors, and chaos in free and forced oscillator equations; and applications to problems in solid and fluid mechanics.

[MATH 722 Topics in Complex Analysis

Fall. 4 credits. Not offered every year. Not offered 2003-2004.

Selections of advanced topics from complex analysis, such as Riemann surfaces, complex dynamics, and conformal and quasiconformal mapping. Course content varies.]

MATH 728 Seminar in Partial Differential Equations

Spring. 4 credits. Generally offered every two years.

MATH 731-732 Seminar in Algebra

731, fall; 732, spring. 4 credits each.

MATH 735 Topics in Algebra

Fall. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

MATH 737 Algebraic Number Theory

Fall. 4 credits.

MATH 739 Topics in Algebra

Fall, spring. 4 credits.

Selection of advanced topics from algebra, algebraic number theory, and algebraic geometry. Course content varies.

[MATH 740 Homological Algebra

Spring. 4 credits. Not offered 2003-2004.]

MATH 751-752 Bernstein Seminar in Topology

751, fall; 752, spring. 4 credits each.

MATH 753 Algebraic Topology

Spring. 4 credits.

The continuation of 651. The standard topics covered in this course most years are cohomology, cup products, Poincaré duality, and homotopy groups. Other possible topics include fiber bundles, fibrations, vector bundles, and characteristic classes. The course may sometimes be taught from a differential forms viewpoint.

MATH 755-756 Topology and Geometric Group Theory Seminar

755, fall; 756, spring. 4 credits each.

MATH 757-758 Topics in Topology

757, fall; 758, spring. 4 credits each.

Selection of advanced topics from modern algebraic, differential, and geometric topology. Course content varies.

MATH 761-762 Seminar in Geometry

761, fall; 762, spring. 4 credits each. Either 761 or 762 generally offered every year.

MATH 767 Algebraic Geometry

Fall. 4 credits.

MATH 771-772 Seminar in Probability and Statistics

771, fall; 772, spring. 4 credits each.

[MATH 774 Asymptotic Statistics

Fall. 4 credits. Prerequisites: probability theory (MATH 671-672 or equivalent, containing stochastic processes) and statistics (MATH 472 or MATH 674). Not offered 2003-2004.

Introduction to asymptotic statistical decision theory and to empirical stochastic processes. Course covers: the notion of experiment, reduction by sufficiency, equivalence classes, the Le Cam delta distance, local asymptotic normality and minimaxity, optimal rates of convergence, white noise models, the Pinsker bound, and Gaussian approximation of nonparametric experiments. Topics in empirical processes include coupling theorems, some probability metrics, entropy conditions, functional limit theorems, and Hungarian constructions.]

MATH 777-778 Stochastic Processes

777, fall; 778, spring. 4 credits each.

MATH 781-782 Seminar in Logic

781, fall; 782, spring. 4 credits each.

MATH 783 Model Theory

Spring. 4 credits. Generally offered every two years.

An introduction to model theory at the level of the books by Hodges or Chang and Keisler.

MATH 784 Recursion Theory

Fall. 4 credits.

Course covers: theory of effectively computable functions; classification of recursively enumerable sets; degrees of recursive unsolvability; applications to logic; hierarchies; recursive functions of ordinals and higher type objects; generalized recursion theory.

[MATH 787 Set Theory

Spring. 4 credits. Generally offered every two years. Not offered 2003-2004.

A first course in axiomatic set theory at the level of the book by Kunen.]

[MATH 788 Topics in Applied Logic

Fall. 4 credits. Not offered 2003-2004.

This course covers applications of the results and methods of mathematical logic to other

areas of mathematics and science. Topics vary each year; some recent examples are: automatic theorem proving, formal semantics of programming and specification languages, linear logic, constructivism (intuitionism), nonstandard analysis. Students are expected to be familiar with the standard results in graduate level mathematical logic.]

MATH 790 Supervised Reading and Research

Fall, spring. 1-6 credits.

MEDIEVAL STUDIES

P. R. Hyams, director; F. M. Ahl, C. M. Arroyo, R. Brann, C. Brittain, E. W. Browne, O. Falk, R. T. Farrell, A. S. Galloway, A. B. Groos, W. E. Harbert, T. D. Hill, C. V. Kaske, W. J. Kennedy, P. I. Kuniholm, S. MacDonald, M. Migiel, J. M. Najemy, J. A. Peraino, C. A. Peterson, D. S. Powers, M. Raskolnikov, S. Senderovich, S. M. Toorawa, W. Wetherbee (emeriti: K. W. Brazell, R. G. Calkins, A. M. Colby-Hall, J. J. John)

Undergraduate Study in Medieval Studies

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. Students discover the serious realities involved in, and shaped by, Arthurian tales of brave knights and fair ladies, dungeons, dragons, and other marvels. Students can analyze and appreciate the horrors of the Black Death, triumphs in courtly love and pitched battle, swords and scimitars, caliphs and popes, fear of demons and djinns, and the reassuring presence of angels. You can study all this and more very well in English, but see below for how to acquire the medieval languages that so enhance the experience.

The period saw many of the foundational choices that have, for good and ill, made the world what it is today. Many of our current challenges in the fields of law, human rights, attitudes toward power, authority, gender relations, and sexual mores derive from the ways in which these and other questions were formulated a millennium ago. It actually makes good sense to think out your positions on today's world through study of the less complicated but intriguing medieval West, with whose successes and failures we must still contend. Serious investigation of exotic materials marks this concentration out as a unique addition to Cornell's training. The Medieval Studies Program houses a lively undergraduate association, *Quodlibet*, that arranges frequent lectures on medieval topics and an annual celebratory Reading of prose and poetry in many medieval languages.

The "middle" in "Middle Ages" comes from its position between antiquity and the "modern" period, in a schema created for European and Western conditions. Our concentration, however, is more properly inclusive and treats a time span from roughly the fifth century into the sixteenth and ranges from Western Europe and the Mediterranean to China and Japan. To discover the vibrant state of medieval studies today, look at the extraordinary range of

scholarly, but accessible, web sites that have sprung up all over the Internet. (You can start from *Cornucopia* noted below.) Cornell possesses a wealth of resources to introduce students to every corner of the field.

While this concentration provides strong interdisciplinary breadth to many majors (e.g., classics; all modern languages, history, music, philosophy), and is excellent preparation for graduate study in a medieval field, science majors do well too. Many students feel bound to choose their majors with an eye to future careers and earning potential. The program provides encouragement, guidance, and an avenue for intelligent appreciation of an important part of all our pasts.

Undergraduates who wish to undertake an independent major or concentration in Medieval Studies should consult the director of the program, 259 Goldwin Smith Hall, 255-8545, medievalst@cornell.edu.

The Undergraduate Concentration in Medieval Studies shall consist of five medieval courses (at the 200 level or above) in at least two different disciplines, of which up to two may also count towards the major, and one must come from our list of approved "core courses," which are marked with an asterisk (*).

Medieval Languages

Medieval texts (like all others) become most lively and informative when read in the original, and Cornell fortunately offers many courses for students interested in acquiring the relevant skills: Classical Arabic, Medieval Hebrew, Medieval Latin, Classical Chinese, Classical Japanese, 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, and Old Church Slavonic.

Some medieval languages require study of a modern language (e.g., French for Old Occitan and Old French) or a classical language (Classical Latin for Medieval Latin) as background. Students interested in a concentration in Medieval Studies should begin the study of a medieval language as early as possible, so that they may be able to study texts in the original before they graduate. Students are advised to consult the sponsoring departments for information about the prerequisites for various medieval languages.

Graduate Study

The Medieval Studies Program offers both an interdisciplinary and a literary comparative Ph.D. in Medieval Studies. Disciplinary fields of concentration offered within the Field of Medieval Studies are: Medieval Archaeology, Medieval History, Medieval History of Art, Medieval Literature, Medieval Music, Medieval Philology and Linguistics, and Medieval Philosophy. Information about the graduate program in Medieval Studies is contained in the catalog of the Graduate School, in a brochure on Medieval Studies available from the field coordinator, and at *Cornucopia*, the program's web site, www.arts.cornell.edu/medieval.

Medieval Studies Courses: Graduate and Undergraduate

Courses in various aspects of Medieval Studies are offered every year in several cooperating departments, including Art History, Asian Studies, Classics, Comparative Literature, English, German Studies, History, Linguistics, Music, Near Eastern Studies, Philosophy, Romance Studies, Russian Literature, and by the Society for the Humanities. The current year's offerings are:

ART H 355 Romanesque and Early Gothic Art and Architecture: Europe and the Mediterranean, 900-1150 A.D. (also NES 359) *

Fall. 4 credits. C. Robinson.

CHLIT 213-214 Introduction to Classical Chinese

213, fall; 214, spring. 4 credits each term. D. Zhang.

CHLIT 307 Readings in Classical Chinese Literature

Fall. 4 credits. D. X. Warner.

CLASS 679 Graduate Seminar in Latin Palaeography

Fall. 4 credits. R. Ziolkowski.

COM L 350 Renaissance Literature

Spring. 4 credits. W. J. Kennedy.

COM L 452/652 Renaissance Poetry

Spring. 4 credits. W. J. Kennedy.

ENGL 311/611 Old English *

Fall. 4 credits. T. Hill.

ENGL 312/612 Beowulf

Spring. 4 credits. R. Farrell.

ENGL 319 Chaucer

Fall. 4 credits. R. Farrell.

ENGL 321 Spenser and Malory

Fall. 4 credits. C. Kaske.

ENGL 404/640 Paleography, Bibliography, and Reception History

Spring. 4 credits. A. Galloway.

ENGL 615 Medieval Writers and the City

Spring. 4 credits. A. Galloway.

ENGL 619 Chaucer

Fall. 4 credits. W. Wetherbee.

FRLIT 448 Medieval Literature: Romances and Lyrics

Spring. 4 credits. A. Colby-Hall.

GERST 410/610 Senior Seminar: Early Modern City Culture

Fall. 4 credits. A. Groos.

HIST 151 Introduction to Western Civilization, Part I

Fall. 4 credits. P. Hyams and K. Graubart.

HIST 210 The Government of God

Spring. 4 credits. O. Falk.

HIST 259 The Crusades

Spring. 4 credits. P. Hyams.

HIST 277 The Later Middle Ages

Spring. 4 credits. O. Falk.

HIST 293 History of China up to Modern Times (also ASIAN 293)

Fall. 4 credits. C. Peterson.

HIST 320 The Viking Age *

Fall. 4 credits. O. Falk.

- HIST 351 Machiavelli (also ITALL 351)**
Fall. 4 credits. J. Najemy.
- HIST 369 History of Florence (also ITALL 369)**
Spring. 4 credits. J. Najemy.
- HIST 436 Conflict Resolution in the Middle Ages**
Spring. 4 credits. P. Hyams.
- HIST 468 Love and Sex in the Italian Renaissance (also ITALL 468)**
Spring. 4 credits. J. Najemy.
- HIST 492 Undergraduate Seminar in Medieval Chinese History (also ASIAN 492)**
Fall. 4 credits. C. Peterson.
- HIST 663 Graduate Seminar in Renaissance History**
Fall. 4 credits. J. Najemy.
- ITALL 353/653 Acts of Translation**
Spring. 4 credits. M. Migiel.
- ITALL 427/627 Dante's Commedia**
Fall. 4 credits. M. Migiel.
- JPLIT 406 Introduction to Classical Japanese**
Fall. 4 credits. K. Selden.
- JPLIT 408 Readings in Classical Japanese**
Spring. 4 credits. K. Selden.
- LING 217 History of the English Language to 1300 (also ENGL 217) ***
Fall. 4 credits. W. Harbert.
- LING 218 History of the English Language since 1300 ***
Spring. 4 credits. W. Harbert.
- LING 315-316 Old Norse**
315, fall; 316, spring. 4 credits each term. K. Olafsson.
- LING 646 Old High German/Old Saxon**
Fall. 4 credits. W. Harbert.
- LING 661 Old Church Slavonic (also RUSSA 601)**
Fall. 4 credits. E. W. Browne.
- LING 662 Old Russian Texts (also RUSSA 602)**
Spring. 4 credits. E. W. Browne.
- NES 213 Classical Arabic Texts (also RELST 213)**
Spring. 3 credits. D. Powers.
- NES 214 Qur'an and Commentary (also RELST 214) ***
Fall. 3 credits. D. Powers.
- NES 234 Muslims and Jews in Confluence and Conflict (also JWST 234, RELST 234) ***
Fall. 3 credits. R. Brann.
- NES 251 Introduction to Judaism, Christianity, and Islam (also JWST 251, RELST 251)**
Spring. 3 credits. R. Brann and K. Haines-Eitzen.
- NES 255 Introduction to Islamic Civilization (also HIST 253, RELST 255)**
Fall. 3 credits. D. Powers.
- NES 256/656 Introduction to the Qur'an (also COM L 256/666, JWST 256/624, RELST 213/656)**
Spring. 4 credits. S. Toorawa.

- NES 414 Readings in Arabic Literature**
Spring. 4 credits. S. Toorawa.
- NES 418/618 Seminar in Islamic History: 600-750 (also HIST 461/671, RELST 418)**
Spring. 4 credits. D. Powers.
- PHIL 410 Latin Philosophical Texts**
Spring. 4 credits. S. MacDonald.
- PHIL 612 Medieval Philosophy**
Spring. 4 credits. S. MacDonald.
- SANSK 131-132 Sanskrit (also CLASS 191-192, LING 131-132)**
131, fall; 132, spring. 4 credits each term. A. Nussbaum.
- S HUM 410 Medieval Sin and Confession (also ENGL 411/614)**
Fall. 4 credits. M. Raskolnikov.
- S HUM 415 Baptizing Aristotelian Science? (also PHIL 415, RELST 415)**
Fall. 4 credits. S. MacDonald.
- S HUM 418 Allegory: Sacred and Secular (also ENGL 441/642)**
Spring. 4 credits. M. Raskolnikov.

MODERN EUROPEAN STUDIES CONCENTRATION

Susan Tarrow, coordinator

Students from any college may choose an undergraduate concentration in Modern European Studies to complement any major in any college. The purpose of the concentration is to provide a coherent structure for students with an interest in interdisciplinary study in the field of European studies.

The concentration has three tracks: European politics, economics, and society; modern European history; and European culture. The requirements for the concentration are:

- 1) Competence in at least one modern European language, Romance, Germanic, or Slavic (i.e., completion of a 300-level course or equivalent with a grade of at least B-, or demonstration of an advanced level of competence in an oral proficiency interview test where available).
- 2) Completion of two out of three interdisciplinary core courses:

GOVT 341/SOC 341: Modern European Society and Politics
Fall. 4 credits. J. Pontusson.

COM L 364: The European Novel
Spring. 4 credits. M. Levine.

ANTHR 450: The Anthropology of Europe
Spring. 4 credits. D. Greenwood.

Under certain conditions, students may be permitted to substitute other courses for those listed above.

- 3) Completion of one course in modern (post-1789) European history.
- 4) Two additional courses in any of the three areas, which may include a senior seminar (400 level).
 - a) Courses in European and comparative politics, anthropology, sociology, women's studies, and related courses in the School of Hotel Administration,

the College of Agriculture and Life Sciences, and the School of Industrial and Labor Relations.

- b) Courses in modern European history (post-1789).
- c) Courses in (post-1789) English and European literatures, comparative literature, semiotics, fine arts, architecture, music, philosophy, film and theatre arts, and women's studies.

Only two courses may be used to satisfy requirements for both the major and the concentration. Courses satisfying the breadth and distribution requirements in the College of Arts and Sciences, however, may be applied to the concentration. Students interested in completing a research project under the European Summer Research Program may apply for The Wood Fellowship in their junior year. All concentrators are encouraged to participate in the Language House Program, and to spend a semester or more in a program of study in Europe. Courses taken abroad may be applied to the concentration if they are approved for Cornell credit.

Undergraduates in the College of Arts and Sciences can major in European Studies through the Independent Major or College Scholar programs.

Departmental advisers include: D. Greenwood (anthropology); C. Otto (architecture); L. Abel (College Scholars, Independent Majors); S. Christopherson (CRP); G. Fields (economics); D. Schwarz (English); A. Schwarz (German studies); J. Pontusson (government); J. Weiss (history); C. Rosen (linguistics); M. Suher (linguistics); N. Zaslav (music); S. Tarrow (romance studies); G. Shapiro (Russian literature); S. G. Tarrow (sociology); D. Bathrick (theatre, film, dance)

For a complete list of relevant courses and seminars, and any further information, contact Susan Tarrow, coordinator of the Modern European Studies Concentration, at the Institute for European Studies, 120 Uris Hall (telephone 255-7592, e-mail SRT2@cornell.edu) and visit the web site at www.einaudi.cornell.edu/Europe.

MUSIC

R. Harris-Warrick, chair; R. Sierra, director of undergraduate studies (338 Lincoln Hall, 255-3663); D. Rosen, director of graduate studies (126 Lincoln Hall, 255-4974); J. Armstrong, M. Bilson, X. Bjerken, D. Borden, D. Conn, L. Coral, M. Hatch, H. Hoffman, J. Hsu, J. Kellock, P. Merrill, J. Miller, J. Peraino, S. Pond, A. Richards, R. Riley, S. Stucky, K. Taavola, K. Tan, S. Tucker, J. Webster, D. Yearsley, N. Zaslav

Emeritus: K. Husa, S. Monosoff, R. Palmer, T. Sokol, M. Stith.

Department office: 255-4097

Department web site: www.arts.cornell.edu/music/

Musical Performance and Concerts

Musical performance is an integral part of Cornell's cultural life and an essential part of its undergraduate academic programs in music. The department encourages music making through its offerings in individual instruction and through musical organizations and ensembles that are directed and trained by members of the faculty. Students from all colleges and departments of the university join with music majors in all of these ensembles:

Vocal ensembles

- Chamber Singers
- Chorale
- Chorus
- Glee Club
- Sage Chapel Choir

Instrumental ensembles

- Chamber Music Ensembles
- Chamber Orchestra
- Symphony Orchestra
- Jazz Ensembles
- Jazz Chamber Ensembles
- Chamber Winds
- Symphonic Band
- Wind Ensemble
- Wind Symphony
- Gamelan
- Middle Eastern Ensemble
- World Drumming Group
- Steel Band

Information about requirements, rehearsal hours, and conditions for academic credit can be found in the following listings for the Department of Music. Announcements of auditions are posted during registration each fall term and, where appropriate, each spring term as well.

The university is also home to many student-run musical organizations, including the Big Red Marching Band and Big Red Pep Band, the Cornell Savoyards, and several a cappella groups. Information about these groups, too, is available through the Department of Music office, 101 Lincoln Hall (255-4097).

The Department of Music and the Faculty Committee on Music sponsor more than 100 formal and informal concerts each year by Cornell's ensembles, faculty, and students and by distinguished visiting artists. The great majority of concerts are free and open to the public. Lectures and concerts are listed on the web (www.arts.cornell.edu/music/). Additional information is available through the events office (255-4760).

Nonmajors

In addition to its performing, instructional, and concert activities, the department offers numerous courses for nonmajors, many of which carry no prerequisites and presuppose no previous formal training in music. Consult the following course listings, and for further information consult the department office, 101 Lincoln Hall (255-4097), or Prof. R. Sierra, the director of undergraduate studies (255-3663).

The Major

The major carries the study of music to an advanced level through the integration of performance, music theory, and music history. It is designed to accommodate both students who are oriented toward eventual graduate or professional work in music and those who wish to take a more general approach, often in conjunction with a major in another department.

Students contemplating a major in music should arrange for placement examinations and advising in the department as early as possible, preferably during the freshman orientation period. Information is available from the director of undergraduate studies. Prerequisites for admission to the major are completion of MUSIC 152 and 154, at the latest by the end of the sophomore year (the freshman year is preferable), with an overall grade of B- or better in each course. In consultation with the director of undergraduate studies, students are expected to have chosen an adviser from among the department faculty before acceptance into the major; admission to the major is decided by the faculty as a whole. Students majoring in music then design their course of study with their adviser.

Music majors must complete the Core Curriculum plus at least two electives. The Core Curriculum serves as the basis for focus in specific areas, such as composition, performance, jazz studies, vernacular music, Western art music, or Asian music. Students may, however, choose electives that reflect a more broadly-based study. Those intending to pursue graduate study or professional work in music are advised to take further courses in addition to the two required electives.

The Core Curriculum consists of courses:

- 1) in music theory: MUSIC 251, 252, 253, 254
- 2) in music history: MUSIC 207, 208, 300, 400
- 3) in performance: four semesters of participation in a musical organization or ensemble sponsored by the department of music (MUSIC 331 through 346 and 421 through 448)

Electives: at least eight credits from the following:

- 1) in music theory: courses among the theory listings at the 300-level or above
- 2) in music history: courses above and including MUSIC 374
- 3) in performance: MUSIC 321, 322, 323, 324

Honors. The honors program in music is intended to provide special distinction for the department's ablest undergraduate majors. Qualified students are invited to become candidates by the faculty early in the second semester of their junior year. As soon as possible thereafter, the student forms a

committee of three or more faculty members to guide and evaluate the honors work. In their senior year, candidates enroll in MUSIC 401-402 with the chair of the honors committee as instructor. Candidates are encouraged to formulate programs that allow them to demonstrate their musical and scholarly abilities, culminating in an honors thesis, composition, or recital, to be presented not later than April 1 of the senior year. A comprehensive examination administered by the candidate's committee is held not later than May 1. The level of honors conferred is based primarily on the candidate's performance in the honors program, and secondarily on the candidate's overall record in departmental courses and activities.

Distribution Requirement

College of Arts and Sciences students may apply either one or two Music Department courses toward the distribution requirement in Literature and the Arts (LA) or Cultural Analysis (CA), as noted. Neither freshman seminars nor advanced placement credit count toward this requirement.

If one music course is counted for distribution, it must carry at least three credits, and it may not be in musical performance (MUSIC 321-322, 323-324) or in organizations and ensembles (MUSIC 331 through 346 and 421 through 448).

If two music courses are counted for distribution in LA, they must total at least six credits, and at least one of the courses must be academic, not performance-oriented. The second "course," however, may comprise either up to four credits earned in performance (MUSIC 321-322, 323-324) or up to four credits earned in organizations and ensembles (MUSIC 331 through 346 and 421 through 448), but not both.

Facilities

Music Library. The Sidney Cox Library of Music and Dance in Lincoln Hall has an excellent collection containing approximately 130,000 periodicals, books, scores, and parts; 55,000 sound and video recordings; and a microfilm collection of early printed and manuscript sources. Its depth and breadth serve the needs of a wide variety of users on the campus and its computer lab (designed specifically for music uses), listening, and video viewing facilities are open to all members of the Cornell community. Highlights of the research collection include early opera libretti and scores, eighteenth-century keyboard and chamber music, seventeenth- and eighteenth-century books on music, and an archive of American popular song from 1850 to 1950. In addition, the Carl A. Kroch Library houses, in the Division of Rare and Manuscript Collections, a collection of musical manuscripts and early printed books on music.

Concert Halls. The Department of Music sponsors more than 100 concerts annually. Cornell's principal concert halls are Bailey Hall Auditorium (about 1,400), Sage Chapel (about 800), and Barnes Hall Auditorium (about 280).

Rehearsal Spaces. Departmental ensembles rehearse primarily in Lincoln Hall, Barnes Hall, and Sage Chapel. Practice studios in Lincoln Hall are available for individual practice by pianists, vocalists, and

instrumentalists who are members of the Cornell community.

Thirty-four grand pianos and 17 upright or studio pianos are housed in Cornell's offices, classrooms, and rehearsal spaces. Six concert grand pianos are available for performances in the various concert halls, plus the following historical keyboard instruments: a modern copy of an eighteenth-century fortepiano by Johann Andreas Stein, a new fortepiano by Robert McNulty, a Broadwood grand piano from 1827, an 1824 Conrad Graf fortepiano replica, an 1868 Erard grand, one Dowd and one Hubbard harpsichord, and a Challis clavichord. Four distinctive organs are available to qualified individuals for lessons and practice: a small Italian organ (1746) and a two-manual mechanical action instrument (1972), both in Anabel Taylor Chapel; a three-manual symphonic organ (1941) in Sage Chapel; and an eighteenth-century German-style chamber organ (2003) in Barnes Hall.

Digital Music Program Workstations. There are four Power Macintosh workstations available for qualified students. Two are project/entry-level studios that use Digital Performer, SoundDiver, Peak, Reason, and other software packages. The MIDI hardware includes a Proteus 2000, Korg O5R/W, Access Virus b, and an Alesis QS8.1 keyboard controller. The other two workstations are more advanced. In addition to the software above, they use Final Cut Pro and Pro Tools. The MIDI hardware includes an E-Mu Platinum Sampler, a Novation SuperNova II, and a Kurzweil K2600 (with sampling) keyboard controller. Also included are several plug-in packages.

Introductory Courses

MUSIC 100 Elements of Musical Notation

Fall or spring, weeks 2-5. 1 credit.

Prerequisite: concurrent enrollment in any 3-credit course in music and permission of instructor. Staff.

This four-week course, given at the beginning of each term, fulfills the requirement of basic pitch, rhythm, and score-reading skills needed for some introductory courses and 200-level courses with prerequisites.

[MUSIC 101 Popular Music in America: A Historical Survey (also AM ST 105) # (IV) (LA)]

Spring. 3 credits. Not offered 2003-2004. S. Pond.

A survey of the history and diverse streams of popular music in America ca. 1830-2003. Elementary vocabulary and techniques for describing, analyzing, and evaluating music. Covers the relationships between mainstream musics, tributaries, and side-streams, and between folk, art, and popular music.]

MUSIC 102 Fundamentals of Music (IV) (LA)

Fall. 3 credits. No previous training in music required. M. Hatch.

An introduction to the theory of music from around the world: the structures of melody and rhythm (pulse, meter, scales, modes, texture, timbre, harmony, form) and the influences of audiences, music technologies (including instruments), reasons, and contexts for music making on instrumental and vocal music from classical, folk, traditional, and popular music of Asia, Africa, Europe, and the

Americas. Extensive listening and video examples.

MUSIC 103 Intro to World Music I: Africa and the Americas (also LSP 100) @ (IV) (CA)

Spring. 3 credits. No previous training in music required. S. Pond.

Exploration of folk, popular, and traditional musical genres of the Western Hemisphere, particularly the African diaspora. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.

[MUSIC 104 Intro to World Music II: Asia @ (IV) (CA)]

Fall. 3 credits. No previous training in music required. Not offered 2003-2004. M. Hatch.

Exploration of folk, popular, and traditional musical genres from South, Southeast, and East Asia. The course examines both the elements of musical styles and the features of society that influence music. Listening assignments are major components of the course.]

MUSIC 105 Introduction to Music Theory (IV) (LA)

Spring or summer. 3 credits. Experience in reading music is recommended; students may take MUSIC 100 concurrently. J. Webster.

An elementary, self-contained introduction to the theory of Western art music, emphasizing fundamental musical techniques, theoretical concepts, and their application. Intervals, scales, triads; basic concepts of tonality; extensive listening to music in various styles; analysis of representative works of Bach, Mozart, Beethoven, and Debussy.

[MUSIC 107 Hildegard to Handel # (IV) (LA)]

Fall. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Not offered 2003-2004. N. Zaslav.

The music of Western Europe from the Middle Ages through the Baroque period. Starting from Gregorian chant and the monophonic works of Hildegard von Bingen, this course surveys composers and repertoires such as the troubadours, the Notre Dame School, Renaissance sacred polyphony, madrigals, the dance suite, concertos, cantatas, and ends in the early eighteenth century with works by Vivaldi, Bach, and Handel.]

MUSIC 108 Mozart to Minimalism # (IV) (LA)

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. R. Harris-Warrick.

A survey of Western art music in many genres from the second half of the eighteenth century to the present. Composers whose music is studied include Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Wagner, Verdi, Liszt, Brahms, Mahler, Debussy, Strauss, Stravinsky, Bartok, Ives, Webern, Messiaen, Copland, Bernstein, Stucky, and Sierra.

[MUSIC 112 Popular Song Writing (IV) (LA)]

Spring. 3 credits. Not offered 2003-2004. Staff.

This course is designed for those with previous song writing experience and ability to sing and perform on guitar or piano.

Methods of writing and producing original material are explored and original songs composed and performed weekly. Styles of popular song writing including Rock, Pop, Country, Rhythm and Blues, and Folk are also studied and performed.]

Music Theory

Students contemplating the music major are strongly advised to take MUSIC 151, 152, 153, and 154 in the freshman year; in any case MUSIC 152 and 154 must be completed no later than the end of the sophomore year.

MUSIC 151 Tonal Theory I (IV) (LA)

Fall. 3 credits. Prerequisites: admission by departmental placement exam and concurrent enrollment in or previous credit for MUSIC 153, or equivalent. Intended for students expecting to major in music and other qualified students. K. Taavola.

Detailed study of the fundamental elements of modal and tonal music: rhythm, scales, intervals, triads; melodic principles and 2-part counterpoint; diatonic harmony and 4-part voice leading; basic formal structures. Study engages different repertoires, including Western art music as well as non-Western and popular traditions.

MUSIC 152 Tonal Theory II (IV) (LA)

Spring. 3 credits. Prerequisites: MUSIC 151 and 153 or equivalent, and concurrent enrollment in or previous credit for MUSIC 154. Intended for students expecting to major in music and other qualified students. A grade of B- or better in MUSIC 152 is required for admission to the music major. K. Taavola.

Continued study of voice leading and harmonic progression, including diatonic modulation; analysis of binary and ternary forms as well as jazz, blues, and pop phrase models.

MUSIC 153 Musicianship I

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 151. Intended for students expecting to major in music and other qualified students. K. Taavola.

Sight singing: diatonic melodies in treble, alto, and bass clefs. Keyboard: scales, triads, seventh chords, short diatonic chord progressions. Dictation: intervals, rhythms; short diatonic melodies; short diatonic chorale phrases. Score reading: 2 parts using treble, alto, and bass clefs. Musical terms: tempo markings and rhythmic terminology.

MUSIC 154 Musicianship II

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 152. Intended for students expecting to major in music and other qualified students. A grade of B- or better in MUSIC 154, and failure in none of the individual musicianship components of the course, are required for admission to the music major. K. Taavola.

Sight singing: longer melodies in 3 clefs, including diatonic modulation. Keyboard: diatonic chord progressions and sequences. Dictation: intervals, rhythms; longer melodies; chorale phrases with diatonic modulation. Score reading: 3 parts using treble, alto, and bass clefs. Transcriptions of pop, jazz, and other genres.

MUSIC 251 Tonal Theory III (IV) (LA)

Fall. 3 credits. Prerequisites: MUSIC 152 and 154 or equivalent, and concurrent enrollment in MUSIC 253. J. Webster.
Continuation of diatonic and introduction to chromatic harmony; species counterpoint; composition in small forms.

MUSIC 252 Tonal Theory IV (IV) (LA)

Spring. 3 credits. Prerequisites: MUSIC 251 and 253 or equivalent, and concurrent enrollment in MUSIC 254. K. Taavola.
Study of and composition in larger forms, including sonata form; systematic study of chromatic harmony, voice-leading, and modulation; composition in chromatic style.

MUSIC 253 Musicianship III

Fall. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 251. J. Webster.
Sight singing: melodies with chromaticism in treble, alto, tenor, and bass clefs. Keyboard: diatonic modulation, chromatic chords. Dictation: melodies with modulation; chorale phrases with secondary dominants and other chromatic chords. Score reading: 4 parts using treble, alto, tenor, and bass clefs. Musical terms: orchestral ranges, terms, clefs, and transpositions.

MUSIC 254 Musicianship IV

Spring. 2 credits. Prerequisite: concurrent enrollment in or previous credit for MUSIC 252. K. Taavola.
Sight singing: melodies in 4 clefs, including modality and chromatic modulation. Keyboard: chromatic sequences, chromatic modulations, improvised modulations employing diatonic pivot chords. Dictation: intervals, rhythms, short melodies, and short, diatonic chorale phrases. Score reading: 4 parts, including transposing instruments. Musical terms: other terms in French, German, and Italian.

[MUSIC 358 Improvisational Theory (IV) (LA)]

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2003–2004. P. Merrill.
Study of tonal concepts in jazz improvisation including major and minor modes; rhythmic motive development; swing feel; even eighth-note feel; phrase construction; chordal style; linear style; and ear development through performance, analysis, keyboard skill, transcription, and composition.]

MUSIC 451 Counterpoint

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. S. Stucky.
Composition in the polyphonic vocal style of the late Renaissance.

[MUSIC 452 Topics in Music Analysis (also MUSIC 602)]

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2003–2004. J. Webster.
A survey of important analytical approaches to tonal music, including thematic-motivic relations, phrase-rhythm, large-scale paragraph construction, structural-tonal voice-leading, and relations among the movements in a multimovement work.]

MUSIC 454 Composition (IV) (LA)

Fall. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. R. Sierra.
Study of music composition through the use of traditional forms such as variation and sonata. The student is required to write

original pieces for solo and chamber ensembles.

MUSIC 455 Conducting (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. S. Tucker.
Covers fundamentals of score reading, score analysis, rehearsal procedures and conducting technique; instrumental and choral contexts.

[MUSIC 456 Orchestration (IV) (LA)]

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. Not offered 2003–2004. R. Sierra.
Orchestration based on nineteenth- and twentieth-century models.]

[MUSIC 457 20th-Century Musical Languages (IV) (LA)]

Fall. 4 credits. Prerequisite: MUSIC 252 and 254. Not offered 2003–2004. K. Taavola.
This course examines the diverse compositional structures and styles of the Twentieth Century, developing student's skills through listening, analysis, improvisation, and short compositional assignments, as well as supplementary readings. Beginning with the expanded tonal languages of Wagner, Prokofiev, and Liszt, the course covers the modal, atonal, and serial techniques developed in the first half of the century by Debussy, Bartok, Schoenberg, Varese, Stravinsky, and others. Post-1945 use of these compositional styles will be compared and contrasted with such musical trends as minimalism, experimentalism, and aleatoric and microtonal approaches.]

MUSIC 458 Jazz Arranging (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 251 or permission of instructor. P. Merrill.
A survey of jazz arranging techniques for the big band, including basic jazz calligraphy; four-part close, drop two, and drop four voicings; rhythm section writing; standard chord nomenclature; chord scale relationships; chordal and rhythmic variation; section writing; standard formal structures; riff style; lead line; and counterpoint through analysis and composition.

Music in History and Culture**MUSIC 221 History of Rock Music (also AM ST 223) (IV) (LA)**

Fall. 3 credits. No previous training in music required. J. Peraino.
This course examines the development and cultural significance of rock music from its origins in blues, gospel, and Tin Pan Alley up to present-day genres of alternative rock and hip hop.

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

Fall. 3 credits. Not offered 2003–2004. S. Pond.
This course addresses jazz from two perspectives: the various sounds of jazz, as well as the historical streams—musical and cultural—which have contributed to its development. The historical focus locates jazz as an expression of culture. We investigate how jazz affects and is affected by notions of ethnicity, class, nationalism, gender, art, and genre. We examine what has changed over time and try to understand why. Throughout we focus our inquiry through listening to recordings, studying writings about music by musicians and nonmusicians, learning to listen with new ears, experiencing jazz hands-on,

and collaborating to add to the body of literature on jazz.]

MUSIC 245 Gamelan in Indonesian History and Cultures (also ASIAN 245) @ (IV) (LA)

Fall or spring. 3 credits. Permission of instructor. No previous knowledge of musical notation or performance experience necessary. M. Hatch.
An introduction to Indonesia through its art. Elementary techniques of performance on the Javanese *gamelan*; a general introduction to Indonesian history and cultures, and the socio-cultural contexts for the arts there. Several short papers and one longer research report are required.

[MUSIC 261 Bach and Handel # (IV) (LA)]

Fall. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2003–2004. D. Yearsley.
Bach's music, product of a provincial life, and Handel's music, product of a cosmopolitan life, are compared. Genres studied include works for keyboard instruments, chamber music, concertos, cantatas, operas, oratorios, anthems, and esoterica.]

MUSIC 262 Haydn and Mozart # (IV) (LA)

Fall. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. J. Webster.
A survey of the lives, works, and historical roles of Joseph Haydn and Wolfgang Amadeus Mozart. Attention is given as well to the development of musical style during the later eighteenth century and to intellectual and social currents such as the aesthetics of music, the Enlightenment, and changing concepts of genius.

[MUSIC 263 Beethoven # (IV) (LA)]

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2003–2004. 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 264 Musical Romanticism # (IV) (LA)]

Spring. 3 credits. Prerequisite: any 3-credit course in music or permission of instructor. Not offered 2003–2004. D. Rosen.

This survey of music from 1815 to 1900 is divided into five segments focusing on five composers (Schubert, Berlioz, Verdi, Wagner, and Mahler) and two or three segments on broader topics, such as musical nationalism in Russia, *fin-de-siècle* Vienna, the art song, and the history of the piano and its music.]

MUSIC 274 Opera # (IV) (LA)

Fall. 3 credits. D. Rosen.
An introduction to opera through the examination of six or seven major works of the operatic repertory by such composers as Handel, Mozart, Verdi, Offenbach, Wagner, Puccini, and Britten, with attention to the interaction of the words, music, and visual elements. We will compare some of the different productions available on video and DVD recordings and, for at least two of the operas, in live performances (Verdi's *La traviata* at the Syracuse Opera and Offenbach's *The Tales of Hoffmann* at the Tri-Cities Opera in Binghamton).

[MUSIC 275 Choral Sounds # (IV) (LA)]

Spring. 3 credits. Prerequisite: ability to read music or concurrent enrollment in MUSIC 100. Not offered 2003-2004. R. Harris-Warrick.

This course examines representative works composed for group singing, primarily from the Western choral tradition, but also including folk and popular styles, from the Middle Ages to the twentieth century. Class includes discussion of performance practices as well as historical and stylistic issues, and is integrated with local concert offerings.]

[MUSIC 276 The Orchestra and Its Music # (IV) (LA)]

Spring. 3 credits. Prerequisite: any 3-credit music course or permission of instructor. Not offered 2003-2004. N. Zaslaw.

The music of, and the social structures supporting, large instrumental ensembles in the Western world, including: Italian court festivals of the sixteenth century, string bands of the seventeenth century, Lully's ascendancy at Paris and Versailles, and music of Purcell, Corelli, Vivaldi, Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Berlioz, Liszt, Wagner, Brahms, Tchaikovsky, Bruckner, Mahler, Strauss, Stravinsky, Schoenberg, Webern, Bartók, Shostakovich, Messiaen, Copland, Carter, Tower, Stucky, Sierra, and others.]

[MUSIC 277 The Piano and Its Music (IV) (LA)]

Fall or spring. 3 credits. Prerequisite: 1 semester of music theory (MUSIC 105, an equivalent course, or equivalent experience) or permission of the instructors. Not offered 2003-2004. D. Rosen and M. Bilson.

Representative masterpieces of the piano repertoire from J. S. Bach to the present, placed in the context of the instruments for which they were written and the social structures mediating their production. Thus three different historical approaches are interwoven: (1) the history of music written for the piano and its predecessors, the harpsichord and clavichord; (2) the development of the piano from these predecessors, through Mozart's Stein piano, the pianos of Beethoven, Chopin, Liszt, and Brahms, up to today's Steinway; and (3) the social history of the piano.]

[MUSIC 372 Mind and Memory (also ENGL 301, S HUM 301, and THETR 301) (IV)]

Spring. 4 credits. J. Morgenroth. See THETR 301 for description.

Music History Courses for Majors and Qualified Nonmajors**[MUSIC 207 Survey of Western Music I # (IV) (LA)]**

Fall. 3 credits. Prerequisite: MUSIC 151/153, concurrent enrollment in 151/153, or permission of instructor. R. Harris-Warrick.

A survey of Western music and its social contexts from the beginning of notation (circa 900) to 1700. Topics include sacred chant, secular song, polyphony, madrigals, early opera, and the development of independent instrumental music. The course emphasizes listening and comprehension of genres and styles, and is intended for music majors and qualified non-majors.

[MUSIC 208 Survey of Western Music II # (IV) (LA)]

Spring. 3 credits. Prerequisite: MUSIC 152/154, concurrent enrollment in 152/154, or permission of instructor. R. Sierra.

A survey of Western music and its social contexts from 1700 to the present. Topics include the decline of church music, the rise of public concerts and opera, the evolution of the orchestra, and modernism in the twentieth century. The course, which emphasizes listening and comprehension of genres and styles, is intended for music majors and qualified non-majors.

[MUSIC 300 Sophomore Seminar: Proseminar in Musicology (IV) (LA)]

Spring. 4 credits. N. Zaslaw.

Introduction to methods in musicology, including historiography, criticism, approaches to vernacular and non-western musics, and gender studies.

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

[MUSIC 374 Opera and Culture (also GERST 374 and ITALA 374) (IV)]

Spring. 4 credits. Prerequisite: any 3-credit music course or proficiency in German or Italian. Not offered 2003-2004. A. Groos. See GERST 374 for description.]

[MUSIC 381 Topics in Western Art Music to 1750 # (IV)]

Fall. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2003-2004. Staff.]

[MUSIC 383 Topics in Western Art Music 1750 to the Present (IV)]

Spring. 4 credits. Prerequisite: MUSIC 152 or permission of instructor. Not offered 2003-2004. Staff.]

[MUSIC 386 Topics in Popular Music and Jazz (IV)]

Fall. 4 credits. Prerequisite: MUSIC 152/154 or permission of instructor. Not offered 2003-2004. S. Pond.

This course addresses alternating topics, centering on the post-World War II years to ca. 1970. **Even-numbered years: Rhythm-and-blues to funk.** Using the change in *Billboard* classification from "race" records to "rhythm-and-blues" as a beginning point, we examine musical, commercial, and socio-political developments in black popular music to the advent of funk. **Odd-numbered years: Post-bebop jazz.** Using the "bebop revolution" as a beginning point, we examine style movements (including bebop, cool and West Coast jazz, avant-garde jazz, modalism, and fusion) in light of changing aesthetics, socio-political movements, and intersections with other musics of the time. For either topic, reading (historical, biographical, and critical) and listening assignments are major components of the course. There are no midterm or final exams; however, quizzes and research papers are required.]

[MUSIC 398-399 Independent Study in Music History]

398, fall; 399, spring. 4 credits.

Prerequisite: MUSIC 152 and permission of instructor. Staff.

Advanced study of various topics in music history. Students enrolling in MUSIC 398-399 participate in, but do not register for, an approved 200-level music history course and, in addition, pursue independent research and writing projects.

[MUSIC 400 Senior Seminar]

Fall. 4 credits. K. Taavola.

Topic for 2003-2004: Music in Fin-de-Siècle Paris. This course engages the rich cultural environment of Paris during the years 1889-1919 and its legacy into the twentieth century. The course investigates the many faces of Modernism—including Orientalism, Primitivism, Cubism, Dadaism, and the rise of technology, to name a few. We will consider the musical works of Debussy, Satie, Ravel, Les Six, Stravinsky, and composers associated with the French *Conservatoire* alongside contemporary films and ballets, as well as the *commedia dell'arte*, the growing presence of world folk traditions in Paris, and the emergence of jazz.

[MUSIC 410 Music and Monstrous Imaginings # (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004.

A. Richards.

This seminar explores the limits of the imaginary in the eighteenth- and nineteenth-century culture, from theories of fantasy, unreason, and "monstrous imagining" to freak shows, virtuosi, and illusionists. Focusing on visual, literary, and musical phantasmagoria, we investigate the performance of the uncanny (Paganini and devilish technical feats, Mesmer and the glass harmonica), the gendered imagination and artistic creation (pregnancy and invention), technologies of death and its representation (the guillotine and wax museum, magic lantern shows and automata). Novels by Radcliffe, Lewis, Shelley; instrumental music by C. P. E. Bach, Beethoven, Mendelssohn, Berlioz; opera by Mozart, Weber, Meyerbeer; critical texts from Addison and Steele to Freud and Foucault.]

[MUSIC 411 The Organ in Western Culture # (IV) (LA)]

Fall. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004.

A. Richards and D. Yearsley.

The oldest Western musical instrument, the organ, has the longest and richest repertoire and has played a vital role in European culture for more than a millennium. This course traces the changing musical, technological, social, and political significance of the organ from Antiquity to the present day, from the Roman Coliseum to Yankee Stadium, from J. S. Bach to Jimmy Smith.]

[MUSIC 412 Polyphonies: The Many Voices of Spanish Music in the Golden Age (also S HUM 412, SPANL 412)]

Fall. 4 credits. M. Noone.

See S HUM 412 for description.

[MUSIC 415 Concepts of Improvisation (also NES 425 and JWST 425)]

Fall. 4 credits. Prerequisite: ability to read music. J. Rubin.

A large portion of the world's musical cultures is based on the extended use of improvisation, which may be broadly defined

as a form of composition during the course of performance. The concepts and processes of improvisation—which vary greatly among cultures—are complex and often fascinating, but from a “Western” perspective, little understood. Through a cross-cultural survey focusing on several traditions including Jewish klezmer, Greco-Turkish, jazz, and Gregorian chant, all music will be seen to exist somewhere on a continuum between the totally composed and the totally improvised.

MUSIC 416 Klezmer and Trauma (also JWST 426)

Spring. 4 credits. J. Rubin.
The American klezmer movement has evolved in recent years into one of the most visible transnational music movements, involving participants on several continents. The course looks at the American klezmer movement as a Jewish musical response to several overlapping crises, in particular to the destruction of Yiddish-speaking Eastern European Jewry in the Holocaust. It places the klezmer movement within the larger discourses of the Yiddish language and culture movement, the Jewish Renewal movement, and the “New Jewish Cultural Studies,” showing that the staying power of the klezmer movement, as well as the vehemence of its rhetoric, is ultimately concerned with the future course of American Jewry.

[MUSIC 474 Opera, History, Politics, Gender (also HIST 460, FGSS 454, COM L 459, S HUM 459, ITALA 456) (III or IV)]

Spring. 4 credits. Not offered 2003–2004.
M. Steinberg and S. Stewart.
See HIST 460 for description.]

MUSIC 490 American Musical Theatre (also ENGL 454) (IV) (LA)

Fall. 4 credits. S. McMillin.
See ENGL 454 for description.

[MUSIC 492 Music and Queer Identity (IV) (CA)]

Spring. 4 credits. Not offered 2003–2004.
J. Peraino.
Throughout history music has been associated with “otherness” in Western cultures. Appropriately, lesbian and gay individuals and communities have turned to music as a means of expressing and negotiating their “queer” identity within status-quo culture. This course examines how and why music encodes “queerness” by focusing on various musical genres (such as opera, disco, women’s music, country) and composer/musicians (such as Franz Schubert, Judy Garland, David Bowie) that have become significant for various lesbian and gay communities. The course also examines the reasons behind the general popularity of queer-coded but “straight-identified” performers such as Elvis Presley, Prince, and Michael Jackson.]

[MUSIC 493 Women and Music (also FGSS 496) (IV) (CA)]

Spring. 4 credits. Not offered 2003–2004.
J. Peraino.
This course introduces the students to a critical examination of women’s participation in Western European and American musical traditions. The course focuses on the various subject positions and critical perspectives that women hold in examples of music and writings about music. Of primary importance are the concepts of “objective” vs. “subjective” approaches to the topic of the week. Topics

include approaches to history and criticism, women composers, women performers, women as objects, women’s music, drag and androgyny, and women as listeners. Students are asked to keep a journal of their reactions to the readings, listening assignments, and class discussions, and to write “objective” and “subjective” formal papers.]

[MUSIC 494 Love, Sex, and Song in Medieval France (also FGSS 403) # (IV) (LA)]

Fall. 4 credits. Not offered 2003–2004.
J. Peraino.
This course explores the cult of courtly love and its inextricable relationship with singing. We focus on secular music and poetry and relevant narratives of Southern and Northern France from the twelfth and thirteenth centuries, and consider issues such as constructions of gender and gender relations, music and sexuality in the Middle Ages, medieval misogyny, women’s voices in courtly love lyric, the relationship of words and music, performance context, and reconstruction.]

[MUSIC 495 Sondheim & Musical Theatre (also ENGL 473, THEATR 472) (IV) (LA)]

Fall. 4 credits. Not offered 2003–2004.
S. McMillin.
See ENGL 473 for prerequisite and description.]

Independent Study

MUSIC 301–302 Independent Study in Music

301, fall; 302, spring. Credit TBA.
Prerequisite: departmental approval.
Presupposes experience in the proposed area of study. Staff.

Honors Program

MUSIC 401–402 Honors in Music

401, fall; 402, spring. 4 credits each term.
Limited to honors candidates in their senior year. Staff.

Digital Music and New Media

MUSIC 120 Learning Music through Digital Technology (IV) (LA)

Fall or spring. 3 credits. Enrollment limited.
Prerequisite: permission of instructor.
D. Borden.

This course uses selected commercially available technological resources to produce live music. The student is expected to master the Macintosh computer, several music software programs, and several synthesizers using MIDI. The ability to read music is helpful but not necessary. There are no papers to write; homework is presented in three classroom concerts. The final is a live presentation of the student’s final project in a concert open to the public.

MUSIC 320 Scoring the Moving Image Using Digital Technology (IV) (LA)

Spring. 4 credits. Prerequisite: MUSIC 120 with a grade of B or higher and MUSIC 251. D. Borden.
Students learn sound design and music composition using MIDI and Digital Audio to enhance images in motion. The course is at least partially collaborative, involving students

taking courses in computer animation, film, and dance. In addition, to learn techniques involving synchronizing sound to image, film clips from various sources are used as practice exercises. The final project is a public showing of film computer animation and/or dance performance using the sounds and music provided by the students in this course.

Musical Instruction

Cornell faculty members offer individual instruction in voice, organ, harpsichord, piano and fortepiano, violin, viola, cello, and some brass and woodwind instruments *to those students advanced enough to do college-level work in these instruments*. Lessons are available by audition only. They may be taken either without credit or, through MUSIC 321–322, with credit. Other instruments may sometimes be studied for credit outside Cornell, but also by audition only (see MUSIC 321h–322h).

Lessons for beginners. The Music Department can recommend outside teachers for those who wish to begin studying voice or an instrument. No credit is available for beginning instruction.

Auditions. Auditions are held at the beginning of each term for lessons for advanced students. Contact the Department of Music office (101 Lincoln Hall) for information.

Fees. The fee for a one-half hour lesson weekly, *without credit*, is \$150 per term. For a one-hour lesson (or two half-hour lessons) weekly, *without credit*, the fee is \$300. The fee in MUSIC 321–322 for a one-hour lesson (or two half-hour lessons) *for credit* is \$225 per term. All fees are nonrefundable once lessons begin, *even if the course is subsequently dropped*.

Scholarships. Music majors receive a scholarship of up to \$225 per term. Members of department-sponsored organizations and ensembles may, with the permission of the director of the organization, receive a scholarship of up to \$100 of the Cornell fee for the type of lessons chosen during the term. 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*.

Practice rooms. Practice-room fees for a room with a **grand piano** are \$75 per term for up to 10 hours weekly, with a charge of \$10 for each additional hour. A \$25 cash deposit must be made for a key to the grand piano practice rooms, \$20 of which is refunded upon return of the key. Fees for a room with either an **upright piano** or **drum set** are \$60 per term for up to 10 hours weekly, with a charge of \$8 for each additional hour, and fees for a room **without a piano** are \$25 per term for up to 10 hours weekly. The fee for use of the **pipe organs** is \$60 per term for up to 10 hours weekly. All fees are non-refundable and are not prorated.

Earning credit for lessons. For every four credits earned in MUSIC 321–322, the student must have earned, or currently be earning, at least three credits in another music course (excluding freshman seminars, MUSIC 321–322, 323–324, 331–343, or 421 through 448). These three credits must be earned prior

to, or simultaneously with the first two credits in 321-322; they cannot be applied retroactively. Transfer credit for appropriate music courses already taken elsewhere may be used to satisfy this requirement with the approval of the department chair.

Lessons taken outside Cornell. Under certain conditions, advanced students may earn credit for lessons taken outside Cornell. An audition is required, and no credit can be granted for beginning instruction. For further information, read the description of Music 321h-322h and contact the Music Department office.

MUSIC 321-322 Individual Instruction in Voice, Organ, Harpsichord, Piano, Strings, Woodwinds, and Brass

Prerequisite: advanced students may register only after a successful audition with the instructor, and will receive credit only as described under "Earning credit". Students earn two credits each term for a one-hour lesson (or two half-hour lessons) weekly accompanied by an appropriate practice schedule. Students should contact the instructor or the department office about scheduling an audition. Students may register for this course in successive years.

MUSIC 321a-322a Individual Instruction in Voice

321a, fall; 322a, spring. 2 credits each term. Prerequisite: successful audition. Limited enrollment. Attendance at weekly studio class required for *all* credit students. J. Kellock.

MUSIC 321b-322b Individual Instruction in Organ

321b, fall; 322b, spring. 2 credits each term. Prerequisite: successful audition. T. Olsen.

MUSIC 321c-322c Individual Instruction in Piano

321c fall; 322c, spring. 2 credits each term. Prerequisite: successful audition. X. Bjerken, M. Bilson.

[MUSIC 321d-322d Individual Instruction in Harpsichord]

321d, fall; 322d, spring. 2 credits each term. Prerequisite: successful audition. Not offered 2003-2004. A. Richards.]

MUSIC 321e-322e Individual Instruction in Violin or Viola

321e, fall; 322e, spring. 2 credits each term. Prerequisite: successful audition. K. Tan.

MUSIC 321f-322f Individual Instruction in Cello

321f, fall; 322f, spring. 2 credits each term. Prerequisite: successful audition. H. Hoffman.

MUSIC 321g-322g Individual Instruction in Brass

321g, fall; 322g, spring. 2 credits each term. Prerequisite: successful audition. Staff.

MUSIC 321h-322h Individual Instruction Outside Cornell

321h, fall; 322h, spring. 2 credits each term. Prerequisite: successful audition. All the standard orchestral and band instruments, keyboard instruments, guitar and voice may, under certain conditions, be studied for credit with outside teachers. This

course is available primarily for the study of instruments not taught at Cornell and when there is limited enrollment in MUSIC 321-322. Prior approval and audition by a member of the faculty in the department is required, and credit may be earned only as described under "Earning credit," 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.

MUSIC 321i-322i Individual Instruction in Woodwinds

321i, fall; 322i, spring. 2 credits each term. Prerequisite: successful audition. Staff.

MUSIC 323-324 Advanced Individual Instruction

323, fall; 324, spring. 4 credits each term. Open only to juniors and seniors majoring in music and to graduate students. Majors whose lessons must be taken outside Cornell may apply to the department for financial assistance toward the cost of lessons; \$225 per semester is normally awarded to such students.

Musical Organizations and Ensembles

Students may participate in musical organizations and ensembles throughout the year. Permission of the instructor is required, and admission is by audition only (usually at the beginning of each semester), except that the Sage Chapel Choir and the Cornell Gamelan Ensemble are open to all students without prior audition. Registration is permitted in two of these courses simultaneously and students may register in successive years, but no student may earn more than eight credits in these courses. Membership in these musical organizations and ensembles is also open to qualified students who wish to participate without earning credit.

MUSIC 331-332 Sage Chapel Choir

331, fall or summer; 332, spring. 1 credit each term. No audition for admission. R. Riley.

Open to all students and members of the university. Varied and demanding repertoire. The Sage Chapel Choir sings regularly in the Sunday Service of Worship, which is broadcast on 870 WHCU-AM radio, and on special occasions throughout the year.

MUSIC 333-334 Chorus

333, fall; 334, spring. 1 credit each term. Prerequisite: successful audition. S. Tucker.

A treble-voice chorus specializing in music for women's voices and in mixed-voice repertoire.

MUSIC 335-336 Glee Club

335, fall; 336, spring. 1 credit each term. Prerequisite: successful audition. S. Tucker.

A male-voice chorus specializing in music for men's voices and in mixed-voice repertoire.

MUSIC 337 Wind Symphony

Fall. 1 credit each term. Prerequisite: successful audition. D. Conn and J. Miller.

MUSIC 338 Symphonic Band

Spring. 1 credit each term. Prerequisite: successful audition. D. Conn and J. Miller.

MUSIC 339-340 Jazz Ensemble II

339, fall; 340, spring. 1 credit each term. Prerequisite: successful audition. P. Merrill.

Study and performance of classic and contemporary big band literature. Rehearsal once a week with 1-2 performances a semester.

MUSIC 342 Wind Ensemble

Spring. 1 credit each term. Prerequisite: successful audition. D. Conn.

MUSIC 343-344 Symphony Orchestra

343, fall; 344, spring. 1 credit each term. Prerequisite: successful audition. J. Hsu.

MUSIC 345-346 Introduction to the Gamelan

345, fall; 346, spring. 1 credit each term. Enrollment limited. Prerequisite: permission of instructor. M. Hatch.

Concentrated instruction for students in advanced techniques of performance on the Indonesian *gamelan*.

MUSIC [347]-348 World Music Chorus

Spring. 1 credit. Prerequisite: permission of instructor. S. Tucker.

A mixed-voice chorus whose repertoire is drawn from Africa, Central America, South America, the Caribbean, Eastern Europe, and Asia. Music reading skills are not necessary, but a good ear is essential.

MUSIC 421-422 Chamber Orchestra

421, fall; 422, spring. 1 credit each term. Prerequisite: successful audition. X. Bjerken.

Study and performance of chamber orchestra works with a broad repertoire from Mozart to premieres of contemporary works.

MUSIC 431-432 Middle Eastern Music Ensemble

431, fall; 432, spring. 1 credit each term. Prerequisite: permission of instructor. M. Hatch.

Performance of diverse musical traditions from the Middle East. Instruction in individual instruments (oud, ney, kanoun, and percussion) and group rehearsals, culminating in one or two performances per semester. Songs will be taught in several languages, with the assistance of local language and diction teachers.

MUSIC 433-434 Steel Band

433, fall; 434, spring. 1 credit each term. Prerequisite: permission of instructor. J. Armstrong.

This performance group specializes in traditional Caribbean steel drum repertoire and beyond. Background in music is required.

MUSIC 435-436 World Drumming Group

435, fall; 436, spring. 1 credit each term. Prerequisite: permission of instructor. J. Armstrong.

This group specializes in traditional music from West Africa and the Caribbean. Drumming techniques, song, and dance styles are incorporated into each semester's activities. No previous percussion experience is necessary.

MUSIC 437-438 Chamber Winds

437, fall; 438, spring. 1 credit each term. Prerequisites: enrollment in Symphonic Band, Wind Symphony or Wind Ensemble in the same semester as this course AND permission of instructor only. Coordinator: D. Conn.

Flexible instrumentation ensembles perform original woodwind, brass, and percussion music from Gabrieli brass choirs and Mozart serenades through more contemporary works

such as Stravinsky's Octet and new music premieres. The ensembles participate in Wind Symphony, Symphonic Band, and Wind Ensemble concerts in addition to several chamber concerts throughout the year.

MUSIC 439-440 Jazz Ensemble I

439, fall; 440, spring. 1 credit each term.

Prerequisite: successful audition. P. Merrill.
Study and performance of classic and contemporary big band literature. Rehearsals twice a week with 2-4 performances a semester.

MUSIC 441-442 Chamber Music Ensembles

441, fall; 442, spring. 1 credit each term.

Prerequisite: successful audition.

Coordinator: K. Tan.

Study and performance of chamber music works from duos to octets, for pianists, string, and wind players. Small jazz ensembles may also enroll under this course number.

MUSIC 443-444 Chorale

443, fall; 444, spring. 1 credit each term.

Prerequisite: successful audition. J. Miller.

Study and performance of selected choral music for mixed voices.

MUSIC 445-446 Gamelan Ensemble

445, fall; 446, spring. 1 credit each term.

Enrollment limited. Prerequisite: permission of instructor. M. Hatch.

Advanced performance on the Javanese *gamelan*. Tape recordings of *gamelan* and elementary number notation are provided. Some instruction by Indonesian musicians is offered in most years.

MUSIC 447-448 Chamber Singers

447, fall; 448, spring. 1 credit each term.

Prerequisite: successful audition.
M. Noone.

A mixed-voice chamber choir specializing in Renaissance and twentieth-century music.

Graduate Courses

Open to qualified undergraduates with permission of instructor.

MUSIC 601 Introduction to Bibliography and Research

Fall. 4 credits. L. Coral.

This course explores the nature of the discipline and introduces the many types of bibliographic tools, both printed and electronic, needed to pursue research in music.

MUSIC 602 Analytical Technique (also MUSIC 452)

Spring. 4 credits. J. Webster.

A critical survey of various analytical methods in current use. Frequent analytical assignments and class presentations.

[MUSIC 604 Introduction to Ethnomusicology]

Spring. 4 credits. Also open to graduate students in anthropology, linguistics, psychology, sociology, Africana, Asian Studies, and other cognate fields with permission of instructor. Not offered 2003-2004. S. Pond or M. Hatch.

This course surveys a spectrum of issues central to the field, including but not limited to issues of identity and representation, methods of musical and cultural analysis, area studies, applied ethnomusicology, and intersections with other fields in the humanities and social sciences.]

[MUSIC 622 Historical Performance Practicum]

Spring. 4 credits. Not offered 2003-2004.

M. Bilson.

The study of eighteenth- and nineteenth-century instrumental performance practices, with special emphasis on the string quartets of Haydn and the piano trios of Schubert. Open to qualified performers.]

[MUSIC 653 Topics in Tonal Theory and Analysis]

Spring. 4 credits. Not offered 2003-2004.

J. Webster.]

[MUSIC 654 Topics in Post-Tonal Theory and Analysis]

Spring. 4 credits. Not offered 2003-2004.]

MUSIC 657-658 Composition

657, fall; 658, spring. 4 credits each term.

R. Sierra, S. Stucky.

MUSIC 659 Composing with Computer Software and Electronic Instruments

Fall. 4 credits. D. Borden.

This course is designed for graduate students in music composition who wish to learn about MIDI, digital audio, and various electronic synthesizers both in hardware and software form. It explores the use of computer software to compose electroacoustic pieces meant for live performance as well as techniques for composing soundtracks for film and video.

[MUSIC 674 German Opera (also GERST 672)]

Spring. 4 credits. Not offered 2003-2004.

A. Groos.

See GERST 672 for description.]

MUSIC 677 Mozart: His Life, Works, and Times (also GERST 757)

Fall. 4 credits. N. Zaslaw.

Topic: Mozart the borrower. Mozart's quotation, paraphrase, pastiche, and theft of the music of other composers, and the subsequent reception of those activities.

MUSIC 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 with permission of instructor. S. Pond.

Topic: Rhythm-and-blues in musical-cultural perspective.

[MUSIC 681 Seminar in Medieval Music]

Fall. 4 credits. Not offered 2003-2004.

J. Peraino.]

[MUSIC 683 Music and Postmodern Critical Theory]

Fall. 4 credits. Not offered 2003-2004.

J. Peraino.

This course surveys the many critical theories that have been included under the umbrella of "postmodernism," and that have fueled the debate between "old" and "new" styles of musicology. Readings focus on structuralism and poststructuralism, feminist literary criticism, queer theory, and postmodern and postcolonialism, and their application in musicology and ethnomusicology. A broad spectrum of music is examined along with the readings.]

[MUSIC 684 Seminar in Renaissance Music]

Fall. 4 credits. Not offered 2003-2004.

R. Harris-Warrick.]

[MUSIC 686 Seminar in Baroque Music]

Spring. 4 credits. Not offered 2003-2004.

R. Harris-Warrick.]

MUSIC 688 Seminar in Classical Music

Spring. 4 credits. J. Webster.

Topic: Haydn.

[MUSIC 689 Seminar in Music of the Romantic Era]

Fall. 4 credits. Not offered 2003-2004.

J. Webster.]

MUSIC 690 Seminar in Music of the Twentieth Century

Fall. 4 credits. D. Rosen and A. Groos.

Topic: Puccini.

MUSIC 691-692 Historical Performance

691, fall; 692, spring. 4 credits each term.

Prerequisite: permission of instructor.

M. Bilson.

Lessons on the major instrument with supplementary study and research on related subjects.

MUSIC 693 Seminar in Performance Practice

Spring. 4 credits. N. Zaslaw.

Topic: Practices of ornamentation and improvisation in European music of the seventeenth and eighteenth centuries.

MUSIC 697-698 Independent Study and Research

697, fall; 698, spring. Credit TBA. Staff.

[MUSIC 785 History of Music Theory]

Fall. 4 credits. Not offered 2003-2004.

K. Taavola.]

[MUSIC 787 History and Criticism]

Spring. 4 credits. Not offered 2003-2004.

A. Richards.]

MUSIC 901-902 Thesis Research

901, fall; 902, spring. Up to 6 credits each term, TBA. Offered for S-U only.

Limited to doctoral students in music who have passed the Admission-to-Candidacy Exam.

NEAR EASTERN STUDIES

R. Brann, (chair); M. Campos, W. T. Dickens, K. Haines-Eitzen, D. I. Owen, (director of the Program of Jewish Studies); D. Powers, A. Rahmouni, G. Rendsburg, N. Scharf, S. Shoer, D. Starr, (director of Undergraduate Studies), S. M. Toorawa (director of Graduate Studies), M. Younes, J. Zorn

Joint faculty: M. Bernal (Emeritus), C. Robinson

The Department

The Department of Near Eastern Studies (409 White Hall, 255-6275) offers courses in Near Eastern civilization including archaeology, history, religions, languages, and literatures. These course offerings treat the Near East from the dawn of history to the present and emphasize methods of historical, cultural, and literary analysis. Students are encouraged to take an interdisciplinary approach to the religions and cultures of the region and their articulation during antique, late antique, medieval, and modern times.

Distribution Requirements

Any two Near Eastern Studies history or archaeology courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the social sciences/history. Any two Near Eastern Studies civilization or literature courses at the 200, 300, or 400 level that form a reasonable sequence or combination satisfy the distribution requirement in the humanities. NES 197 or NES 251 plus any other Near Eastern studies course will constitute a sequence to fulfill the distribution requirement in either social sciences/history or humanities, depending on the second course used in combination with 197 or 251. All 200- or 300-level language courses may fulfill the humanities requirement.

The Major

The precise sequence and combination of courses chosen to fulfill the major is selected in consultation with the student's adviser. All majors must satisfy the following requirements (no course may be used to satisfy two requirements; S-U options not permitted):

- A. Qualification in two Near Eastern languages or proficiency in one.
- B. Nine three- or four-credit NES courses, which must include the following:
 1. NES 197 or 251.
 2. Two 200-level NES survey courses, one whose chronological parameters fall within the period 3000 B.C.E. to 600 C.E., and one whose chronological parameters fall within the period 600 C.E. to the present. The following are examples (a complete list can be obtained in the department office):
 - 3000 B.C.E. to 600 C.E.
 - NES 223, Introduction to the Hebrew Bible
 - NES 261, Ancient Seafaring
 - NES 229, Introduction to the New Testament
 - NES 295, Introduction to Christian History
 - 600 C.E. to the present
 - NES 235, Jews and Arabs in Contact and Conflict: The Modern Period
 - NES 250, Muhammad and Mystics in the Literatures of the Islamic World
 - NES 258, Islamic History 1258-1914
 - NES 294, Modern History of the Near East
 3. At least two NES courses at the 300 level or above (one of which may be NES 301, 302, 311, or 312).

Prospective majors should discuss their plans with the director of undergraduate studies before formally enrolling in the department. To qualify as a major, a cumulative grade average of C or better is required.

Honors. Candidates for the degree of Bachelor of Arts with honors in Near Eastern Studies must fulfill the requirements of the appropriate major study and enroll in the honors course, NES 499, in the fall and spring semesters of their senior year. For admission to the honors program, candidates must have

a cumulative average of B+ or better and have demonstrated superior performance overall in Near Eastern Studies courses. After consulting their major adviser, candidates should submit an outline of their proposed honors work to the department **during the second semester of their junior year.** The Near Eastern Studies main office has more specific guidelines for the honors thesis.

Study abroad. Near Eastern Studies majors may choose to study in the Near East during their junior year. There are various academic programs in the countries of the Near East that are recognized by the Department of Near Eastern Studies and that allow for the transfer of credit. Archaeological field work on Cornell-sponsored projects in the Near East may also qualify for course credit.

First-Year Writing Seminars

For descriptions, consult the John S. Knight Institute brochure for times, instructors, and descriptions.

Language Courses

Arabic

NES 111-112 Elementary Arabic I and II

111, fall; 112, spring. Enrollment limited to 17 in each session. 4 credits each term.

NES 111 is prerequisite for 112, or permission of instructor. M. Younes.

The course provides a thorough grounding in all language skills: listening, speaking, reading, and writing. It starts with spoken Arabic and gradually integrates Modern Standard Arabic in the form of listening and reading texts. Emphasis 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 (introductions, greetings, school, home and family, work, simple instructions, etc.); (2) read Arabic material of limited complexity and variety (simple narrative and descriptive texts, directions, etc.); (3) write notes and short letters describing an event or a personal experience. An important objective of the course is to familiarize students with basic facts about the geography, history, and culture of the Arab world.

NES 113-210 Intermediate Arabic I and II

113, fall; 210, spring. Enrollment limited to 15 students in each section. 4 credits each term. *NES 210 @ provides language proficiency and Option 1.* Prerequisites: for NES 113, one year of Arabic or permission of instructor; for NES 210, 113 or permission of instructor. M. Younes.

A sequel to NES 111-112. Continued development of the four language skills through extensive use of graded materials on a wide variety of topics. Increased attention is given to developing native-like pronunciation and grammatical accuracy, but the main focus is on developing communication skills. The student who successfully completes 210 is able to: (1) understand and express himself or herself in Arabic in situations beyond the basic needs; (2) read and comprehend written Arabic of average difficulty; (3) write a letter,

a summary of a report, or a reading selection. An appreciation of Arabic literature and culture is sought through the use of authentic materials.

[NES 133-134 Introduction to Qur'anic and Classical Arabic (also RELST 133-134)]

133, fall, R. Brann; 134, spring, S. Toorawa. 4 credits each semester. *NES 134 provides language qualification.* Not offered 2003-2004.

This course is designed for students who are interested in reading the language of the Qur'an and *Hadiths* (Sayings of the Prophet) with accuracy and understanding. Authentic texts in the form of chapters from the Qur'an and *Hadiths* are presented and analyzed, and basic grammatical structures are discussed, explained, and practiced systematically.

Interested students are encouraged to memorize excerpts from the texts. At the end of the two-semester sequence, the successful student has mastered a working vocabulary of over 1,000 words, correct pronunciation, and the most commonly used grammatical structures. In addition, the course provides the student with a firm foundation on which to build an advanced study of Classical Arabic.]

NES 213 Classical Arabic Texts (also RELST 213) # @ (IV) (LA)

Spring. 3 credits. Prerequisite: NES 210 or equivalent. D. Powers.

This course will introduce students to different genres of literary Arabic. We read, translate and discuss selected texts written in classical and modern standard Arabic. Review of morphology and grammar.

NES 214 Qur'an and Commentary (also RELST 214) # @ (IV) (LA)

Fall. 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 311-312 Advanced Intermediate Arabic I and II @

311 fall; 312 spring. 4 credits each term. Limited to 15 students. *Fulfills Option 1.*

Prerequisite for NES 311 is NES 210 or permission of instructor; prerequisite for NES 312 is NES 311 or permission of instructor. M. Younes.

Students are introduced to authentic, unedited Arabic language materials ranging from poems, short stories, and plays to newspaper articles dealing with social, political, and cultural issues. Emphasis is on developing fluency in oral expression through discussion of issues presented in the reading selections. There is more focus on the development of native-like pronunciation and accurate use of grammatical structures than on elementary and intermediate Arabic. A primary objective of the course is the development of writing skill through free composition exercises in topics of interest to individual students.

NES 416 Structure of the Arabic Language (also LING 416)

Spring. 4 credits. Limited to 15 students.

Prerequisite: one year of Arabic or a linguistic background. M. Younes.

The course consists of a brief history of Arabic and its place in the Semitic language family, the sociolinguistic situation in the Arab world (diglossia), Arabic phonology (sounds,

emphasis, syllable structure, and related processes), morphology (verb forms and derivational patterns), and syntax (basic sentence structures, cases, and moods).

Greek

NES 121-122 Elementary Modern Greek I and II (also CLASS 111-112)

121, fall; 122, spring. 4 credits each term.

Limited to 15 students. Staff.

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.

Hebrew

NES 101-102 Elementary Modern Hebrew I and II (also JWST 101-102)

101, fall; 102, spring. 4 credits each term.

Prerequisite for NES 102: 101 or permission of instructor. Enrollment limited to 17 students in each section. S. Shoer.

Intended for beginners. This course provides a thorough grounding in reading, writing, grammar, oral comprehension, and speaking. Students who complete the course are able to function in basic situations in a Hebrew-speaking environment.

NES 103-200 Intermediate Modern Hebrew I and II (also JWST 103-200)

103, fall; 200, spring. Enrollment limited to 15 students in each section. 4 credits each term.

NES 200 @ provides language proficiency and Option 1. Prerequisites: for NES 103, 102 or permission of instructor; for NES 200, 103 or permission of instructor. N. Scharf.

A sequel to NES 101-102. Continued development of reading, writing, grammar, oral comprehension, and speaking skills. The 200 course introduces Hebrew literature and Israeli culture through the use of texts and audio-visual materials.

NES 123-124 Introduction to Biblical Hebrew I and II (also JWST 123-124, RELST 123-124)

123, fall; 124, spring. 3 credits each term.

NES 124 provides language qualification. Enrollment limited to 17 students. Staff.

The course is intended to develop basic proficiency in reading the Hebrew Bible. The first semester emphasizes introductory grammar and vocabulary. The second semester focuses on reading selected passages in the Hebrew Bible, with further development of vocabulary and grammar.

NES 301-302 Advanced Modern Hebrew I and II (also JWST 301-302) @

301, fall; 302, spring. Limited to 15 students. 4 credits each term.

Fulfills Option 1. Prerequisite for NES 301: 200 or equivalent, with permission of instructor. Prerequisite for NES 302: 301 or equivalent, with permission of instructor. This sequence may be used to fulfill the humanities distribution requirement in literature. N. Scharf.

Advanced study of the Hebrew Language both orally and through the analysis of mostly unedited texts of social, political, and cultural relevance, with less emphasis on the study of grammar. Students are introduced to articles

published in Israeli newspapers and magazines, works by authors, and movies. Students develop composition and advanced writing skills by studying language structure, idioms, and various registers of style.

NES 305 Conversational Hebrew (also JWST 305)

Fall. 2 credits. Limited to 15 students.

Prerequisite: NES 302 or permission of instructor; for non-native speakers only.

Students are introduced to authentic, unedited Arabic language materials, ranging from poems, short stories, and plays to newspaper articles dealing with social, political, and cultural issues. Emphasis is on developing fluency in oral expression through discussions 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 in 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 420 Readings in the Biblical Hebrew Prose (also JWST 420, RELST 420) @ # (IV) (LA)]

Fall. 4 credits. *Provides language*

proficiency and Option 1. Prerequisite: 1 year of biblical or modern Hebrew. Course may be repeated for credit. Not offered 2003-2004. G. Rendsburg.

An advanced course in reading selected portions of the Hebrew Bible. Emphasis is placed on the philological method, with attention to literary, historical, and comparative concerns.]

Hindi-Urdu

NES 105-106 Elementary Hindi-Urdu (also HINDI 101-102)

Fall, spring. 6 credits each term. Staff.

For description, see HINDI 101-102.

NES 107 Introduction to Urdu Script (also HINDI 125)

Spring. 1 credit. Staff.

For description, see ASIAN 125.

Turkish

NES 117-118 Elementary Turkish I and II

117, fall; 118, spring. 4 credits each term.

Limited to 15 students. Staff.

Intended for students with no experience in Turkish. The goal is to provide a thorough grounding in Turkish language with an emphasis on communication. Small class size provides intensive practice in speaking, writing, and listening/comprehension. The course is co-sponsored by the Institute for European Studies.

Ancient Near Eastern Languages

Akkadian

[NES 333-334 Elementary Akkadian I and II (also NES 633-634) (IV)]

333, fall; 334, spring @ # (IV) (LA). 4 credits each term. Prerequisite for NES 334: 333 or permission of Not offered 2003-2004.

An introduction to the Semitic language of the Akkadians and Babylonians of ancient Mesopotamia. Utilizing the inductive method, students are rapidly introduced to the grammar and the cuneiform writing system of Akkadian through selected readings in the Code of Hammurapi, the Descent of Ishtar, and the Annals of Sennacherib. Secondary readings in comparative Semitic linguistics, the position of Akkadian in the family of Semitic languages and on the history and culture of Mesopotamia provide a background for study of the language. Knowledge of another Semitic language is helpful but not essential.]

Aramaic

[NES 435 Aramaic I @ # (IV)]

Fall. 4 credits. Prerequisite: knowledge of Hebrew. Enrollment limited to 15 students. Not offered 2003-2004. G. Rendsburg.

A panoply of Aramaic materials is read during the course, including selections from ancient Aramaic inscriptions, the biblical books of Ezra and Daniel, Qumran texts, and the Targumim. Explanations of grammar, syntax, and vocabulary are based on the linguistic data which occur in the readings.]

Hieroglyphic Egyptian

[NES 330-331 Hieroglyphic Egyptian I and II]

330 fall; 331 spring @ # (LA). 4 credits. Not offered 2003-2004. Staff.]

Sumerian

[NES 433 Introductory Sumerian I (also NES 631) @ # (IV)]

Fall. 4 credits each semester. Prerequisite: permission of instructor. Not offered 2003-2004. D. I. Owen.]

[NES 434 Introductory Sumerian II (also NES 632) @ # (IV)]

Spring. 4 credits each semester. *Provides language qualification.* Prerequisite: NES 433/631. Not offered 2003-2004.

D. I. Owen.

Continued study of Sumerian grammar and syntax; further readings in selected Sumerian economic, legal, and historical inscriptions of the late third millennium B.C.E.; additional discussion of Sumerian civilization and culture.]

Ugaritic

NES 337-338 Ugaritic I & II (also NES 637-638) @ # (IV)]

337, fall; 338, spring @ # (LA). 4 credits each semester. Prerequisite: knowledge of another Semitic language (preferably Hebrew). Fall, G. Rendsburg; spring, A. Rahmouni.

Study of the language and literature of ancient Ugarit, an important site in northern Canaan. Special attention is paid to the relationships between Ugaritic and Hebrew and between Canaanite literature and the Bible.

West Semitic Inscriptions

[NES 625 West Semitic Inscriptions

Fall. 4 credits. Not offered 2003-2004.

G. Rendsburg.

A study of the major inscriptions of the West Semitic languages of the Iron Age. These include texts in Hebrew, Aramaic, Phoenician, Ammopite, Moabite, and Edomite.]

Archaeology

NES 227 The Bible and Ancient Near Eastern Civilization (also JWST 227, ARKEO 227, and RELST 227) @ # (IV) (LA)

Spring. 3 credits. J. Zorn.

The Hebrew Scriptures contain a wide array of literary forms: historical works, prophetic texts, wisdom literature, etc. These works—compiled from an even wider assortment of text types (cosmologies, folk tales, love songs, palace records, treaties, letters and more)—were not written in a cultural vacuum but find a home in the literary world of Israel's neighbors, including Mesopotamians, Egyptians, Hittites, and others. This course examines the different literary genres found in the Hebrew Scriptures in comparison with similar material from the ancient Near East to clarify the interpretation, dating, and purpose of the Biblical material.

[NES 261 Ancient Seafaring (also ARKEO 275, JWST 261) @ # (III) (HA)

Fall. 3 credits. Enrollment limited to 80 Students. Not offered 2003-2004.

D. I. Owen.]

NES 263 Introduction to Biblical History and Archaeology (also ARKEO 263, JWST 263, and RELST 264) @ # (III) (HA)

Spring. 3 credits. J. Zorn.

A survey of the principal archaeological developments in Canaan/Israel from the Neolithic period (ca 9000 B.C.E.) to the Babylonian Exile (586 B.C.E.). Includes an introduction to archaeological methodology used in the reconstruction of ancient cultures, as well as the basic bibliography of the field. Emphasis is placed on the use of archaeological data for understanding major problems in Israelite history and archaeology: such as the dating of the cultural milieu of the patriarchs, the dating and geographical setting of the Exodus and the Israelite conquest, and the origin and history of the Philistines. Special lectures are devoted to topics such as: warfare, cult, food production and storage, writing, and water systems. Recommended for students planning to participate in excavations in Israel.

[NES 266 Jerusalem Through the Ages (also JWST 266, ARKEO 266, and RELST 266) @ # (III) (HA)

Fall. 3 credits. Not offered 2003-2004.

J. Zorn.

Jerusalem is a holy city to the adherents of the three great monotheistic faiths: Judaism, Christianity, and Islam. For most of its existence it has also been a national capital or major provincial center for the many states

and empires that vied for control of the vital land bridge connecting Africa, Europe, and Asia. Thus many of the pivotal events that shaped western civilization were played out in the streets and structures of Jerusalem. This class will explore the history, archaeology, and natural topography of Jerusalem throughout its long life, from its earliest remains in the Chalcolithic period (ca. 4000 B.C.E.) to the 19th century, including Jebusite Jerusalem, Jerusalem as the capital of the Davidic dynasty, the Roman era city of Herod and Jesus, the Crusaders and medieval Jerusalem, and Ottoman Jerusalem as the city entered the modern era. Students will examine the original historical sources (e.g., the Bible, Josephus, the Madeba map, etc.) which pertain to Jerusalem. Slides and videos will be used to illustrate the natural features, man-made monuments, and artifacts that flesh out the textual material providing a fuller image of the world's most prominent spiritual and secular capital.]

NES 360 Ancient Iraq: Origins of Mesopotamian Civilization (also JWST 360, ARKEO 360) @ # (III or IV) (LA)

Fall. 4 credits. D. I. Owen.

An introduction to the language, literature, history, culture and archaeology of Syro-Mesopotamia in the fourth and third millennia B.C.E. The course focuses on Sumerian civilization from its emergence in the archaeological record in the fourth millennium until its disappearance around 2000 B.C.E. In addition, it will emphasize the parallel development of the Semitic peoples in Syria (Eblaites) and upper Mesopotamia (Akkadians). A special feature of the course will be a basic introduction to the Sumerian language utilizing original cuneiform tablets in the collection of the Department of Near Eastern Studies.

NES 361 Sumerian Language and Culture (also JWST 361, ARKEO 361) @ # (IV) (LA)

Spring. 4 credits. D. I. Owen.

A continuation of NES 360, the course focuses on a more intense introduction to Sumerian language and grammar with additional readings in literature in translation. Particular emphasis is placed on the reading and interpretation of original texts from the Cornell collection and their use in the reconstruction of Mesopotamian history and culture in the third millennium B.C.E.

[NES 366 The History and Archaeology of the Ancient Near East (also ARKEO 366, JWST 366) @ # (III or IV) (HA)

Fall. 4 credits. Prerequisite: ARKEO 100 or permission of instructor. Not offered 2003-2004. D. I. Owen.]

Civilization

[NES 197 Introduction to Near Eastern Civilization (also JWST 197 and RELST 197) @ # (IV) (CA)

Fall. 3 credits each term. Not offered 2003-2004. D. I. Owen.]

[NES 244 Introduction to Ancient Judaism (also JWST 244 and RELST 244) @ # (III or IV) (HA)

Fall. 3 credits. Not offered 2003-2004. G. Rendsburg.

This course focuses on the development of Judaism as a religion and as a civilization in antiquity, with particular emphasis on its beliefs and practices. Topics discussed include the development of monotheism, the role of the covenant, law and society, sacrifice and prayer as modes of worship, holidays, Sabbath, circumcision, dietary laws, etc. Jewish civilization is placed within the context of ancient civilizations (Canaan, Egypt, Babylon, Persia, Greece, Rome). We also focus on the rise of Jewish sects (Pharisees, Sadducees, Essenes, Zealots, etc.) in late antiquity. Texts studied include selections from the Bible, the Apocrypha, the Dead Sea Scrolls, Josephus, and the Mishnah. All readings in English translation. In addition, there is a one-credit option for reading the texts in Hebrew (NES 328).]

NES 251 Judaism, Christianity, and Islam (also JWST 251, RELST 251) @ # (IV) (HA)

Spring. 3 credits. K. Haines-Eitzen and R. Brann.

For description, see NES 251 under Near Eastern History.

NES 255 Introduction to Islamic Civilization (also HIST 253, RELST 255) @ # (III or IV) (HA)

Fall. 3 credits. D. Powers.

We consider the major themes of Islamic civilization as they developed from the lifetime of Muhammad until the twentieth century. While the readings provide the student with the chronology of Islamic History, lectures are devoted to an analysis of thematic units, such as art and architecture, science and cities. The class meets three times weekly, and the classroom format is that of a lecture/discussion in which students are encouraged to participate actively. Lectures are accompanied by slide presentations, when appropriate.

[NES 281 Gender and Society in the Muslim Middle East (also RELST 281, FGSS 281) @ (III)

Spring. 3 credits. Not offered 2003-2004. Staff.]

[NES 291 Arab Society and Culture (III) (CA)

Fall. 3 credits. Enrollment limited to 25 students. Not offered 2003-2004. M. Younes.]

NES 298 Issues in Catholic Thought (also RELST 201) (IV) (CA)

Fall. 4 credits. W. T. Dickens.

Issues in Catholic Thought: addressing primarily developments since the Second Vatican Council (1962-1965), this course familiarizes students with some of the principal contemporary forms of Roman Catholic thought and practice. We begin by situating these developments against the backdrop of the transformations in Catholicism's responses to modernity since the late sixteenth century. Our principal interest at this stage lies in examining how Catholic leaders sought to meet the challenges posed by modernity's emphasis on individual rights and freedoms, religious and cultural pluralism, and the rise of modern sciences and feminisms. This prepares the ground for a more focused examination of the following topics: medical ethics; sexuality, marriage, and the family; social justice; evolution; biblical interpretation; sacraments; Catholic spirituality; Mary; and Catholic feminism. Our sources

include, among others, social scientific studies, official Church documents, and the writings of influential Catholic social activists (Dorothy Day and Mother Teresa), mystics (Thomas Merton), feminists (Rosemary Radford Ruether), and theologians (Hans Urs von Balthasar, Gustavo Gutiérrez, Karl Rahner, and Pierre Teilhard de Chardin).

[NES 328 Readings in Ancient Jewish Texts (also RELST 317, JWST 328)]

Fall. 1 credit. Not offered 2003–2004.

G. Rendsburg.

This course is a one-credit add-on to NES 244 Introduction to Ancient Judaism. Students enrolled in NES 244, who wish to read a selection of the texts to be discussed in that class in the Hebrew original, should enroll in this one-credit seminar NES 328. Texts read include selections from the Bible, the Dead Sea Scrolls, and the Mishnah.]

[NES 339 Islamic Spain: Culture and Society (also JWST 339, COM L 334, RELST 334, SPANL 339/699, NES 639) @ # (IV) (CA)]

Fall. 4 credits. Not offered 2003–2004.

R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusian Jewish subcultural adaptations of Andalusian Arabo-Islamic culture.]

[NES 351 Law, Society, and Culture in the Middle East, 1200–1500 (also NES 651, RELST 350, HIST 372/652) @ # (III) (HA)]

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2003–2004.

D. Powers.

After surveying the historical development of Islamic Law, the seminar focuses on the structure and function of the Islamic legal system in the thirteenth, fourteenth, and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation) to elicit major themes and issues; (e.g., the Marital regime, women and property, social hierarchies, law, and the public sphere.)

[NES 357 Islamic Law and Society (also RELST 356) @ # (III) (CA)]

Spring. 4 credits. Not offered 2003–2004.

D. Powers.

The *Shari'ah*, or sacred law of Islam, embodies the totality of God's commands that regulate the life of every Muslim in all its aspects. The *Shari'ah* comprises on an equal basis ordinances regarding worship and ritual as well as political and, in Western terms, strictly legal rules. This course examines the relationship between the *Shari'ah* and the major social, economic, and political institutions of Islamic society. Topics discussed include the status of women, slaves, and non-Muslims; attitudes toward the economy and the arts; the significance of *jihād* (holy war); the nature of the Muslim city; and the

relationship between the religious establishment and the government. Attention is given to the function of the *Shari'ah* in the modern world, with special reference to the problems and challenges of legal reform.]

[NES 371 A Mediterranean Society, and Its Culture: The Jews and Judaism under Classical Islam (also JWST 371, RELST 371, COM L 371) @ # (IV) (HA)]

Spring. 4 credits. Not offered 2003–2004.

R. Brann.]

NES 386 Catholicism in a Global Context (also RELST 386) (IV) (CA)]

Spring. 4 credits. W. T. Dickens.

This course explores the diversity of Catholic thought and practice occasioned by the worldwide growth of the Roman Catholic Church. We begin with an historical orientation to the modern missionary movements beginning in the seventeenth century, noting their role in the struggles with Protestantism and in the cultural expansion of western Europe. We then examine specific socio-cultural settings (from Asia, Africa, South America, and North America) to discern some of the distinctive theological, ethical, artistic, and ritual patterns exhibited by contemporary Catholics. Our inquiry will be governed by the following questions, among others. In what ways have these socio-cultural settings transformed Catholicism and in what ways have Catholics transformed these settings? What impact does adaptation to new circumstances have on traditions of biblical interpretation, doctrinal statements, institutional forms, and ritual practices? What implications do such adaptations have for understanding the nature and scope of ecclesial authority; the role of folk traditions, art, and architecture; the logical status of doctrines; and the functions of the rituals? Our sources will include histories, indigenous myths and narratives, ethnographies, ecclesial documents, and works by theologians and ethicists.

NES 395 Israeli Society (also JWST 395 and SOC 390)]

Fall. 4 credits. T. Sorek.

The course introduces students to the major themes in the contemporary Israeli society, focusing on the following: the tension between the definition of Israel as a Jewish state and its aspiration to be democratic, the place of religion in politics, the effects of the long-term occupation of the West Bank and the Gaza Strip, the fragile status of the Arab Palestinian citizens of Israel, civil-military relations, intra-Jewish ethnic divides, and gender relations.

NES 425 Concepts of Improvisation (also MUSIC 415 and JWST 425)]

Fall. 4 credits. Limited to 25 students.

Prerequisite: ability to read music.

J. Rubin.

A large portion of the world's musical cultures, is based on the extended use of improvisation, which may be broadly defined as a form of composition during the course of performance. The concepts and processes of improvisation—which vary greatly among cultures—are complex and often fascinating, but from a "Western" perspective, little understood. Through a cross-cultural survey focusing on several traditions, including Jewish klezmer, Greco-Turkish, jazz, and Gregorian chant, all music will be seen to

exist somewhere on a continuum between the totally composed and the totally improvised.

NES 447–448 Middle Eastern Music Ensemble (also MUSIC 431–432)]

447, fall; 448, spring. 1 credit each term.

Permission of instructor. Enrollment limited to 40 students. M. Hatch and staff.

Performance of diverse musical traditions from the Middle East. Instruction in percussion, oud, ney, and kanoun, among others.

[NES 496 Religion and Science (also RELST 496) (IV) (KCM)]

Spring. 4 credits. Next offered spring 2005.

W. T. Dickens.

A seminar examining the encounter between religion and the natural, social, and historical sciences in western civilization. We begin by clarifying what we mean by "religion" and "science," noting the variety of definitions of both and the effect one's definitions will have on one's views of how they relate. We then examine four basic forms these relations tend to take: religion and science are in conflict; they are distinct, yet complementary; religious beliefs are reconcilable with scientific discoveries; and religious beliefs inform scientific inquiry. We use this fourfold framework to analyze and assess the debates that occur within eight areas of engagement: scientific knowledge and religious belief, the origin of the cosmos, evolution and creationism, natural laws and miracles, religion and the mind-body problem, psychology and religion, anthropology and religion, and the historical-critical study of religious texts. Finally, the writings of E. O. Wilson and A. R. Peacocke provide us with case studies of two different answers to the question whether it is intellectually defensible to be a religious scientist.]

[NES 639 Islamic Spain: Culture and Society (also NES 339, JWST 339, COM L 334, RELST 334, SPANL 339/699)]

Fall. 4 credits. Not offered 2003–2004.

R. Brann.

For description, see NES 339.]

[NES 651 Law, Society and Culture in the Middle East, 1200–1500 (also NES 351, RELST 350, HIST 372/652)]

Spring. 4 credits. Limited to 25 students.

Not offered 2003–2004. D. Powers.

For description, see NES 351.]

History

NES 234 Muslims and Jews in Confluence and Conflict (also JWST 234 and RELST 234) @ # (IV) (HA)]

Fall. 3 credits. R. Brann.

This course examines the cultural and historical interaction between Arabs and Jews from the emergence of Islam in the seventh century through the classical age of Islam. It focuses on the period of classical Islamic civilization and medieval Judaism under the orbit of Islam. The interaction of the two cultures (scriptural, spiritual, intellectual, literary, communal, and interpersonal) is studied through readings of primary texts (in translation). The course concludes with some reflections on the cultural reawakening and the development of national consciousness of the two peoples in the last two centuries. At that time we also will consider the role of historical memory in the modern conflict in light of the record of pre-modern interaction.

[NES 239 Cultural History of the Jews of Spain (also JWST 239, COM L 239, RELST 239, SPANL 239) # (IV) (HA)]
Spring. 3 credits. Not offered 2003-2004.
Staff.

A survey of the cultural history of the Jews in Spain from the late Visigothic period until the converso crisis of the fourteenth and fifteenth centuries and the Expulsion, focusing on the interaction of Jewish with Muslim and Christian cultures and the stable yet evolving sense of a "Sefardi" identity. The course establishes historical and literary-critical frames for reading primary sources in translation, including secular and synagogue poetry, philosophy and kabbalah, biblical hermeneutics, historiography, polemics, and other genres.]

[NES 245 From Medievalism to Modernity: The History of Jews in E. Modern Europe, 1492-1789 (also JWST 253, HIST 285) # (III) (HA)]
Fall. 4 credits. Not offered 2003-2004.
V. Caron.

This course examines the history of European Jewry during the centuries of transition from the Middle Ages to the Modern Era. We examine the extent to which traditional Jewish life began to break down during this period and thus paved the way for the emergence of modern Jewry. Topics include the Spanish Expulsion of 1492, religious, intellectual, and socio-economic dimensions of the Marrano dispersion, including Lurianic Kabbalah and the messianic movement of Shabbetai Zevi; the establishment of Jewish communities in the West; the end of the "Golden Age" of Polish Jewry and the rise of Hasidism; the changing economic and political role of Jews in the seventeenth and eighteenth centuries; and the impact of the Enlightenment.]

[NES 251 Judaism, Christianity and Islam (also JWST 251, RELST 251) # (IV) (HA)]
Spring. 3 credits. K. Haines-Eitzen and R. Brann.

Have you ever wondered how Jews, Christians, and Muslims can worship the same universal deity, yet find themselves in conflict with one another, often to the point of demonizing adherents of another tradition? How can Jews consider Abraham the first Jew, Christians regard him as the first Christian, and Muslims look upon him as the first Muslim? How each can put forth exclusive claims to truth, to what is required of women and men, and to control of sacred sites such as Jerusalem? This course explores the ways in which communities of Jews, Christians, and Muslims came to define themselves and by extension those outside their religious community through the production and subsequent interpretation of "authoritative texts," including the Hebrew Bible, The (Christian) Bible, and the Arabic Qur'an.

After we undertake a historical overview of the emergence of Judaism, Christianity, and Islam, and established a comparative approach to monotheistic religious culture, we examine some of the provocative ways (in text, image, and film) in which Jews, Christians, and Muslims imagined both each other as well as other members of their own traditions in late antiquity, the Middle Ages, and in more recent times. For example: polemics among Jews and Christians in late antiquity and the Middle Ages, images of Muslims in American cinema, and the modern political situation in and over Jerusalem,

particularly as it relates to shared and parallel traditions about "holy places."

The approach is comparative, analyzing literary and historical aspects of shared and parallel narrative traditions and textual hermeneutics. The class also discusses the religious concepts of revelation, prophecy, and community, attitudes toward gender, and notions of history, the "End of Days," and messianism set forth in the respective scriptures and in the Jewish, Christian, and Islamic literatures which followed. The problematic nature of revealed scripture in monotheistic religion will be discussed. In addition we study why the idea of "influence" should be replaced with the concept of "dialogue" between religious communities in the Near Eastern context.

[NES 261 Ancient Seafaring (also JWST 261, ARKEO 275) @ # (III) (HA)]
Fall. 3 credits. Not offered 2003-2004.
D. I. Owen.]

[NES 263 Introduction to Biblical History and Archaeology (also ARKEO 263, JWST 263, RELST 264) @ # (III) (HA)]
Spring. 3 credits. J. Zorn.
For description, see NES 263 under Near Eastern Archaeology.]

[NES 266 Jerusalem through the Ages (also JWST 266, ARKEO 266, RELST 266) @ # (III) (HA)]
Fall. 3 credits. Not offered 2003-2004.
J. Zorn.
For description, see NES 266 under Archaeology.]

[NES 290 History of Zionism and the Birth of Israel (also JWST 290, HIST 267) @ (III) (HA)]
Spring. 4 credits. Not offered 2003-2004.
V. Caron.
For description, see HIST 267.]

[NES 294 History of the Modern Middle East, Eighteenth to Twentieth Centuries (also JWST 294 and GOVT 258) @ (III) (HA)]
Fall. 3 credits. M. Campos.

This course surveys the history of the modern Middle East. While moving chronologically through the past three centuries, the course emphasizes critical analytical themes of political, social, economic, and cultural history. Topics include: the Ottoman imperial state and provincial history, the growing impact of the West, the historical transformation of economy and trade, ethnic and religious minorities, and internal reform in the eighteenth and nineteenth centuries; European colonialism, the rise of nationalism, the emergence of the nation-state throughout the Middle East, and the ongoing struggle over its character in the twentieth century. The course also discusses the Arab-Israeli conflict and the Middle East as an arena of geopolitics.

[NES 295 Introduction to Christian History (also JWST 295, RELST 295, HIST 299) # (III or IV) (HA)]
Spring. 3 credits. Not offered 2003-2004.
K. Haines-Eitzen.

This course offers an introduction of Christianity from the apostle Paul through the seventeenth century, with an emphasis on the diversity of Christian traditions, beliefs, and practices. We explore the origins of Christianity within Judaism in the eastern Mediterranean world, the spread of

Christianity, the development of ecclesiastical institutions, the rise and establishment of monasticism, and the various controversies that occupied the church throughout its history. The course draws on primary literary sources (from biblical literature to council proceedings, monastic rules, sermons, theological treatises, and biographies) as well as Christian art, inscriptions, music, and manuscripts.]

[NES 296 Sophomore Seminar: Jesus in History, Tradition and Cultural Imagination (also HIST 296, RELST 296) @ # (III or IV) (CA)]
Spring. 4 credits. Not offered 2003-2004.
K. Haines-Eitzen.

Who was Jesus? How do we reconstruct Jesus in history? What did he teach? Believe? Why was he executed? Why was his identity so vehemently contested throughout the early centuries (and beyond) of Christianity? How did non-Christians, especially Jews and Muslims, understand and imagine the figure of Jesus? How has the figure of Jesus come to be imagined and re-imagined in music, art, and literature? These are the questions at the fore of this course, which offer an interdisciplinary approach to the study of the figure of Jesus. Beginning with our earliest materials (canonical and non-canonical early Christian texts) we explore the historical figure of Jesus, his life, context, worldview, the reasons for his death, and so forth. Here we raise issues of historical methodology. The second phase of the course moves us from the reconstruction of this historical Jesus to the Jesus Christ imagined by various Christians, Jews, and Muslims. Here we look closely at the christological controversies that occupied much of Christian history. In the third part of the course, we take art constructions and imaginings about Jesus even further to look at the Jesus of art, music, film, and literature. The materials here are, of course, vast; but we select representatives from each of these fields that demonstrate the presence and use of the figure of Jesus in the cultural imagination.

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

[NES 321 Heresy and Orthodoxy in Early Christianity (also RELST 321) # (IV) (CA)]
Spring. 4 credits. Limited to 17 students.
Not offered 2003-2004. K. Haines-Eitzen.

In this course we explore the varieties of Christian thought and practice from the first through the fourth centuries. In its earliest centuries, Christianity consisted of a diverse range of movements, each of which was considered "heretical" by its opponents, one of which came to dominate all the others and so earned for itself the designation "orthodoxy." The "heresies" we study include Adoptionism, Marcionism, Gnosticism, Montanism, Arianism, and Donatism. Consideration is also given to the ways in which charges of "heresy" intersected with

competing views about women in the early Church, the relationship between Judaism and Christianity, the construction of authority, and the content, function, and sacredness of early Christian books.]

[NES 351 Law, Society, and Culture in the Middle East, 1200-1500 (also NES 651, RELST 350, HIST 372/652) @ # (III) (HA)]

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2003-2004.

D. Powers.

After surveying the historical development of Islamic Law, the seminar focuses on the structure and function of the Islamic legal system in the thirteenth, fourteenth, and fifteenth centuries, using legal documents, judicial opinions, and court cases (all in English translation) to elicit major themes and issues; (e.g., the Marital regime, women and property, social hierarchies, law, and the public sphere).]

[NES 359 "Romanesque" and "Early Gothic" Art and Architecture: Europe and the Mediterranean, 900-1150 a.d. (also ART H 355)]

Fall. 4 credits. Not open to freshmen without permission of instructor.

C. Robinson.

For description, see ART H 355.

[NES 366 The History and Archaeology of the Ancient Near East (also ARKEO 366, JWST 366) @ # (III or IV) (HA)]

Fall. 4 credits. Prerequisite: ARKEO 100 or permission of instructor. Not offered 2003-2004. D. I. Owen.

For description, see Near Eastern Archaeology.]

[NES 387 Comparative Islamic Movements (also ANTHR 387)]

Fall. 4 credits. J. Rigi.

The course analyzes the emergence of Islamic movements in Russia, the Caucasus, Central Asia, and the Middle East with particular attention to their ideologies, constituencies, and relations with the state, nationalism, culture, and society. We explore several major questions: To what extent is the emergence of these movements responses to the contemporary social and political issues? To what extent do these movements draw on the Koran and Hadith? To what extent are their programs and ideologies modern inventions? What are the similarities and differences between these movements cross-regionally? And what is the historical context and significance of these movements?

[NES 393 History of Jews and Christians in the Modern Middle East (also JWST 393) @ # (III) (HA)]

Fall. 4 credits. M. Campos.

This course examines Jewish and Christian communities in the modern Middle East (nineteenth and twentieth centuries) from a comparative historical perspective, focusing on the Arab Levant (Mashriq), Egypt, and the former Ottoman heartland of Anatolia and the Balkans. We examine diverse aspects of non-Muslim experience in the Middle East while analyzing these communities in dialogue with their surrounding Muslim states and societies. Thematically, we cover issues such as communal life, economy, gender, folk religion, social and spatial boundaries, nationalism, ethnic conflict, Diaspora, and reconstructions of the Jewish and Christian

past as well as ongoing struggle in the contemporary Middle East. We draw on a wide variety of interdisciplinary primary and secondary sources, including novels, ethnography, films, memoirs, and scholarly texts.

[NES 397 History of the Israeli-Palestinian Conflict @ (also JWST 397 and GOVT 397) (III) (HA)]

Spring. 4 credits. M. Campos.

This course surveys the history of Palestine in the nineteenth and twentieth centuries, the emergence of the state of Israel in 1948, and the ongoing Israeli-Palestinian struggle over this territory. The course covers such themes as: society and economy; political, religious, and local identities; Western involvement in the Holy Land; the birth of the Zionist movement as well as of a local Palestinian-Arab movement; state building; the 1948 war and the creation of the Palestinian refugee problem; the 1967 war; the Palestinian Intifada(s); the role of gender in the conflict; and the structure and culture of occupation. We will use extensive primary and secondary sources, including scholarly research, memoirs, novels, and film.

[NES 418 Seminar in Islamic History: 600-750 (also HIST 461-671, NES 618, RELST 418) @ # (III) (HA)]

Spring. 4 credits. Knowledge of Arabic is not required. D. Powers.

An examination of Islamic history from 600-750, with special attention to interpretive issues relating to the career of the Prophet Muhammad; the Arab conquests, the emergence of the Caliphate, conversion to Islam, and the Abbasid revolution. Students read primary sources in English translation, especially *The History of Tabari*.

[NES 453 Islamism (also GOVT 466)]

Spring. 4 credits. S. Buck-Morss.

For description, see GOVT 466.

[NES 494 Seminar: Catholicism and Interreligious Dialogue (also RELST 494) (III) (CA)]

Spring. 4 credits. W. T. Dickens.

An examination of the possibility, purposes, and practice of inter-religious dialogue. The course begins with an overview of the historical background to contemporary interest in inter-religious dialogue by examining Western and Eastern attitudes toward religious pluralism and proselytization. We then examine some of the key concepts that structure inter-religious dialogue, including "tolerance," "pluralism," "relativism," "dialogue," and "religion." On the basis of this historical and conceptual orientation, we proceed in the second section of the course to examine examples of the three most common approaches (inclusivist, pluralist, and exclusivist) to such dialogue. The course concludes with four contemporary case studies of inter-religious dialogue: Jewish-Christian, Muslim-Christian, Buddhist-Christian, and Hindu-Christian. Our sources include ancient and contemporary philosophers, religious studies scholars, historians, and theologians.

[NES 498 Comparative Semitics (also JWST 498) (HA)]

Fall. 4 credits. A. Rahmouni.

This course is an introduction to comparative semitics. It covers the use of various Semitic languages and dialects, both ancient and modern, to understand the development of

the Semitic language family from its hypothetical proto-Semitic origin to the Semitic languages in use today. Knowledge of a Semitic language is useful but not essential.

[NES 651 Law, Society, and Culture in the Middle East, 1200-1500 (also NES 351, RELST 350, HIST 372/652)]

Spring. 4 credits. Enrollment limited to 25 students. Not offered 2003-2004.

D. Powers.

For description, see NES 351.]

Literature

[NES 213 Classical Arabic Texts (also RELST 213) @ # (IV) (LA)]

Spring. 3 credits. Prerequisite: NES 210 or equivalent. D. Powers.

This course will introduce students to different genres of literary Arabic. We read, translate and discuss selected texts written in classical and modern standard Arabic. Review of morphology and grammar.

[NES 214 Qur'an and Commentary (also RELST 214) @ # (IV) (LA)]

Fall. 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 223 Introduction to the Bible I (also JWST 223, RELST 223) @ # (IV) (LA)]

Fall. 3 credits. G. Rendsburg.

This is the first course of a two-semester sequence. The main goal is to introduce students to the literature of the Hebrew Bible, which is accomplished by concentrating on the Torah and the historical material in Joshua through Samuel, that is, the material which covers the period from Israel's origins through King David. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, mythology, and law.

[NES 224 Introduction to the Bible II (also JWST 224, RELST 224) @ # (IV) (LA)]

Spring. 3 credits. G. Rendsburg.

This is the second of a two-semester sequence, but one does not need to take NES 223 in order to take this course. The main goal is to introduce students to the literature of the Hebrew Bible. This is accomplished by concentrating on the historical material in Kings, the books of the Prophets, and the book of Job, that is, the material which covers the period from King Solomon through the end of the biblical era. Emphasis is placed on literary, historical, and theological matters. Special use is made of the numerous archaeological discoveries that have advanced our knowledge of ancient Israel. As such, the Bible is studied against the backdrop of ancient Near Eastern literature, history, religion, and mythology. (Note: students who have taken NES 227, Introduction to the Prophets are ineligible to take this course; NES 224 is intended to replace NES 227). Students interested in a one-credit option, reading the texts covered in class in the original Hebrew, should also enroll in NES 325.

[NES 229 Introduction to the New Testament (also RELST 229 and JWST 229) @ # (IV) (HA)]

Fall. 3 credits. Not offered 2003-2004.
K. Haines-Eitzen.

This course provides a literary and historical introduction to the earliest Christian writings, most of which eventually came to be included in the New Testament. Through the lens of the gospel narratives and earliest Christian letters, especially those of Paul, the course explores the rich diversity of the early Christian movement, from its Jewish roots in first century Palestine through its development and spread to Asia Minor and beyond. Careful consideration is given to the political, economic, social, cultural, and religious circumstances that gave rise to the Jesus movement, as well as those that facilitated the emergence of various manifestations of early Christian beliefs and practices. (Students who have had at least one year of Greek and would like to participate in a one-credit, New Testament Greek reading weekly seminar should also enroll in NES 329.)

[NES 235 Jews and Arabs in Contact and Conflict: The Modern Period (also JWST 235 and COM L 245) @ (III or IV) (CA)]

Fall. 3 credits. Not offered 2003-2004.
D. Starr.

This course traces the history and representations of Arab-Jewish relations from the late nineteenth century to the present. The majority of class time will be devoted to discussing literary works and films by Jews from Arab countries; Israelis from a variety of backgrounds; Palestinians, including Palestinians in Israel, under Israeli occupation, and in the diaspora; and Arabs representing a variety of other nationalities. Primary source documents and critical studies provide the historical, cultural, and political frameworks for our discussions. Topics covered include: Zionism, Arab nationalism, minority relations, establishment of the state of Israel, Palestinian dispersion, Arab-Israeli wars, terrorism, peace negotiations, establishment of the Palestinian Authority, post-Zionism, and normalization.]

[NES 250 Muhammad and Mystics in the Literatures of the Islamic World (also RELST 254, COM L 250) @ # (IV) (LA)]

Spring. 3 credits. Not offered 2003-2004.
S. Toorawa.

The life of the Prophet Muhammad and the teachings of Muslim mystics (sufis) have provided material and inspiration for numerous writers of the Islamic world. We use our readings, in English translation, of works in Arabic, Malay, Panjabi, Persian, Swahili, Turkish, and Urdu, to help us interrogate the ways in which Muhammad, mystics, and mysticism have shaped religion, literature, and society.]

NES 256 Introduction to the Quran (also COM L 256, RELST 256, JWST 256) @ # (IV) (CA)]

Spring. 3 credits. S. Toorawa.

In 7th century Arabia, a merchant by the name of Muhammad shared with his followers God's Word as revealed to him through the archangel Gabriel. That book is now a source of spiritual guidance and law for over a billion people the world over. In this course, a literary, historical, and religious introduction to that book, the Quran, we explore: the circumstances of the Quran's revelation; its written compilation; its narrative structure; its major themes; its connections to and

departures from the Hebrew Bible and the New Testament; Quranic commentary; translation and the problems associated with it; the impact of the Quran on political and religious thought; and the influence of the Quran on literature.

NES 293 Sophomore Seminar: Middle Eastern Cinema (also JWST 291, FILM 293, COM L 293, and VISST 293) (IV) (LA)]

Fall. 4 credits. Limited to 15 students.
D. Starr.

We frequently see representations of "Middle Easterners" in the American media, whether on the news, or in TV dramas and film. But there are far fewer opportunities to see how the media from the Middle East represent their own cultures. In this course we view films from the Arab world, including North Africa and the Eastern Mediterranean, as well as from Iran and Israel. The films range from musical comedies, to dramas, to experimental genres. Readings provide background on the particular cultural and historical contexts in which the films are produced and familiarize students with techniques for critically interpreting visual media. Films are screened on Mondays at 7:30 and also are available on reserve.

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

[NES 299 Hebrew Bible and Arabic Qur'an in Comparative Perspective (also RELST 299, COM L 299, JWST 299) @ # (IV) (LA)]

Spring. 3 credits. Not offered 2003-2004.
R. Brann.]

[NES 315 1001 Nights and Other Arabic Writing (also NES 615) @ # (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004.
S. Toorawa.

In this course, we read major examples of classical and medieval Arabic literature in translation. In addition to the *Thousand and One* (or *Arabian*) *Nights*, we explore works such as al-Jahiz's *Book of Misers*, the *Maqamat* of al-Hariri and al-Hamadani, the Arabic biographical and autobiographical traditions, encyclopedic writing by al-Mas'ûdi, and the travel accounts of Ibn Battuta. We also complement our readings of early narrative with contemporary interventions, e.g. the work(s) of Djébar, Kilito, Wannus, and others. We pay special attention to gender, tradition, satire, and irony.]

[NES 319 Crime and Conflict in the Modern Arabic Novel (also COM L 319) @ (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004.
S. Toorawa.

In this course we read seven modern Arabic novels in translation in which the themes of crime and conflict are uppermost, including Nobel Laureate Naguib Mahfouz's *The Thief and the Dogs*, Nawal El Saadawi's *Woman at Point Zero*, and Rachid El Daif's *Dear Mister*

Kawabata. We complement the readings with three films.]

[NES 320 Women in the Hebrew Bible (also JWST 320, RELST 316, and FGSS 322) @ # (IV) (LA)]

Spring. 3 credits. Not offered 2003-2004.
G. Rendsburg.

This course features stories about women in the Hebrew Bible. Through literary readings of these texts, we attempt to understand the role of narrative in the promotion of ancient Israelite ideology. We ask such questions as why do women appear so prominently in the Bible's stories, and what do these women represent in the larger picture of ancient Israelite culture. We look at different literary types (foreign woman, prostitute, seductress, widow, etc.), and we discuss the social and historical reality behind the literary representation of women. All texts in English translation. In addition there is a one-credit option for reading the texts in Hebrew (NES 326).]

[NES 323 Reinventing Biblical Narrative (also JWST 323, RELST 323) @ # (IV) (HA)]

Spring. 4 credits. Not offered 2003-2004.
K. Haines-Eitzen.]

NES 325 Introduction to the Hebrew Bible—Seminar (also JWST 325, RELST 318)]

Fall, 1 credit; spring, 1 credit.
G. Rendsburg.

This is a one-credit option for students who wish to meet one day each week to read the texts covered in class in the original Hebrew. Must be concurrently enrolled in NES 223 or NES 224.

[NES 326 Women in the Hebrew Bible—Seminar (also JWST 326, FGSS 326)]

Spring. 1 credit. Not offered 2003-2004.
G. Rendsburg.

This is a one-credit option for students who wish to meet one hour each week to read the texts in the Hebrew original. Must be concurrently enrolled in NES 320.]

[NES 329 Intro to the New Testament—Seminar (also JWST 329, RELST 329)]

Fall. 1 credit. Prerequisite: concurrent enrollment (or past enrollment) in NES 229 and 1 year of ancient Greek. Not offered 2003-2004. K. Haines-Eitzen.

A weekly seminar that may be taken in addition to NES 229. The seminar provides an opportunity to read portions of the New Testament and other early Christian writings in Greek. We work on grammatical and textual issues as well as other problems related to translations.]

[NES 339 Islamic Spain: Culture and Society (also JWST 339, COM L 334, RELST 334, SPAN L 339/699) @ # (IV) (CA)]

Fall. 4 credits. Not offered 2003-2004.
R. Brann.

For description, see NES Civilization.]

**NES 388 The Jews In and Out of Egypt
(also JWST 388 and COM L 388) (III)
(CA)**

Spring. 4 credits. D. Starr.

This course examines literary representations of the vibrant Jewish communities of Egypt, from the Biblical narratives to the modern period. Through our readings from the rich textual record spanning millennia, we explore the shifting symbolism of the Exodus narrative as well as transformations in the understanding of "exile" and "diaspora." Beginning with a discussion of the Biblical and Rabbinic representations of Pharaonic Egypt, we then survey Jewish culture and cultural production during the Hellenistic, Late Antique, and Medieval Islamic periods. We will spend proportionally more time discussing the representations of Jewish communities in Egypt in the nineteenth and twentieth centuries.

[NES 394 Gender, Sexuality, and the Body in Early Christianity (also RELST 394, FGSS 394, JWST 394) # (IV) (CA)]

Spring. 4 credits. Not offered 2003–2004. K. Haines-Eitzen.

Beliefs about gender, sexuality, and the human body were remarkably interwoven with political, religious, and cultural disputes in early Christianity. In this course we explore the construction and representation of gender, sexuality, and the body in various forms of Christianity from the first century through the fourth. Asceticism and celibacy, veiling and unveiling, cross-dressing and Gnostic androgyny, marriage and childbirth, and homosexuality are among the topics considered, and our sources range from the New Testament, early Christian apocrypha, martyrologies, and patristic writings to Greek medical texts, Jewish midrash, Roman inscriptions, and Egyptian erotic and magical spells. Current interdisciplinary and theoretical studies on gender, ideology, sexuality, and power aid us in developing our analytical approaches to the ancient materials.]

[NES 399 Catholic Rituals, the Formation of Community, and Biblical Interpretation (also RELST 399) (IV) (CA)]

Spring. 4 credits. Next offered spring 2005. W. T. Dickens.

A seminar exploring the roles that the Catholic Church's rituals play in forming and transforming communal identities and, therewith, shaping the ways Catholics interpret biblical texts. In the first part of the course, we rely on cultural anthropologists, sociologists of religion, cultural critics, and specialists in ritual studies to develop working definitions of "culture," "community," "symbol," "text," and "ritual." We then examine various interpretive methods (historical-critical, literary-critical, reader response, and authorial discourse) so as to appreciate, among other things, the influence one's interpretive purposes have on the meanings one derives from a given text. Finally, we examine several rituals in order to discern their consequences for interpreting the Bible. We give particular attention in this part to magisterial authority, dissent within the Catholic Church, and the cultural diversity of liturgical practices and understandings. Our sources in this final section include Church documents and works by liturgical and feminist theologians.]

[NES 400 Seminar in Advanced Hebrew (also JWST 400) @ (LA)]

Fall. 4 credits. Prerequisite: NES 302/JWST 302 or permission of instructor. Enrollment limited to 15 students. The course may be repeated for credit with permission of instructor. Not offered 2003–2004. N. Scharf.

Continuation of work done in NES/JWST 302, with less emphasis on the study of grammar. We will read and discuss texts of cultural relevance, using articles published in Israeli newspapers and works by authors in each of the three principal genres: poetry, theater, and novels.]

NES 401 Topics in Modern Hebrew Literature @

Spring. 4 credits. Prerequisite: NES 302/JWST 302, or permission of instructor. Enrollment limited to 15 students. D. Starr.

Literature has held a privileged place in the revival of modern Hebrew and the formation of Israeli culture. This course affords students the opportunity to read a sampling of this exciting literature. Each semester will feature a different theme, topic, or period in the development of Hebrew literature. Readings may include short stories, novels, poetry, and drama. All readings, writing assignments, and discussions are in Hebrew. Because topics vary each semester, the course may be repeated for credit with permission of instructor.

[NES 409 Seasons of Migration (also JWST 409, RELST 409) @ # (IV)]

Fall. 4 credits. Not offered 2003–2004. S. Toorawa.]

NES 414 Readings in Arabic Literature (IV) (LA)

Spring. 4 credits. Prerequisites: NES 312, a 400-level NES Arabic course, or permission of instructor. S. M. Toorawa.

This course will introduce students to Arabic prose literature through a close reading of selections by classical, medieval, and modern writers. Emphasis is on grammar and syntax.

NES 415 Readings in the Modern Arabic Short Story (IV) (LA)

Fall. 4 credits. Prerequisite: NES 312 or permission of instructor. D. Starr.

This course introduces students to modern Arabic literature through the genre of the short story. Class discussions and writing assignments center on interpretation and textual analysis.

[NES 419 Readings in Arabic Poetry (IV) (LA)]

Fall. 4 credits. Prerequisite: NES 312, a 400-level NES Arabic course, or permission of instructor. Offered in fall 2004. S. M. Toorawa.

This course introduces students to Arabic poetry through a close reading of selections by pre-Islamic, early medieval, and modern poets. Emphasis is on style.]

[NES 420 Readings in Biblical Hebrew Prose (also JWST 420 and RELST 420) @ # (IV) (LA)]

Fall. 4 credits. Prerequisite: 1 year of biblical or modern Hebrew. Course may be repeated for credit. Not offered 2003–2004. G. Rendsburg.

An advanced course in reading selected portions of the Hebrew Bible. Emphasis is placed on the philological method, with attention to literary, historical, and comparative concerns.]

NES 421 Readings in Biblical Hebrew Poetry (also JWST 421, RELST 421) @ # (IV) (LA)

Spring. 4 credits. Prerequisite for NES 421: 1 year of Biblical or Modern Hebrew. Course may be repeated for credit. G. Rendsburg.

Advanced course in reading selected poems of the Hebrew Bible. Chapters studied include various Psalms, parts of the Book of Job, various prophetic speeches, and early compositions such as Genesis 49 and Judges 5. Emphasis is placed on the philological method, with attention to literary, historical, and comparative concerns as well.

[NES 422 Dead Sea Scrolls (also RELST 422, JWST 422) # @ (IV) (HA)]

Spring. 4 credits. Prerequisite: two years of Modern Hebrew or one year of Biblical Hebrew, or the equivalent. Not offered 2003–2004. G. Rendsburg.

The Dead Sea Scrolls comprise a corpus of Hebrew religious documents written by an ancient Jewish sect (most likely the Essenes) c. 150 BCE–c. 50 CE. Since their discovery in the late 1940s and 1950s, the texts have revolutionized our understanding of both early Judaism and early Christianity. Included among the scrolls are the oldest Bible manuscripts in our possession, along with previously unknown texts. We read mainly the legal texts and Bible commentaries authored by the sect, but we also take the opportunity to discuss the Bible manuscripts. Students with a background in rabbinic texts (Mishna, Gemara, etc.) and/or students who have taken NES 244 Introduction to Ancient Judaism will especially benefit from this course, but the course is open to all with the requisite knowledge of Hebrew.]

NES 423 Sacred Fictions (also JWST 423, RELST 411, COM L 411, CLASS 461, and S HUM 411)

Fall. 4 credits. K. Haines-Eitzen.

This course explores a wide range of literature from early Judaism and Christianity that can loosely be identified as "fiction." Although we know little about the origins, authorship, and use of such "novels" as *Joseph and Aseneth*, *Judith*, *Tobit*, *The Apocryphal Acts of the Apostles*, and *Apocryphal Gospels*, such texts betray significant parallels to classical Greek and Latin novels (e.g., *Chaereas and Callirhoe*, *Daphnis and Chloe*). Throughout, we pay close attention to these parallels; to socio-historical and literary questions of audience, authorship, genre, and gender; and to the notions of truth and imagination, fiction and history, sacred and secular, and the themes or motifs of eroticism, celibacy, and marriage. We also draw upon the early hagiographical literature—including *Lives of Saint Mary the Harlot*, *St. Antony of Egypt*, and *St. Elisabeth the Wonderworker*—and explore the multiple ways this corpus combines memory, history, and imagination in the writing of "fictionalized" biographies. Above all, we explore the question of religious identity as embedded and constructed within early Jewish and Christian literature, particularly the ways our literature problematizes clear distinctions between Jews, Christians, and pagans in antiquity. Secondary literature for the course includes historical and literary scholarship on ancient novel and hagiography (e.g., by Tomas Hägg, Lawrence Wills, Lynda Coon) and relevant theoretical words (e.g., by Mikhail Bakhtin, Michel

Foucault, Wolfgang Iser, Paul Ricoeur; and Hayden White).

[NES 437 The Cross and the Crescent (also HIST 429, SPANL 446) # @ (III) (CA)]

Fall. 4 credits. Not offered 2003-2004.
M. A. Garces.

For description, see SPANL 446.]

NES 491-492 Independent Study, Undergraduate Level

Fall and spring. Variable credit.
Prerequisite: permission of instructor. Staff.

[NES 493 Cosmopolitan Alexandria (also JWST 493, COM L 406) @ (IV) (CA)]

Fall. 4 credits. Not offered 2003-2004.
D. Starr.

In the first half of the twentieth century the Mediterranean port city of Alexandria supported a multi-lingual, cosmopolitan culture. This course explores the discursive and theoretical potential offered by this unique cosmopolitan space-time, and the literary and artistic legacy it spawned. We discuss works by Aciman, Cavafy, Chahine, Durrell, al-Kharrat, and Tsalas, among others.]

NES 499 Independent Study, Honors

Fall and spring. Variable credit.
Prerequisite: permission of instructor. Staff.

[NES 615 1001 Nights and Other Arabic Writing (also NES 315)]

Fall. 4 credits. Not offered 2003-2004.
S. Toorawa.

In this course, we read major examples of classical and medieval Arabic literature in translation. In addition to the *Thousand and One* (or *Arabian*) *Nights*, we explore works such as al-Jahiz's *Book of Misers*, the *Maqamat* of al-Hariri and al-Hamadani, the Arabic biographical and autobiographical traditions, encyclopedic writing by al-Mas'udi, and the travel accounts of Ibn Battuta. We also complement our readings of early narrative with contemporary interventions, e.g. the work(s) of Djébar, Kilito, Wannus, and others. We pay special attention to gender, tradition, satire, and irony.]

[NES 639 Islamic Spain: Culture and Society (also NES 339, JWST 339, COM L 334, RELST 334, SPAN L 339/699)]

Fall. 4 credits. Not offered 2003-2004.
R. Brann.

This course examines the culture and society of al-Andalus (Islamic Spain) from 711, when Islam arrived in Iberia, until 1492 and the demise of Nasrid Granada. Through extensive discussion and analysis of Arabic, Latin, and Hebrew primary documents and literary texts of various genres (in translation), the course challenges ideological bases of conventional thinking regarding the social, political, and cultural identity of medieval "Spain." Among other things, the class investigates the origins of lyric poetry, the relationships among the various confessional and ethnic communities in al-Andalus and the problems involved in Mozarabic Christian and Andalusí Jewish subcultural adaptations of Andalusí Arabo-Islamic culture.]

NES 691-692 Independent Study: Graduate Level

Fall and spring. Variable credit.
Prerequisite: permission of instructor. Staff.

Related Courses in Other Departments

Africana Studies
Archaeology
Asian Studies
Classics
Comparative Literature
Economics
English
Feminist, Gender, and Sexuality Studies
German Studies
Government
English
History
History of Art
Linguistics
Medieval Studies
Music
Philosophy
Religious Studies
Romance Studies
Russian Literature
Society for the Humanities
Sociology

NEPALI

See Department of Asian Studies.

PALI

See Department of Asian Studies.

PHILOSOPHY

Gail Fine (chair), R. N. Boyd (on leave spring 2004), C. Brittain, A. Chignell, M. Fara, G. Fine, D. Graff (on leave 2003-2004), B. Hellie, H. Hodes, T. Irwin, S. MacDonald (on leave fall 2003), R. W. Miller (on leave fall 2003), M. Moody-Adams (on leave 2003-2004), N. Sethi, H. Shue (on leave 2003-2004), N. Sturgeon, Z. Szabó (on leave 2003-2004), and J. Whiting (on leave 2003-2004).

Emeritus: C. A. Ginet, S. Shoemaker.

The study of philosophy provides students with an opportunity to become familiar with some of the ideas and texts in the history of thought while developing analytical skills that are valuable in practical as well as academic affairs. It affords the excitement and satisfaction that come from understanding and working toward solutions of intellectual problems. The curriculum includes offerings in the history of philosophy, logic, philosophy of science, ethics, social and political philosophy, metaphysics, and theory of knowledge. Any philosophy course numbered in the 100s or 200s is suitable for beginning study in the field. Sections of Philosophy 100 are part of the freshman writing seminar program; they are taught by various members of the staff on a variety of philosophical topics, and because of their small size (seventeen students at most) they provide ample opportunity for discussion. Students

who want a broad introduction to philosophy may take Philosophy 101, but many students with special interests may find that the best introduction to philosophy is a 200-level course in some particular area of philosophy; such courses have no prerequisites and are usually open to 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 in ancient philosophy (PHIL 211, or a course with a large component on Plato or Aristotle), at least one course in classical modern metaphysics and epistemology from Descartes through Kant (e.g., PHIL 212 or a course on the empiricists, the rationalists, or Kant), and a minimum of three courses numbered above 300. Students admitted to the major (after fall 1996) are required to take a minimum of six philosophy courses numbered above 200, and may not count more than one section of Philosophy 100 toward the major. Courses numbered 191-199 do not count toward the major. A course in formal logic (e.g., PHIL 231), while not required, is especially recommended for majors or prospective majors.

Philosophy majors must also complete at least eight credits of course work in related subjects approved by their major advisers.

Occasionally majors may serve as teaching or research aides, working with faculty members familiar with their work.

Honors. A candidate for honors in philosophy must be a philosophy major with an average of B- or better for all work in the College of Arts and Sciences and an average of B+ or better for all work in philosophy. In either or both terms of the senior year a candidate for honors enrolls in PHIL 490 and undertakes research leading to the writing of an honors essay by the end of the final term. *Honors students normally need to take PHIL 490 both terms of their senior year in order to write a satisfactory honors essay.* PHIL 490 does not count toward the eight philosophy courses required for the major. Prospective candidates should apply at the philosophy department office, 218 Goldwin Smith Hall.

Fees

In some courses there may be a small fee for photocopying materials to be handed out to students.

Introductory Courses

These courses have no prerequisites; all are open to freshmen.

Freshman Writing Seminars in Philosophy

Fall and spring. 3 credits. Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

PHIL 101 Introduction to Philosophy # (IV) (KCM)

Fall, spring and summer. 3 credits. Fall: M. Fara; spring: N. Sturgeon.

Fall: An introduction to several problems of philosophy, and to the techniques philosophers use for addressing them. Problems to be addressed include some of the following: How do you know you're not dreaming right now? Can computers think? Do we have any reason to believe in the existence of a god? What makes an action right or wrong? Are we ever responsible for anything we do? Is it possible to travel back in time?

Spring: This course deals with a number of the central problems of philosophy, such as the existence of God, our knowledge of the external world, the mind-body problem, free will, and the foundations of morality.

Summer (3 credits; 6-week session): An introduction to several central philosophical questions: Is there knowledge so certain that it can never be doubted? Do we have secure ground for our future expectations? What is the nature of the mind and how does it relate to matter? What is free will? What is the nature and basis of our moral obligations? Readings include major philosophers of the past as well as contemporary philosophers.

[PHIL 131 Logic, Evidence and Argument]
Not offered 2003–2004.]

[PHIL 142 Appropriation and Alienation (IV) (KCM)]
Not offered 2003–2004.]

PHIL 145 Contemporary Moral Issues (IV) (KCM)
Spring, summer. 3 credits. Spring, T. J. Berry; summer (6-week session), S. Sundareson.

Spring: This course examines some central moral issues in American politics, including abortion, cloning, physician-assisted suicide, gun control, reparations for slavery, and world hunger. Students learn to distinguish consequentialist and deontological approaches to moral questions. At least one class meeting per week is devoted to student discussion.

Summer: We examine some of the central moral questions in American politics today. Some of the questions may include: At what point, if any, is abortion wrong, and in what circumstances should it be legal? What should be done to reduce economic, racial, and sexual inequalities? For example, is there a moral justification for affirmative-action programs? For welfare programs? What are the limits of the right to free speech? Do they protect pornography? Racist speech? When is it right to go to war? What obligations do U. S. citizens have to help people in poor countries? What restrictions on immigration are justifiable? We analyze the answers and arguments of moral philosophers, political leaders, and judges through both lectures and discussion sections.

PHIL 151 Philosophy of Sport (IV) (KCM)
Fall. 3 credits. T. J. Berry.

This course examines philosophical issues that arise in sport. The course is divided into three parts. In the first part, we consider the nature of sport and how we can demarcate sport from other human pursuits. Do high altitude mountaineering, Olympic figure skating, and track and field share some feature(s) that an activity such as chess lacks? The second part concerns ethical issues that arise in sport. Is winning everything in sport? Ought one to seek competitive advantage by violating the rules? Ought one to accept competitive

advantage resulting from errors by judging officials? In the third part, we consider issues concerning the integration of sport into society. Ought there to be gender equity in sport, and if so, how ought we to judge that such equity has been achieved? What does the academic mission of institutions of higher education imply about the proper role of athletics within those institutions?

PHIL 181 Introduction to the Philosophy of Science (IV) (KCM)

Fall. 3 credits. N. Sethi.

This course is an introductory survey of contemporary philosophy of science. We attempt to answer such central questions as: What reasons do scientists have for accepting current scientific theories? How can scientists test theories about unobservable entities? Is science a search for truth? Do scientists discover or construct facts about nature? Are scientific claims immune to cultural, social, and subjective influences? The last part of the course focuses on the moral issues that scientific and technological developments force us to face.

PHIL 191 Introduction to Cognitive Science (also COGST 101 and PSYCH 102) (III) (KCM)

Fall. 3 or 4 credits. M. Spivey.

See Cognitive Studies for description.

PHIL 193 Inequality, Diversity, and Justice (also CRP 293, GOVT 293, SOC 293) (III or IV) (KCM)

Spring. 4 credits. No prerequisites.

Intended primarily for freshmen and sophomores. F. R. Miller.

An interdisciplinary discussion of the nature and moral significance of social inequality, diversity and poverty and of the search for just responses to them. How unequal are economic opportunities in the United States today? How many people are in genuine poverty? What are the typical causes of poverty? To what extent, if any, does justice require government action to reduce current economic inequalities? Does race have special significance as a source of inequality? Does gender? Is affirmative action justified, as a response to such inequalities? How does membership in an ethnic group shape people's lives, and how should it? How should governments deal with religious diversity and other differences in ultimate values (which give rise, for example, to radically different attitudes toward abortion, school prayer, and sexuality)? Do people in per-capita rich countries have a duty to help the foreign poor? Moral argument, investigations of social causes, and legal reasoning interact in the search for answers to these questions. To provide these resources, the course is taught by leading faculty researchers in philosophy, political theory, the social sciences, and law.

[PHIL 194 Global Thinking (also GOVT 294) @ (III or IV)]

Not offered 2003–2004.]

[PHIL 195 Controversies About Inequality (also SOC 222, PAM 222, ECON 222, ILRLE 222, and GOVT 222)]

Not offered 2003–2004]

PHIL 201 Philosophical Puzzles (IV) (KCM)

Spring. 4 credits. B. Hellie.

Certain concepts, like the concept of truth and the concept of infinity, give rise to puzzles or paradoxes. Consider, for instance, a claim that

says, of itself, that it is not true. Is it true or not? Or what about Zeno's paradoxes of motion? Or what about a term like "hairy": plucking one hair from a hairy man won't make him not hairy. But if you pluck 100,000 hairs successively from a man with 100,000 hairs, and none of the pluckings makes him not hairy, then he's still hairy when he has 0 hairs left. We will present the underlying logic of these puzzles, so that we might learn something about the concepts they involve, even if we don't manage to solve them this semester.

PHIL 211 Ancient Philosophy (also CLASS 231) # (IV) (KCM)

Fall. 4 credits. This course has no prerequisites. It is open to freshmen. T. Irwin.

This course examines the origin and development of Western philosophy in Ancient Greece and Rome. We study some of the central ideas of the Pre-Socratics, Socrates, Plato, Aristotle, and the Hellenistic philosophers (Epicureans, Stoics, and Sceptics). Questions considered include: What are the nature and limits of knowledge? Is knowledge even possible? How reliable is perception? What are the basic entities in the universe: atoms, Platonic Forms or Aristotelian substances? Is moral knowledge possible? What is the nature of happiness and what sort of life will make people happy? Do human beings have free will? Ought we to fear death? Among the fundamental works we read is Plato's *Republic*.

PHIL 212 Modern Philosophy # (IV) (KCM)

Spring. 4 credits. A. Chignell.

A survey of Western philosophy in the 17th and 18th centuries, focused primarily on epistemology and metaphysics. Authors include some of the following: Descartes, Malebranche, Spinoza, Leibniz, Locke, Berkeley, Hume, and Reid.

[PHIL 213 Existentialism (IV)]
Not offered 2003–2004.]

[PHIL 216 Sophomore Seminar: Self, Ego, Psyche # (IV) (KCM)]
Not offered 2003–2004.]

PHIL 231 Introduction to Deductive Logic (II) (MQR)

Fall, spring, summer. 4 credits. Fall, spring, H. Hodes; summer (3-week session).

Fall, spring: The logic of truth-functional connectives, identity, and the universal and existential quantifiers: a formal language; translation between it and English; constructing "worlds" (and, time permitting, models); constructing proofs. We'll use a textbook accompanied by a software package (*Language, Proof, and Logic* by J. Barwise and J. Etchemendy).

Summer: This course covers the basics of propositional and first-order logic. We focus on the problem of translating English sentences into a simple, representative formal language and on techniques for showing that a given sentence does or does not follow from other sentences in these logics. The textbook will be Barwise and Etchemendy's *Language, Proof, and Logic*, which comes with software that allows students to check and submit work via an automated online system. It is important that students have a new copy of this book. Otherwise, they will not be able to use these online services. In

addition to students interested in philosophy, this course is particularly useful to students interested in mathematics, computer science, and linguistics.

PHIL 241 Ethics (IV) (KCM)

Fall. 4 credits. By petition for breadth requirement. T. Hinton.

This course provides an introduction to the philosophical study of ethics. We examine answers that philosophers have given to four main questions: What is the connection between living well and living ethically? What reason do we have to behave morally? What makes right acts right? Is it possible to achieve objectivity in ethics? We take up the first question by examining Aristotle's *Nicomachean Ethics*. To address the second question, we go to Thomas Hobbes's attempt to show that rationally self-interested people have good reason to behave morally. In considering the third question, we look at two kinds of moral theory—utilitarian and deontological—and then consider one or two issues in practical ethics. Finally, we take up some questions in what is known as “meta-ethics,” among them the idea of moral relativism, the view that nothing we do is objectively right or wrong—it all depends on the cultural context in which we do it.

PHIL 242 Social and Political Philosophy (also GOVT 260) (III or IV) (KCM)

Fall. 4 credits. K. Leighton.

A survey of social contract theories, from Hobbes to Rawls, focusing on the dilemma of the liberal political subject, a subject who is both an autonomous individual and a subject of the state or sovereign. We read works of the main social contract theorists (Hobbes, Locke, and Rousseau), both to understand the variations within the theory and to trace the specific tensions within it, and then later social contract theorists, including Kant and Rawls, to trace how social contract theory engenders the development of representational politics. We also consider critiques of social contract theory, particularly in terms of its conceptions of nature and the individual and its influence on theories of democracy. In addition to considering this tradition in its philosophical and historical context, we consider its relation to issues raised by current events.

[PHIL 243 Aesthetics (IV)]

Not offered 2003–2004.]

[PHIL 244 Philosophy and Literature (IV)]

Not offered 2003–2004.]

PHIL 245 Ethics and Health Care (IV) (KCM)

Fall. 4 credits. T. J. Berry.

This course is an introduction to the ethical issues associated with contemporary medicine. No previous study of philosophy is presupposed. The course has two lectures and one discussion section per week. Topics to be covered include the professional-patient relationship (including informed consent, medical confidentiality, medical paternalism, and trust) and contemporary problems such as abortion and euthanasia. Beginning from these practical moral problems we investigate concepts such as illness, death, autonomy, quality of life and personhood, and health care in a just society. We consider competing conceptions of justice and arguments for entitlement to health care. Does justice require that all have access to basic health care? Does it require that all have access to approximately the same level of health care? In addition to

learning how to arrive at and defend ethical positions, we reflect on the techniques and methods we use.

PHIL 246 Ethics and the Environment (also S&TS 206) (IV) (KCM)

Spring. 4 credits. Open to all undergraduates; permission of instructor required for freshmen. T. R. N. Sethi.

The aim of this course is to acquaint students with moral issues that arise in the context of the environment and environmental policy. Our concerns about the environment bring to our attention the importance of economic, epistemological, legal, political, and social issues in assessing our moral obligations to other humans and the natural world. Our attempt then is to explore how different factors come into play in defining our responsibilities to the environment and to examine the grounds for our environmental policy decisions.

[PHIL 247 Ethics and Public Life (IV) (KCM)]

Not offered 2003–2004.]

PHIL 249 Feminism and Philosophy (also FGSS 249) (IV) (KCM)

Fall. 4 credits. N. Sethi.

An introduction to feminist thought using a variety of texts (philosophical, historical, literary, legal, and political). Special attention is paid to sexual difference and the social construction of gender, and to how we frame various issues (e.g., whether pornography is primarily an issue about freedom of expression or about equal protection).

PHIL 261 Knowledge and Reality (IV) (KCM)

Spring. 4 credits. M. Fara.

This course introduces some central philosophical questions about the nature of the universe and our knowledge of it: What is the relation between mind and matter? What reason do we have to believe in the predictions of science? How do you know you're not dreaming right now? What is the nature of human freedom? Don't expect the course to answer these questions. Instead, expect to learn how to think about them and how to distinguish a good philosophical argument from a bad one.

PHIL 262 Philosophy of Mind (IV) (KCM)

Fall. 4 credits. B. Hellie.

We discuss such issues as: what is a person? How do the first-person and third-person perspectives differ? What is a belief? An intention? What is consciousness? In what ways is the mind like, or unlike, a computer? What does the mind do, and how does it do what it does? How did it come to do that?

PHIL 263 Religion and Reason (also RELST 262) (IV) (KCM)

Spring. 4 credits. S. MacDonald.

What must (or could) God be like, and what reasons do we have for thinking that a being of that sort actually exists? What difference would (or could) the existence of God make to our lives? This course examines the idea, common to several major world religions, that God must be an absolutely perfect being. What attributes must a perfect being have? Must it have a mind, be a person, care for human beings? Is the concept of a perfect being coherent? Is the existence of a perfect being compatible with the presence of evil in the world and the existence of human freedom? Does human morality depend in any

important way on the nature or will of a perfect being? Is a perfect being among the things that actually inhabit our universe? The course approaches these questions with the tools and methods of philosophical reason and through readings drawn from both classic texts and contemporary philosophical discussion.

PHIL 286 Science and Human Nature (also S&TS 286) (IV) (KCM)

Spring. 4 credits. R. Boyd

Topic for 2003–2004: Darwin, Social Darwinism, and Human Sociobiology. An examination of attempts in the biological and social sciences to offer scientific theories of human nature and human potential and to apply such theories to explain important social and psychological phenomena.

Intermediate or Advanced Courses

Some of these courses have prerequisites.

PHIL 308 Hellenistic Philosophy (also CLASS 341) (IV) (KCM)

Fall. 4 credits. Prerequisite: CLASS 231 or one PHIL course. C. Brittain.

This course studies the philosophical developments of the Hellenistic period (c. 321–45 B.C.E.), which were in part a reaction to Plato and Aristotle. The focus will be on the systematic doctrines and arguments of the Stoics and Epicureans, particularly their epistemologies and ethical theories, and the Sceptics' responses to them. We also look at some relevant developments in medical theory. Topics include scepticism, the psychology of action, theories of language, concept development and content, determinism and responsibility, personal identity, virtue ethics, and scientific epistemologies. Because most of the work of the Hellenistic philosophers is only available to us through either “fragments” or reports in later texts, we consider the appropriate methods for reconstructing this recently rediscovered and influential (e.g., on 17th century philosophers such as Descartes and Locke) part of the history of philosophy.

PHIL 309 Plato (also CLASS 339) # (IV) (KCM)

Fall. 4 credits. Prerequisite: at least one previous course in philosophy at the 200-level or above, or permission of the instructor. G. Fine.

A systematic survey of many of Plato's major dialogues, including the *Apology*, *Meno*, *Phaedo*, *Republic*, and *Theaetetus*. The focus of the course will be metaphysics and epistemology, but some attention is also paid to ethics and political theory, especially in looking at the *Republic*. We consider Plato's views about the nature of knowledge, the nature and value of perception, the nature of the soul, dialectic and recollection, the nature of Platonic forms, and justice and happiness.

[PHIL 310 Aristotle (also Class 310) (KCM)]

Not offered 2003–2004.]

PHIL 312 Modern Empiricism # (IV) (KCM)

Fall. 4 credits. N. Sturgeon.

This course examines the epistemological and metaphysical views of David Hume and Thomas Reid. We read Book I of Hume's *Treatise*, Reid's *Inquiry*, and parts of Reid's *Essay on the Intellectual Powers of Man*. Topics include skepticism, our knowledge of

external things, perception, causation, the nature of mind, and personal identity.

[PHIL 314 Ancient Philosophy # (IV) (KCM)]

Not offered 2003–2004.]

[PHIL 315 Medieval Philosophy # (IV) (KCM)]

Not offered 2003–2004.]

PHIL 316 Kant # (IV) (KCM)

Fall. 4 credits. Prerequisite: at least one course in philosophy at the 200 level or above. A. Chignell.

An introduction to the philosophy of Immanuel Kant. The focus will be on the *Critique of Pure Reason*, but there will also be some discussion of Kant's ethics.

[PHIL 317 Hegel # (IV)]

Not offered 2003–2004.]

[PHIL 318 Origins of Twentieth-Century Philosophy (IV)]

Not offered 2003–2004.]

PHIL 319 Twentieth-Century Analytic Philosophy (IV)

Spring. 4 credits. B. Hellie.

What Wittgenstein's *Tractatus Logico-Philosophicus* wrought: Carnap, the Vienna Circle, and the dawn of neopragmatism.

[PHIL 320 17th Century Women Philosophers (also FGSS 319) # (IV)]

Not offered 2003–2004.]

PHIL 331 Deductive Logic (also MATH 281) (III) (MQR)

Fall. 4 credits. Prerequisite: PHIL 231 or permission of instructor. M. Fara.

This course introduces some metatheoretical results in mathematical logic. Topics covered include: basic set theory; computability and recursive functions; decidability and undecidability; soundness and completeness; compactness and the Lowenheim-Skolem theorem; representability in arithmetic; definability and Gödel's First Incompleteness Theorem; provability and Gödel's Second Incompleteness Theorem.

PHIL 332 Philosophy of Language (IV)

Fall and spring. 4 credits. Prerequisite: one previous course in philosophy. H. Hodes.

A survey of certain concepts and issues in contemporary philosophy of language: grammaticality, linguistic understanding, the "ingredients" of meaning, singular reference, predication, indexicality, truth, speaker's intention, propositional attitudes.

PHIL 333 Problems in Semantics (also LING 333 and COGST 333) (III or IV) (KCM)

Spring. 4 credits. Prerequisite: logic or semantics course or permission of instructor. M. Rooth.

This course looks at problems in the semantic analysis of natural languages, critically examining work in linguistics and philosophy on particular topics of current interest. The focus is word meaning (lexical semantics). Topics include lexical decomposition (the hypothesis that at the semantic level words are typically syntactically complex), Fodor's arguments for conceptual atomism, natural kinds and the contextual determination of meaning, theta roles, event semantics, Jackendoff's conceptual semantics, the linguistic architecture linking lexical semantics to syntax and morphology, and comprehensive lexical-semantic classifications such as Levin classes and Wordnet.

[PHIL 334 Pragmatics (also LING 425) (III or IV)]

Not offered 2003–2004.]

[PHIL 341 Ethical Theory (IV) (KCM)]

Not offered 2003–2004.]

PHIL 342 Law, Society, and Morality (IV) (KCM)

Spring. 4 credits. T. J. Berry.

This course introduces the philosophy of law, emphasizing the nature of law and its relation to moral principle. Theories discussed include natural law, legal positivism, legal realism, and contemporary interpretive and critical theories of law. Other topics include the idea of an obligation to obey the law and the relevance of justice to law. Particular attention is given to the institution of slavery and its aftermath.

[PHIL 343 Resistance and Responsibility (also LAW 676) (IV)]

4 credits. Not offered 2003–2004.]

[PHIL 344 History of Ethics: Ancient and Medieval # (IV) (KCM)]

Not offered 2003–2004.]

[PHIL 345 History of Ethics: Modern # (IV) (KCM)]

Not offered 2003–2004.]

PHIL 346 Modern Political Philosophy (also GOVT 462) (III or IV) (KCM)

Fall. 4 credits. T. Hinton.

In this course we examine some major contemporary theories of justice, focusing in particular on the work of John Rawls. The following questions give structure to our discussions: What basic rights and freedoms ought to be guaranteed to all citizens? What, if anything, justifies the existence of economic inequality? What values can we appeal to in justifying the laws that shape our political lives? What does the ideal of political equality require of us? The view of Rawls in his earlier work is both liberal and egalitarian, and he defends that view by appealing to the idea of a social contract. He proposes that justice requires, first, that each citizen has a robust set of basic rights and, second, that economic inequalities work to the greatest advantage for the worst-off citizens. We consider various objections that have been leveled against Rawls. In his later work, Rawls expounds the doctrine of political liberalism, and for him, the key difficulty facing citizens in modern liberal democracies is the existence of deep but reasonable disagreements about how to live. In light of these disagreements, Rawls believes the principles of justice have to be formulated in a way that does not depend on any particular view about the best way to live. Last, we focus our attention on some questions in democratic theory.

PHIL 347 Global Justice (also GOVT 368) (III or IV) (KCM)

Spring. 4 credits. R. Miller.

A study of the leading debates over the nature of justice among governments and people throughout the world. What are the obligations of well-off people in rich countries to help the foreign poor? What principles of fairness should be observed in international economic arrangements? To what extent do governments have a right to control their territories without foreign intervention? What kinds of wars are just, and what conduct in war is morally permissible? What is the moral significance of nationality and the aspiration to national self-determination? To what extent can just international institutions and decision-making processes reflect inequalities in power

among governments? Readings include work by political philosophers, political scientists, and economists, and will sometimes involve specific case studies.

[PHIL 348 Philosophy and Literature (IV) (KCM)]

Not offered 2003–2004.]

[PHIL 349 Feminism and Philosophy (IV) (KCM)]

Not offered 2003–2004.]

[PHIL 361 Epistemology (IV)]

Not offered 2003–2004.]

[PHIL 364 Metaphysics (IV) (KCM)]

Not offered 2003–2004.]

[PHIL 381 Philosophy of Science: Knowledge and Objectivity (also S&TS 381) (IV) (KCM)]

Not offered 2003–2004.]

[PHIL 382 Philosophy and Psychology (IV)]

4 credits. Not offered 2003–2004.]

[PHIL 383 Choice, Chance and Reason (III) (MQR)]

Not offered 2003–2004.]

PHIL 390 Informal Study

Fall or spring. Credit TBA.

To be taken only in exceptional circumstances. Must be arranged by the student with his or her adviser and the faculty member who has agreed to direct the study.

Advanced Courses and Seminars

These courses are offered primarily for majors and graduate students.

[PHIL 409 German Philosophical Texts (IV)]

Not offered 2003–2004.]

PHIL 410 Latin Philosophical Texts # (IV) (KCM)

Spring. Variable credit. Prerequisites: knowledge of Latin and permission of instructor. S. MacDonald.

Reading of philosophical texts in the original Latin.

PHIL 411 Greek Philosophical Texts (also CLASS 611) # (IV) (KCM)

Fall and spring. Variable credit.

Prerequisites: knowledge of Greek and permission of instructor. T. Irwin and C. Brittain.

Reading of philosophical texts in the original Greek.

[PHIL 413 Topics in Ancient Philosophy (also CLASS 413) # (IV) (KCM)]

Not offered 2003–2004.]

[PHIL 414 German Philosophy after Kant (IV)]

Not offered 2003–2004.]

PHIL 415 Topics in the History of Philosophy (also S HUM 415)

Fall. 4 credits. S. MacDonald.

Topic: Baptizing Aristotelian Science?

Aristotle's sophisticated ideas about knowledge and science were introduced into European culture by medieval Christian thinkers. Aristotle challenged their assumptions and they responded, dramatically transforming Western science, philosophy, and theology. We read foundational texts (in English translation) by thinkers such as Robert Grosseteste and Thomas Aquinas and examine how the interaction of powerful secular and

religious movements in the later Middle Ages shaped our understanding of the world.

PHIL 416 Modern Philosophy # (IV) (KCM)

Spring. 4 credits. Prerequisite: PHIL 212, PHIL 316, or the equivalent. A. Chignell.
A seminar on Kant's metaphysics and epistemology as they relate to his philosophy of religion. Primary readings come from the pre-critical period, the critiques, *Religion within the Limits of Reason Alone*, and the lectures.

[PHIL 432 Topics in Logic (also MATH 482) (II) (MQR)]

Not offered 2003-2004.]

[PHIL 433 Philosophy of Logic (IV) (KCM)]

Not offered 2003-2004.]

PHIL 435 Pragmatics (also LING 425) (III or IV) (KCM)

Fall. 4 credits. Prerequisite: LING 201, PHIL 231, or permission of instructor.
D. Abusch.

An introduction to aspects of linguistic meaning that have to do with context and 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.

[PHIL 436 Intensional Logic (II) (MQR)]

Not offered 2003-2004.]

PHIL 441 Contemporary Ethical Theory (IV) (KCM)

Fall. 4 credits. N. Sturgeon.
Topic: Moral Realism and Its Critics.

PHIL 447 Contemporary Political Philosophy (also GOVT 465) (III or IV) (KCM)

Spring. 4 credits. Prerequisite: one previous course in political philosophy or permission of instructor. T. Hinton
In this seminar, we consider the two main areas of debate in contemporary political philosophy. The first concerns the nature and extent of distributive equality: What kind of equality is of real concern to egalitarians? How equal do people have to be? Our other focus is on the foundations of liberalism: Why, if at all, should liberalism aspire to be neutral between varying conceptions of the good? What is to be said for so-called "perfectionist" alternatives to liberal neutrality? The two main texts for the seminar are Ronald Dworkin's *Sovereign Virtue: The Theory and Practice of Equality* and Joseph Raz's *The Morality of Freedom*.

[PHIL 448 International Justice (also GOVT 492) (III or IV) (KCM)]

Not offered 2003-2004.]

[PHIL 460 Epistemology (IV)]

Not offered 2003-2004.]

[PHIL 462 Philosophy of Mind (IV) (KCM)]

Not offered 2003-2004.]

PHIL 464 Metaphysics (IV) (KCM)

Spring. 4 credits. Prerequisites: two philosophy classes at the 300-level or above. M. Fara.
An advanced survey of a topic in contemporary metaphysics. Topic to be announced at a later date.

[PHIL 481 Problems in the Philosophy of Science (IV) (KCM)]

Not offered 2003-2004.]

PHIL 490 Special Studies in Philosophy

Fall and spring. 4 credits. Open only to honors students in their senior year. See Honors description at the beginning of Philosophy section.

PHIL 611 Ancient Philosophy (also CLASS 671)

Spring. 4 credits. Prerequisite: open to graduate students in philosophy, and to others only by permission of the instructor.
G. Fine.
Topic to be announced.

[PHIL 612 Medieval Philosophy]

Not offered 2003-2004.]

[PHIL 633 Philosophy of Language]

Not offered 2003-2004.]

PHIL 641 Ethics and Value Theory

Spring. 4 credits. T. Irwin.
Topic to be announced.

[PHIL 642 Moral Psychology]

Fall. 4 credits. Not offered 2003-2004.]

PHIL 662 Philosophy of Perception

Fall. 4 credits. B. Hellie.
A graduate-level discussion of philosophical issues concerning perception, especially the role of perception in establishing thought about bodies in the environment and their features and the nature of our knowledge of our own perceptual and sensational properties.

[PHIL 664 Metaphysics]

Not offered 2003-2004.]

[PHIL 665 Metaphysics]

Not offered 2003-2004.]

PHIL 681 Philosophy of Science

Fall. 4 credits. R. Boyd.
Topic to be announced.

PHIL 700 Informal Study

Fall or spring. Credit TBA.
To be taken by graduate students only in exceptional circumstances and by arrangement made by the student with his or her Special Committee and the faculty member who has agreed to direct the study.

PHYSICS

G. P. Lepage, chair (109 Clark Hall, 255-6016); R. S. Galik, acting director of undergraduate studies (101 Clark Hall, 255-8158, physicsdus@mailbox@cornell.edu); J. P. Alexander, V. Ambegaokar, T. A. Arias, N. W. Ashcroft, W. Ashmanskas, K. Berkelman, E. Bodenschatz, P. Brouwer, D. G. Cassel, C. Csaki, J. C. Davis, G. F. Dugan, V. Elser, D. B. Fitchen, E. E. Flanagan, C. P. Franck, R. S. Galik, L. K. Gibbons, P. Ginsparg, B. Gittelman, B. Greene, S. M. Gruner, L. N. Hand, D. L. Hartill, C. L. Henley, G. Hoffstaetter, A. LeClair, D. M. Lee, P. L. McEuen, N. D. Mermin, E. Mueller, M. Neubert, H. Padamsee, J. M. Parpia, J. R. Patterson, R. O. Pohl, D. C. Ralph, J. D. Reppy, R. C. Richardson, J. Rogers, D. L. Rubin, J. P. Sethna, A. J. Sievers, E. Siggia, P. C. Stein, R. M. Talman, S. A. Teukolsky, R. Thorne, H. Tye, M. D. Wang, I. Wasserman, T.-M. Yan, J. York

The Department of Physics offers a full range of university-level work in physics, from general education courses for nonscientists to doctoral-level independent research. Major research facilities are operated by two component organizations, the Laboratory of Atomic and Solid State Physics (LASSP) and the Laboratory for Elementary Particle Physics (LEPP). LASSP carries out extensive research efforts in condensed-matter physics and biophysics. LEPP operates a major high-energy particle physics research facility at Wilson Laboratory, the Cornell electron-positron storage ring (CESR). Theoretical work is carried out in many fields of physics, including astrophysics. There is a full schedule of weekly research-oriented seminars and colloquia. Students will find many opportunities for research participation and summer employment.

Introductory physics sequences are: 101-102, 207-208, and 112-213-214, or its more analytic version 116-217-218. In addition, there is a group of general-education courses, PHYS 200-206, 209, 210. PHYS 101-102, a self-paced autotutorial course, is designed for students who do not intend to take further physics courses and who do not have preparation in calculus. PHYS 112 and 207 both require calculus (MATH 190 or 191 or 111), and additional mathematics is required for subsequent courses in the sequence. PHYS 101-102 or 207-208 may be taken as terminal physics sequences. The three-term sequences 112-213-214 or 116-217-218, are recommended for engineers and physics majors.

Courses beyond the introductory level that might be of interest to nonmajors include. PHYS 316 (Modern Physics D); PHYS 330 (Modern Experimental Optics); and PHYS 360 (Electronic Circuits).

Advanced placement and credit are offered as outlined in "Advanced Placement of Freshmen," or students may consult the director of undergraduate studies, as should students requesting transfer credit for physics courses taken at another college.

The Major

The major program is constructed to accommodate students who wish to prepare for professional or graduate work in physics as well as those who wish to complete their

major program in the field of physics but have other post-graduation goals.

Students who wish to major in physics are advised to start the physics sequence in the first term of their freshman year. (Note that students who have had contact with introductory calculus may take PHYS 112 with co-registration in MATH 190 or 191.) The major program can still be completed with a second-term start, but flexibility in future course scheduling is reduced.

Prospective majors are urged to make an early appointment at the physics office for advice in program planning. Acceptance into the major program is normally granted upon completion of a year of physics and mathematics courses at Cornell with all course grades at the B-level or higher. The department office will give advice in the matter of selecting a major faculty adviser. Details of the major course program are worked out in consultation between the student and major adviser.

Physics Core

Common to all major programs is a requirement to complete a core of physics courses. In addition to the three-term introductory sequence (PHYS 112–213–214 or PHYS 116–217–218), the core includes five upper-level courses—(a) the two-course sequence in modern physics (PHYS 316–317), (b) at least three semester hours of laboratory work selected from PHYS 310, 330, 360, 410, Astronomy 410, (c) an intermediate course in classical mechanics, and (d) an intermediate course in electromagnetism.

Accompanying these physics courses should be work in mathematics through at least MATH 222 or 294. Students following the professional/graduate-school channel are expected to complete at least one additional year of applicable mathematics (A&EP 321–322 or appropriate selections from mathematics).

In addition to the core, each physics major must complete 15 semester hours of credit in an area of concentration which has been agreed on by the student and major faculty adviser.

Concentration within Physics

A student who wishes to pursue professional or graduate work in physics or a closely related field should follow a concentration within the field of physics. For those students with a strong secondary school preparation, the sequence PHYS 116–217–218 is encouraged. Students are strongly encouraged to start the sequence with PHYS 116, even if they qualify for advanced placement credit for PHYS 112. Core courses in mechanics and electromagnetism will normally be PHYS 318 and PHYS 327, respectively. The minimum 15 hours beyond the core must be composed of physics courses with numbers greater than 300 and must include the senior laboratory course PHYS 410. This means a physics concentration needs a minimum of 7 credit hours of laboratory work to complete the requirements. The accompanying table shows several typical course sequences by means of which the major requirements may be completed. The primary distinction among students who may follow the different sequences is the amount and level of pre-college work in calculus and in physics. Changes in these typical patterns will be

common, as agreed on between student and major faculty adviser. Research work is encouraged of all majors. If this work is done as an independent project, PHYS 490, up to eight credits can be applied to the concentration.

Concentration outside Physics

Such a concentration will reflect the student's interest in some area related to physics. The array of courses that comprise the concentration must have internal coherence. The array will normally be worked out in conference with the major faculty adviser and must be approved by the adviser. Of the required 15 hours credit beyond the core, at least eight credits must be in courses numbered above 300. Students have chosen to concentrate in such topics as chemical physics, astrophysics, natural sciences, history and philosophy of science, computer science, meteorology, or econometrics. A combined biology-chemistry concentration is appropriate for pre-medical students or those who wish to prepare for work in biophysics.

For students with concentrations outside physics, the core requirements in mechanics and electromagnetism can be appropriately met with PHYS 314 and PHYS 323, respectively.

Students with an astronomy concentration who might continue in that field in graduate school should use ASTRO 410, 431, 432 as part of the concentration; they are encouraged to use PHYS 318 and 327 to satisfy the core requirements in mechanics and electromagnetism.

Honors

A student may be granted honors in physics upon the recommendation of the Physics

Advisers Committee of the physics faculty. There is no particular course structure or thesis requirement for honors.

Double Majors

Double majors including physics are possible and not at all uncommon. It should be noted, however, that any course used to satisfy a requirement of another major may be used in satisfaction of physics major requirements only if the student's concentration is *within* physics.

Courses with Overlapping Content

Because the department offers several courses with overlapping content, students should select courses carefully to meet the needs of their academic programs and to ensure credit for each course they take. Listed below are groups of courses with largely similar content. In general, students may receive credit for only one of the courses in each group.

PHYS 101, 112, 116, 207
PHYS 102, 208, 213, 217
PHYS 214, 218
PHYS 314, 318
PHYS 323, 327
PHYS 116, 216

In addition, students with credit for PHYS 101, 112, 116, or 207, or an advanced placement equivalent who wish to enroll in PHYS 200–206, 209, or 210 should obtain written permission from the instructor and the director of undergraduate studies in physics.

Course Prerequisites

Prerequisites are specified in physics course descriptions to illustrate the materials that students should have mastered. Students who wish to plan programs different from those suggested by the prerequisite ordering are

Typical Physics Course Sequences (other sequences are also possible)

Semester	No AP math or physics	1 year AP calculus and good HS physics	Outside concentrators	Outside concentrators (alternate)
1st – Fall	112	116	112	
2nd – Spring	213	217	213	112
3rd – Fall	214	218	214	213
4th – Spring	316, 3x0	316, 3x0	3x0	214
5th – Fall	317, 327, 3x0	317, 327, 3x0	316	3x0, 316
6th – Spring	314/318, 443	318, 443	314	314, 3x0
7th – Fall	341, 410	341, 410	317, 323	317, 323
8th – Spring	Elective(s)	Elective(s)		

•For majors with concentrations outside physics, there will be wide variation in individual programs, arranged to best match the field of concentration.

•Crossovers between the two sequences 112–113–214 and 116–217–218 are possible, although the combination 112–213–218 is difficult. PHYS 207 may be substituted for PHYS 112. Students taking 217 after 112 must coregister for 216.

•Students taking the honors sequence 116–217–218 are strongly encouraged to start with PHYS 116. Exceptionally well-prepared students may be able to begin work at Cornell with PHYS 217. Such students should come to the department office for advice in planning a course program.

•Physics electives for the major include 360, 444, 454, 455, 480, 490, 525, 553, 561, 572, the senior seminars 481–489, ASTRO 332 or 431–432, and A&EP 434.

•One semester of intermediate laboratory, listed here as 3x0, is required.

•Well-prepared sophomores wishing to take PHYS 318 should consult the instructor before registering.

urged to discuss their preparation and background with a physics adviser or with the instructor in the course. In many cases an appropriate individual program can be worked out without exact adherence to the stated prerequisites.

Courses

PHYS 012 PHYS 112 Supplement

Spring. 1 credit. S-U only. R. Lieberman. Provides backup instruction for PHYS 112. Recommended for students who either feel insecure about taking PHYS 112 or simply want to develop their problem-solving skills. Emphasis is on getting the student to develop a deep understanding of basic concepts in mechanics. Much class time is spent solving problems and applications.

PHYS 013 PHYS 213 Supplement

Fall. 1 credit. S-U only. R. Lieberman. Provides backup instruction for PHYS 213. Description is the same as for PHYS 012, except the material covered is electricity and magnetism.

PHYS 101 General Physics I (I) (PBS)

Fall, summer (8-week or 4-week session). 4 credits. General introductory physics for nonphysics majors. Prerequisites: 3 years of high school mathematics, including some trigonometry. A student without high school physics should allow extra time for PHYS 101. Includes less mathematical analysis than PHYS 207, but more than PHYS 200-206, 209, 210. Enrollment may be limited. Fall introductory lec. R Aug. 28 or M Sept. 1. D. Fitchen.

PHYS 101 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight subject units and a final retention (review) unit. Most instruction occurs in the learning center with personal tutoring by staff, assigned readings, problems, laboratory exercises, videotaped lectures, and solutions of sample test questions at our web site. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice. Major topics for 101: kinematics, forces and dynamics, momentum, energy, fluid mechanics, waves and sound, thermal physics, kinetic theory, and thermodynamics.

PHYS 102 General Physics II (I) (PBS)

Spring, summer (8-weeks or 4-weeks for those doing PHYS 101 as well). 4 credits. Prerequisite for PHYS 102: PHYS 101 or 112 or 207. Includes less mathematical analysis than PHYS 208, but more than PHYS 200-206, 209, 210. Enrollment may be limited. Spring introductory lec, M Jan. 20. Staff.

PHYS 101-102 emphasizes quantitative and conceptual understanding of the topics of introductory physics developed without use of calculus. The course is mostly self-paced in a mastery-oriented format including eight subject units and a final retention (review) unit each term. Most instruction occurs in the learning center with personal tutoring by staff, assigned readings, problems, laboratory exercises, videotaped lectures, and solutions of sample test questions at our web site. Unit testing is designed to measure mastery with a limit of three test tries taken at the time of the student's choice. Major topics for 102:

electricity and magnetism, optics, relativity, quantum, nuclear, and particle physics. At the level of *College Physics 1st edition* by Giambattista, Richardson, and Richardson.

PHYS 103 General Physics (I) (PBS)

Summer. 4 credits. Prerequisite: 3 years of high school mathematics, including trigonometry. A student without high school physics should allow extra time for PHYS 103. PHYS 103 is a more traditional version of PHYS 101. PHYS 103 is not appropriate for students majoring in physics or engineering; it is primarily for students majoring in the life sciences. Lectures and discussions: M-F; laboratories M W.

Basic principles treated quantitatively but without calculus. Topics include: kinematics; forces and fields; momentum, angular momentum, and energy; thermal physics and fluid mechanics; sound waves. Text at the level of *College Physics 1st edition* by Giambattista, Richardson, and Richardson.

PHYS 112 Physics I: Mechanics (I) (PBS)

Fall, spring, summer (6-week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisite: coregistration in MATH 192 (or 194 or 112), or substantial previous contact with introductory calculus combined with coregistration in MATH 111 or 191. Lec, M W F. Two rec. weekly and one lab session approximately every other week. Evening exams. Fall, P. McEuen; spring, P. McEuen.

Course covers the mechanics of particles with focus on: kinematics, dynamics, conservation laws, central force fields, periodic motion. Mechanics of many-particle systems: center of mass, rotational mechanics of a rigid body, and static equilibrium. At the level of *University Physics, Vol. 1*, by Young and Freedman.

PHYS 116 Physics I: Mechanics and Special Relativity (I) (PBS)

Fall, spring. 4 credits. More analytic than PHYS 112, intended for students who will be comfortable with a deeper, somewhat more abstract approach. Intended mainly but not exclusively for prospective majors in physics, astronomy majors, or applied and engineering physics majors. Prerequisites: a good secondary school physics course, familiarity with basic calculus, and enjoyment of puzzle-solving. Corrective transfers between PHYS 116 and PHYS 112 (in either direction) are encouraged during the first three weeks of instruction. Two recitations each week and six 2-hour labs. Lec M W F. Fall, D. Ralph; spring, J. Rogers.

A more rigorous version of PHYS 112, covering similar topics at the level of *An Introduction to Mechanics*, by Kleppner and Kolenkow.

PHYS 117 Concepts of Modern Physics

Fall. 1 credit. S-U only. Enrollment may be limited. Coregistration in PHYS 112 or 116 or 213 or 217 is required. For freshmen who plan to major in physics, applied and engineering physics, or astronomy. Lec, W. A. Sadoff.

This course is intended for freshmen who plan to major in physics or a closely related field (i.e., applied and engineering physics or astronomy) and would like to learn about the concepts of modern physics early in their physics education. Possible topics of

discussion are methodology, symmetry and conservation laws, quantum theory, the unification of forces and matter, and big-bang cosmology.

PHYS 190 Supplemental Introductory Laboratory

Fall, spring. 1 credit. Times by arrangement with instructor. S-U only. Enrollment limited to students who have all of the following; (1) 3 transfer credits for introductory physics lecture material; (2) a degree requirement for the laboratory component of that introductory course; (3) approval of the director of undergraduate studies; and (4) permission of the lecturer of that course at Cornell. Enrollment limited.

A PHYS 190 Permission Form must be filed in 121 Clark Hall with the physics department course coordinator. Students perform the laboratory component of one of the introductory courses (PHYS 112, 207, 208, 213, 214) to complement the lecture-related course credit acquired elsewhere. Those wishing to take the equivalent of one of these introductory courses at another institution should receive prior approval from the Cornell Physics director of undergraduate studies.

PHYS 201 Why the Sky Is Blue: Aspects of the Physical World (I) (PBS)

Fall. 3 credits. Lec, T R, rec, W. A. Sadoff. This is a descriptive physics course aimed specifically at the nonscience student. There is an emphasis on the ideas of modern physics where the approach is both historical and thematic. The methodology of science and the nature of evidence is emphasized. An overriding theme is the character of physical laws as shown through the great principles of symmetry and conservation. While there are a few computational problems assigned, the purpose is to help students to understand the concepts rather than to master problem-solving techniques. At the level of *Physics Concepts and Connections* by Hobson.

[PHYS 202 Energy (I) (PBS)]

Fall. 3 credits. For non-science majors. No specific prerequisites, but competence in high school level mathematics needed. Some high school level science (chemistry, physics or earth science) desirable. Not offered 2003-2004.

The course will cover (1) the basic science of different kinds of energy (mechanical, electrical, chemical, thermal, gravitational, solar, nuclear) and (2) the energy conversion processes that power twenty-first century society. Weekly assigned problems, based on weekly study assignments, will be used as classroom study materials. In the latter part of the course, student projects will investigate more deeply particular energy sources or energy conversion processes.)

PHYS 203 Physics of the Heavens and the Earth—A Synthesis (I) (PBS)

Spring. 3 credits. Prerequisite: none; uses high school algebra and geometry. For nonscience majors. Lec T R; sec W. H. Padamsee.

This course shows how the unification of apparently distinct areas of physics leads to an explosion in the growth of our knowledge and understanding. The material is divided into three parts: the physics of motion on earth and motion in the heavens, showing how the two evolved separately, from the ideas of the ancient Greeks to the dynamics

and telescopic discoveries of Galileo; the final melding of these two topics with Newton's Universal Gravitation; and Einstein's theories of relativity followed by an exploration of this "new" physics and its impact. There is an emphasis throughout on "how do we know the laws?" These are the stories of breakthrough discoveries and brilliant insights made by fascinating people, offering a humanistic perspective.

PHYS 204 Physics of Musical Sound (I) (PBS)

Spring, 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but will use high school algebra. E. Cassel.

Many features of the production, propagation, and perception of musical sound can be understood in terms of important concepts in physics. Topics covered include the mechanism of tone production in musical instruments, distinctions in tone quality, musical scales, and tuning; some basic principles of room acoustics and reproduction of sound; and aspects of the mechanism of hearing. In addition to homework assignments and exams, students will write a research paper investigating a topic in the physics of sound that interests them. At the level of *The Science of Sound*, by Rossing, Moore, and Wheeler.

PHYS 205 Reasoning about Luck (II) (MQR)

Fall, 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses and cannot be taken for credit by anyone who has taken a college-level physics course. P. Stein.

PHYS 206 Physics in the News (I) (PBS)

Spring, 3 credits. Prerequisite: high school algebra. Intended for non-science majors. Does not serve as a prerequisite for further science courses.

"Physics in the News" examines the physics concepts behind the everyday news headlines. Global topics include space exploration, global warming, medical imaging, magnetic levitation trains and electric cars, asteroid impacts, and other interesting headlines that may occur during the semester. This course is intended for non-science majors and is mainly descriptive. Our tools for understanding these topics are some of the most basic principles of physics, illustrated using algebra at the high school level. Detailed lecture notes are provided on the web. Readings are from the scientific press at the level of Scientific American and the text by Hobson listed below. Students are encouraged to explore the social and environmental aspects of some of the more debatable topics through articles and webpages. At the level of, *Physics, Concepts and Connections*, 2nd edition, by Art Hobson.

PHYS 207 Fundamentals of Physics I (I) (PBS)

Fall, 4 credits. Prerequisites: high school physics plus MATH 111, 190, or 191, or substantial previous contact with introductory calculus, combined with coregistration in a math course approved by instructor. Lec, M W F; two rec. and one lab each week. Evening exams. R. Thorne.

PHYS 207–208 is a two-semester introduction to physics, intended for students majoring in an analytically oriented biological science, a

physical science, or mathematics with emphasis on applications and on quantitative tools generally applicable to the sciences.

Course covers: mechanics, conservation laws, waves, and topics from thermal physics, fluids, acoustics, and properties of matter. At the level of *Fundamentals of Physics*, Vol. I, 6th edition, by Halliday, Resnick, and Walker.

PHYS 208 Fundamentals of Physics II (I) (PBS)

Spring, 4 credits. Prerequisites for PHYS 208: PHYS 207 or 112 or 101; students should have had substantial previous contact with introductory calculus through courses such as MATH 111, 190, or 191. PHYS 207–208 is a two-semester introduction to physics with emphasis on tools generally applicable in the sciences, intended for students majoring in a physical science, mathematics, or an analytically oriented biological science. Lec, M W F; two rec. and one lab each week. Evening exams. V. Elser.

Course covers electricity and magnetism, and topics from physical and geometrical optics, quantum and nuclear physics. At the level of *Fundamentals of Physics*, Vol II, 6th edition, by Halliday, Resnick, and Walker.

(PHYS 209 Relativity and Chaos (II) (MQR)

Spring, 3 credits. Intended for nonscientists; does not serve as a prerequisite for further science courses. Assumes no scientific background but uses high school algebra. Lec, T R; rec, M. Not offered 2003–2004.]

PHYS 213 Physics II: Heat/Electromagnetism (I) (PBS)

Fall, spring, (summer 6-week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: PHYS 112 and coregistration in the continuation of the mathematics sequence required for PHYS 112. Lec, T R, two rec. each week and six 2-hour labs. Evening exams. Fall, J. Rogers; spring, P. Stein.

Course topics include: temperature, heat, thermal energy, electrostatics, behavior of matter in electric fields, DC circuits, magnetic fields, Faraday's law, Maxwell's equations, and electromagnetic oscillations. At the level of *University Physics/Vol. 1&2*, by Young and Freedman. Laboratory covers electrical measurements, circuits, and some aspects of heat transfer.

PHYS 214 Physics III: Optics, Waves, and Particles (I) (PBS)

Fall, spring, (summer, 6 week session). 4 credits. Primarily for students of engineering and for prospective physics majors. Prerequisites: PHYS 213 and completion of a course in differential equations. Two rec. each week and one 3-hour lab alternate weeks. Evening exams. Lec, T R. Fall, T. Arias; spring, staff. Physics of wave phenomena, electromagnetic waves, interference and diffraction effects, wave properties of particles and introduction to quantum physics. Course includes computer use in solving problems and labs. At the level of *University Physics*, Vol. 1 & 2, by Young and Freedman.

PHYS 216 Introduction to Special Relativity

Fall, spring, weeks 4–6 based on preregistration. 1 credit. S-U only. Enrollment may be limited. Coregistration in this course is a requirement for registration in PHYS 217, unless the student has taken a relativity course at the level of PHYS 116 or ASTRO 106. Prerequisites: PHYS 112 or PHYS 207 or permission of instructor. Lec, T R. Fall, P. Lepage; spring, staff.

Introduction to Einstein's Theory of Special Relativity including: Galilean and Lorentz transformations, the concept of simultaneity, time dilation and Lorentz contraction, the relativistic transformations of velocity, momentum and energy; and relativistic invariance in the laws of physics. At the level of *An Introduction to Mechanics* by Kleppner and Kolenkow.

PHYS 217 Physics II: Electricity and Magnetism (also A&EP 217) (I) (PBS)

Fall, spring, 4 credits. Enrollment may be limited. Intended for students who have done very well in PHYS 112 or 116 and in mathematics and who desire a more analytic treatment than that of PHYS 213. Prospective physics majors are encouraged to select PHYS 217. Prerequisites: approval of student's adviser and permission from the instructor. A placement quiz may be given early in the semester, permitting those students who find PHYS 217 too abstract or analytical to transfer into PHYS 213, which they can do without difficulty at that time. Vector calculus is taught in this course, but previous contact, especially with the operations *grad*, *div*, and *curl*, is helpful. It is assumed the student has seen Special Relativity at the level of PHYS 116 or is currently enrolled in PHYS 216. It is also assumed that the student has covered the material of MATH 192 and is coregistered in MATH 293 or the equivalent. Lec, M W F. Fall, A. Sievers; spring, R. Galik.

At the level of *Electricity and Magnetism*, by Purcell (Vol. 2, Berkeley Physics Series).

PHYS 218 Physics III: Waves and Thermodynamics (I) (PBS)

Fall, spring, 4 credits. Enrollment may be limited. Intended for students who have done very well in PHYS 116 and 217 and in mathematics, and who desire a more analytic treatment than that of PHYS 214. Prospective physics majors are encouraged to select PHYS 218. Prerequisites: PHYS 217 (with a grade of B or higher) and completion of a course in differential equations or permission of instructor. Lec, M W F. Fall, J. Sethna; spring, H. Tye.

The first part of the course gives a thorough discussion of wave equations, including traveling waves, standing waves, energy, momentum, power, reflection and transmission, interference and diffraction. We will derive wave equations on strings, for sound and light, and in elastic media. We'll cover Fourier series and linear partial differential equations. In some semesters, elasticity theory and tensor calculus may be introduced. In the second part of the course, we introduce thermodynamics and statistical mechanics, including heat engines, the Carnot cycle, and the concepts of temperature and entropy. In some semesters random walks and diffusion may be introduced. Evening exams

may be scheduled. At the level of *Physics of Waves* by Elmore and Heald.

PHYS 310 Intermediate Experimental Physics (I) (PBS)

Spring. 3 credits. Enrollment may be limited. Prerequisite: PHYS 208 or 213. Labs T R.

Students select from a variety of experiments. An individual, independent approach is encouraged. Facilities of the PHYS 410 lab are available for some experiments.

PHYS 314 Intermediate Mechanics (I) (PBS)

Spring. 4 credits. Prerequisites: PHYS 208 or 214 (or equivalent) and MATH 294 (or equivalent). Assumes prior introduction to linear algebra and Fourier analysis. Intended for physics majors with concentration outside of physics or astronomy; PHYS 318 covers similar material at a more analytical level. Lec M W F, rec F. C. Franck.

Likely topics include: Lagrangian mechanics; Newtonian mechanics based on a variational principle; conservation laws from symmetries; two-body orbits due to a central force; analysis of scattering experiments; small amplitude oscillating systems including normal mode analysis; parametrically driven systems; rigid body motion; motion in non-inertial reference frames; and nonlinear behavior including bistability and chaos. Students not only become more familiar with analytic methods for solving problems in mechanics but also gain experience with computer tools. At the level of *Classical Dynamics* by Marion and Thorton.

PHYS 316 Basics of Quantum Mechanics (I) (PBS)

Fall, spring. 3 credits. Prerequisites: PHYS 214 or 218 and coregistration in at least MATH 294 or equivalent. It is assumed that majors registering in PHYS 316 will continue with PHYS 317. Lec, M W F; rec, J. C. Davis.

Course topics include: breakdown of classical concepts in microphysics; light quanta and matter waves; Schrödinger equation and solutions for square well, harmonic oscillator, and the hydrogen atom; angular momentum, spin, and magnetic moments; identical particles and exclusion principle. At the level of *An Introduction to Quantum Physics* by French and Taylor.

PHYS 317 Applications of Quantum Mechanics (I) (PBS)

Fall. 3 credits. Prerequisite: PHYS 316. Lec, M W F, rec, T. G. Dugan.

Course covers a number of applications of quantum mechanics to topics in modern physics. The course topics include: the physics of single and multi-electron atoms, quantum statistical mechanics, molecular structure, quantum theory of metals, band theory of solids, superconductivity, nuclear structure, radioactivity, nuclear reactions, and elementary particle physics.

PHYS 318 Analytical Mechanics (I) (PBS)

Spring. 4 credits. Prerequisites: PHYS 116 or permission of instructor; A&EP 321 or appropriate course(s) in mathematics. Intended for junior physics majors concentrating in physics or astronomy. PHYS 314 covers similar material at a less demanding level. Assumes prior exposure to Fourier analysis, linear differential

equations, linear algebra, and vector analysis. Lec, M W F; rec, F. M. Neubert. Newtonian mechanics of particles and systems of particles, including rigid bodies; oscillating systems; gravitation and planetary motion; moving coordinate systems; Euler's equations; Lagrange and Hamilton formulations; normal modes and small vibrations; introduction to chaos. At the level of *Classical Mechanics* by Goldstein, *Classical Dynamics* by Marion and Thorton, and *Analytical Mechanics* by Hand and Finch. Supplementary reading is assigned.

PHYS 323 Intermediate Electricity and Magnetism (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 208 or 213/214 (or equivalent) and MATH 293/294 (or equivalent); coregistration in A&EP 321 or appropriate course in mathematics recommended. Intended for physics majors with a concentration outside of physics or astronomy; PHYS 327 covers similar material at a more analytical level. Lec M W F, rec F. C. Franck.

Course topics include: electro/magnetostatics, boundary value problems, dielectric and magnetic media, Maxwell's Equations, electromagnetic waves, and sources of electromagnetic radiation. At the level of *Introduction to Electrodynamics* by Griffiths.

PHYS 327 Advanced Electricity and Magnetism (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 217/218 or permission of instructor; coregistration in A&EP 321 or appropriate course(s) in mathematics. Intended for physics majors concentrating in physics or astronomy. PHYS 323 covers similar material at a less demanding level. N.B.: PHYS 327 assumes knowledge of the material at the level of PHYS 217, and makes extensive use of Fourier transforms, vector calculus, and complex variables. Lec M W F; rec F. C. Csaki.

Course covers: electro/magneto-statics, vector and scalar potentials, Laplace's Equation and boundary value problems, multipoles; radiation-solutions to Maxwell's Equations, energy-momentum of radiation; electrodynamics in media; and special relativity-transformations, four vectors, particle kinematics and dynamics, relativistic electrodynamics. At the level of *Classical Electromagnetic Radiation*, by Heald and Marion.

PHYS 330 Modern Experimental Optics (also A&EP 330) (I) (PBS)

Fall. 4 credits. Enrollment limited. Prerequisite: PHYS 214 or equivalent. Lec, W; lab, M T M. Wang.

A practical laboratory course in basic and modern optics. The six projects cover a wide range of topics from geometrical optics to classical wave properties such as interference, diffraction, and polarization. Each experimental setup is equipped with standard, off-the-shelf optics and opto-mechanical components to provide the students with hands-on experience in practical laboratory techniques currently employed in physics, chemistry, biology, and engineering. Students are also introduced to digital imaging and image processing techniques. At the level of *Optics* by Hecht.

PHYS 341 Thermodynamics and Statistical Physics (I) (PBS)

Fall. 4 credits. Prerequisites: PHYS 214, 316, and MATH 294. Lec, M W F; rec, R. P. Brouwer.

Course covers: statistical physics, developing both thermodynamics and statistical mechanics simultaneously. Also covers concepts of temperature, laws of thermodynamics, entropy, thermodynamic relations, and free energy. Applications to phase equilibrium, multicomponent systems, chemical reactions, and thermodynamic cycles. Application of statistical mechanics to physical systems, and introduction to treatment of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics with applications. Elementary transport theory. At the level of *Fundamentals of Statistical and Thermal Physics*, by Reif, or *Introduction to Statistical Mechanics* by Betts.

PHYS 360 Electronic Circuits (also A&EP 363) (I) (PBS)

Fall, spring. 4 credits. S-U grade option available by permission of the instructor for students who do not require this course for their major. Prerequisites: undergraduate course in electricity and magnetism (e.g., PHYS 208, 213, or 217) or permission of the instructor. No previous electronics experience is assumed, although the course moves quickly through introductory topics such as basic dc circuits. Fall term usually has a smaller enrollment. Lec, M. Labs T R or W F; evening labs M W spring. Fall, E. Kirkland; spring, R. Thorne.

Practical electronics as encountered in a scientific or engineering research/development environment. Analyze, design, build, and test circuits using discrete components and integrated circuits. Analog circuits: resistors, capacitors, filters, operational amplifiers, feedback amplifiers, oscillators, comparators, passive and active filters, diodes and transistor switches and amplifiers. Digital circuits: combinational and sequential logic (gates, flip-flops, registers, counters, timers), analog to digital (ADC) and digital to analog (DAC) conversion, signal averaging, computer architecture and interfacing. Additional topics may include analog and digital signal processing, light wave communications, transducers, and noise reduction techniques. At the level of *Art of Electronics* by Horowitz and Hill.

PHYS 400 Informal Advanced Laboratory

Fall, spring. Variable to 3 credits. Prerequisites: 2 years of physics or permission of instructor. Lab T W. D. Hartill.

Experiments of widely varying difficulty in one or more areas, as listed under PHYS 410, may be done to fill the student's special requirements.

PHYS 410 Advanced Experimental Physics

Fall, spring. 4 credits. Limited to seniors except by special permission. Prerequisites: PHYS 214 (or 310 or 360) plus 318 and 327, or permission of instructor. Lec, M; lab T W. 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 443 Intermediate Quantum Mechanics (I) (PBS)

Spring. 4 credits. Prerequisites: PHYS 327 or 323; and PHYS 316 and A&EP 321 or appropriate course(s) in mathematics; coregistration in PHYS 314 or 318; or permission of instructor. Assumes prior experience in linear algebra, differential equations, and Fourier transforms. Lec, M W F, rec, R. S. Teukolsky.

This course provides an introduction to concepts and techniques of quantum mechanics, at the level of *An Introduction to Quantum Mechanics*, by Griffiths.

PHYS 444 Nuclear and High-Energy Particle Physics (I) (PBS)

Spring. 4 credits. Prerequisite: PHYS 443 or permission of instructor. Lec, M W F, rec, F. 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 451 Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 551) (I) (PBS)]

Spring. 3 credits. Only students with a strong performance in PHYS 318 or the equivalent will be admitted to the course. Biweekly two-hour seminar to be scheduled. Lec, T R. Not offered 2003–2004.]

PHYS 454 Introductory Solid-State Physics (also A&EP 450) (I) (PBS)

Fall. 4 credits. Prerequisite: PHYS 443, A&EP 361, or CHEM 793 is highly desirable but not required. Lec, M W F. Computer lab: W or R. F. Wise.

An introduction to modern solid-state physics, including crystal structure, lattice vibrations, electron theory of metals and semiconductors, and selected topics from magnetic properties, optical properties, superconductivity, and defects. At the level of *Introduction to Solid State Physics*, by Kittel, and *Solid State Physics*, by Ashcroft and Mermin.

PHYS 455 Geometrical Concepts in Physics (I) (PBS)

Spring. 4 credits. Prerequisite: PHYS 323 or equivalent and at least coregistration in PHYS 318 or permission of instructor. Usually offered every other spring. Lec, T R. B. Greene.

PHYS 456 Introduction to Accelerator Physics and Technology (also PHYS 656) (I) (PBS)

Fall. 3 credits. Prerequisites: Intermediate E&M (PHYS 323 or 327) and Classical Mechanics (PHYS 314 or 318). Lec, T R. G. Hoffstaetter.

Fundamental physical principles of particle accelerators and enabling technologies, with a focus on circular high energy colliders, such as the Cornell Electron Storage Ring (CESR).

[PHYS 457 The Storage Ring as a Source of Synchrotron Radiation (also PHYS 657) (I) (PBS)]

Spring. 3 credits. Prerequisites: intermediate level mechanics (PHYS 314 or 327) and E&M (PHYS 323 or 327) or permission of instructor. Previous completion of PHYS 455 is not required. Lec, T R. Not offered 2003–2004. S. Gruner and R. Talman.

Physics of synchrotron radiation with a focus on characteristics of radiation from dipole magnets, electron beam properties that influence radiation characteristics, and issues of flux, brightness, emittance, brilliance, beam stability, and beam lifetime. Regular lectures alternate with visitor lectures on specialized topics on radiation from insertion devices (i.e., wigglers and undulators,) x-ray optics, coupling to beams, and coherence in x-ray beams. Special emphasis is placed on understanding the requirements of experimental x-ray applications and hands-on opportunities for doing synchrotron radiation experiments.]

PHYS 480 Computational Physics (also PHYS 680 and ASTRO 690) (I) (PBS)

Spring. 3 credits. S-U grades only. The course assumes familiarity with the standard mathematical methods for the physical sciences and engineering, differential equations and linear algebra in particular and with computer programming (e.g., Fortran or C). Lec, T R. T. Arias.

This course covers numerical methods for ordinary and partial differential equations, linear algebra and eigenvalue problems, nonlinear equations, and fast Fourier transforms from the hands-on perspective of how they are used in modern computational research in the era of open software and the web. Depending on the instructor, the course emphasizes different areas of computational science. Emphasis ranges from general methods for tackling PDEs, including finite-difference and spectral methods, to developing your own working ab initio computer program for calculating the properties of molecules and materials with the methods which won Walter Kohn and John Pople the Nobel prize in Chemistry in 1998.

PHYS 481 Quantum Information Processing (also PHYS 681 and COM S 483)

Spring. 2 credits. S-U only. The only essential prerequisite is familiarity with the theory of finite-dimensional vector spaces over the complex numbers. Lec, T R. N. David Mermin.

A technology that successfully exploits fundamental principles of quantum physics can spectacularly alter both the nature of computation and the means available for the transmission of information. Though implementation will be extremely difficult to achieve, the theory of quantum computation offers striking new perspectives on computation and information, as well as on the quantum theory itself. This course is intended both for physicists, unfamiliar with computational complexity theory, and computer scientists and mathematicians, unfamiliar with the principles of quantum mechanics. Topics are likely to include an introduction to the relevant principles of quantum physics, a survey of elementary quantum computational magic, Shor's factoring algorithm, Grover's search algorithm, quantum error correction, quantum cryptography, and the teleportation of quantum states.

[PHYS 487 Selected Topics in Accelerator Technology (also PHYS 687)]

Fall. 2 credits. S-U only. Prerequisites: intermediate E&M (PHYS 323 or 327). Lec, T R. Not offered 2003–2004.

Fundamentals of accelerator technology. This course consists of a series of topical seminars covering the principal elements of accelerator technology.]

PHYS 488 Advanced Topics in Accelerator Physics (also PHYS 688) (I) (PBS)

Fall. 3 credits.

Course covers fundamental physical principles of particle accelerators and enabling technologies.

PHYS 490 Independent Study in Physics

Fall or spring. Variable to 4 credits.

Students can apply a maximum of eight PHYS 490 credits to the physics major.

Prerequisite: permission required of professor who will direct proposed work. A copy of the Request for Independent Study form must be filed with physics department course coordinator, 121 Clark Hall. Individual project work (reading or laboratory) in any branch of physics.

PHYS 500 Informal Graduate Laboratory

Fall, spring; summer. Variable to 2 credits. By permission of instructor. Experiments of widely varying difficulty in one or more areas, as listed under PHYS 510, may be done to fill student's special requirements. D. Hartill.

PHYS 510 Advanced Experimental Physics

Fall, spring. 3 credits. Lab, T W. An optional lecture associated with PHYS 410, M is available. 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 520 Projects in Experimental Physics

Fall, spring, summer. Variable to 3 credits. To be supervised by faculty member. Students must advise department course coordinator of faculty member responsible for their project. Prerequisite: PHYS 510.

Projects of modern topical interest that involve some independent development work by student. Opportunity for more initiative in experimental work than is possible in PHYS 510.

[PHYS 525 Physics of Black Holes, White Dwarfs, and Neutron Stars (also ASTRO 511)]

Spring. 4 credits. No astronomy or general relativity prerequisites. Not offered 2003–2004. D. Lai.

This course covers the formation of compact objects: neutrino and gravitational radiation from supernova collapse and neutron stars; equilibrium configurations, equations of state, stability criteria, and mass limits; the influence of rotation and magnetic fields, pulsar phenomena, mass flow in binary systems; spherical and disk accretion; high-temperature

radiation processes, compact X-ray sources; Gamma-Ray bursts; and high energy processes near supermassive blackholes, Quasars, and active galactic nuclei. Emphasis is on the application of fundamental physical principles to compact objects. Topics in diverse areas of physics are discussed including: solid-state physics, nuclear physics, relativity, fluid dynamics, and high-energy physics.]

[PHYS 551 Classical Mechanics, Nonlinear Dynamics, and Chaos (also PHYS 451)]

Spring. 3 credits. Not offered 2003-2004. For description, see PHYS 451.]

[PHYS 553-554 General Relativity (also ASTRO 509-510)]

553, fall; 554, spring. 4 credits.

Prerequisite: knowledge of special relativity and methods of dynamics at the level of Classical Mechanics, by Goldstein. Offered alternate years, next offered fall 2004. Lec, T R. J. York.

An introductory study of Einstein's theory using methods of vector analysis, differential geometry, and tensor calculus. Topics include moving frames, connections and curvature, equivalence principle, variational principle, electrodynamics, hydrodynamics, thermodynamics, statistical mechanics in the presence of gravitational fields, special relativity from the viewpoint of GR, GR as a dynamical theory, and experimental tests of GR. At the level of *Gravitation* by Misner, Thorne, and Wheeler and *General Relativity* by Wald. PHYS 554 is a continuation of 553, which emphasizes applications to astrophysics and cosmology. Topics include gravitational collapse and black holes, gravitational waves, elementary cosmology, and the use of active gravitational dynamics as a fundamental element of astrophysical and cosmological research.]

PHYS 561 Classical Electrodynamics

Fall. 3 credits. S. Teukolsky.

Course covers Maxwell's equations, electromagnetic potentials, electrodynamics of continuous media (selected topics), special relativity, and radiation theory. At the level of *Classical Electrodynamics*, by Jackson.

PHYS 562 Statistical Physics

Spring. 4 credits. Primarily for graduate students. Prerequisites: a good knowledge of quantum mechanics, classical mechanics, and an undergraduate-level thermo-dynamics or statistical mechanics class will be expected. Lec M W F. J. Sethna.

The course starts with the fundamental concepts of temperature, entropy, and free energy, defining the microcanonical, canonical, and grand canonical ensembles. We touch upon Markov chains, random walks, diffusion equations, and the fluctuation-dissipation theorem. We cover Bose-Einstein and Fermi statistics, black-body radiation, Bose condensation, superfluidity, metals, and white dwarves. We discuss fundamental descriptions of phases, and introduce Landau theory, topological order parameters, and the homotopy classification of defects. We briefly study first order phase transitions and critical droplet theory, and conclude with a discussion of critical phenomena, scaling, universality, and the renormalization group. At the level of *Statistical Mechanics* (2nd edition) by Pathria and *Statistical Mechanics of Phase Transition* by Yeomans.

PHYS 572 Quantum Mechanics I

Fall. 4 credits. Lec, M W F. T. M. Yan.

Course covers the general principles of quantum mechanics, formulated in the language of Dirac. Covers systems with few degrees of freedom: hydrogen atom, including fine and hyperfine structure; the deuteron; and atomic transitions. Theory of angular momentum, symmetries, perturbations and collisions are developed to analyze phenomena displayed by these systems. At the level of *Modern Quantum Mechanics* by Sakurai. A knowledge of the subject at the level of PHYS 443 is assumed, but the course is self-contained.

PHYS 574 Applications of Quantum Mechanics II

Spring. 4 credits. Lec, M W F.

Possible topics include: many electron atoms, second quantization for fermions, quantization of the electromagnetic field, scattering of complex systems, Bose-Einstein condensation of alkali atoms, superconductivity, and introduction to the Dirac equation. Knowledge of the concepts and techniques covered in PHYS 561 and 572 and of statistical mechanics at an undergraduate level is assumed.

PHYS 599 Cosmology (also ASTRO 599)

For description, see ASTRO 599.

PHYS 635 Solid State Physics I

Fall. 3 credits. Prerequisites: a good undergraduate solid-state physics course, such as PHYS 454, as well as familiarity with graduate-level quantum mechanics. N. Ashcroft.

A survey of the physics of solids: crystal structures, x-ray diffraction, phonons, and electrons. Selected topics from semiconductors, magnetism, superconductivity, disordered materials, dielectric properties, and mesoscopic physics. At the level of *Solid State Physics* by Ashcroft and Mermin.

PHYS 636 Solid-State Physics II

Spring. 3 credits. Prerequisite: PHYS 635. P. Brouwer.

A continuation of PHYS 635. Topics from quantum condensed matter physics not included in that course, which may include: Fermi Liquid Theory, magnetism, superconductivity, broken symmetries, elementary excitations, topological defects, superfluids, the quantum Hall effect, mesoscopic quantum transport theory, Anderson localization, and other metal insulator transitions.

PHYS 645 High-Energy Particle Physics

Fall. 3 credits.

Course serves as an introduction to physics of baryons, mesons, and leptons.

PHYS 646 High-Energy Particle Physics

Spring. 3 credits.

This course covers: topics of current interest, such as high-energy electron and neutrino interactions, electron positron annihilation, and high-energy hadronic reactions.

PHYS 651 Relativistic Quantum Field Theory I

Fall. 3 credits. S-U grades only.

M. Neubert.

Topics covered include consequences of causality and Lorentz invariance, field quantization, perturbation theory, calculation of cross sections and decay rates, and an introduction to radiative corrections and renormalization with applications to electromagnetic and weak interactions.

PHYS 652 Relativistic Quantum Field Theory II

Spring. 3 credits. S-U grades only. H. Tye.

This course is a continuation of PHYS 651 and introduces more advanced methods and concepts in quantum field theory. Topics include functional integral methods, quantization of non-abelian gauge theories, the renormalization group, spontaneous symmetry breaking, and anomalies. Applications to the electroweak theory and quantum chromodynamics are emphasized. Topics in grand unification, supersymmetry or instantons may be introduced. At the level of *An Introduction to Quantum Field Theory* by Peskin and Schroeder.

PHYS 653 Statistical Physics

Fall. 3 credits. Prerequisites: competence in the basic principles of quantum mechanics, statistical physics at the level of PHYS 562, and thermodynamics. S-U grades only.

V. Elser.

Survey of topics in modern statistical physics selected from: dynamical statistical physics (kinetic theory, Boltzmann equation, hydrodynamics); theory of simple fluids; critical phenomena and the renormalization group; phase transitions in disordered systems; and random matrix theory pattern formation in nonequilibrium systems.

PHYS 654 Theory of Many-Particle Systems

Spring. 3 credits. Prerequisites: PHYS 562, 574, 635, 636, and 653 or permission of instructor. S-U grades only. Staff.

Equilibrium and transport properties of microscopic systems of many particles studied at zero and finite temperatures. Formalisms such as thermodynamic Green's functions are introduced and applied to such topics as normal and superconducting Fermi systems, magnetism, dynamical impurity problems, and Luttinger Liquids.

PHYS 656 Introduction to Accelerator Physics and Technology (also PHYS 456)

See PHYS 456 for description.

[PHYS 657 The Storage Ring as a Source of Synchrotron Radiation (also PHYS 457)]

Not offered 2003-2004.

See PHYS 457 for description.]

PHYS 661 Advanced Topics in High Energy Particle Theory

Fall. 3 credits. Prerequisites: PHYS 652. S-U grades only. M. Neubert.

This course presents advanced topics of current research interest. Subject matter varies from year to year. Some likely topics are two-dimensional conformal field theory with applications to string theory and condensed matter physics, applications of the electroweak theory, lattice gauge theory, mathematical methods (e.g. group theory), perturbative quantum chromodynamics, anomalies and geometry, supersymmetry, current algebra, heavy quark physics, heavy quark symmetry, and phenomenological issues beyond the standard model.

[PHYS 667 Theory of Stellar Structure and Evolution (also ASTRO 560)]

Not offered 2003-2004.

For description, see ASTRO 560.]

[PHYS 670 Instrumentation Seminar

Spring. 2 credits. S-U grades only. Not offered 2003-2004. J. Alexander.

Course covers conception, design, and performance of innovative instrumentation in condensed matter and elementary particle physics.]

PHYS 680 Computational Physics (also PHYS 480 and ASTRO 690)

For description, see PHYS 480.

PHYS 681-689 Special Topics

Offerings are announced each term. Typical topics are group theory, analyticity in particle physics, weak interactions, superfluids, stellar evolution, surface physics, Monte Carlo methods, low-temperature physics, magnetic resonance, phase transitions, and the renormalization group.

PHYS 681 Quantum Information Processing (also PHYS 481 and COM S 453)

See PHYS 481 for description.

[PHYS 687 Selected Topics in Accelerator Technology (also PHYS 487)]

See PHYS 487 for description. Not offered 2003-2004.]

PHYS 688 Advanced Topics in Accelerator Physics (also PHYS 488)

Fall. 3 credits.

For description, see PHYS 488.

PHYS 690 Independent Study in Physics

Fall or spring. Variable to 4 credits.

Students must advise department course coordinator, 121 Clark Hall, of faculty member responsible for grading their project. S-U grades only. Special graduate study in some branch of physics, either theoretical or experimental, under the direction of any professorial member of the staff.

POLISH

See Department of Russian.

PORTUGUESE

See Department of Romance Studies.

PSYCHOLOGY

D. J. Bem, S. L. Bem, U. Bronfenbrenner, M. Christiansen, J. E. Cutting, R. B. Darlington, T. J. DeVogd, D. A. Dunning, S. Edelman, M. Ferguson, D. J. Field, B. L. Finlay, T. D. Gilovich, B. P. Halpern, A. M. Isen, R. E. Johnston, C. L. Krumhansl, W. W. Lambert, D. A. Levitsky, J. B. Maas, U. Neisser, M. Owren, H. S. Porte, D. T. Regan, E. A. Regan, H. Segal, M. Spivey, B. J. Strupp

The major areas of psychology represented in the department are perceptual and cognitive psychology, biopsychology, and personality and social psychology. These areas are very broadly defined, and the courses are quite diverse. Biopsychology includes such things as animal learning, neuropsychology, interactions between hormones, other biochemical processes, and behavior. Perceptual and cognitive psychology includes such courses as cognition, perception, memory, and psycholinguistics. Personality and social psychology is represented by

courses in social psychology and personality (such as Psychology and Law, Judgment and Decision Making, and Social Construction of Gender), as well as courses in fieldwork and psychopathology. In addition to the three major areas mentioned above, the department also emphasizes the statistical and logical analysis of psychological data and problems.

The Major

Admission to the major is usually granted to any student in good standing in the college who has passed three or more psychology courses with grades of C+ or better. Provisional admission requires two such courses. To apply to the major and receive an adviser, a major application form may be obtained from the department office (211 Uris Hall) and should be completed and taken to one of the faculty members whose name is listed on the form.

Requirements for the major are:

- 1) a total of 40 credits in psychology (including prerequisites), from which students majoring in psychology are expected to choose, in consultation with their advisers, a range of courses that covers the basic processes in psychology (laboratory and/or field experience is recommended); and
- 2) demonstration of proficiency in statistics before the beginning of the senior year. (See the section below on the statistics requirement.)

Normally it is expected that all undergraduate psychology majors will take at least one course in each of the following three areas of psychology:

- 1) **Perceptual and cognitive psychology**
- 2) **Biopsychology**
- 3) **Social, personality, and abnormal psychology**

The following classification of Department of Psychology offerings is intended to help students and their advisers choose courses that will ensure that such breadth is achieved.

- 1) **Perceptual and cognitive psychology:** PSYCH 205, 209, 214, 215, 292, 305, 311, 316, 342, 412, 413, 414, 415, 416, 417, 418, 419, 436, 492.
- 2) **Biopsychology:** PSYCH 223, 307, 322, 324, 326, 332, 361, 396, 420, 422, 424, 425, 429, 431, 440, 492.
- 3) **Social, personality, and abnormal psychology:** PSYCH 128, 265, 275, 277, 280, 281, 325, 327, 328, 402, 404, 450, 481, 489, 491.
- 4) **Other courses:** PSYCH 101, 199, 347, 350, 410, 440, 441, 470, 471, 472, 473, 475, 478, 479. The major adviser determines to which group, if any, these courses may be applied.

With the permission of the adviser, courses in other departments may be accepted toward the major requirements.

Fieldwork, independent study, and teaching.

The department requires students to observe the following limits on fieldwork, independent study, and teaching.

- 1) Undergraduates may not serve as teaching assistants for psychology courses if they are serving as teaching assistants for any other course during the same semester.

- 2) An undergraduate psychology major cannot apply more than 12 of the credits earned in independent study (including honors work) and fieldwork toward the 40 credits required by the major.

Statistics requirement. Proficiency in statistics can be demonstrated in any one of the several ways listed below.

- 1) Passing PSYCH 350.
- 2) Passing an approved course or course sequence in statistics in some other department at Cornell. The approved list of courses and sequences may change. It has usually included SOC 301 and ILR 210 and 211. Requests that a particular course be added to this list may be made to Professor Gilovich.
- 3) Passing a course or course sequence in statistics at some other college, university, or college-level summer school. The course or sequence must be equivalent to at least six semester credits. The description of the course from the college catalog and the title and author of the textbook used must be submitted to Professor Gilovich for approval.
- 4) Passing an exemption examination. This examination can be given at virtually any time during the academic year if the student gives notice at least one week before. Students who have completed a theoretical statistics course in a department of mathematics or engineering and who wish to demonstrate competence in applied statistics usually find this option the easiest. Students planning this option should discuss it in advance with Professor Gilovich.

Concentration in biopsychology.

Psychology majors interested in psychology as a biological science can elect to specialize in biopsychology. Students in this concentration must meet all of the general requirements for the major in psychology and must also demonstrate a solid background in biology; the physical sciences, including at least introductory chemistry; and mathematics. Students will design with their advisers an integrated program in biopsychology built around courses on physiological, chemical, anatomical, and ecological determinants of human and nonhuman behavior offered by the Department of Psychology. Additional courses in physiology, anatomy, biochemistry, neurochemistry, neurobiology, and behavioral biology may be designated as part of the psychology major after consultation between the student and his or her biopsychology adviser.

Concentration in personality and social psychology.

Psychology majors who wish to specialize in social psychology are expected to meet the general requirements set by their department, including statistics. To ensure a solid interdisciplinary grounding, students in the concentration will be permitted to include some major courses in sociology and related fields. Advisers will assist students in the selection of a coherent set of courses from social organization, cultural anthropology, experimental psychology, social methodology, and several aspects of personality and social psychology. Seniors in the concentration may elect advanced and graduate seminars, with the permission of the instructor.

Undergraduate honors program. The honors program is designed for those

exceptionally able students who wish to pursue an intensive and independent program of research in psychology. Successful participation in this program serves as evidence of the student's facility in the two most important skills of an academic psychologist: the capacity to acquire and integrate a substantial body of theoretical and factual material and the ability to engage in creative research activity. All qualified students planning on a graduate education in psychology or other academic fields should consider the honors program seriously. The program offers most students the closest contact and consultation with faculty that they will receive during their time at Cornell.

The core of the honors program is a research project that the student carries out in close collaboration with a faculty member in the field of psychology. It is assumed that most students will do so while enrolled in PSYCH 470 (Undergraduate Research in Psychology). A written report of the research is to be given to the chair of the honors committee (currently Professor Owren) toward the end of the last semester of the student's senior year. An oral defense of the thesis is then given before a committee of three faculty members, and the student presents his or her work in a public forum. Final honors standing (summa cum laude, magna cum laude, cum laude) is indicated on the student's diploma. The T. A. Ryan Award, accompanied by a cash prize, is awarded to the student who conducts the best honors project in a given year.

A student may formally apply to the honors program at any time during the senior year provided that she or he is actively engaged in independent research. However, students must do so by the second week of November. Applications should be given to Professor Owren and should be made directly by the student.

Distribution Requirement

The distribution requirement in the social sciences is satisfied by any two courses in psychology with the exception of PSYCH 223, 307, 322, 324, 326, 332, 350, 361, 396, 410, 420, 422, 424, 425, 429, 431, 440, 441, 470, 471, 472, 473, 475, 478, 479, 491, 492.

Note: The Department of Psychology has listed all days and times for each course that we offer. If there should be changes in the days, times, or semester that a course is offered, we will post the necessary changes throughout the department and in the supplements of the Course and Time and Course and Room Rosters. Changes are also available on the web site, comp9.psych.cornell.edu.

Courses

PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry (III) (SBA)

Fall. 3 credits. Students who would like to take a discussion seminar should also enroll in PSYCH 103. M W F. J. B. Maas. The study of human behavior. Topics include brain functioning and mind control, psychophysiology of sleep and dreaming, psychological testing, perception, learning, cognition, memory, language, motivation, personality, abnormal behavior, psychotherapy, social psychology, and other aspects of applied psychology. Emphasis is on

developing skills to critically evaluate claims made about human behavior.

PSYCH 102 Introduction to Cognitive Science (also COGST 101, COM S 101, LING 170, PHIL 191) (III) (KCM)

Fall. 3 or 4 credits (the four-credit option involves a writing section instead of taking exams). T R. M. Spivey.

This course surveys the study of how the mind/brain works. We examine how intelligent information processing can arise from biological and artificial systems. The course draws primarily from five disciplines that make major contributions to cognitive science: philosophy, psychology, neuroscience, linguistics, and computer science. The first part of the course introduces the roles played by these disciplines in cognitive science. The second part of the course focuses on how each of these disciplines contributes to the study of five topics in cognitive science: language, vision, learning and memory, action, and artificial intelligence.

PSYCH 103 Introductory Psychology Seminars

Fall. 1 credit. Limited to 300 students. Prerequisite: concurrent enrollment in PSYCH 101. 12 different time options. J. B. Maas and staff.

A weekly seminar that may be taken in addition to PSYCH 101 to provide an in-depth exploration of selected areas in the field of psychology. Involves extensive discussion and a term paper related to the seminar topic. Choice of seminar topics and meeting times are available at the second lecture of PSYCH 101.

PSYCH 111 Brain Mind and Behavior (also BIONB 111 and COGST 111) (I) (PBS)

Spring. 3 credits. Letter grades only. No prerequisites. Intended for freshman and sophomores in the humanities and social sciences; seniors not allowed. Not recommended for psychology majors; biology majors may not use the course for credit toward the major. M W F. E. Adkins Regan and R. Hoy.

Understanding how the brain creates complex human behavior and mental life is a great scientific frontier of the next century. This course enables students with little scientific background from any college or major to appreciate the excitement. What are the interesting and important questions? How are researchers trying to answer them? What are they discovering? Why did the brain evolve this remarkable capacity?

[PSYCH 201 Cognitive Science in Context Laboratory (also COGST 201 and COM S 201) (III) (KCM)]

Spring. 4 credits. Prerequisite: PSYCH 102/COG ST 101/COM S 101/LING 170/PHIL 191, Introduction to Cognitive Science. Knowledge of programming languages is not assumed. Limited to 24 students. Disc and demos, M W; lab. M W, plus additional hours TBA. Uris Hall 259. Not offered 2003-2004. D. Field and staff.

A laboratory course that explores the theories of cognitive science and provides direct experience with the techniques of cognitive science, in relation to the full range of both present and anticipated future activities in the workplace, the classroom, and in everyday life. Discussions of laboratory exercise results, supplementation of laboratory topics, and

analyses of challenging primary research literature are done in meetings of the entire class. Laboratory exercises, which are done on an individual or small group basis, include both pre-planned investigations and student-developed experiments. Use of digital computers as well as the Internet, electronic mail, and web sites are integral components of the course.

The focus is on human-computer interactions that are intended to permit effective and efficient exchange of information and control of functions or operations. This approach is applied to real life settings. Students are expected to come to each discussion meeting having read and thought about assigned materials, and to come to scheduled laboratory meetings fully prepared to perform the laboratory exercises. Laboratory facilities are available to students at all times so that statistical analysis of data, preparation of laboratory reports, and collection of experimental data is facilitated.]

PSYCH 205 Perception (III)

Spring. 3 credits. Open to all students. Graduate students, see PSYCH 605. T R. J. E. Cutting.

One of four introductory courses in cognitive psychology. Basic perceptual concepts and phenomena are discussed with emphasis on stimulus variables and sensory mechanisms. All sensory modalities are considered. Visual and auditory perception are discussed in detail.

PSYCH 209 Developmental Psychology (III) (KCM)

Spring. 4 credits. Graduate students, see PSYCH 709. M W. N. Nicastro.

One of four introductory courses in cognition and perception. A comprehensive introduction to current thinking and research in developmental psychology that approaches problems primarily from a cognitive perspective. The course focuses on the development of perception, action, cognition, language and social understanding in infancy and early childhood.

PSYCH 214 Cognitive Psychology (also COGST 214) (III) (KCM)

Fall. 3 or 4 credits (the 4-credit option involves some participation in COGST 501/PSYCH 614). Sophomore standing required. Limited to 150 students. Graduate students, see PSYCH 614. M W F. S. Edelman.

The course serves as a broad overview of problems arising in the study of cognition and of the information-processing, or computational, approaches to solving these problems, in natural and artificial cognitive systems. Theoretical and experimental challenges posed by the understanding of perception, attention and consciousness, memory, thinking, and language are discussed and analyzed. Participants acquire conceptual tools essential for following the current debates on the nature of mind and its relationship to the brain.

PSYCH 215 Psychology of Language (also COGST 215, LING 215) (III) (KCM)

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisites: any one course in Psychology or Human Development. Graduate students, see PSYCH 715. T R. M. Christiansen.

This course provides an introduction to the psychology of language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. It covers a broad range of topics from psycholinguistics, including the origin of language, the different components of language (phonology, morphology, syntax, and semantics), processes involved in reading, computational modeling of language processes, the acquisition of language (both under normal and special circumstances), and the brain bases of language.

PSYCH 223 Introduction to Biopsychology (I:supplementary list)

Fall. 3 credits. M W F 10:10. No prerequisites. Can be used to satisfy the psychology major breadth requirement and as an alternative prerequisite for upper-level biopsychology courses. M. J. Owren. An introduction to psychology from a biological perspective, including both evolutionary and physiological approaches to behavior. Topics include the structure and function of the nervous system, genetic and biochemical models of behavior, hormones and behavior, biological bases of learning, cognition, communication, and language, and the evolution of social organization.

Introductory courses in social and personality psychology. Each of the following four courses (265, 275, 277, 280) provides an introduction to a major area of study within social and personality psychology. These courses are independent of one another, and none have any prerequisites. Students may take any one of the courses or any combination of them (including all four). Courses may be taken in any order or simultaneously.

PSYCH 265 Psychology and Law (III) (SBA)

Fall. 3 credits. M W F. D. A. Dunning. This course examines the implications of psychological theory and methods for law and the criminal justice system. We concentrate on psychological research on legal topics (e.g., confession, eyewitness testimony, jury decision making, homicide, aggression, the prison system), social issues (e.g., death penalty, affirmative action), and on psychologists as participants in the legal system (e.g., assessing insanity and dangerousness and for expert testimony).

PSYCH 275 Introduction to Personality Psychology (also HD 260) (III) (SBA)

Spring. 3 credits. Recommended: introductory course in psychology or human development. T. R. C. Hazan. This course is designed as an introduction to theory and research in the area of personality psychology, with special emphasis on personality development. It covers the major influences including genetic, environmental, and gene-environment interactions, and involves in-depth study of the major theories. The assumptions and models of human behavior that form the basis of each theoretical orientation are examined and compared, and the relevant empirical evidence reviewed and evaluated. In addition, basic psychometric concepts and the methods for measuring and assessing personality are covered, as will the major related debates and controversies.

[PSYCH 277 Social Construction of Gender (also FGSS 277) (III)]

Fall. 3 credits. Limited to 180 students. T. R. Not offered 2003–2004. S. L. Bem.

PSYCH/FGSS 277 is an interdisciplinary course that addresses two broad questions: How an individual's gender and sexuality constructed? And how are hidden assumptions or "lenses" embedded in our social institutions, cultural discourses, and individual psyches perpetuate male power and oppress women and sexual minorities? Three lenses in particular are emphasized: androcentrism, gender polarization, and biological essentialism. A fundamental assumption of the course is that social science has worried too much about difference per se and too little about how even our most neutral-looking institutions invisibly transform difference into disadvantage. Although some attention is given to biological perspectives, the course emphasizes the cultural and psychological processes whereby the historically contingent comes to appear as the natural. Among some of the many topics discussed are the importance of looking at biology in context, the parental "instinct," androcentrism in law, sexual orientation cross-culturally, egalitarian relationships, gender-liberated child-rearing, and homophobia.]

PSYCH 280 Introduction to Social Psychology (III) (SBA)

Spring. 3 credits. T. R. T. D. Gilovich and D. T. Regan.

An introduction to research and theory in social psychology. Topics include social influence, persuasion, and attitude change; social interaction and group phenomena; altruism and aggression; stereotyping and prejudice; and everyday reasoning and judgment.

PSYCH 282 Community Outreach (also HD 282)

Fall. 2 credits. Prerequisites: PSYCH 101 or HD 115. T. H. Segal.

This course provides students with information and perspectives essential to volunteer field work with human and social service programs in the community. To gain a practical understanding of what mental health professionals do in the workplace, students examine problems that emerge in fieldwork settings which raise ethical, methodological, theoretical, and practical issues in the observation or treatment of clients or patients. Although students are not required to volunteer at a local agency, the instructor will assist students in finding sites that may provide appropriate learning opportunities. A paper, relating current research to issues relevant to community mental health, is due at the end of the course.

[PSYCH 292 Intelligence (III) (SBA)]

Spring. 4 credits. Prerequisites: one 200-level course in psychology. M. W. Section meetings on Friday. Not offered 2003–2004. U. Neisser.

A scientific overview of the controversial issues that surround intelligence tests and what they measure. Topics include the history of testing, correlates of test scores, alternative approaches to mental ability, genetic and environmental contributions to diversity in intelligence, effects of schooling, worldwide IQ gains, cultural factors, and group differences.]

[PSYCH 305 Visual Perception (also VISST 305) (III)]

Fall. 4 credits. Limited to 25 students. Prerequisite: PSYCH 205 or permission of instructor. M. W. F. Not offered 2003–2004. J. E. Cutting.

A detailed examination of pictures and their comparison to the real world. Linear perspective in Renaissance art, photography, cinema, and video are discussed in light of contemporary research in perception and cognition.]

[PSYCH 311 Introduction to Human Memory (III)]

Spring. 3 credits. Limited to 40 students. Some familiarity with statistical methods and experimental design and with the study of cognition is desirable. Graduate students, see PSYCH 611. T. R. Not offered 2003–2004. Staff.

This course offers an overview of experimental findings and theoretical issues in the study of human memory. Coverage includes topics such as the nature of memory, various memory systems, coding and retrieval processes, practice and habit acquisition, organization for learning and memory, interference and forgetting, models of memory, and memory dysfunction and its relation to normal memory.]

[PSYCH 313 Problematic Behavior in Adolescence (also HD 313) (III)]

Fall. 3 credits. Prerequisite: HD 115 or PSYCH 101; HD 216 recommended. M. W. Not offered 2003–2004. J. Haugaard.

This course explores several problematic behaviors of adolescence, including depression, drug abuse, eating disorders, and delinquency. Various psychological, sociological, and biological explanations for the behaviors are presented. Appropriate research is reviewed; treatment and prevention strategies are explored. An optional discussion section is available to students who would like an opportunity to discuss readings and lectures in greater depth.]

PSYCH 316 Auditory Perception (III) (KCM)

Fall. 3 or 4 credits; the 4-credit option involves a laboratory project or paper. Prerequisite: PSYCH 102, 205, 209, or 214 (other psychology, linguistics, or biology courses could serve as prerequisite with permission of the instructor). Limited to 30 students. Graduate students, see PSYCH 716. M. W. C. L. Krumhansl.

A course that covers the major topics in auditory perception including: physics of sound; structure and function of the auditory system; perception of loudness, pitch, and spatial location, with applications to speech production and perception; and music and environmental sounds.

[PSYCH 322 Hormones and Behavior (also BIONB 322) (I) (PBS)]

Fall. 3 credits. Two lectures plus a section in which students read and discuss original papers in the field, give an oral presentation, and write a term paper. Limited to juniors and seniors. Prerequisites: any one of the following: (a) PSYCH 223, (b) BIONB 221, (c) BIONB 222, or (d) one year of introductory biology plus a course in psychology. Letter grade only. Graduate students see PSYCH 722. M. W. F. Not offered 2003–2004. E. Adkins Regan.

The major focuses of the course are comparative and evolutionary approaches to the study of the relationship between reproductive hormones and sexual behavior in vertebrates, including humans. Also included are hormonal contributions to parental behavior, aggression, stress, learning and memory, and biological rhythms.]

[PSYCH 324 Biopsychology Laboratory (also BIONB 324) (I) (PBS)]

Fall. 4 credits. Limited to 20 juniors and seniors. Prerequisites: PSYCH 223 or BIONB 221 or 222, and permission of instructor. T R. Not offered 2003-2004. T. J. DeVoogd.

Experiments designed to provide experience in animal behavior (including learning) and its neural and hormonal mechanisms. A variety of techniques, species, and behavior patterns are included.]

PSYCH 325 Adult Psychopathology (also HD 370) (III) (SBA)

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisites: any one course in Psychology or Human Development. M W. H. Segal.

A research-based introduction to the biological, psychological, and social (including cultural and historical) aspects of adult psychopathology. The major mental illnesses are covered, including (among others) schizophrenia, mood disorders, anxiety disorders, and personality disorders. Childhood disorders are not covered.

PSYCH 326 Evolution of Human Behavior (I)

Spring. 4 credits. Prerequisite: PSYCH 223, or an introductory biology course, or an introductory anthropology course. Graduate students, see PSYCH 626. T R. R. E. Johnston.

A broad comparative approach to the behavior of animals and humans with special emphasis on the evolution of human behavior. Topics covered vary but include some of the following: human evolution, evolutionary and sociobiological theory, animal communication, nonverbal communication, language, cognitive capacities, social behavior and organization, cooperation and altruism, sexual behavior, mating and marriage systems, aggression, and warfare.

PSYCH 327 Field Practicum I (also HD 327) (III) (SBA)

Fall only. 3 credits. Prerequisites: PSYCH 325 or HD 370 (or taken concurrently), and permission of instructor. No S-U grades. Enrollment is limited. Enrolled students must commit to taking PSYCH 328 in the spring semester. No S-U option. M W. H. Segal.

This course is composed of three components which form an intensive undergraduate field practicum. First, students spend three to six hours a week at local mental health agencies, schools, or nursing facilities working directly with children, adolescents, or adults; supervision is provided by host agency staff. Second, Cornell faculty provide additional weekly educational supervision for each student. Third, seminar meetings cover issues of adult and developmental psychopathology, clinical technique, case studies, and current research issues. Students write two short papers, two final take-home exams, and present an account of their field experience in class.

PSYCH 328 Field Practicum II (also HD 328) (III) (SBA)

Spring. 3 credits. Prerequisites: PSYCH 327 taken the previous term, PSYCH 325 or HD 370 (or taken concurrently), permission of instructor. No S-U grades. Enrollment is limited. M W. H. Segal.

This course continues the field practicum experience from PSYCH 327. Students spend three to six hours a week at local mental health agencies, schools, or skilled nursing facilities working directly with children, adolescents, or adults; supervision is provided by host agency staff.

PSYCH 330 Introduction to Computational Neuroscience (also BIONB 330) (I) (PBS)

Fall. 3 credits. Limited to 25 students. Prerequisites: BIONB 222 or permission of instructor. S-U Grades Optional. Lecs T R 2:55-4:10. Offered alternate years. C. Linster.

This course will cover the basic ideas and techniques involved in computational neuroscience. The course surveys diverse topics including: neural dynamics of small networks of cells, neural coding, learning in neural networks and in brain structures, memory models of the hippocampus, sensory coding and others.

PSYCH 332 Biopsychology of Learning and Memory (also BIONB 328) (I) (PBS)

Spring. 3 credits. Prerequisites: 1 year of biology and either a biopsychology class or BIONB 222. Limited to 60 students. Graduate students, see PSYCH 632. M W F. T. J. DeVoogd.

This course surveys the approaches that have been or are currently being used in order to understand the biological bases for learning and memory. Topics include invertebrate, "simple system" approaches, imprinting, avian song learning, hippocampal and cerebellar function, and human pathology. Many of the readings are from primary literature.

PSYCH 340 Autobiographical Memory

Spring. 3 credits. Limited to 20 students. Prerequisites: any one course in psychology or human development. M W. U. Neisser.

Much recent research has focused on people's ability to remember—and often to misremember—their own life experiences. This course will review that research, including such topics as "flashbulb" memories, "childhood amnesia," the development of memory in children, cultural differences, the "false memory syndrome," eyewitness testimony, prospective memory, sex differences, recall of school learning, the amnesic syndrome, and the relation between memory and self.

PSYCH 342 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also COGST 342 and VISST 342) (III)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101 or permission of instructor. PSYCH 205 strongly recommended. Graduate students, see PSYCH 642. T R. D. J. Field.

Our present technology allows us to transmit and display information through a variety of media. To make the most of these media channels, it is important to consider the limitations and abilities of the human observer. The course considers a number of

applied aspects of human perception with an emphasis on the display of visual information. Topics covered include: "three-dimensional" display systems, color theory, spatial and temporal limitations of the visual systems, attempts at subliminal communication, and "visual" effects in film and television.

PSYCH 347 Psychology of Visual Communications (also VISST 347) (III) (SBA)

Spring. 3 credits. Limited to 15 students. Prerequisites: PSYCH 101 and permission of instructor. R. J. B. Maas.

An exploration of theories of education, communication, perception, attitude, and behavior change as they relate to the effectiveness of visually based communication systems. Emphasis is on the use of photography and computer graphics to deliver educational messages.

PSYCH 350 Statistics and Research Design (II) (MQR)

Fall. 4 credits. Limited to 120 students. M W F. T. D. Gilovich.

Acquaints the student with the elements of statistical description (measures of average, variation, correlation, etc.) and, more important, develops an understanding of statistical inference. Emphasis is placed on those statistical methods of principal relevance to psychology and related behavioral sciences.

PSYCH 361 Biopsychology of Normal and Abnormal Behavior (also NS 361)

Fall. 3 credits. Limited to 50 students in psychology and 50 students in nutritional sciences. Prerequisites: an introductory biology course and an introductory psychology course, or permission of instructor. S-U grades optional. Juniors and seniors only. M W F. B. J. Strupp.

A critical evaluation of factors thought to underlie normal and abnormal behavior and/or cognitive functioning. Psychological, biological, and societal influences are integrated. Topics include: the psychobiology of learning and memory; nutritional influences on behavior/cognition (e.g., sugar, food additives, choline); cognitive dysfunction (e.g., amnesia, Alzheimer's disease); developmental exposure to environmental toxins and drugs of abuse; and psychiatric disorders (depression, eating disorders).

PSYCH 380 Social Cognition (III) (SBA)

Fall. 4 credits. Limited to juniors and seniors. Prerequisites: PSYCH 280. T R. M. Ferguson.

What are the causes and consequences of our own and other's judgments, feelings, attitudes, and behaviors? This course introduces students to social cognition, which is a research perspective that uses both cognitive and social psychological theories and methodologies to explain such social phenomena.

[PSYCH 396 Introduction to Sensory Systems (also BIONB 396) (I) (PBS)]

Spring. 4 credits. Limited to 25 students. Prerequisites: an introductory course in biology or biopsychology, plus a second course in behavior, biopsychology, cognitive science, neuroscience, or perception. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Offered alternate years, Not offered 2003-2004. Class meetings, M W F. B. P. Halpern.

This course covers both those characteristics of sensory systems that are common across living organisms and those sensory properties that represent adaptations of animals to particular habitats, environments, or niches. The principles and limitations of major methods used to examine sensory systems are considered. Emphasis is on somesthetic, visual, and auditory systems. This course will be taught using the Socratic method, in which the instructor asks questions of the students. Students are assigned original literature in the form of printed or electronic journal articles or reviews and are expected to come to each class having read, thought about, and prepared to discuss the assigned readings and other assigned information resources. A course packet of reproduced articles, textbooks, a course web site, and Internet sites are used. Students submit brief analyses of, and comments and questions on, all assignments by email to the course's electronic mailing list a day before each class meeting. The mailing list distributes submissions to all members of the class and to the instructor. In addition to these brief tri-weekly written exercises, a web site or a term paper on a topic germane to the course is required. All examinations are in take-home format. At the level of *From Sound to Synapse* by C. D. Geisler; *The Retina*, by J. E. Dowling. courseinfo.cit.cornell.edu/courses/psych_nbb_396/

[PSYCH 401 Theoretical Approaches to Psychopathology and Treatment (III)]

Fall. 3 credits. Limited to 20 students. Prerequisites: PSYCH 281 or 325. TBA. Not offered 2003–2004. Staff.

This course is designed to provide students with an overview of theoretical approaches to psychopathology and psychotherapy. It also aims to develop students' capacities to think in theoretical terms about psychological practice. We examine the theoretical and pragmatic features of major contemporary models of psychotherapy and explore the conceptual traditions on which they draw. Observation of the work of children and adolescents, audio-visual demonstrations, case presentations and discussions are included to advance students' understanding of the application of theory to practice. At the end of the course, students should be prepared to take a particular case and discuss the theoretical, practice, and research issues it raises, including intervention strategies. This course is not intended to provide students simply with an understanding of methods. It is organized around theory, research, and practice relevant to the treatment of several of the Disorders of Infancy and Childhood as well as specific disorders of Adults on Axis I and Axis II of DSM IV. Special attention is given to the work of: Daniel Stern, M.D. and Otto Kernberg, M.D.—Psychoanalytic revisionists; Lorna Benjamin, Ph.D.—Interpersonal Theory; Aaron Beck, M.D.—Cognitive Theory; and Marsha Linehan, Ph.D.—Behavioral and Cognitive-Behavioral Treatment.]

[PSYCH 402 Current Research on Psychopathology: Depression (III)]

Spring. 4 credits. Limited to 20 students. Prerequisite: PSYCH 325 or HD 370 and permission of the instructor. M. Not offered 2003–2004. Staff.

Current research and theory on the nature and etiology of depression. Approaches from various perspectives (biological, psychological,

socio-cultural) are considered. Minimal attention given to psychotherapy and symptomatology.]

[PSYCH 404 Psychopathology and the Family (III)]

Spring. 4 credits. Limited to 20 students. Prerequisite: PSYCH 325 or HD 370 and permission of the instructor. M. Not offered 2003–2004. Staff.

This course explores familial influences on the development of abnormal behavior. It examines how psychological, biological, and cultural factors in a family might contribute to such disorders as anorexia nervosa, depression, psychopathy, and psychosomatic illnesses. Emphasis is placed on early childhood experiences in the family and their impact on the development of later psychopathology. The course also discusses how the evolution of family structures in more recent times (e.g., the rise in day care and divorce) influences the individual. Family therapy approaches and techniques are also examined.]

[PSYCH 410 Undergraduate Seminar in Psychology]

Fall or spring. 2 credits. Nonmajors may be admitted, but psychology majors are given priority. Staff.

Information on specific sections for each term, including instructor, prerequisites, and time and place, may be obtained from the Department of Psychology office, 211 Uris Hall.

[PSYCH 412 Laboratory in Cognition and Perception (III)]

Spring. 4 credits. Limited to 15 students. Prerequisite: statistics and 1 course in cognition or perception is recommended. Graduate students, see PSYCH 612. Not offered 2003–2004. M W. D. J. Field.

A laboratory course is designed to introduce students to experimental methods in perception and cognitive psychology. Students take part in a number of classic experiments and develop at least one independent project. Computers are available and used in many of the experiments although computer literacy is not required. Projects are selected from the areas of visual perception, pattern recognition, memory, and concept learning.]

[PSYCH 413 Information Processing: Conscious and Nonconscious (III)]

Spring. 4 credits. Prerequisites: at least 1 course in human experimental and permission of instructor; PSYCH 350 or equivalent will be useful for evaluating empirical articles. R. Not offered 2003–2004. Staff.

In the past decade, a not-so-quiet revolution has been taking place in the field of cognition regarding the problem of conscious mental computation. Data have come from patients with striking neuropsychological syndromes, i.e., the phenomenon of "blindsight" and the "amnesic" syndrome. This signature of independent mental computations has also been amply demonstrated in normal individuals in laboratory settings. We critically evaluate the theoretical worth and empirical justification of the distinction between "conscious" and "nonconscious" mental computations in normal and patient populations. Weekly readings are from, but not limited to, topics such as visual processes, face recognition, explicit and implicit memory, language processing and social cognition. Students are required to: lead and partake in advanced level discussions of classic and

current papers; submit weekly summaries of the assigned readings; and write a term paper on a topic of their interest. Students should be prepared to read extensively.]

[PSYCH 414 Comparative Cognition (also COGST 414) (III) (KCM)]

Spring. 3 or 4 credits. The 4-credit option involves an annotated bibliography or creating a relevant web site. Prerequisites: PSYCH 205, 209, 214, 223, 292 or permission of instructor. Graduate students, see PSYCH 714. T R. M. J. Owren.

This course examines some of the conceptual and empirical work resulting from and fueling the recent surge of interest in animals' thinking. Specific topics may include whether nonhumans behave intentionally; whether they show concept and category learning, memory, and abstract thinking similar to that of humans; the role of social cognition in the evolution of intelligence; and whether animals are conscious or self-aware. Evidence from communication studies in which animal signals provide a "window on the mind" plays a strong role in the deliberations, including studies of naturally occurring signaling in various species and experiments in which nonhumans are trained in human-like language behavior. Cognition in nonhuman primates is a specific focus throughout. The course is a mix of lecture and discussion, emphasizing the latter as much as possible.

[PSYCH 415 Concepts, Categories, and Word Meanings (III)]

Fall. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. Graduate students, see PSYCH 615. M. Not offered 2003–2004. Staff.

A consideration of what types of categories are psychologically important, how they are represented and used through concepts, and how concept structure and semantic structure are interrelated. Different models of concept structure and categorization processes are evaluated, as are models of conceptual change and concept acquisition. Other topics include: relations between concepts and broader knowledge representation systems such as scripts, mental models, and intuitive theories; relative roles of associative information and beliefs in concept structure; categorization in other species; neuropsychological studies of categorization; comparisons of categorization systems across cultures; and comparisons of concept structures across different types of categories.]

[PSYCH 416 Modeling Perception and Cognition (also COGST 416) (III)]

Spring. 4 credits. Prerequisites: PSYCH 205, 209, 214, or 215, or permission of instructor. Graduate students, see PSYCH 616. M W F. Not offered 2003–2004. M. Spivey.

This course offers a survey of several computational approaches to understanding perception and cognition. We explore linear systems analysis, connectionist models, dynamical systems, and production systems, to name a few. Emphasis is placed on how complex sensory information gets represented in these models, as well as how it gets processed. This course covers computational accounts of language processing, language acquisition, visual perception, and visual development, among other topics. Students complete a final project that applies a computational model to some perceptual/cognitive phenomena.]

[PSYCH 417 The Origins of Thought and Knowledge (III)]

Fall. 4 credits. Prerequisite: permission of instructor. Graduate students, see PSYCH 717. M W. Not offered 2003-2004. Staff.

An in-depth analysis of current theories concerning the growth of thought and knowledge in infancy and early childhood. This course addresses the following questions: How do infants come to understand the objects and events they experience? What are the best methods for assessing development of perception, cognition, and language? How do developing perceptual, cognitive, and language skills constrain object perception? What are the applications of research on early perceptual and cognitive development to such fields as robotics and artificial intelligence?

[PSYCH 418 Psychology of Music (III) (KCM)]

Spring. 3 or 4 credits, depending on whether student elects to do an independent project. The course is intended for upper-level students in music, psychology, engineering, computer science, linguistics, physics, anthropology, biology, and related disciplines. Some music background is desirable but no specific musical skills (e.g. reading music) are required. Graduate students, see PSYCH 618. M W. C. L. Krumhansl.

A course that covers the major topics in the psychology of music treated from a scientific perspective. It reviews recent developments in the cognitive science of music, beginning with music acoustics and synthesis, and extending to music and its emotional and social effects.

[PSYCH 419 Neural Networks Laboratory]

Spring. 4 credits. Prerequisites: at least 1 course in biology or biological psychology, 1 year of calculus, and permission of instructor. Limited to 15 students. Graduate students, see PSYCH 619. T R. Not offered 2003-2004. D. J. Field.

The course takes a hands-on approach to understanding the limitations and successful applications of neural networks to problems in cognitive and biological psychology. A variety of neural network architectures are discussed and explored using computer simulations. Applications of networks to perceptual recognition and representation are emphasized. We consider the class of problems that different networks can solve and consider the accuracy with which they model real nervous systems. Students complete weekly lab reports and develop one independent project demonstrating the application of a neural network to a problem discussed in the course.]

[PSYCH 422 Developmental Biopsychology (III) (KCM)]

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as PSYCH 223 or BIONB 221). Graduate students, see PSYCH 622. M W F. Not offered 2003-2004. B. L. Finlay.

We discuss the relationship of the development and evolution of the brain to the development of behavior. Topics include: how neurons are generated, finding targets, and establishing connections; the emergence of reflexive and complex behavior; how experience affects the developing brain; evolutionary perspectives on the development of perception, memory, and communication systems; and abnormal development.]

[PSYCH 424 Neuroethology (also BIONB 424) (I) (PBS)]

Spring. 4 credits. Prerequisites: BIONB 221 or 222 or BIOG 101-102 and permission of instructor. S-U grades optional. M W F: disc, 1 hour each week. Not offered 2003-2004. C. D. Hopkins.

Neuroethologists take a comparative and evolutionary approach to study the nervous system. They ask, how do brains of animals compare and how did they come about through the process of evolution? How are neural circuits adapted to species-typical behavior? What is the hope and interest in the study of a large diversity of animals, compared to a specialized look at just a few mammalian species? Can we hope to understand how animals with specialized behaviors have specialized nervous systems? What is the sensory world of a real animal and how does it vary from species to species? These and other questions drive this introductory survey of neuroethology: exitic senses; amazing motor programs; surprising integration.]

[PSYCH 425 Cognitive Neuroscience (III) (KCM)]

Fall. 4 credits. Prerequisites: a course in introductory biology and a course in biopsychology or neurobiology (such as PSYCH 223 or BIONB 221). Graduate students, see PSYCH 625. M W F. B. L. Finlay.

We study the relation between structure and function in the central nervous system. The importance of evolutionary and mechanistic approaches for understanding the human behavior and cognition is stressed. The course focuses on issues in cognitive neuroscience including: mechanisms of perception, particularly vision, and the neuropsychology of everyday acts involving complex cognitive skills such as recognition of individuals, navigation in the world, language, memory, social interaction and consciousness.

[PSYCH 427 Evolution of Language (also COGST 427 and PSYCH 627)]

Fall. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisite: any one course in Psychology or Human Development. M. Christiansen.

This seminar surveys a cross-section of modern theories, methods, and research pertaining to the origin and evolution of language. We consider evidence from psychology, the cognitive neurosciences, comparative psychology, and computational modeling of evolutionary processes. Topics for discussion may include: What does the fossil record tell us about language evolution? What can we learn from comparative perspectives on neurobiology and behavior? Can apes really learn language? Did language come about through natural selection? What were the potential preadaptations for language? What is the relationship between phylogeny and ontogeny?

[PSYCH 428 Connectionist Psycholinguistics (also COGST 428) (III)]

Fall. 3 credits. Seniors status or permission of instructor. Graduate students see PSYCH 628. T. M. Christiansen.

Connectionist psycholinguistics involves using (artificial) Oneural networks, which are inspired by brain architecture, to model empirical data on the acquisition and processing of language. As such, connectionist psycholinguistics has had a far-reaching

impact on language research. In this course, we survey the state of the art of connectionist psycholinguistics, ranging from speech processing and word recognition, to inflectional morphology, sentence processing, language production and reading. An important focus of discussion is the methodological and theoretical issues related to computational modeling of psychological data. We furthermore discuss the broader implications of connectionist models of language, not only for psycholinguistics, but also for computational and linguistic perspectives on language.

[PSYCH 429 Olfaction and Taste: Structure and Function (also BIONB 429) (I) (PBS)]

Spring. 3 or 4 credits (4-credit option requires a term paper, web site, or research project. The research project can, but does not need to, study nonhuman vertebrates). Preference given to junior and senior psychology and biology majors and graduate students. Prerequisite: one 300-level course in biopsychology or equivalent. Graduate students, see PSYCH 629. T R. B. P. Halpern.

The structural and functional characteristics of olfaction and taste are explored by reading and discussing current literature in these areas. Structure is examined at the light levels of electron microscopes as well as at the molecular level. Function is primarily neurophysiological and biochemical aspects. The emphasis is on vertebrates, especially air-breathing vertebrates in the case of olfaction. Species-specific, as well as general, mechanisms are examined. At the level of *The Neurobiology of Taste and Smell*, 2nd edition, edited by T. E. Finger, W. L. Silver, and D. Restrepo; *Mechanisms of Taste Transduction*, edited by S. A. Simon and S. D. Roper and *Neuroscience*, 2nd edition, Purves et al.

[PSYCH 431 Effects of Aging on Sensory and Perceptual Systems (also BIONB 421) (I) (PBS)]

Fall. 3 or 4 credits. The 4-credit option involves a term paper or creation of a relevant web site. Limited to 30 students. Prerequisites: an introductory course in biology or psychology, plus a second course in perception, neurobiology, cognitive science, or biopsychology. T R. B. P. Halpern.

A literature-based examination of post-maturation changes in the perceptual, structural, and physiological characteristics of somesthetic, visual, auditory, and chemosensory systems. Emphasis is on human data, with nonhuman information included when especially relevant. Quality of Life issues are included. Current developments in human sensory prosthetic devices, and in regeneration or replacement of receptor structures or organs are examined. Brief written statements by e-mail of questions and problems related to each set of assigned readings are required in advance of each class meeting and are automatically distributed to all members of the class. This course is taught using the Socratic Method, in which the instructor asks questions of the students. Students read, analyze, and discuss in class difficult original literature dealing with the subject matter of the course. Readings are from the Course Info site, courseinfo.cit.cornell.edu/courses/psych431_nbb421/, from Internet sites, from a course packet, and from

materials on reserve. Students are expected to come to each class having already done and thought about the assigned readings, and to take an active part in every class. All examinations are take-home.

PSYCH 435 Olfaction, Pheromones, and Behavior (III)

Fall. 4 credits. Prerequisites: an introduction course in biology and one in neurobiology and behavior or biopsychology or a 300-level course in biopsychology or permission of instructor. R. Johnston.

This course covers chemical signals, olfaction, and behavior in vertebrates (including humans), as well as the neurobiology of olfaction and odor-mediated behaviors. Behavioral topics may vary from year to year but include evaluation of and advertisement for mates, aggression and territorial behavior, parental-young interactions, social recognition (species, sex, individual, kin reproductive state, status), memory for odors, odor and endocrine interactions, imprinting, and homing and navigation. Basic aspects of the structure and function of the olfactory system and also covered, including the molecular biology of chemo-reception, olfactory coding, and higher-order processing in the central nervous system. The format includes lectures, discussions, and student presentations.

PSYCH 436 Language Development (also COGST 436, HD 436, and LING 436) (III) (KCM)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll under HD 633/LING 700/PSYCH 600, a supplemental graduate seminar. Prerequisite: at least 1 course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. T R. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental linguistic issues of "Universal Grammar" and the biological foundations for acquisition are discussed, as are the issues of relations between language and thought. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child. An optional lab course supplement is available. (See COGST 450/LING 450 and PSYCH 437.)

PSYCH 437 Lab Course: Language Development (also COGST 450, HD 437, and LING 450) (In conjunction with COGST/HD/LING 436, Language Development)

Spring. 2 credits. R. B. Lust.

This laboratory course is an optional supplement to the survey course, Language Development (HD/COGST/PSYCH/LING 436). The lab course provides students with a hands-on introduction to scientific research, including design and methods, in the area of first language acquisition.

PSYCH 440 The Brain and Sleep

Fall. 4 credits. Prerequisites: at least PSYCH 223 or BIONB 221. An additional course in biology, biopsychology or neurobiology is recommended. S-U grades optional. Graduate students, see PSYCH 640. M W. H. S. Porte.

Taking a comparative evolutionary perspective, this course examines the neural events that instigate, maintain, and disturb the states and rhythms of sleep in various species. Emphasizing human data where possible, special topics include sleep deprivation and the biological functions of sleep; sleep's putative role in learning and memory; biologically interesting deviations from normal sleep; and the cognitive neuroscience of sleep.

PSYCH 441 Laboratory in Sleep Research

Spring. 4 credits. Prerequisite: permission of the instructor during preregistration. Laboratory fee: \$50. Graduate students, see PSYCH 641. W. H. S. Porte.

Emphasizing the neurobiology of sleep state, the course introduces students to the laboratory study of human sleep and its psychological correlates. Serving as both experimenter and subject, each student learns the physical rationale and techniques of electroencephalography and other bioelectric measures of behavioral state. Using computerized data analysis, students complete weekly laboratory reports and a collaborative term project. Sleep recordings are done during the day or evening when possible. In addition, overnight recording sessions are required.

PSYCH 450 Gender and Clinical Psychology (also PSYCH 650, FGSS 450, FGSS 650) (III)

Fall. 4 credits. Limited to 15 juniors, seniors, and graduate students. Prerequisites: junior, senior or graduate standing and a prior course related to psychopathology and/or feminist analysis. Permission of instructor required through an application process during the preceding spring semester. Graduate students, see PSYCH 650/FGSS 650. Letter grade only. M. S. Bem.

This advanced undergraduate/graduate seminar explores feminist analyses of several interrelated topics at the intersection of clinical psychology/psychiatry and gender/sexuality. Topics include, among others, hysteria, borderline personality disorder, multiple personality, anorexia, trauma, transsexuality, and homosexuality. Course requirements include weekly informal written commentaries on the readings, a final essay examination, and an in-class presentation on a self-selected topic.

PSYCH 452 Trauma and Treatment (also FGSS 452, FGSS 652, and PSYCH 652)

Spring. 4 credits. Limited to 15 seniors, with preference given to Psychology and Human Development majors. Prerequisites: previous course work in both psychopathology and social development and consent of instructor by written application. Letter grade only. S. Bem. An in-depth examination of psychological trauma and its treatment in psychotherapy. Special attention is given to the cultural history of trauma; trauma's aftermath in dissociation and emotional dysregulation; the

special case of child abuse and its effects on development; overlaps between PTSD and other psychiatric disorders including borderline personality; and trauma's interface with gender and sexuality.

PSYCH 460 Human Neuroanatomy (also BIONB 420, sec 02) (I or III) (PBS)

Spring. 3 or 4 credits (4 credits with one discussion/lab per week in which students dissect sheep brains, read original research papers and write a term paper). Prerequisites: PSYCH 223, or BIONB 222, or permission of the instructor. Permission required for 4-credit option. Limited to juniors, seniors and graduate students. S-U grades and auditing not permitted. Lects, M W F; discussion section to be arranged. S. Newman.

Neuroanatomy is the substrate for the functional organization of the human nervous system. This course introduces the brain nuclei and major connecting pathways of functional neural systems: sensory, motor, and integrative. Our understanding of the functions of these systems is based in part on their dysfunction, on the symptoms of neurological and psychiatric diseases that damage or inactivate selected pathways. This course highlights neuroanatomical pathways and networks that are known, or hypothesized, to be dysfunctional in a variety of nervous system disorders.

PSYCH 465 Topics in High-Level Vision (also COGST 465 and COM S 392) (III) (KCM)

Spring. 4 credits. Graduate students see PSYCH 665. Offered alternate years. S. Edelman.

High-level vision is a field of study concerned with functions such as visual object recognition and categorization, scene understanding, and reasoning about visual structure. It is an essentially cross-disciplinary endeavor, drawing on concepts and methods from neuroanatomy and neurophysiology, cognitive psychology, applied mathematics, computer science, and philosophy. The course concentrates on a critical examination of a collection of research publications, linked by a common thread, from the diverse perspectives offered by the different disciplines. Students write bi-weekly commentaries on the assigned papers and a term paper integrating the material covered in class.

PSYCH 470 Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission from the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Staff. Practice in planning, conducting, and reporting independent laboratory, field, and/or library research.

PSYCH 471 Advanced Undergraduate Research in Psychology

Fall or spring. 1-4 credits. S-U grades optional. Written permission of the staff member who will supervise the work and assign the grade must be included with the course enrollment material. Students should enroll in the section listed for that staff member. A section list is available from the Department of Psychology. Staff.

Advanced experience in planning, conducting, and reporting independent laboratory, field, and/or library research. One, and preferably two, semesters of PSYCH 470 is required. The research should be more independent and/or involve more demanding technical skills than that carried out in PSYCH 470.

PSYCH 472 Multiple Regression

Spring, weeks 1-7. 2 credits. Prerequisite: 1 solid semester of introductory statistics. Analysis of variance is helpful but not required. M W F. R. B. Darlington.

Course covers uses and pitfalls of multiple regression in causal analysis, path analysis, and prediction. Emphasis is on analyzing data collected under uncontrolled conditions. Includes collinearity, indicator variables, sets, adjusted and shrunken R^2 , suppressors, hierarchical analysis, overcontrol, and experimental design. Students may use the Mstat, Minitab, SPSS, or Systat statistics packages.

PSYCH 473 General Linear Model

Spring, weeks 8-14. 2 credits. Prerequisite: PSYCH 472 or equivalent. M W F. R. B. Darlington.

Course topics include multicategorical variables, corrections for multiple tests, diagnostic methods, nonlinear relationships, interaction, main and simple effects, and basic power analysis. Student may use Mstat, Minitab, SPSS or Systat.

[PSYCH 475 Multivariate Analysis of Psychological Data]

Fall. 2 credits. Prerequisite: PSYCH 473 or permission of instructor. R. Not offered 2003-2004. R. B. Darlington.

Students vote on topics to cover, choosing among time series, cluster analysis, multidimensional scaling, component analysis, factor analysis, MANOVA, canonical correlation, repeated measures, logistic regression, log-linear models, ANOVA with empty cells, meta-analysis, and other topics. First class sketches all these topics before vote.]

PSYCH 481 Advanced Social Psychology (III)

Fall. 4 credits. Limited to 15 students, by application. Senior psychology majors have priority. Graduate students, see PSYCH 681. T R. D. T. Regan.

Selected topics in social psychology are examined in depth with an emphasis on the relationship between experimental research and the development of theory. Readings are mostly primary sources. Among the theoretical approaches to social behavior we may discuss are social comparison theory, cognitive dissonance, attribution processes and social judgment, dramaturgy and impression management, and evolutionary perspectives.

[PSYCH 489 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 689, FGSS 488/688) (III) (CA)]

Fall. 4 credits. Prerequisites: admission is by application during the spring pre-registration period for the fall semester. Seniors and graduate students are given priority. Not offered 2003-2004. M. D. J. Bem.

This course in cultural analysis examines the properties of beliefs and attitudes, how they are formed and changed, the psychological functions they serve, and how they get organized into ideologies. Several specific issues involved in America's "culture wars" are

examined, such as abortion, gender, sexual orientation, and affirmative action. Other topics include the culture of childhood, deaf culture, and the ideologies of science. Participants write weekly commentaries on the readings and a term paper examining a particular ideology.]

PSYCH 491 Research Methods in Psychology

Spring. 4 credits. Enrollment limited to 20 students. Recommended: permission of instructor, PSYCH 350, experience in upper-division psychology courses, or graduate standing. Graduate students, see PSYCH 691. T R. D. A. Dunning.

An intensive examination of the basic research methods used in social, personality, cognitive, and developmental psychology. The course focuses on designing and conducting experiments, i.e., how to turn vague theories into concrete and testable notions, evaluate studies, avoid common pitfalls, and, finally, remain ethical. Beyond learning methods of "correct" and rigorous experimentation, we also discuss what makes a research study 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.

[PSYCH 492 Sensory Function (also BIONB 492, VISST 492) (I) (PBS)]

Spring. 4 credits. Limited to 25 students. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or equivalent. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Graduate students, see PSYCH 692. M W F. Offered alternate years. Not offered 2003-2004. B. P. Halpern and H. C. Howland.

In general, this course has covered classical topics in sensory function such as vision, hearing, touch, and balance, as well as some more modern topics like sensory processing, location of stimulus sources in space, the development of sensory system, and nonclassical topics such as electroreception and internal chemoreceptors.]

Advanced Courses and Seminars

Advanced seminars are primarily for graduate students, but with the permission of the instructor they may be taken by qualified undergraduates. The selection of seminars to be offered each term is determined by the needs of the students.

A supplement describing these advanced seminars is available at the beginning of each semester and can be obtained from the department office (211 Uris Hall). The following courses may be offered either term and carry four credits unless otherwise indicated.

PSYCH 510-511 Perception

PSYCH 512-514 Visual Perception

PSYCH 518 Topics in Psycholinguistics

PSYCH 519-520 Cognition

PSYCH 521 Psychobiology (Developmental Seminar)

PSYCH 522 Topics in Perception and Cognition

PSYCH 523 Hormones and Behavior

PSYCH 527 Topics in Biopsychology

PSYCH 530 Representation of Structure in Vision and Language (also COGST 530 and LING 530)

Spring. 4 credits. Graduate seminar.

Prerequisites: a course each in cognitive psychology, linguistics, computer science, or permission of instructor. Enrollment limited to 20 graduate students. Offered alternate years. S. Edelman.

The seminar concentrates on the nature of the representation of visual objects and scenes in the brain and compare 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.

PSYCH 531 Topics in Cognitive Studies: Neuroscience as the Quest for Perfect Self-Knowledge (also COGST 531 and LING 531)

Spring. 4 credits. Prerequisite: COGST 501, PSYCH 614, or permission of instructor.

Open to undergraduates; sophomores given priority in enrollment. S. Edelman.

In 1936 Jorge Luis Borges published a review of a nonexistent book whose fictional author, Mir Bahadur Ali, documents the search by an unnamed hero for al-Mu'tasim, the enigmatic embodiment of moral and intellectual perfection in humankind. This seminar surveys the state of the art in theoretical neuroscience, whose real ultimate goal—finding the mind in the brain—is considered by man to be no less elusive than Ali's imagined quest. Our journey through the literature on minds and brains—factual, fictional, and fantastic—begins and ends with the short story by Borges, "The Approach to al-Mu'tasim." For more information, see <http://kybele.psych.cornell.edu/~edelman/Cog-531-Spring-2004>.

PSYCH 535 Evolutionary Perspectives on Behavior

PSYCH 541 Statistics in Current Psychological Research

PSYCH 550 Special Topics in Cognitive Science

Spring. 4 credits. Not offered 2003-2004. M. Spivey.]

PSYCH 580 Experimental Social Psychology

PSYCH 600 General Research Seminar

Fall or spring. No credit.

[PSYCH 601 Computational Models of Language]

Spring. 4 credits. Prerequisites: consent of instructor. R. Not offered spring 2004. M. Spivey.

This seminar involves in-depth discussion of a range of computational approaches to language representation, processing, and acquisition. We cover phrase-structure grammars, context-free grammars, connectionist models, statistical natural language processing, and dynamical systems, to name just a few. There is also some hands-on experience writing models in a computer lab using the MATLAB programming environment.]

- PSYCH 605 Perception (also PSYCH 205)**
Spring. 4 credits. Non-arts graduate students only. T R. J. E. Cutting.
- [PSYCH 607 Chemosensory Perception (also PSYCH 307)]**
Fall. 4 credits. T R. Not offered 2003–2004. B. P. Halpern.]
- [PSYCH 611 Introduction to Human Memory (also PSYCH 311)]**
Spring. 4 credits. T R. Not offered 2003–2004. Staff.]
- [PSYCH 612 Laboratory in Cognition and Perception (also PSYCH 412)]**
Spring. 4 credits. M W. Not offered 2003–2004. D. J. Field.]
- PSYCH 613 Obesity and the Regulation of Body Weight (also NS 315)**
Spring. 3 credits. Limited to 30 students. Prerequisites: 1 course in psychology and 1 course in nutrition. Undergraduate students may register with permission of instructor. S-U grades optional. Offered alternate years. T R. D. A. Levitsky.
This course is a multidisciplinary discussion of the causes, effects, and treatments of human obesity. Topics include the biopsychology of eating behavior, the genetics of obesity, the role of activity and energy metabolism, psychosocial determinants of obesity, anorexia nervosa, therapy and its effectiveness, and social discrimination.
- PSYCH 614 Cognitive Psychology (also PSYCH 214)**
Fall. 4 credits. M W F. S. Edelman.
- [PSYCH 615 Concepts, Categories, and Word Meaning (also PSYCH 415)]**
Fall. 4 credits. M. Not offered 2003–2004. Staff.]
- PSYCH 616 Modeling Perception and Cognition (also PSYCH 416 and COGST 416)**
Spring. 4 credits. M. Spivey.
- PSYCH 618 Psychology of Music (also PSYCH 418)**
Spring. 4 credits. M W. C. Krumhansl.
- [PSYCH 619 Neural Networks Laboratory (also PSYCH 419)]**
Spring. 4 credits. T R. Not offered 2003–2004. D. J. Field.]
- [PSYCH 622 Developmental Biopsychology (also PSYCH 422)]**
Fall. 4 credits. M W F. Not offered 2003–2004. B. L. Finlay.]
- PSYCH 625 Cognitive Neuroscience (also PSYCH 425)**
Fall. 4 credits. M W F. B. L. Finlay.
- PSYCH 626 Evolution of Human Behavior (also PSYCH 326)**
Spring. 4 credits. T R. R. E. Johnston.
- PSYCH 627 Evolution of Language (also COGST 427 and PSYCH 427)**
Fall. 4 credits. M. Christiansen.
- PSYCH 628 Connectionist Psycholinguistics (also PSYCH 428)**
Fall. 4 credits. W. M. Christiansen.
- PSYCH 629 Olfaction and Taste: Structure and Function (also PSYCH 429 and BIONB 429)**
Spring. 4 credits. T R. B. P. Halpern.

- PSYCH 631 Effects of Aging on Sensory and Perceptual Systems (also PSYCH 431 and BIONB 421)**
Fall. 4 credits. T R. B. P. Halpern.
- PSYCH 632 Biopsychology of Learning and Memory (also PSYCH 332 and BIONB 328)**
Spring. 4 credits. M W F. T. J. DeVoogd.
- PSYCH 640 The Brain and Sleep (also PSYCH 440)**
Fall. 4 credits. M W. H. S. Porte.
- PSYCH 641 Laboratory in Sleep Research (also PSYCH 441)**
Spring. 4 credits. W. H. S. Porte.
- PSYCH 642 Human Perception: Applications to Computer Graphics, Art, and Visual Display (also PSYCH 342 and COGST 342)**
Fall. T R. D. J. Field.
- [PSYCH 650 Gender and Clinical Psychology (also PSYCH 450 and FGSS 450 and 650)]**
Fall. 4 credits. W. S. L. Bem.]
- PSYCH 652 Trauma and Treatment (also PSYCH 452, FGSS 452, and FGSS 652)**
Spring. 4 credits. S. Bem.
- PSYCH 665 Topics in High-Level Vision (also PSYCH 465, COGST 465, and COM S 392)**
Spring. 4 credits. S. Edelman.
- PSYCH 681 Advanced Social Psychology (also PSYCH 481)**
Fall. 4 credits. T R. D. T. Regan.
- [PSYCH 689 Seminar: Beliefs, Attitudes, and Ideologies (also PSYCH 489)]**
Fall. 4 credits. Not offered 2003–2004. M. D. J. Bem.]
- PSYCH 691 Research Methods in Psychology (also PSYCH 491)**
Spring. 4 credits. T R. D. A. Dunning.
- [PSYCH 692 Sensory Function (also PSYCH 492 and BIONB 492)]**
Spring. 4 credits. M W F. Not offered 2003–2004. B. P. Halpern and H. C. Howland.]
- [PSYCH 696 Introduction to Sensory Systems (also PSYCH 396 and BIONB 396)]**
Spring. 4 credits. M W F. Not offered 2003–2004. B. P. Halpern.]
- PSYCH 700 Research in Biopsychology**
- PSYCH 709 Developmental Psychology (also PSYCH 209)**
Spring. 4 credits. M W. N. Nicastro.
- PSYCH 710 Research in Human Experimental Psychology**
- PSYCH 713 Information Processing: Conscious and Nonconscious (also PSYCH 413)**
Spring. 4 credits. R. Staff.
- PSYCH 714 Comparative Cognition (also PSYCH 414 and COGST 414)**
Spring. 4 credits. T R. M. J. Owren.
- PSYCH 715 Psychology of Language (also PSYCH 215)**
Spring. 4 credits. T R. M. Christiansen.
- PSYCH 716 Auditory Perception (also PSYCH 316)**
Fall. 4 credits. M W. C. L. Krumhansl.

- [PSYCH 717 The Origins of Thought and Knowledge (also PSYCH 417)]**
Fall. 4 credits. M W. Not offered 2003–2004. S. Johnson.]

- PSYCH 720 Research in Social Psychology and Personality**

- [PSYCH 722 Hormones and Behavior (also PSYCH 322 and BIONB 322)]**
Fall. 4 credits. M W F. Not offered 2003–2004. E. A. Regan.]

- PSYCH 775 Proseminar in Social Psychology I**

Fall. 2 credits. Limited to 10 graduate students in social psychology. Prerequisite: permission of instructors. D. Dunning, M. Ferguson, T. Gilovich, and D. Regan.
This is the first term of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course will emphasize social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, and emotional experience, etc., are covered.

- PSYCH 776 Proseminar in Social Psychology II**

Spring. 2 credits. Limited to 10 graduate students in social psychology. Prerequisite: permission of instructors. D. A. Dunning, T. D. Gilovich, and D. T. Regan.
This is the second half of a year-long discussion-seminar course intended to give graduate students an in-depth understanding of current research and theory in social psychology. The course emphasizes social cognition, but other topics, such as group dynamics, social influence, the social psychology of language, and emotional experience are covered.

- PSYCH 900 Doctoral Thesis Research in Biopsychology**

- PSYCH 910 Doctoral Thesis Research in Human Experimental Psychology**

- PSYCH 920 Doctoral Thesis Research in Social Psychology and Personality**

Summer Session Courses

The following courses are also frequently offered in the summer session, though not necessarily by the same instructor as during the academic year. Not all of these courses are offered in a particular summer. Information regarding these courses and additional summer session offerings in psychology is available from the department before the end of the fall semester.

- PSYCH 101 Introduction to Psychology: The Frontiers of Psychological Inquiry

- PSYCH 102 Introduction to Cognitive Science

- PSYCH 128 Introduction to Psychology: Personality and Social Behavior

- PSYCH 199 Sports Psychology

- PSYCH 223 Introduction to Biopsychology

- PSYCH 280 Introduction to Social Psychology

- PSYCH 350 Statistics and Research Design

QUECHUA

See Romance Studies.

RELIGIOUS STUDIES MAJOR

J. M. Law, director; C. M. Arroyo, A. Blackburn, D. Boucher, R. Brann, R. G. Calkins, M. Campos, C. M. Carmichael, K. Clinton, W. T. Dickens, P. Edgell, J. Fajans, D. Fredericksen, D. Gold, S. Greene, K. Haines-Eitzen, J. S. Henderson, T. D. Hill, D. Holmberg, P. R. Hyams, C. V. Kaske, W. J. Kennedy, S. MacDonald, D. Mankin, K. S. March, C. Minkowski, R. L. Moore, D. I. Owen, J. R. Piggott, D. S. Powers, G. Rendsburg, J. S. Rusten, P. S. Sangren, D. R. Shanzer, S. Toorawa, M. Washington, A. Willford

The Religious Studies Program, an academic unit providing a major in the scholarly study of religion through the College of Arts and Sciences, offers a wide variety of courses. In addition to courses addressing various approaches to, and topics in, the study of religion, we have integrated curricula within our program for in-depth studies of Judaism, Christianity, the Hindu tradition, and Buddhism. We also offer an increasing number of courses on Islam.

The Religious Studies Program is designed to meet the needs of three classes of students: (1) students planning to pursue advanced degrees in the academic study of religion or allied disciplines or subdisciplines (history of religions, religion and literature, religion and psychology, ethics, theology, area studies, etc.); (2) students seeking courses on topics relating to religion to fulfill distribution requirements; and (3) those students desiring a more systematic exposure to the academic study of religion as a significant component of their liberal arts experience. To all students, our program offers an excellent opportunity to develop a deeper understanding and appreciation of the complex ways in which religious traditions, with their individual, communal, and doctrinal dimensions inform human thought and behavior. The courses offered through our program are built on the established scholarly tradition of the study of religion as an academic, as opposed to confessional pursuit. Religious traditions are explored in all of their complexity through comparative, contextual (in specific historical or cultural contexts), and thematic studies.

The program also hosts lecture series, conferences, symposia, and periodic social gatherings for faculty and students throughout the academic year to foster a sense of intellectual community among our students and faculty.

The Major in Religious Studies

Signing into the major: To sign into the major in Religious Studies, a student must have completed at least one course in Religious Studies prior to scheduling an appointment with the program director. Here is the process:

- 1) Schedule an appointment with Professor Jane-Marie Law, Director of Religious Studies; please contact her by e-mail: jml16@cornell.edu.
- 2) In addition to a copy of your current Cornell transcript (the informal one you regularly receive is acceptable), please bring to your meeting with Professor Law all of these forms, which are available in the Religious Studies office:

- a) a completed Religious Studies Major Application Form (available in 409 White Hall)
- b) a proposed "Course of Study," which will be used as a guide in your conversation with the director and revised for formal submission to the program upon your entrance as a major
- c) a College of Arts and Sciences Adviser/Major form which will be signed by the director and your adviser. Your adviser will be assigned in your meeting with the director based on your interest.

Advising in the Religious Studies Program:

Upon entering the major in Religious Studies, a student is assigned a faculty adviser whose area of expertise most closely matches the proposed interest of the student. An up-to-date approved adviser list is available in the Religious Studies office. Please note that not all faculty who cross-list courses with RELST can serve as an RELST adviser. Working closely with one's RELST adviser when selecting courses is an important component of this program, enabling students to fulfill the requirements for the major while creating an integrated and coherent course of study out of our large number of multidisciplinary course offerings.

To graduate as a major in Religious Studies, a student must (1) complete with letter grades the program's three core courses, RELST 250 "Introduction to Asian Religions," RELST 251 "Introduction to Judaism, Christianity and Islam," and RELST 449 "History and Methods of the Academic Study of Religion"; and (2) complete with letter grades seven additional courses approved for the major, at least four of them at the 300 level or above. The following specifications of this second requirement are designed to promote breadth (2a) and depth (2b) of study.

(2a) At least four of a major's seven additional courses are to be selected to ensure some familiarity with two or more different religions, religious traditions, or religious phenomena. These courses may be at the introductory or advanced levels. For example, "Introduction to Asian Religions" (RELST 250, also ASIAN 250) might lead a student to take "Japanese Buddhism" (RELST 359, also ASIAN 359), and then to combine these with two courses on Judaism, "Introduction to Ancient Judaism" (RELST 244, also NES 244/JWST 244) and "Hebrew Bible and Arabic Qur'an in Comparative Perspective" (RELST 299 also NES 299/JWST 299/COML 299). Or a student might take four unrelated courses such as "Introduction to Christian History" (RELST 295 also NES 295/JWST 295/HIST 299), "Religion and Reason" (RELST 262 also PHIL 263), "Myth, Ritual, and Symbol" (RELST 320 also ANTHR 320), and "Muhammad and Mysticism" (RELST 254 also NES 250/COML 250) to gain a sense of the range of intellectual activity associated with the academic study of religious traditions and religious practices.

(2b) At least two of these seven additional courses are to be selected to ensure depth of coverage in one religion or one group of closely related religions, religious traditions, or religious phenomena. In the first illustrative case described above, the student might combine "Indian Religious Worlds" (RELST 351 also ASIAN 351) with "Tantric Traditions"

(RELST 347, also ASIAN 347) or "Classical Indian Philosophical Systems" (RELST 395 also ASIAN 395/CLASS 395) to acquire a measure of specialist strength in the religions of India. Alternatively, that student might combine "Introduction to Asian Religions" with one or more courses dealing with Buddhism, such as "Indian Buddhism" (RELST 354/654 also ASIAN 354/654) or "Theravada Buddhism" (RELST 363 also ASIAN 356), to develop an appropriate depth along a different dimension.

No more than one of the courses chosen to meet requirement 2a may be used to satisfy 2b.

To engage in the kind of focused study envisioned under 2b, a student will be expected to attain proficiency in a language other than English to gain access to relevant sources, primary or secondary. For example, a knowledge of Greek or Latin might be required for the study of Christianity (as well as Greek or Roman religions); of Hebrew or Aramaic for Judaism; of Arabic for Islam; of Sanskrit or Hindi for Hinduism; of Pali or Chinese or Japanese for Buddhism. Religious phenomena like shamanism or totemism, though less firmly rooted in literary traditions, have generated substantial bodies of important scholarship in French and German, and an undergraduate major concentrating in this area of Religious Studies should be equipped to make independent use of such material. Courses used to satisfy this foreign language proficiency requirement may not be applied to the course requirements described under 2a and 2b. Choice of language to fulfill this requirement is determined by the student in consultation with his or her adviser and is decided at the time the student enters the major.

Most courses approved for the major are offered by cooperating departments within the College of Arts and Sciences; a comprehensive up-to-date list of these courses is maintained at the office of the Religious Studies Program, 409 White Hall.

Graduating with Honors in Religious Studies:

GENERAL INFORMATION

1. **Eligibility.** 3.0 cumulative average and 3.5 average inside the major with no grade in the major below B-. Program Director notifies eligible candidates during the spring semester of the junior year, or prior to commencement of final year.
2. **Honors Courses.** Candidates must sign into RELST 495 (Senior Honors Essay) for up to eight credits (two courses) for two semesters with variable credit. This two-semester sequence is recommended but not required. After the first term, an R in the transcript indicates that this course (usually for 8 credits) is a yearlong course. When the project is completed at the end of the second semester, the grade recorded counts for all eight credits. (The eight-credit limit is the result of the conviction/belief that earning more than eight credits for a single "piece" of your undergraduate education is unwise.)

You submit your honors proposal (with and according to the program's instruction/cover sheet) to the Religious Studies administrator before the end of

the spring term of your junior year, or not later than Sept. 15 of the final year. She/he then approves your signing into the honors courses.

3. **Honors Committee—three faculty members.** While you are required to have three faculty members on your committee at the time of the submission of the final draft, we only require that two of them be identified when you submit your proposal. In the event the adviser is on leave, the program will assign a committee member from the list of approved RELST advisers. The three members should be:

- a. The professor who has agreed to work closely with you over the year and to be the supervisor/grader of your project is chair of the committee.
- b. Your Religious Studies major adviser (not optional)
- c. Another knowledgeable faculty member

Sometimes your adviser is the supervisor/chair. If that is the case, you need two additional knowledgeable professors for your committee of three.

Courses Approved for the Major Sponsored by Religious Studies

RELST 123-124 Introduction to Biblical Hebrew I and II (also NES 123-124, JWST 123-124)

123, fall; 124, spring. 3 credits. Enrollment limited to 17 students. Staff.
For description, see NES 123-124.

[RELST 131 Elementary Pali (also PALI 131-132)]

Fall. 3 credits. Not offered 2003-2004. Staff.
For description, see PALI 131-132.]

[RELST 133-134 Intro to Qur'anic and Classical Arabic I and II (also NES 133-134)]

133, fall; 134, spring. 3 credits. Not offered 2003-2004. R. Brann, S. Toorawa.
For description, see NES 133-134.]

RELST 201 Issues in Catholic Thought (also NES 298)

Fall. 3 credits. W. Dickens.
For description, see NES 298.

RELST 213 Classical Arabic Texts (also NES 213)

Spring. 4 credits. D. Powers.
For description, see NES 213.

RELST 214 Qur'an and Commentary (also NES 214)

Fall. 4 credits. D. Powers.
For description, see NES 214.

[RELST 220 Buddhism in America (also ASIAN 220)]

Winter. 3 credits. Not offered 2003-2004. J. M. Law.
For description, see ASIAN 220.]

RELST 223 Introduction to the Bible I (also NES 223, JWST 223)

Fall. 3 credits. G. Rendsburg.
For description, see NES 223.

RELST 224 Introduction to the Bible II (also NES 224, JWST 224)

Spring. 3 credits. G. Rendsburg.
For description, see NES 224.

RELST 227 The Bible and Ancient Near Eastern Civilization (also NES 227, JWST 227, ARKEO 227)

Spring. 3 credits. J. Zorn.
For description, see NES 227.

[RELST 229 Introduction to the New Testament (also NES 229, JWST 229)]

Fall. 3 credits. Not offered 2003-2004. K. Haines-Eitzen.
For description, see NES 229.]

[RELST 230 Monuments of Medieval Art (also ART H 230)]

Fall. 4 credits. Not offered 2003-2004. P. Morin.
For description, see ART H 230.]

RELST 237 Greek Religion and Mystery Cults (also CLASS 237)

Spring. 3 credits. K. Clinton.
For description, see CLASS 237.

[RELST 239 Cultural History of Jews of Spain (also NES 239, JWST 239, SPAN L 239)]

Spring. 3 credits. Not offered 2003-2004. Staff.
For description, see NES 239.]

[RELST 242 Religion and Politics in American History (also HIST 242, NES 242, AM ST 242)]

Spring. 4 credits. Not offered 2003-2004. R. L. Moore.
For description, see HIST 242.]

[RELST 244 Introduction to Ancient Judaism (also NES 244, JWST 244)]

Fall. 3 credits. Not offered 2003-2004. G. Rendsburg.
For description, see NES 244.]

RELST 250 Introduction to Asian Religions (also ASIAN 250)

Spring. 3 credits. D. Boucher.
For description, see ASIAN 250.

RELST 251 Judaism, Christianity, and Islam (also NES 251, JWST 251)

Spring. 3 credits. R. Brann, K. Haines-Eitzen.
For description, see NES 251.

[RELST 252 The Sufi Path: Mysticism in Islam (also NES 252)]

Spring. 3 credits. Not offered 2003-2004. S. Toorawa.
For description, see NES 252.]

[RELST 253 Black Religious Traditions from Slavery to Freedom (also HIST 251, AM ST 251)]

Fall. 4 credits. Not offered 2003-2004. M. Washington.
For description, see HIST 251.]

[RELST 254 Muhammad and Mysticism in the Literatures of the Muslim World (also NES 250)]

Spring. 3 credits. Not offered 2003-2004. S. Toorawa.
For description, see NES 250.]

RELST 255 Introduction to Islamic Civilization I (also NES 255, HIST 253)

Fall. 3 credits. D. Powers.
For description, see NES 255.

RELST 256 Introduction to the Q'uran (also NES 256, JWST 256)

Spring. 3 credits. S. Toorawa.
For description, see NES 256.

RELST 262 Religion and Reason (also PHIL 263)

Spring. 4 credits. S. MacDonald.
For description, see PHIL 263.

RELST 264 Introduction to Biblical History and Archaeology (also NES 263, JWST 263, ARKEO 263)

Spring. 3 credits. J. Zorn.
For description, see NES 263.

[RELST 265 The Middle Ages: An Introduction (also HIST 262)]

Fall. 4 credits. Not offered 2003-2004. P. Hyams.
For description, see HIST 262.]

[RELST 266 Jerusalem Through the Ages (also NES 266, JWST 266)]

Fall. 3 credits. Not offered 2003-2004. J. Zorn.
For description, see NES 266.]

[RELST 277 Meditation in Indian Culture (also ASIAN 277)]

Spring. 3 credits. Not offered 2003-2004. D. Gold.
For description, see ASIAN 277.]

[RELST 290 Buddhism: A Survey (also ASIAN 299)]

Fall. 4 credits. Not offered 2003-2004. D. Boucher.
For description, see ASIAN 299.]

[RELST 295 Introduction to Christian History (also NES 295, JWST 295, HIST 299)]

Spring. 3 credits. Not offered 2003-2004. K. Haines-Eitzen.
For description, see NES 295.]

[RELST 296 Jesus in History, Tradition, and the Cultural Imagination (also NES 296)]

Spring. 3 credits. Not offered 2003-2004. K. Haines-Eitzen.
For description, see NES 296.]

[RELST 299 The Hebrew Bible and the Arabic Qur'an in Comparative Perspective (also NES 299, JWST 299, COM L 299)]

Spring. 3 credits. Not offered 2003-2004. R. Brann.
For description, see NES 299.]

[RELST 306 Zen Buddhism (also ASIAN 306)]

Spring. 4 credits. Not offered 2003-2004. J. M. Law.
For description, see ASIAN 306.]

[RELST 315 Medieval Philosophy (also PHIL 315)]

Spring. 4 credits. Not offered 2003-2004. S. MacDonald.
For description, see PHIL 315.]

[RELST 316 Women in the Hebrew Bible (also NES 320, JWST 320)]

Spring. 3 credits. Not offered 2003-2004. G. Rendsburg.
For description, see NES 320.]

[RELST 317 Readings in Ancient Jewish Texts (also NES 328, JWST 328)]

Fall. 1 credit. Prerequisite: concurrent enrollment in RELST 244. Not offered 2003-2004. G. Rendsburg.
For description, see NES 328.]

RELST 318 Introduction to the Hebrew Bible—Seminar (also NES 325, JWST 325)

Fall and spring. 1 credit. G. Rendsburg.
For description, see NES 325.

RELST 319 Spenser and Malory (also ENGL 321)

Fall. 4 credits. C. Kaske.
For description, see ENGL 321.

RELST 320 Myth, Ritual, and Symbol (also ANTHR 320)

Spring. 4 credits. J. Fajans.
For description, see ANTHR 320.

[RELST 321 Heresy and Orthodoxy in Early Christianity (also NES 321)]

Spring. 4 credits. Not offered 2003–2004.
K. Haines-Eitzen.
For description, see NES 321.]

[RELST 323 Reinventing Biblical Narrative Apocrypha and Pseudepigrapha (also NES 323, JWST 323)]

Spring. 4 credits. Not offered 2003–2004.
K. Haines-Eitzen.
For description, see NES 323.]

RELST 326 Christianity and Judaism (also COM L 326)

Spring. 4 credits. C. Carmichael.
For description, see COM L 326.

RELST 328 Literature of the Old Testament (also COM L 328)

Fall. 4 credits. C. Carmichael.
For description, see COM L 328.

[RELST 329 Introduction to the New Testament Seminar (also NES 329, JWST 329)]

Fall. 1 credit. Prerequisite: concurrent enrollment in RELST 229 and one year of ancient Greek. Not offered 2003–2004.
K. Haines-Eitzen.
For description, see NES 329.]

[RELST 332 Medieval Architecture (also ART H 332, ARCH 382)]

Fall. 4 credits. Not offered 2003–2004.
R. G. Calkins.
For description, see ART H 332.]

[RELST 333 Greek and Roman Mystery Cults and Early Christianity (also CLASS 333)]

Fall. 4 credits. Not offered 2003–2004.
K. Clinton.
For description, see CLASS 333.]

[RELST 334 Islamic Spain: Culture and Society (also NES 339/639, JWST 339, COM L 334, SPAN L 339/639)]

Fall. 4 credits. Not offered 2003–2004.
R. Brann.
For description, see NES 339.]

[RELST 336 Prelude to the Italian Renaissance (also ART H 336)]

Fall. 4 credits. Not offered 2003–2004.
R. G. Calkins.
For description, see ART H 336.]

[RELST 337 The Medieval Illuminated Book (also ART H 337)]

Fall. 4 credits. Not offered 2003–2004.
R. G. Calkins.
For description, see ART H 337.]

[RELST 339 Power, Piety, and Medieval Art (also ART H 339)]

Fall. 4 credits. Not offered 2003–2004.
L. Jones.
For description, see ART H 339.]

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

Fall. 4 credits. R. L. Moore.
For description, see HIST 345.

[RELST 347 Tantric Traditions (also ASIAN 347)]

Fall. 4 credits. Not offered 2003–2004.
D. Gold.
For description, see ASIAN 347.]

[RELST 348 Indian Devotional Poetry (also ASIAN 348)]

Spring. 4 credits. Not offered 2003–2004.
D. Gold.
For description, see ASIAN 348.]

[RELST 350/651 Law, Society, and Culture (also NES 351/651, HIST 372/652)]

Spring. 4 credits. Not offered 2003–2004.
D. Powers.
For description, see NES 351/651.]

[RELST 351 Indian Religious Worlds (also ASIAN 351)]

Fall. 4 credits. Not offered 2003–2004.
D. Gold.
For description, see ASIAN 351.]

[RELST 354 Indian Buddhism (also RELST 654, ASIAN 354/654)]

Fall. 4 credits. Not offered 2003–2004.
D. Boucher.
For description, see ASIAN 354/654.]

[RELST 355 Japanese Religions: A Study of Practice (also ASIAN 355)]

Spring. 4 credits. Not offered 2003–2004.
J. M. Law.
For description, see ASIAN 355.]

[RELST 356 Islamic Law and Society (also NES 357)]

Spring. 4 credits. Not offered 2003–2004.
D. Powers.
For description, see NES 357.]

RELST 357 Chinese Religions (also ASIAN 357)

Fall. 4 credits. D. Boucher.
For description, see ASIAN 357.

RELST 359 Japanese Buddhism (also ASIAN 359)

Spring. 4 credits. J. M. Law.
For description, see ASIAN 359.

[RELST 362 The Culture of the Renaissance II (also COM L 362, ENGL 325, HIST 364, ART H 351, MUSIC 390, FRLIT 362)]

Fall. 4 credits. Not offered 2003–2004.
C. Kaske and K. Long.
For description, see COM L 362.]

[RELST 368 Marriage and Sexuality in Medieval Europe (also HIST 368, FGSS 368)]

Spring. 4 credits. Not offered 2003–2004.
P. Hyams.
For description, see HIST 368.]

[RELST 371 A Mediterranean Society and Its Culture: The Jews under Classical Islam (also NES 371, JWST 371, COM L 371)]

Spring. 4 credits. Not offered 2003–2004.
R. Brann.
For description, see NES 371.]

[RELST 381 Anthropology and Religion (also ANTHR 381)]

Spring. 4 credits. Not offered 2003–2004.
A. Willford.
For description, see ANTHR 381.]

RELST 386 Catholicism in a Global Context (also NES 386)

Spring. 4 credits. T. Dickens.
For description, see NES 386.

RELST 393 Jews and Christians in the Modern Middle East (also NES 393)

Fall. 4 credits. M. Campos.
For description, see NES 393.

[RELST 394 Gender, Sexuality, and the Body in Early Christianity (also NES 394, FGSS 394)]

Spring. 3 credits. Not offered 2003–2004.
K. Haines-Eitzen.
For description, see NES 394.]

[RELST 395 Classical Indian Philosophical Systems (also ASIAN 395, CLASS 395)]

Spring. 4 credits. Not offered 2003–2004.
C. Minkowski.
For description, see ASIAN 395.]

[RELST 399 Seminar: Catholic Rituals and the Formation of Community (also NES 399)]

Spring. 4 credits. Not offered 2003–2004.
W. Dickens.
For description, see NES 399.]

[RELST 409 Seasons of Migration (also S HUM 409, NES 409, JWST 409)]

Fall. 4 credits. Not offered 2003–2004.
S. Toorawa.
For description, see S HUM 409.]

RELST 410 Latin Philosophical Texts (also PHIL 410)

Spring. Variable credit. Prerequisite: knowledge of Latin and permission of instructor. S. MacDonald.
For description, see PHIL 410.

RELST 411 Sacred Fictions (also S HUM 411, NES 423, JWST 423, CLASS 461, COM L 411)

Fall. 4 credits. K. Haines-Eitzen.
For description, see S HUM 411.

RELST 415 Baptizing Aristotelian Science (also S HUM 415, PHIL 415)

Fall. 4 credits. S. MacDonald.
For description, see S HUM 415.

RELST 418 Seminar on Islamic History (also NES 418/618, HIST 461/671)

Spring. 4 credits. D. Powers.
For description, see NES 418/618.

[RELST 420 Readings in the Hebrew Bible (also NES 420, JWST 420)]

Fall. 4 credits. Not offered 2003–2004.
G. Rendsburg.
For description, see NES 420.]

RELST 421 Religious Reflections on the Human Body (also ASIAN 421)

Spring. 4 credits. J. M. Law.
For description, see ASIAN 421.

[RELST 422 Dead Sea Scrolls (also NES 422)]

Spring. 4 credits. Not offered 2003–2004.
G. Rendsburg.
For description, see NES 422.]

RELST 423 Readings in Biblical Hebrew Poetry (also NES 421, JWST 421)

Spring. 4 credits. Prerequisite: one year of Biblical or Modern Hebrew. G. Rendsburg.
For description, see NES 421.

RELST 426 New Testament Seminar (also COM L 426)

Spring. 4 credits. C. Carmichael.
For description, see COM L 426.

RELST 427 Biblical Seminar (also COM L 428)

Fall. 4 credits. C. Carmichael.
For description, see COM L 428.

[RELST 429 Adam's Rib and other Divine Signs: Reading Biblical Narrative (also ENGL 429)]

Spring. 4 credits. Not offered 2003–2004.
L. Donaldson.
For description, see ENGL 429.]

[RELST 430 Gnosticism and Early Christianity (also NES 428, JWST 428)]

Spring. 4 credits. Not offered 2003–2004.
K. Haines-Eitzen.
For description, see NES 428.]

RELST 438/638 Monks, Texts, and Relics (also ASIAN 438/638)

Spring. 4 credits. A. Blackburn.
For description, see ASIAN 438.

[RELST 443 Religion and Ritual in Chinese Society and Culture (also ANTHR 443)]

Fall. 4 credits. Not offered 2003–2004.
S. Sangren.
For description, see ANTHR 443.]

RELST 449 History and Methods of the Academic Study of Religion (also ASIAN 449)

Spring. 4 credits. Required of Religious Studies majors. D. Boucher.
For description, see ASIAN 449.

RELST 450 Rescreening the Holocaust (also THETR 450, GER ST 449, COM L 453)

Fall. 4 credits. D. Bathrick.
For description, see THETR 450.

[RELST 460 Indian Meditation Texts (also ASIAN 460)]

Fall. 4 credits. Not offered 2003–2004.
D. Gold.
For description, see ASIAN 460.]

RELST 462/662 Religion, Colonialism, and Nationalism in South and Southeast Asia (also ASIAN 462/662)

Spring. 4 credits. A. Blackburn.
For description, see ASIAN 462.

RELST 490–491 Directed Study

490, fall; 491, spring. 2–4 credits each term. For majors in Religious Studies; permission of director required. Staff.

RELST 494 Seminar: Catholicism and Interreligious Dialogue (also NES 494)

Spring. 4 credits. T. Dickens.
For description, see NES 494.

RELST 495 Senior Honors Essay

Fall and spring. Variable up to 8 credits. Required for honors in Religious Studies. Staff.

[RELST 496 Seminar: Religion and Science (also NES 496)]

Spring. 4 credits. Not offered 2003–2004.
W. Dickens.
For description, see NES 496.]

[RELST 531 Problems in Medieval Art and Architecture (also ART H 531)]

Spring. 4 credits. Not offered 2003–2004.
R. G. Calkins.
For description, see ART H 531.]

RELST 650 Seminar on Asian Religions (also ASIAN 650)

Fall. 4 credits. Graduate students only, limited to 10. Reading knowledge of modern Japanese desirable. J. M. Law.
For description, see ASIAN 650.

RELST 652 Straddling the Himalayas (also ASIAN 652)

Spring. 4 credits. D. Boucher.
For description, see ASIAN 652.

RELST 653 Buddhist Narrative Literature (also ASIAN 653)

Fall. 4 credits. D. Boucher.
For description, see ASIAN 653.

[RELST 654 Indian Buddhism (also RELST 354, ASIAN 354/654)]

Fall. 3 credits. Not offered 2003–2004.
D. Boucher.
For description, see ASIAN 354/654.]

Additional courses offered by cooperating departments may also be approved through petition for the major in Religious Studies. For details see the program director, Jane Marie Law, 343 Rockefeller Hall or e-mail her at jml16@cornell.edu.

ROMANCE STUDIES

The Department of Romance Studies (Mitchell Greenberg, chair) offers courses in the following areas: French, Italian, and Spanish literature; French, Italian, Portuguese, Quechua, and Spanish language; Francophone, Italian, and Hispanic culture; and linguistics and semiotics. Through its course offerings and opportunities for independent study, the department seeks to encourage study of the interactions of the Romance literatures among themselves, with other literatures, and with other fields of inquiry.

French

T. Alkire, A. Berger, J. Coursil (visiting), N. Furman, P. Glidden, M. Greenberg (chair), C. Howie (Mellon), R. Klein, P. Lewis, S. LoBello, K. Long, J. Luks, T. McNulty, N. Nesbitt (Mellon), K. Proux, C. Sparfel, S. Tun, M. C. Vallois (director of undergraduate studies), C. Waldron. Emeriti: J. Béreud, A. Colby-Hall, D. I. Grossvogel, A. Seznec. Adjunct associate professor: S. Tarrow.

The Major

The major in French is divided into two options: French Area Studies and French Literature. While prospective majors should try to plan their programs as far ahead as possible, especially if they intend to study abroad, no student will be refused admission merely because of a late start. Please see Professor M. C. Vallois, mv46@cornell.edu, the director of undergraduate studies, in 310 Morrill Hall. This consultation is especially important for finding out what sequence of courses will follow the current choice of courses.

Students interested in majoring in French linguistics should contact the Department of Linguistics.

Honors. The honors program encourages well-qualified students majoring in French linguistics to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading and extensive rewriting to a degree not practically possible in course papers.

No special seminars or courses are required of honors students, but they have regular meetings with faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in FRLIT 429–430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

The Literature Option

The major in French, literature option, is designed to give students proficiency in the oral and written language, to acquaint them with French literature and culture, and to develop skills in literary analysis.

Admission

To be admitted to the major, students should have completed FRLIT 201, 220, or 221 plus 222 and FRROM 219 or its equivalent by the end of their sophomore year.

For completion of the major, a student must:

- (1) acquire a sound degree of competence in French language. This competence is demonstrated by the successful completion of FRROM 301–312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- (2) take six courses in French literature or civilization at the 300 level or above. These courses, selected in consultation with the student's major adviser, will include at least two pre-19th-century courses and at least one 400-level course.
- (3) take two connected courses in one of the following related areas: literature, linguistics, comparative literature, history, history of art, visual studies, music, government, or another relevant discipline with a significant French component. Students who are double majors are exempted from this last requirement.

The French Area Studies Option

Admission

To be admitted to the major, students should have completed FRLIT 201, 220, 221, or 224 plus 219 or its equivalent by the end of their sophomore year.

For completion of the major, a student must:

- (1) acquire a sound degree of competence in the French language. This competence is demonstrated by the successful completion of FRROM 301-312 or their equivalents, such as properly accredited study abroad or the passing of a special language test (the CASE examination) or the permission of the adviser (this option applies only to 312).
- (2) take two courses in Romance Studies (literature or civilization) at the 300 level or above.
- (3) take six courses at the 300 level or above in no more than three areas of interest such as—but not limited to—Africana studies, anthropology, comparative literature, economics, French literature, government, history, history of art, linguistics, music, theater arts, visual studies, and feminist, gender, and sexuality studies. Each area must be represented by at least two courses, and each course must have a significant French component. At least one of these six courses should be at the 400 level.

Administration of French Area Studies

Students are admitted to the major by the director of undergraduate studies in the French section of the Department of Romance Studies but are guided by their individual advisers. A copy of each student's program is given to the director of undergraduate studies for approval and safe-keeping.

Study Abroad in France

French majors or other interested students may study in France for one or two semesters during their junior year. Opting for one of several study-abroad plans recognized by the Departments of Romance Studies and Linguistics facilitates the transfer of credit. Information about these plans is available from the director of undergraduate studies.

Students must be Cornell undergraduates with a strong academic record. The minimum French preparation is the completion of FRROM 219 or its equivalent in advanced credit or placement by the CASE examination. The taking of FRROM 301 and/or 312 is, however, strongly recommended.

Students interested in studying in France are encouraged to consider the special benefits offered by EDUCO, the program in Paris cosponsored by Cornell and by Emory and Duke University. EDUCO offers advanced students a challenging course of study and the experience of total immersion in French life and culture in Paris. Participants in this program spend the year or semester as fully matriculated students at the University of Paris VII and other institutions of higher learning in Paris, including the Institut d'Etudes Politiques (Sciences Po), selecting courses in many fields from the regular university course offerings. Students begin the academic year with an intensive three-week orientation in French history, society, and daily life. While it is possible to enroll in the EDUCO program for one semester, admission will be given first to students planning to study abroad for the full academic year.

EDUCO maintains a center in Paris with appropriate support staff. The resident

director, chosen annually from the Cornell, Emory, and Duke faculties, teaches a special seminar each semester, provides academic advice, and helps ensure the quality of the courses. The center, which includes a small library and word-processing facilities, is regularly used by students for special tutorials, seminars, and lectures as well as informal gatherings.

Honors. The honors program encourages well-qualified students majoring in French literature and culture to do independent work in French outside the structure of courses. The preparation of the senior honors essay, generally spread over two terms, provides a unique learning opportunity, since it allows for wide reading and extensive rewriting to a degree not possible in the case of course papers.

To be eligible for the honors program, students must have a general grade point average of at least 3.00 and a grade point average of at least 3.5 in their French major.

No special seminars or courses are required of honors students, but they will have regular meetings with the faculty advisers who have agreed to supervise their work. They may receive course credit by enrolling in French 429-430, but these independent study courses must be taken in addition to the courses that meet the minimum requirements for the major. At the end of the senior year, each honors student is examined orally on the honors essay by a jury consisting of his or her faculty adviser and two other faculty members. The senior essay is to be made available for reading by the jury on or before April 15. The awarding of honors is determined by the student's grades in the major and the quality of the honors essay.

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Further, a student who fails to attend the first three days of class will be automatically dropped from the course to accommodate those on the waiting lists.

All French language courses are offered by the Department of Romance Studies, and French linguistics courses are offered by the Department of Linguistics.

Note: Students placed in 200-level courses have the option of taking language and/or literature courses; see listings under "Literature" for descriptions of the literature courses, some of which may be taken concurrently with FRROM 206, 209, or 219.

FRROM 121-122 Elementary French

121, fall; 122, spring. 4 credits each term. Prerequisite for 121: This course is intended for students with no experience in French. Students who have previously studied French must have an LPF score lower than 37, or SAT II lower than 410, to be eligible for FRROM 121. Prerequisite for 122: LPF score 37-44 or SAT II 410-480, FRROM 121. Fall: C. Sparfel (course coordinator), J. Luks, and staff; spring: FRROM 122 C. Sparfel (course coordinator) and J. Luks.

The goal of FRROM 121-122 is to provide a thorough grounding in the language and insights into French language and francophone

cultures so that students can function in basic situations in a French-speaking culture. Small classes provide intensive, context-specific practice in speaking, reading, writing, and listening comprehension.

FRROM 123 Continuing French

Fall or spring. 4 credits. *Provides language qualification.* Prerequisite: LPF score 45-55 or SAT II 490-590. Recommended courses after FRROM 123: FRROM 206 or 209. Fall: K. Proux (course coordinator) and staff; spring: K. Proux.

FRROM 123 is an all-skills course designed to improve pronunciation, oral-communication, and reading ability; establish a groundwork for correct writing; and provide a substantial grammar review. The approach in the course encourages the student to see the language within the context of its culture.

FRROM 206 French Intermediate Reading and Writing

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: FRROM 123, LPF score 56-64, or SAT II 600-680. Conducted in French. Recommended courses after FRROM 206: FRROM 219, FRLIT 220 or FRLIT 221. S. LoBello.

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.

FRROM 209 French Intermediate Composition and Conversation I

Fall, spring, or summer. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: FRROM 123, LPF score 56-64, or SAT II 600-680. Recommended courses after FRROM 209: FRROM 219, FRLIT 220 or FRLIT 221. FRROM 219 may be taken concurrently with either FRLIT 220 or FRLIT 221. C. Waldron (course coordinator), S. Tun, K. Proux, and staff; summer: C. Waldron.

The course is designed to strengthen grammar skills; improve reading, speaking, and writing ability; and help students become independent learners. For more information go to: <http://courseinfo.cit.cornell.edu/courses/FRROM209/>.

FRROM 219 French Intermediate Composition and Conversation II

Fall or spring. 4 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: FRROM 206 or 209, or permission of instructor, or Q+ on the Cornell Advanced Standing Examination (CASE). For admission to the Cornell Abroad Program, students are required to take either this course or have completed an equivalent level of study. Taught in French. Recommended courses after FRROM 219: FRLIT 220 or 221, FRROM 301 or 305. S. LoBello (course coordinator) and staff.

The emphasis of this course is on improving grammatical accuracy and on enriching vocabulary in oral and written expression of French. Varied types of reading including newspaper articles, short videos, films, and presentations by students provide the basis for writing assignments and class discussions. Themes and emphases may vary from section to section.

FRROM 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times arranged with instructor.

FRROM 301 Advanced French I

Fall or spring. 4 credits. *Satisfies language Option 1*. Prerequisite: FRROM 219 or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended course after FRROM 301: FRROM 312. FRLIT 220 or FRLIT 221 may be taken concurrently with 301. Fall, S. LoBello and staff; spring, S. LoBello.

Class discussions based on reading contemporary texts: half short stories, half articles on current events taken from French magazines or newspapers. All texts are chosen for thematic or cultural interest and linguistic quality. Special attention is given to accuracy in French through grammar review and weekly papers (essays or translations). Each student gives one or more oral presentations in class. Course required of French majors.

FRROM 305 French through Film

Fall or spring. 4 credits. *Satisfies language Option 1*. Prerequisite: FRROM 219, or Q++ on the Cornell Advanced Standing Examination (CASE). Recommended courses after FRROM 305: FRROM 301, 312, 220, or 221. FRLIT 220 or 221 may also be taken concurrently with FRROM 305. C. Waldron.

Analysis of French contemporary films and related readings. Used as a means of studying the language. Particular emphasis is on the culture and historical context as it relates to French contemporary society. Additionally, guest speakers provide enrichment on selected topics.

FRROM 312 Advanced French II

Fall or spring. 4 credits. *Satisfies language Option 1*. Limited to 15 students. Prerequisite: FRROM 301 or permission of instructor, or placement by the Cornell Advanced Standing Examination (CASE). T. Alkire.

Continuation of work done in FRROM 301. The objective of FRROM 301 is to teach students to speak and write correct French; in FRROM 312 students are expected to have a richer, more idiomatic and hopefully elegant command of the language. Formal study of grammar is discontinued, and more attention is devoted to the examination of the stylistics and rhetorical characteristics of texts and to oral presentations by students. Weekly papers as in FRROM 301.

FRROM 630 French for Reading—Graduate Students

Spring. 3 credits. Limited to graduate students. T. Alkire and staff.

Designed for those with little or no background in French, this course's primary aim is to develop skill in reading French. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. Some flexibility in selecting texts according to fields of interest is offered.

Literature**FRLIT 220 French and Francophone Culture @ (IV) (LA)**

Fall or spring. 3 credits. *Satisfies language Option 1*. Prerequisite: SAT II score of 640 and above, or LPF score of 60 or FRROM 206 or 209. Conducted in French. J. Coursil.

This course is an introduction to twentieth century Francophone literatures (France, West Africa, Magreb and Caribbean Islands). We study the rise and fall of the French colonial empire in novels, poems, dramas and films. The discussions focus on major topics such as colonization, decolonization, and globalization and their present-day consequences in politics (violence and struggles for liberation, migrations) as well as on alienation, identity quests, and creativity.

FRLIT 221 Modern French Literature (IV) (LA)

Fall or spring. 3 credits. *Satisfies language Option 1*. Prerequisites: SAT II score of 640 and above, or LPF score of 60, or FRROM 206 or 209. Conducted in French. Fall, A. Berger and staff; spring, R. Klein and staff.

This course is intended as an introduction to French literature of the modern period. Texts are chosen because of their centrality to the traditional literary canon and with an eye to experimentation. The course considers literary genres (poetry, drama, the novel) as solicitations to read texts differently, at different speeds, with diverse claims on our attention. One test may include French script. The course is designed to satisfy a general interest in modern French literature as well as to prepare students to pursue a French major in literature. Readings include works by Baudelaire, Mallarmé, Beckett, Camus, Proust, Duras, and Assia Djebar.

FRLIT 222 Early Modern French Literature # (IV) (LA)

Spring. 3 credits. *Satisfies language Option 1*. Prerequisite: FRLIT 220, 221, or permission of the instructor. Conducted in French. K. P. Long.

Study of the classic literature of seventeenth-century France (Corneille, Racine, Molière, Mme de Lafayette, La Fontaine) and of eighteenth-century Enlightenment literature (Voltaire, Rousseau, Diderot, Beaumarchais). Special attention is paid to the ways in which these various works represent or deal with the shift from an aristocratic cultural code of values to modern bourgeois ideology and aesthetics. The course also invites reflection on the status and centrality of female characters in classical and neo-classical French literature. Theater being central to this period, the course gives special attention to major plays of the classical period. It traces the evolution from the classical tragic heroine to more modern (but no less problematic) representations of women.

FRLIT 224 The French Experience (also HIST 240) (III or IV) (CA)

Fall. 3 credits. Conducted in English. Readings available both in French and in English translation. N. Furman and J. Weiss.

An examination of French society, culture, and institutions through key moments in French history in an attempt to understand what made French culture so distinctive.

Looking attentively at texts, images and contexts, we will attempt to unravel some of the defining enigmas of the French experience. Two lectures a week in English. Readings available in French and in English translation. Discussion sections available in French when possible.

Note: Prerequisite for all 300-level courses in French literature: FRLIT 220, 221, or the equivalent.

FRLIT 225 Introduction to Modern French Visual Culture (IV) (CA)

Fall or spring. 3 credits. M. C. Vallois and staff.

This course introduces students to the study of visual culture in France. With exposure to material ranging from late nineteenth century painting to films by Chris Marker and Alain Resnais, students learn critical vocabularies and methods specific to the study of different genres (painting, photography, architecture, cinema, and the comic strip) while reflecting on the historical and cultural impact of the images under study. We also consider some of the seminal theoretical essays that have grounded and shaped these kinds of analysis and reflection (Baudelaire, Mrin, Barthes, Bazin, for example), the relationship between the visual and the literary, and the concept of "visual culture" and the ways "culture" can be read through the visual.

FRLIT 317 Modern French Theater (IV) (LA)

Fall. 4 credits. N. Furman.

A study of twentieth-century plays from realism to the theater of the Absurd, from political "engagement" to the theater of Art. Authors studied will include Anouilh, Beckett, Camus, Cocteau, Genet, Giraudoux, Ionesco, Koltes, Reza, and Sartre.

FRLIT 331 Detours of Desire: Love in Classical France (IV) (LA)

Fall. 4 credits. Prerequisites: FRLIT 221 or permission of instructor. M. Greenberg.

Through the readings of several of Classicism's major dramatic and fictional texts (Corneille, Molière, Racine, de Lafayette), this class will examine the complex construction of French seventeenth-century subjectivity as it emerges during a time of conflicted social, political, religious, and sexual changes. The texts will help us understand the development of what has become the modern subject in and through Classicism's investments in a certain politico-sexual ideology that we have as yet not abandoned.

FRLIT 341 Empire and Decolonization in Francophone Literature (IV) (LA)

Spring. 4 credits. *Satisfies language Option 1*. Conducted in French. J. Coursil.

The course is a broad survey of the history of the French empire as it is shown and criticized in major postcolonial texts (novels, poems, theater and essays) by writers from West Africa, the Magreb, Madagascar, the Antilles, and France. The course is an introduction to the most important issues of the field: colonial wars, slavery, racism, negritude, revolutions, deculturation, and identities. We will also discuss the relevance of these questions with regard to the current phenomenon of globalization.

FRLIT 364 French Philosophy (IV) (KCM)
Spring. 4 credits. *Satisfies language Option I.* Prerequisites: FRLIT 220, 221, or permission of instructor. Conducted in French. T. McNulty.

This course will serve as an introduction to some of the dominant concerns of French philosophy: the status of the reasoning subject or *cogito*, the influence of images, imagination and the imaginary in human life, the nature of the social contract and the problem of inequality, the importance of language, and love, desire and dreams as challenges to the autonomy of the subject. Authors studied will include Pascal, Descartes, Rousseau, Condillac, Montesquieu, Derrida, and Deleuze.

FRLIT 373 Religious Violence in France # (IV) (CA)

Spring. 4 credits. *Satisfies language Option I.* Prerequisites: FRLIT 221, or permission of instructor. Conducted in French. K. P. Long.

This seminar explores, by means of literary texts and other documents, representations of religious violence in Western Europe from the Middle Ages to the modern era, with a particular focus on France. From Holy War to religiously motivated resistance, what are the secular mechanisms used to deploy and to deflect religious violence and what is the significance of the ritualistic aspects of such violence for the culture that produces it? How does violence mark the sacred and secular (for example, the dependence of the Catholic Church upon secular authorities for various aspects of enforcement of religious doctrine, from interrogation to execution of heretics)?

FRLIT 381 Nineteenth-Century French Women Writers (also FGSS 381) # (IV) (LA)

Fall. 4 credits. *Satisfies language Option 1.* Conducted in French. M. C. Vallois.

While situating the works read within their specific historical and literary context, this course will attempt to address two sets of questions: (1) How does the inscription of literature as a public institution within a phallogocentric cultural order affect women authors' status and writing strategies? (2) To what extent and at what levels does being a woman inform or shape the text produced? In what ways is literary writing concerned with sexual difference? Writers include Mme. de Staël, George Sand, Flora Tristan, Rachilde, and others.

FRLIT 386 Jewelry, Perfume, Cigarettes in French Literature (IV) (LA)

Spring. 4 credits. R. Klein.

This course considers representations of adornment and other useless artifacts in French literature. Readings include works by Mérimée, Diderot, Baudelaire, Gautier, Colette, Mauriac, and Patrick Süskind.

FRLIT 388 From Baudelaire to Surrealism (IV) (LA)

Fall. 4 credits. R. Klein.

This course is an introductory survey of French symbolist poetry and its aftermath. Beginning with Baudelaire, the readings include works by Rimbaud, Mallarmé, Verlaine, Valéry, Apollinaire, Tzara, and Breton. Classwork consists of close reading of selected texts. The central theme is the disruption of the lyric subject in the last half of the nineteenth century, culminating in its modernist dissolution after World War I.

FRLIT 402 Social Justice and the Postcolonial Francophone World (also FRLIT 602) (IV) (CA)

Fall. 4 credits. N. Nesbitt.

This course follows the struggle to construct a sphere of social justice in the postcolonial world, focusing on the experiences of two francophone regions: Haiti and the Congo/Zaire. While contemporary French and Italian critiques of (political) representation describe a "multitude" that increasingly confronts the institutional bearers of power (*postestas*) and "justice" in global sites such as Seattle, Genova, and Porto Alegre, is such a critique relevant in postcolonial regions such as Haiti, Rwanda, and the Congo, where such institutions are largely nonexistent and where even the barest minimum of social justice and the protection of individual rights remains to be achieved? There we encounter the utter and shocking contradiction between, on the one hand, the politics of emancipation constructed in world-historical events such as the Haitian Revolution and African Decolonization, and, on the other, the profound dereliction of forgotten or mere pawns in the drive to postmodern "empire" and a "new world order." How might Spinozian theories of the "constituent power" of the "multitudes" (Negri) address the violence and terror of Port au Prince, Kigali, and Kinshasa? Conversely, can traditional representational theories of ethical society (*Sittlichkeit*) maintain any explanatory and critical purchase in the face of the various post-structuralist critiques? In bringing into dialogue the historical and cultural specificity of these two regions with classical and contemporary French, German, and Italian political theory, we explore the hypothesis that the postcolonial world offers both a limited case for first-world globalization theories, as well as the cultural and theoretical resources to refract those theories in the ongoing effort to construct a postcolonial sphere of social justice in the twenty-first century.

FRLIT 414 Rereading Enlightenment (also S HUM 414)

Fall. 4 credits. C. McDonald.

Analysis of the crossover between political, social, philosophical, and literary discourse with particular focus on the shifts between theological and secular models. Topics include authority, freedom, equality, sentiment, reason, libertinism, fanaticism, tolerance. Eighteenth-century readings from Kant, Rousseau, Sade, Voltaire etc; twentieth-century readings from European and American debates about Enlightenment.

FRLIT 419-420 Special Topics in French Literature

419, fall; 420, spring. 2-4 credits each term. Prerequisite: permission of instructor. Staff.

Guided independent study of special topics.

FRLIT 425 The Francophone Postcolonial Discourse (also FRLIT 625) (IV) (LA)

Fall. 4 credits. J. Coursil.

This course on Francophone postcolonial discourse is conducted in French and English. The discussions focus on the literary concept of text as it appears in postcolonial novels, dramas, poetry, and films. We read, in French, works by authors such as A. Césaire, S. J. Perse, J. Roumain, F. Fanon, Y. Kateb, and A. Kourouma; special attention is given to E. Glissant's critique of colonial discourse in its cultural and philosophical implications. This course is an introduction to postmodern

criticism and psychoanalysis. Readings on discourse and text theory will be available in French.

FRLIT 427 Cultural Politics of 1968 in Paris and Mexico City (also FRLIT 627, COM L 412/612, and SPANL 427/627) (IV) (CA)

Spring. 4 credits. B. Bosteels.

For description, see SPANL 427.

FRLIT 429-430 Honors Work in French

429, fall; 430, spring. 8 credits year-long course, R grade fall semester, letter grade spring semester, with permission of the adviser. Open to juniors and seniors. Consult the director of the honors program. Fall: A. Berger and staff; spring: K. Long and staff.

FRLIT 443 Exquisite Corpses of the Middle Ages (also FRLIT 643)

Fall. 4 credits. C. Howie.

This survey of Old French narrative takes as its point of departure the medieval fascination with exquisite corpses: with the wounded and dying body, on the one hand, and with challenges to the formal unity of bodies and texts, on the other. We pay special attention to scenes of torture, martyrdom, battle, and erotic wounding in the major literary genres of medieval France (*chanson de geste*, romance, hagiography, lai) and attempt to understand the extent to which scenes of bodily composition and decomposition have consequences for literary form. We also draw upon visual culture (e.g., Christ's wounded body as a devotional object in the thirteenth and fourteenth centuries, Pierre Remiet's "lifeless art"). Texts include Roland and Raoul de Cambrai (epic), Conte du graal and Chevalier de la charrette (romance), the lives of female saints, Marie de France's lais, and Ludovico Ariosto's half-satiric rewriting of the Roland story in his sixteenth-century Orlando furioso. Alongside the premodern material, we make extensive use of modern engagements with form and violence, from Georges Bataille's account of medieval serial killer Gilles de Rais to recent theoretical interventions by thinkers as different as Elaine Scarry, Rosalind Krauss and Yve-Alain Bois, and Geoffrey Galt Harpham. No previous knowledge of Old French is required (some instruction leading to reading competence is included). Readings are in Old French, modern French, and English, and seminars are conducted in English, with an optional French discussion section.

FRLIT 445 A Literary History of Saints (also FRLIT 645)

Spring. 4 credits. C. Howie.

Why is the saintly body so irresistible? From Eulalie's Sequence, the oldest piece of vernacular poetry, to Hervé Guilbert's pastiche of perfection in "La vie d'une sainte," saints manage to condense, across historical periods and genres, a series of concerns about materiality, embodiment, mediation, and transcendence. Our readings will come primarily from the Middle Ages and modernity, with special emphasis on the role of sainthood in queer culture; texts include the Old French lives of hermit saints, Christine de Pizan's *Livre de la cite des dames*, Flaubert's *Tentation de Saint Antoine*, Yourcenar's *Alexis*, Santre's *Saint Genet*, David Helperin's *Saint Foucault*, Hervé Guilbert's short stories, and the saintly portraits of Pierre et Gilles. Conducted in English, with readings in French and English.

FRLIT 448 Medieval Literature # (IV) (LA)
Spring. 4 credits. Prerequisite: FRLIT 221 or permission of the instructor. Conducted in English. A. Colby-Hall.

This course deals with the romance and the lyric. Faculty in reading Old French and appreciation of these two major genres are the primary goals.

FRLIT 451 Marguerite Duras (also French Literature 651) (IV) (LA)
Spring. 4 credits. T. McNulty.

This course examines works representing the many dimensions of Duras' oeuvre: novels, theater, screenplays, films, and nonfiction. We focus on the problems of technique, technology, and time, especially as they inform Duras' attempts to write feminine experience or to tell the story of "the girl." Our close readings of individual works are complemented by critical essays (by Blanchot, Cixous, Deleuze, Freud, Lacan, Heidegger, and others) and selections from some of Duras' most important literary models (Marguerite de Navarre, Stendhal, Kierkegaard, James).

FRLIT 475 Exoticism and Eroticism: Figures of the Other in the French Enlightenment (also FGSS 474) (IV) (LA)

Fall. 4 credits. *Satisfies language Option 1.* Conducted in French. A. Berger.
"To study man, it is necessary to learn how to see into the distance; it is necessary to observe differences in order to discover common properties" (Rousseau, *Essai sur l'Origine des Langues*). Imagined or theorized, the exotic experiment helped shape modern and contemporary discourses on the cultural and political community, on universalism and particularism, on diversity and identity. Good savages or bad giants, oriental women or despots, Indians, Zoroastrians, Tahitians, Americans (etc.), through these figures of otherness, thinkers and writers of the Enlightenment grasped at the foreign in the familiar, the same in the different, and the desirable in the estranged. For exoticism is always eroticized (thus feminized) as the erotic is orientalized. The other may be less far or further than one thinks. How can one be a Persian (wo)man? (Works studied include Montesquieu, Rousseau, Diderot, and de Saint-Pierre).

FRLIT 602 Social Justice and the Postcolonial Francophone World (also FRLIT 402)

Fall. 4 credits. N. Nesbitt.
For description, see FRLIT 402.

FRLIT 607-608 Proseminar (also ITAL 607-608 and SPANL 607-608)

607, fall; 608, spring. 2 credits each term.
Fall: M. C. Vallois; spring: staff.
The pro-seminar is the place for sustained exchanges between graduate students, faculty, and visiting lecturers. Activities include reading and discussion of seminal texts, chapters from dissertations and works in progress, and articles and essays from visiting lecturers.

FRLIT 625 The Francophone Postcolonial Discourse (also FRLIT 425)

Fall. 4 credits. J. Coursil.
For description, see FRLIT 425.

FRLIT 627 Cultural Politics of 1968 in Paris and Mexico City (also FRLIT 427, COM L 412/612 and SPANL 427/627)

Spring. 4 credits. B. Bosteels.
For description, see SPANL 427.

FRLIT 639-640 Special Topics in French Literature

639, fall; 640, spring. 2-4 credits each term. Staff.

Guided independent study for graduate students.

FRLIT 641 Classical and Modern Art of Rhetorics

Spring. 4 credits. J. Coursil.

FRLIT 643 Exquisite Corpses of the Middle Ages (also FRLIT 443)

Fall. 4 credits. C. Howie.
For description, see FRLIT 443.

FRLIT 645 A Literary History of Saints (also FRLIT 445)

Spring. 4 credits. C. Howie.
For description, see FRLIT 445.

FRLIT 651 Marguerite Duras (also FRLIT 451)

Spring. 4 credits. T. McNulty.
For description, see FRLIT 451.

FRLIT 670 Derrida

Fall. 4 credits. R. Klein.
This course surveys the totality of the career of the contemporary French philosopher and critic Jacques Derrida from his earliest writing in *Of Grammatology* to his most recent reflections on 9/11. Chosen from among more than fifty books, the readings will focus on works with particular reference to literature and politics. The course is conducted as a seminar, in English. The readings will be available in French and English.

Italian

Faculty: M. Migiel (director of undergraduate studies), T. Alkire, M. Baraldi, K. Bättig von Wittelsbach, T. Campbell, F. Cervesi, S. Stewart-Steinberg, P. Swenson. Emerita: A. Grossvogel.

The Undergraduate Major in Italian

The major in Italian is designed for students who: (1) wish to study Italian language, literature, and culture through the works of writers, artists, and cultural figures who have developed rich and varied aesthetic traditions; and (2) may wish to pursue a Ph.D. in Italian.

The prerequisite for official admission to the Italian major is successful completion of either ITAL 216 or ITAL 217 (Introduction to Italian Literature).

Students who wish to major in Italian are advised to consult with the director of undergraduate studies in Italian, Marilyn Migiel (311 Morrill Hall) as early as possible. The director of undergraduate studies, taking into account the student's interest, preparation, and career goals, will assign the student to an adviser. Students majoring in Italian are expected to become conversant with a fair portion of the masterworks of Italian literature, to acquaint themselves with the outlines of Italian literary and cultural history, and to develop some skill in textual and cultural analysis. In conjunction with the major adviser, the student will craft an individualized plan of studies that will meet

the minimum requirements for the major in Italian as listed here:

At least ten ITAL courses at the 200 level and higher. (The prerequisite may be counted toward this requirement. The one-credit Italian Practicum and the one-or two-credit Independent Study options do not count as full courses). One of these course must be at the 400 level and one must be in the pre-eighteenth century. With permission of the adviser, the student may substitute for two of these courses 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 twenty credits in courses conducted entirely in Italian. The Italian Practica may be used to fulfill three of these credits. Twelve of these credits must be in courses in Italian at the 300-level or above.

Competency in the Italian language (as demonstrated by examination or by course work approved by the DUS).

ITALA 402, History of the Italian language, and ITALA 403, Linguistic Structure of Italian, may be counted toward the ten courses required for the major. (N.B. An introductory linguistics course is a prerequisite for ITALA 402 and 403).

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Further, a student who fails to attend the first three days of class will be automatically dropped from the course to accommodate those on the waiting lists.

ITALA 121-122 Elementary Italian

121, fall; 122, spring. 4 credits each term.
Prerequisite: for ITALA 122, ITALA 121 or an LPI score of 37-44 or an SAT II score of 370-450. Intended for beginners or students placed by examination. At the end of ITALA 122, students who score lower than 56 on the LPI may take ITALA 123, those with 56 or higher on the LPI attain qualification and may enter the 200-level sequence; otherwise ITALA 123 is required for qualification. Evening prelims.
Fall: K. Bättig von Wittelsbach (course coordinator), M. Baraldi, and staff; spring: K. Bättig von Wittelsbach (course coordinator), M. Baraldi, F. Cervesi, S. Stewart-Steinberg, and staff.

This course provides a thorough grounding in all the language skills: listening, speaking, reading, and writing, with practice in small groups. Lectures cover grammar and cultural information.

ITALA 123 Continuing Italian

Fall or spring. 4 credits. *Provides language qualification.* Limited to students who have previously studied Italian and have an LPI score of 45-55 or an SAT II score of 460-580. Fall: T. Alkire and staff; spring: T. Alkire.

ITALA 123 is an all-skills course designed to improve speaking and reading ability, establish a groundwork for correct writing, and provide a substantial grammar review.

ITALA 209 Italian Intermediate Composition and Conversation I

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: ITALA 123 or LPI 56-64, or SAT II 590-680, or CASE Q. Students wishing to major in Italian and students wishing to study abroad in Italy are strongly encouraged to enroll concurrently in ITALL 214, 215, 216, or 217. Fall: P. Swenson (course coordinator) and F. Cervesi; spring: T. Alkire.

This course provides a guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

ITALA 219 Italian Intermediate Composition and Conversation II

Spring. 3 credits. *Satisfies language Option 1.* Prerequisite: ITALA 209 or equivalent.

Students wishing to major in Italian and students wishing to study abroad in Italy are strongly encouraged to enroll concurrently in ITALL 214, 215, 216, or 217. P. Swenson.

Guided conversation, composition, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language.

Note: Students placed in 200-level courses also have the option of taking courses in introductory literature, cultural studies, and cinema; see separate listings under ITALL 214, 215, 216, and 217 for descriptions of these courses.

ITALA 300 Directed Studies

Fall or spring. 1-4 credits variable.

Prerequisite: permission of instructor. Staff. Taught on a specialized basis to address particular student needs. Times are arranged with instructor.

Literature**ITALL 214 Literature and Culture**

Fall. 3 credits. *Satisfies language Option 1.* Course limited to 18 students. Prerequisite: permission of instructor. Conducted in Italian. M. Migiel.

In this seminar, we read, discuss, and write about a variety of global and transnational issues that get debated in the Italian media. Our approach to these cultural issues is grounded in rhetorical and discourse analysis. Students are required to read articles from Italian and English (both U. S. and British) sources. Students who read other languages (e.g., French, Spanish, etc.) are encouraged to offer points of comparison. Topics include: current events; international politics; developments in science and technology; economic and business ventures; literary bestsellers; movies; sports.

ITALL 216-217 Introduction to Italian Literature (IV) (LA)

Fall: 216; spring: 217. 3 credits. *Satisfies language Option 1.* Prerequisite: permission of instructor. ITALL 216 is not a prerequisite to ITALL 217. Conducted in Italian. Fall, T. Campbell; spring, F. Cervesi.

In this course, students develop their language skills in Italian by reading, discussing, and writing about short works of fiction (twentieth-century short stories in ITALL 216; twentieth-century prose works in ITALL 217).

ITALL 321 Seminar on Foscolo and Leopardi (also ITALL 621) (IV) (LA)

Fall. 4 credits. *Satisfies language*

Option 1. Prerequisite: permission of instructor. Taught in Italian. T. Campbell. Within Italian Romanticism, Ugo Foscolo and Giacomo Leopardi loom large for contrary reasons. Foscolo's work represents a compendium of classic Romantic themes: the exaltation of passion and "emotion"; a critique of Enlightenment thought; and in Benedetto Croce's words, the foregrounding of Death, Herosim, Beauty, and Imagination. Many consider him to be the first great Italian Romantic in art and life. Leopardi's work represents sustained critiques of a Romantic world-view—hence his privileged and troubling relation to modernity. In this seminar, we undertake a critical reading of the prose works of both writers to elicit Italian Romanticism's chief features, marking its similarities with and its differences from European Romanticism. Texts to be read include Foscolo's *Ultime lettere di Jacopo Ortis*, highlights from *Storia della letteratura italiana*, Leopardi's *Operette morali*, and numerous selections from Zibaldone. Secondary readings are in both English and Italian.

ITALL 351 Machiavelli (also HIST 351) # (III or IV)

Fall. 4 credits. Conducted in English.

J. Najemy.

For description, see HIST 351.

ITALL 353 Acts of Translation: Practices and Methodologies (also ITALL 653) (IV) (LA)

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

This seminar is writing intensive and focuses primarily on giving students hands-on experience in translating a variety of Italian texts, both literary and nonliterary. Students gain experience in translation proper (e.g., translating from Italian into English or into their own native language should that not be English) and rewording (e.g., rendering poetry as prose, rendering early Italian texts into modern Italian). As we translate, we will read selections from translation theory and from the history of translation; we will also compare published translations of Italian texts. These translation experiences and readings will allow us to reflect on questions such as: What is a good translation? What does it mean to preserve the linguistic, rhetorical, psychological, and cultural dimensions of texts? What liberties can translators legitimately take with texts—for example, is it legitimate not only to reword but to revise and rewrite? Is it possible for the translation to be deemed "better" than the original?

ITALL 361 Seminar on Pinocchio (also ITALL 661) (IV) (LA)

Spring. 4 credits. *Satisfies language*

Option 1. Conducted in Italian. S. Stewart-Steinberg.

Ever since his birth in the early 1880s, the Italian puppet Pinocchio has been understood as a figure that most comprehensively embodies the Italian national character. This course explores the broad range of critical, cultural, and literary and psychoanalytic issues raised by Carlo Collodi's classic *The Adventures of Pinocchio*. We begin with a close reading of the text itself, and then go on to the extensive critical tradition that the novel has spawned ever since its publication:

theories about Italian national identity, theories of education, theories of ideology, theories of the subject. Pinocchio is, by virtue of his translation into many other languages and media and by virtue of his great marketability, read as a quintessentially modern figure, one who bears in his puppet body the traces of a specifically Italian version of modernity. We will explore how the novel shaped other Italian writers (Calvino, for example)—how, that is, Pinocchio becomes an important element in the creation of an Italian literary tradition.

ITALL 389 Modern Italian Novel (IV) (LA)

Fall. 4 credits. *Satisfies language Option 1.*

Prerequisite: permission of instructor.

Students who have taken ITALL 389 previously are permitted to re-take the course for credit, provided that the readings are different. Conducted in Italian. P. Swenson.

In this course we read novels by twentieth-century and contemporary novelists such as Ginzburg, Loy, Bassani, and P. Levi, and, in particular, we consider how the post-war modern novel explores the issues of history, time, memory and the relationship of the individual to the family, political engagement, and ethical responsibility.

ITALL 419-420 Special Topics in Italian Literature

419, fall; 420, spring. 2-4 credits each term.

Prerequisite: permission of instructor. Fall:

T. Campbell and M. Migiel; spring:

M. Migiel, and S. Stewart-Steinberg.

Guided independent study of specific topics.

ITALL 427 Dante's Commedia (also ITALL 627) # (IV) (LA)

Fall. 4 credits. *Satisfies language Option*

1. Taught in Italian. M. Migiel.

In this seminar, dedicated to a close reading of Dante's *Commedia* (1321), we will consider how Dante's poem explores such issues as: the search for a language adequate to convey experience surpassing human comprehension; the creation of a narrating "I"; the education of the reader; the relation between truth and error; national, political, and religious identities; the place of women in the epic enterprise; the redemptive potential of art (and its ability to deceive as well as to enlighten and console); the call to bear witness, both to life and to loss. Particular attention will be dedicated to teaching students how to read and interpret medieval Italian texts. Graduate students are required to attend an extra section each week (time TBA), dedicated to discussion of critical methodology and the secondary literature on Dante.

ITALL 429-430 Honors in Italian Literature

429, fall; 430, spring. 8 credits year-long

course. R, fall; letter grade, spring. Limited

to seniors. Prerequisite: permission of

instructor. M. Migiel and staff.

ITALL 450 Renaissance Poetry (also ITALL 650, COM L 450, and ENGL 422) # (IV) (LA)

Spring. 4 credits. W. Kennedy.

For description, see ENGL 422.

ITALL 607-608 Proseminar (also FRLIT 607-608 and SPANL 607-608)

607, fall; 608, spring. 2 credits each term.

Fall: M. C. Vallois; spring: staff.

The pro-seminar is the place for sustained exchanges between graduate students, faculty, and visiting lecturers. Activities include reading and discussion of seminal texts, chapters from dissertations and works in progress, and articles and essays from visiting lecturers.

ITALL 621 Seminar on Foscolo and Leopardi (also ITALL 321)

Fall. 4 credits. Prerequisite: permission of instructor. T. Campbell.
For description, see ITALL 321.

ITALL 627 Dante's Commedia (also ITALL 427)

Fall. 4 credits. Taught in Italian.
M. Migiel.
For description, see ITALL 427.

ITALL 639-640 Special Topics in Italian Literature

639, fall; 640, spring. 4 credits each term.
Fall, T. Campbell and M. Migiel; spring, M. Migiel, and S. Stewart-Steinberg.

ITALL 650 Renaissance Poetry (also ITALL 450, COM L 450, and ENGL 422)

Spring. 4 credits. W. Kennedy.
For description, see ENGL 422.

ITALL 653 Acts of Translation: Practices and Methodologies (also ITALL 353)

Spring. 4 credits. Prerequisite: permission of instructor. M. Migiel.
For description, see ITALL 353.

ITALL 661 Seminar on Pinocchio (also ITALL 361)

Spring. 4 credits. S. Stewart-Steinberg.
For description, see ITALL 661.

Portuguese

Faculty: J. Oliveira

PORT 121-122 Elementary Brazilian Portuguese

121, fall; 122, spring. 4 credits each term.
Intended for beginners, for students with little or no fluency in Spanish. *PORT 122 provides language qualification.*
J. Oliveira.

A thorough grounding is given in all the language skills: listening, speaking, reading, and writing.

PORT 209 Intermediate Conversation: Portuguese for Spanish Speakers @

Fall. 3 credits. *Provides language proficiency and satisfies Option 1.*
Prerequisite: PORT 122 or permission of instructor. J. Oliveira.

Intended for students who have taken 121-122 and for students who are either native or near-native speakers of Spanish or another Romance language. The course presents a fast-paced review for improving grammatical accuracy and enriching vocabulary. This is an all-skills course designed to establish a groundwork, with particular emphasis on Brazilian Portuguese spoken within the context of its culture. Listening comprehension and speaking activities aim at improving oral communication within its cultural context.

PORT 219 Intermediate Composition: Portuguese for Spanish Speakers

Spring. 3 credits. *Satisfies language Option 1.* Prerequisite: PORT 209. J. Oliveira.
This course further refines the development of accurate writing and oral expression. It

provides a continuation of grammar review with special attention to pronunciation and the development of a more accurate conversational colloquial communication of Brazilian Portuguese. Includes readings in contemporary Portuguese and Brazilian prose and some writing practice.

PORT 319 Readings in Luso-Brazilian Literature of the 19th Century @ # (IV) (LA)

Fall. 4 credits. Prerequisite: permission of instructor. J. Oliveira.

This course takes a broad approach to selective writings of representative Luso-Brazilian authors from the nineteenth century to the present: Machado de Assis, Aluísio de Azevedo, Lima Barreto, Manoel Antonio de Almeida, Eça de Queiroz, and others. The course is divided into small sections. The students may read all works in Portuguese or in translation. Assignments will include short book reports, and students will select a topic for in-depth research for writing a final term paper.

PORT 320 Readings in Luso-Brazilian Literature of the Twentieth Century

Spring. 4 credits. Prerequisite: permission of the instructor. J. Oliveira.

This course explores a broad approach to selective writings of contemporary Brazilian and Portuguese authors such as Graciliano Ramos, J. L. do Rego, Jorge Amado, Clarice Lispector, Moacyr Scliar, Fernando Pessoa, João Saramago, and others. The course is divided into small sections. The students may read all works in Portuguese or in translation. Assignments will include short book reports, and students will select a topic for in-depth research for writing a final term paper.

Quechua

Faculty: L. Morató-Peña.

QUECH 121-122 Elementary Quechua

121, fall; 122, spring. 4 credits each term.
Prerequisite for 122: QUECH 121.
L. Morató-Peña.

A beginning conversation course in Quechua.

QUECH 136 Quechua Writing Lab

Spring. 1 credit. Prerequisite: concurrent enrollment in QUECH 122 or instructor's approval. Letter grade only. L. Morató-Peña.
Computer-assisted drill and writing instruction in elementary Quechua.

QUECH 209-219 Continuing Quechua @

209, fall; 219, spring. 3 credits each term.
Prerequisites: for QUECH 209: QUECH 122 or equivalent; for QUECH 219: QUECH 209 or equivalent. *Satisfies language Option 1.* L. Morató-Peña.

An intermediate conversation and reading course. Study of the Huarochiri manuscript.

QUECH 300 Directed Studies

Fall or spring. 1-4 credits variable.
Prerequisite: permission of instructor.
L. Morató-Peña.

Taught on a specialized basis to address particular student needs. Times arranged with instructor.

Romance Studies

Faculty: C. Rosen.

ROM S 321 History of Romance Languages (also LING 321) # (III) (HA)

Fall. 4 credits. C. Rosen.
For description, see LING 321.

Spanish

S. Amigo-Silvestre, C. Morón Arroyo, B. Bosteels, L. Carrillo, D. Castillo (director of undergraduate studies), E. Dozier (associate chair for language instruction), M. A. Garcés (director of graduate studies), M. García-Calderón (visiting), J. Rodríguez García, Z. Iguina, C. Lawless, N. Maldonado-Méndez, L. Morató-Peña, S. Pinet, J. E. Paz-Soldán, M. K. Redmond, J. R. Resina, J. Routier-Pucci, E. Sánchez-Blake, A. Stratakos-Tiód, M. Stycos. Emeritus: J. W. Kronik.

The Major

The Spanish major is designed to give students proficiency in the oral and written language, to acquaint them with Hispanic culture, and to develop their skill in literary and linguistic analysis. Satisfactory completion of the major should enable students to meet language and literature requirements for teaching, to continue graduate work in Spanish or other appropriate disciplines, and to satisfy standards for acceptance into training programs of the government, social agencies, and business concerns. A Spanish major combined with another discipline may also allow a student to undertake preprofessional training for graduate study in law or medicine. Students interested in a Spanish major are encouraged to seek faculty advice as early as possible. For acceptance into the major, students should consult Professor Debra Castillo, dac9@cornell.edu, the director of undergraduate studies, in Morrill Hall 323D, who will admit them to the major and assign them an adviser from the Spanish faculty. Spanish majors will then work out a plan of study in consultation with their advisers. Spanish majors have great flexibility in devising their programs of study and areas of concentration. Previous training and interests as well as vocational goals will be taken into account when the student's program of courses is determined.

Students interested in majoring in Spanish linguistics should contact the Department of Linguistics.

All tracks include the following core:

SPANL 218 and SPANR 219 (or equivalent) are prerequisite to entering the major in Spanish. All majors will normally include the following core courses in their programs:

1. SPANR 311 and 312.
2. SPANL 316, 318, and 319 (not necessarily in that order)

The Spanish Literature Option

The Spanish Literature Option normally includes at least 20 credits of Spanish literature beyond the core courses. Literature majors are strongly urged to include in their programs courses in all the major periods of Hispanic literature.

Spanish Language Option

A combination of literature and linguistics.

Area Studies Option (Spanish, Latin American, or U.S. Latino Studies)

The Area Studies Option requires at least 20 credits of courses at the 300 level and above in any of these focus areas beyond the core, and all courses are to be approved through consultation with the major adviser. Courses

should reflect interdisciplinary interests in the area and may include up to three other academic fields of interest. For example, a student interested in Latin American studies may want to include courses on such topics as Latin American history, government, rural sociology, and economics. Students who want to specialize in U.S. Latino issues may want to include such topics as sociology of Latinos, Latino history, and Latino medical issues in addition to further studies in literature.

Students planning on spending a year or semester in Seville (but not exclusively such students) frequently plan their course work to emphasize Spanish history, art, political economy, and other related field courses, such as courses on Islam and Moorish Spain.

Students are encouraged to enrich the major program by including a variety of courses from related fields or by combining Spanish with related fields such as history, philosophy, sociology, anthropology, art, music, classics, English, comparative literature, and other foreign languages and literatures. The interdepartmental programs in Latin American Studies and Latino Studies sponsor relevant courses in a variety of areas.

The J. G. White Prize and Scholarships are available annually to students who achieve excellence in Spanish.

Study Abroad in Spain: Cornell, the University of Michigan, and the University of Pennsylvania cosponsor an academic year in Spain program. Students enrolled in this program spend the first month before the fall semester begins in an orientation session at the University of Seville, where they take course work in Spanish language and culture and take advantage of special lectures and field trips in Andalucía. The College of Arts and Sciences awards three credits for orientation. Once the semester begins, students enroll in regular classes at the University of Seville and at the program's center facility. Center courses are designed for the program and include a seminar offered by the resident director (from the faculty of either Cornell, Michigan, or Pennsylvania). Other center courses typically include history of art, history of the Mediterranean region, a literature course, and Spanish composition and syntax. In Seville, students live in private homes, and a rich array of cultural activities and excursions are organized every semester.

Applicants are expected to have at least completed SPANR 219 before departure. 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 take a look at the Cornell Abroad web site: www.einaudi.cornell.edu/cuabroad.

Study Abroad in Bolivia: The summer program in Cochabamba, Bolivia, is sponsored by the Latin American Studies Program and accepts both undergraduate and graduate students. Students live with Bolivian families and normally take two courses with Cornell faculty who participate in this program. In addition to course work in Bolivian culture, politics, and social movements, the program features the opportunity to do intensive study in Quechua, the native language spoken by many Bolivians, as well as Spanish, and to participate in research and internships with grassroots communities, government offices, and businesses.

Honors. Honors in Spanish may be achieved by superior students who want to undertake guided independent reading and research in an area of their choice. Students in the senior year select a member of the Spanish faculty to supervise their work and direct the writing of their honors essay (see SPANL 429-430).

Language

Enrollment in a language course is conditional upon the student's eligibility for the particular level and on attendance of the first scheduled class session. Further, a student who fails to attend the first three days of class will be automatically dropped from the course to accommodate those on the waiting lists.

All Spanish language courses are offered by the Department of Romance Studies, and Spanish linguistics courses are offered by the Department of Linguistics.

SPANR 121-122 Elementary Spanish

121, fall and summer; 122, spring. 4 credits each term. Prerequisite: for SPANR 122: SPANR 121 or LPS 37-44 or SAT II 370-450. M. K. Redmond (course coordinator), S. Amigo-Silvestre, and staff.

This course is intended for students with no experience in Spanish. (Students who have previously studied 2 or more years of Spanish are not eligible for 121 unless they have an LPS score lower than 37 or SAT II lower than 370.) The course provides a thorough grounding in all language skills.

SPANR 123 Continuing Spanish

Fall, spring, or summer. 4 credits. *Provides language qualification.* Prerequisite: SPANR 112 or SPANR 122, or an LPS score 45-55 or SAT II 460-580. Fall: N. Maldonado-Méndez (course coordinator), L. Morató-Peña, and staff; spring: N. Maldonado-Méndez (course coordinator), L. Morató-Peña, and staff; summer: A. Stratakis-Tiö.

This is a lower-intermediate level course that provides an intensive grammar review in communicative contexts and practice in all skills. After this course, the student may take SPANR 200, 207, or 209.

SPANR 200 Spanish for English/Spanish Bilinguals (also LSP 202)

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: LPS score 56 or higher, SAT II 590 or higher, CASE placement, or permission of instructor. N. Maldonado-Méndez.

This course is designed to expand bilingual students' knowledge of Spanish by providing them with ample opportunities to develop and improve each of the basic language skills. Not available to students who have taken SPANR 207 or 209.

SPANR 207 Intermediate Spanish for the Medical and Health Professions

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.* Prerequisite: Spanish 123, LPS score 56-64, or SAT II 590-680, or CASE Q+, or permission of instructor. Students who have taken SPANR 200 or 209 should speak to the instructor. A. Stratakis-Tiö.

This course provides a conversational grammar review, with dialogues, debates, compositions, and readings on health-related themes. Special attention is given to relevant cultural differences.

SPANR 209 Spanish Intermediate Composition and Conversation I

Fall or spring. 3 credits. *Provides language proficiency and satisfies Option 1.*

Prerequisite: SPANR 123, LPS score 56-64, or SAT II 590-680. Not available to students who have taken SPANR 207. Fall: J. Routier-Pucci (course coordinator), S. Amigo-Silvestre, C. Lawless, E. Sánchez-Blake, and staff; spring: E. Sánchez-Blake (course coordinator), S. Amigo-Silvestre, and staff.

This course provides a conversational grammar review with special attention to the development of accurate and idiomatic oral and written expression. Assignments include composition writing, reading and discussing Spanish and Spanish American short stories and poetry, and viewing several films.

SPANR 219 Spanish Intermediate Composition and Conversation II

Fall or spring. 4 credits. *Satisfies language Option 1.* Prerequisite: SPANR 207 or 209, or CASE Q+, or permission of instructor. This course, or its equivalent, is required for entering the major and for admission to the Cornell Abroad program. Z. Iguina (course coordinator) and E. Dozier.

This is an advanced-intermediate course designed for students who want to further broaden their knowledge of the language and related cultures as well as improve their comprehension and communication skills.

SPANR 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Times arranged with instructor. Staff. Taught on a specialized basis to address particular student needs.

SPANR 310 Advanced Spanish Conversation and Pronunciation

Spring. 3 credits. *Satisfies language Option 1.* Prerequisite: SPANR 219 or equivalent. Z. Iguina.

This is a conversation course with intensive oral practice obtained through the production of video programs. Students practice the fundamental aspects of communication in the standard spoken and written Spanish, with some focus on dialectal variations. There are weekly pronunciation labs.

SPANR 311 Advanced Spanish Composition and Conversation I

Fall or spring. 4 credits. *Satisfies language Option 1.* Prerequisite: SPANR 219 or placement by CASE exam. E. Sánchez-Blake and staff.

Advanced language skills, developed through reading, grammar review, and intensive practice in speaking, writing, and translation. Analysis of present-day Spanish usage in a wide variety of oral and written texts.

SPANR 312 Advanced Spanish Composition and Conversation II

Fall or spring. 4 credits. *Satisfies language Option 1.* Prerequisite: SPANR 311 or permission of instructor. Fall, E. Sánchez-Blake; spring, M. Stycos.

Readings and class discussion focus on the stylistic analysis of modern texts. Increased emphasis, through weekly essays, on students' development of an effective Spanish prose style.

SPANR 314 Hispanic Storytelling Workshop

Fall. 3 credits. *Satisfies language Option 1.*
Prerequisite: SPANR 219, or CASE Q+, or permission of the instructor.

During the last twenty years, there has been a revitalization of the ancient art of storytelling, taking advantage of the opportunities provided by modern acting and staging techniques. This workshop involves all aspects of presenting an oral story to the public. As an advance language course, it provides students with ample opportunities to develop their reading and listening comprehension (with expansion of vocabulary and of the idiomatic aspects of language) as well as their oral expression (diction, pronunciation, intonation). There is a natural cultural component in the course, because the assigned readings are stories from the Spanish-speaking world. For writing practice, students work on modifying written stories for oral performance, or create their own stories, or translate stories from the English-speaking world or from other cultures. The course culminates with a public performance by the instructor and the class members. In preparation for this final performance, students select and prepare stories, undergo voice training methods, train in body movements and gestures, and work together on the stage settings. All preparation for the performance is conducted exclusively in Spanish.

SPANR 366 Spanish in the United States (also LING 366 and LSP 366) (III) (CA)

Spring. 4 credits. M. Suñer.
For description, see LING 366.

SPANR 630 Spanish for Reading

Fall. 3 credits. Limited to graduate students. J. Routier-Pucci.
Designed for those with little or no background in Spanish and little exposure to written Spanish, this course primarily aims to develop skill in reading Spanish. Grammar basics, extensive vocabulary, and strategies for reading in a foreign language are covered. The choice of texts depends on the interests of the students in the course.

Literature**SPANL 218 Introduction to Hispanic Literature @ (IV) (LA)**

Fall or spring. 3 credits. *Satisfies language Option 1.* Prerequisite: SPANR 200, or 207, or 209 or CASE Q+, or permission of coordinator. The course is divided into small sections and is taught in Spanish. The literature course that normally follows SPANL 218 is either 316 or 318. M. Stycos and staff.

An intermediate course designed to improve reading, writing, speaking, and comprehension skills in Spanish through the reading and discussion of contemporary literary works of various genres (narrative prose, drama, poetry) from Spain and Spanish America. Emphasis is placed on the development of fluency in reading and of critical and analytical abilities. The cultural, sociological, and aesthetic implications of texts by authors such as Borges, Cortázar, Fuentes, García Márquez, García Lorca, and Cela are considered.

SPANL 230 Viewing Modern Barcelona (also COM L 226) (IV) (CA)

Spring. 4 credits. Conducted in English.
J. R. Resina.

Since it hosted the 1992 Olympic Games, Barcelona has quickly become one of the world's most fashionable cities. It not only is a cosmopolitan city, but it also is the capital of Catalonia, home of an old European culture. A bilingual city in which Catalan and Spanish are commonly spoken, Barcelona combines postmodern features with the history of two millennia. This interdisciplinary seminar acquaints students with salient aspects of the history of this city, emphasizing the modern period. Included are issues relating to the city's expansion in the mid-nineteenth century and involving city planning; the art nouveau architecture of Gaudí and other architects; the painting of Picasso, Miró, Tàpies, and other artists like Casas and Nonell; and popular and traditional music. Materials for the course include literary works and films dealing with the city, such as novels by Mercè Rodoreda, Eduardo Mendoza, and others and film directors such as Pederro Almodóvar, Wilt Stillman, and Ventura Pons. The seminar will probably include an optional one-week trip to Barcelona, with visits to important sites such as the Picasso museum, the Museum of Modern Art of Catalonia, Meiers' Center for Contemporary Art of Catalonia, the Tàpies Foundation, various Gaudí buildings, Park Güell, and a number of other cultural and popular references.

SPANL 246 Contemporary Narratives by Latina Writers (also LSP 246 and FGSS 246) (IV) (LA)

Fall. 3 credits. Conducted in English.
L. Carrillo.

This course offers a survey of narratives, including novels, short fiction, essays, political/feminist manifestoes and memoirs by representative Latina writers of Chicana, Chilean, Cuban, Dominican, and Puerto Rican, and other ethnic groups in the United States and the Americas. We investigate the parallel development of a Latina perspective on personal, social, and cultural issues alongside that of the U.S. ethnic liberation/revitalization movements of the 1960s through to contemporary feminist activism and women of color movements. We investigate these works as artistic attempts to deal with issues of culture, language and bilingualism, family, gender, sexuality, and domesticity, among others. We account for regional distinctions and contributions. Readings include works by Julia Alvarez, Elena Castedo, Sandra Cisneros, Judith Ortiz Cofer, Cristina García, Ana Lydia Vega, and others.

SPANL 247 Spanish through Media and Culture

Spring. 3 credits. Prerequisite: SPANR 219, CASE Q++, or permission of instructor. E. Sánchez-Blake.

This course offers hands-on media analysis and production. It is oriented to students with interest in Spain and Latin America and uses media to support research on topics in their areas of interest. It emphasizes intensive use of Spanish in a cultural context. The course is conducted in a computer classroom with access to electronic media and sources of information in the Spanish world. Students conduct a research project that will be produced and presented as a news media program.

SPANL 301 Hispanic Theater Production

Fall or spring. 1–2 credits. D. Castillo.

Students involved in this course 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 signing up for the course are involved in some aspect of production of the play, and write a final paper as a course requirement. Credit is variable depending upon the student's role in play production: a minimum of 50 hours of work is required for one credit; a maximum of two credits will be awarded for 100 hours or more of work.

SPANL 316 Readings in Modern Spanish Literature (IV) (LA)

Fall or spring. 4 credits. *Satisfies language Option 1.* Conducted in Spanish.
Prerequisite: SPANL 218, and either Spanish 311, or placement by CASE exam, or permission of instructor. Fall, C. Lawless and J. M. Rodríguez-García; spring, M. García.

Readings and discussion of representative texts from Spain from the Romantic period to the present. Bécquer, Galdós, Unamuno, García Lorca, Cela, and others.

SPANL 318 Readings in Modern Spanish American Literature (IV) (LA)

Fall or spring. 4 credits. *Satisfies language Option 1.* Conducted in Spanish.
Prerequisite: SPANL 218, SPANR 219, or CASE Q++, or permission of instructor.
Fall, B. Bosteels and E. Paz-Soldan; spring, B. Bosteels and J. M. Rodríguez-García.

Readings and discussion of representative texts of the nineteenth and twentieth centuries from various regions of Spanish America. Among the authors considered are Sarmiento, Hernández, Martí, Darío, Agustini, Borges, Cortázar, García Márquez, Poniatowska, and Valenzuela.

Note: The prerequisite for the following courses, unless otherwise indicated, is SPANL 316 and 318 or permission of instructor.

SPANL 319 Renaissance Hispanisms # (IV) (LA)

Fall or spring. 4 credits. *Satisfies language Option 1.* Conducted in Spanish.
Prerequisite: SPANL 316 and SPANL 318.
SPANR 312 is recommended. Fall, M. A. Garcés; spring, S. Pinet.

Fall: In Spain the cultural revolution known as the Renaissance produced a glittering array of artistic works—both in literature and the arts—that gave rise to the term Golden Age. There was a “darker side” to the Renaissance, however, which juxtaposed the conquest of America with the establishment of the Inquisition and the expulsion of the Jews. The tale of these relations of exclusion and fascination with the other is recapitulated by the literature of the period. Readings may be drawn from Columbus, Cabeza de Vaca, Lazarillo de Tormes, Garcilaso de la Vega, San Juan de la Cruz, Cervantes, María de Zayas, Quevedo, Lope de Vega, and Calderón, among others.

Spring: 1492 works in the study of Hispanic culture not only as the date of a watershed event but as cipher of the many discourses that came into conflict as the new continent was put on the map. The Golden Age will be addressed in this course from both sides of the Atlantic, setting out tendencies and continuities, conflicts and ruptures. Readings

may include texts by Columbus, Garcilaso, Cabeza de Vaca, Cervantes, Inca Garcilaso, Lope de Vega, Sor Juana, Calderón and others

SPANL 320 Perspectives on Latin America (also LASP 301) @ (IV) (CA)

Spring. 3 credits. Conducted in English. D. Castillo.

This interdisciplinary, co-taught course is offered every spring through the Latin American Program. It is highly recommended for those concentrating in Latin American Studies. Topics will vary by semester, but readings always focus on current research in various disciplines and regions of Latin America. The range of issues addressed include the economic, social, cultural, and political trends and transitions in the area. In the weekly meetings, instructors and guest lecturers facilitate student discussions. Students taking the course are required to participate in all class discussions and write one research paper in their chosen focus area.

SPANL 323 Readings in Latin American Civilization # (IV)

Fall. 4 credits. C. Arroyo.

Topics include: the question of a "national" culture vs. other types of collective culture (women's studies, religious studies, etc.); discussions on the identity and the problems of Spanish culture in the twentieth century (Unamuno, Ortega y Gasset, Eugenio D'Ors, Lain Entralgo); the present constitution of Spain ("a nation of nations"); from Roman Hispania to the medieval kingdoms; 1492; Don Quixote and Don Juan; the obsession for Europe-ization since 1713; and main names and trends in Spanish art and music.

SPANL 333 The Spanish-American Short Story (IV) (LA)

Spring. 4 credits. D. Castillo.

A study of the short narrative genre as it has been practiced in Spanish America during the past two centuries. In addition to representatives of the Romantic, Realist, Modernist, and criollista schools, the course focuses on contemporary writers such as Arreola, Borges, Cortázar, Fuentes, García Márquez, and Rulfo.

SPANL 335 Spanish-American Mystery Fiction (also SPANL 645) (IV) (LA)

Fall. 4 credits. *Satisfies language Option 1.* Conducted in Spanish. E. Paz-Soldán.

Originally an exotic translated import from the Anglo-Saxon tradition, mystery fiction flourished in Spanish America in the twentieth 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 contemporary authors like Leonardo Padura and Patricia Melo.

SPANL 343 Caribbean Women Writers (also SPANL 643) (IV) (CA)

Fall. 4 credits. Prerequisite: SPAN 316 or SPAN 318, or permission of instructor. Conducted in Spanish. M. García.

Study of modern Caribbean literature can be complete only if it reflects the culture's ethnic, racial, and linguistic diversity. Because so much of the Caribbean was at one time colonial territory, life in the Caribbean has traditionally been portrayed in literature from the perspective of European colonialists and their descendants, who represent a small portion of the population. Today's Caribbean authors, however, are seeking to express the

tradition of revolt and the struggle to assert freedom that has been such an important part of Caribbean history. While this triumphant Caribbean is being portrayed by new generations of Caribbean writers, the contributions of many female authors are still being ignored. Only by including the literary works of these Caribbean women writers in our academic curriculum and literary criticism can we reflect the true diversity of the Caribbean. In this course we focus on the works of women writers from the Hispanic Caribbean who have made important contributions to their cultural environments. In their texts they denounce patriarchal oppression, look to history as a means of understanding their imagined community, and attempt to subvert traditional ideas of gender and genre, self and subjectivity. We will concentrate on specific concerns voiced by the texts selected for discussion, including various contestations of history, non-canonical discourses, gender and sexuality, and the uses of popular culture.

SPANL 370 Fictions of Wonder: Variations of the Marvelous in Hispanic Literatures (IV) (LA)

Spring. 4 credits. S. Pinet.

Alternating close readings of instances of the marvelous in Hispanic literatures (from Berceo to Amadis, Bioy Casares to Peri Rossi, with theoretical texts by Le Goff, Todorov, Carpentier), this course will study the concept and literary representations of the marvelous and establish a continuity between texts from the medieval, early modern, and contemporary periods.

SPANL 399 Spanish Film (IV) (CA)

Spring. 4 credits. *Satisfies language Option 1.* Conducted in Spanish.

Prerequisite: SPANL 218 or 311 or permission of instructor. Screenings to be announced. J. R. Resina.

Examines the evolution of Spanish cinema since Franco's death in 1975, both from a historical and a cinematic perspective. The focus is on documentary, fictional, and allegorical reconstruction of the past and on the images of the new democratic society that illustrate a postmodern aesthetic. Selected films include works by directors who started their careers under the dictatorship (Saura, Erice, Borau) and by members of the younger generation, such as Almodóvar.

SPANL 412 Polyphonies (also S HUM 412)

Fall. 4 credits. M. Noone.

Polyphony, a multiplicity of (in)dependent voices, dominated musical life in Spain and its newly acquired dominions in the fifteenth and sixteenth centuries. Through intensive reading and listening we consider Spanish sacred polyphony within the wider cultural, social, and institutional contexts that lend it intelligibility.

SPANL 419-420 Special Topics in Hispanic Literature

419, fall; 420, spring. 2-4 credits each

term. Prerequisite: permission of instructor. Staff.

Guided independent study of specific topics. For undergraduates interested in special problems not covered in courses.

SPANL 427 Cultural Politics of 1968 in Paris and Mexico City (also FRLIT 427/627, COM L 412/612, and SPANL 627) (IV) (CA)

Spring. 4 credits. B. Bosteels.

In a cultural and historical analysis of the events of 1968 in France and Mexico this course asks what happens when, against the regimes of de Gaulle and Díaz Ordaz, students and intellectuals unite with workers to push their struggles out into the streets. Through chronicles, underground tracts, philosophical texts, political theories, movies, and fictional works, we will examine how such events redraw the lines of alliance between art, labor, and knowledge. Among the writers and artists considered are Guy Debord, Louis Althusser, Jean-Paul Sartre, Robert Linhart, Alain Badiou, Nathalie Sarraute, and Jean-Luc Godard; Elena Poniatowska, Octavio Paz, José Revueltas, Carlos Fuentes, Paco Ignacio Taibo II, and Jorge Fons.

SPANL 429-430 Honors Work in Hispanic Literature

429, fall; 430, spring. 8 credits. Year-long course, R grade fall semester, letter grade spring semester. Limited to seniors with a superior academic record. Prerequisite: permission of instructor. D. Castillo and staff.

SPANL 449 Writing in the First Person: Transatlantic Readings (also SPANL 649) (IV) (LA)

Fall. 4 credits. Permission of instructor. J. M. Rodríguez-García.

This is a survey of key texts in the Hispanic traditions of life writing, in both the (auto) biographical and the (meta) fictional modes. Readings may include works by such authors as Domingo F. Sarmiento, Gertrudis Gómez de Avellaneda, José María Blanco White, María Teresa León, Carlota O'Neill, Max Aub, Reinaldo Arenas, Juan Goytisolo, Rigoberta Menchú, Miguel Barnet, Camilo José Cela, Carmen Martín Gaité, and José Donoso. A strong emphasis will be placed on important theoretical essays by Philippe Lejeune, Mikhail Bakhtin, Paul de Man, Carolyn Heilbrun, Nora Catelli, and Angel Loureiro, among others.

SPANL 450 Literature of the Conquest (also SPANL 650) @ (IV) (LA)

Fall. 4 credits. *Satisfies language Option 1.* Prerequisites: SPAN 316, 318, and 319.

Conducted in Spanish. M. A. Garcés.

This course examines the cultural and psychological impact of the "Discovery" on the literatures of the Old and the New World. In a voyage that takes us from the Caribbean to the mesetas of Ancient Mexico and the Andean regions of South America, we explore the formation of various discourses on the New World through a close reading of sixteenth- and seventeenth-century European and Amerindian texts. Particular attention is paid to the early European pictorial reactions to, and resulting iconography of, the American Indian and the New World. Reading selections are drawn from Christopher Columbus, Hernán Cortés, Bernal Díaz, Aztec and Maya Testimonies on the Conquest, Francisco de Xerez, Pedro Cieza de León, Michel de Montaigne, and Inca Garcilaso de la Vega, among others.

SPANL 453 Constructed Memories of the Hispanic Caribbean (CA)

Spring. 4 credits. Conducted in Spanish. M. García.

Memory plays an important role in constructing, through literature, a social reality within a political framework. Connection between past and present provides the basis on which storytelling navigates legend and actuality. Storytelling not only expresses a cultural identity but also reinforces the cultural unity it is expressing. History and memory provide a valuable framework for the literary expression of experience. They offer writers the basis for research, assessment, and accountability intrinsic to narrative. The fallibility of memory, however, renders it a form of human expression in and of itself, due to its unconscious or selective recollection and deletion. Memory plays an important role in the writings of Cuban, Puerto Rican, and Dominican writers. Originating from different circumstances, memory is a driving force in imagining their cultural communities from a distance.

SPANL 468 Poetry of The Golden Age (also SPANL 668) # (IV) (LA)

Fall. 4 credits. *Satisfies language Option 1.* Conducted in Spanish. C. Arroyo. Readings from Garcilaso to Quevedo. Reflection on Petrarchism, neo-Platonism, Culto, Conceptism, Classic stereotypes, and originality. Poetry and poetic theory; the emergence of the professional writer in Europe.

SPANL 474 Translation and Comparative Poetics (IV) (LA)

Spring. 4 credits. J. R. Rodríguez-García. This is a survey of modern Spanish and Spanish American poets who were also translators of French and/or Anglo-American poetry. The list of poets includes Rubén Darío, Guillermo Valencia, Alfonso Reyes, Jorge Luis Borges, Julio Cortázar, Octavio Paz, José Emilio Pacheco, Silvina Ocampo, Juan Ramón Jiménez, Rafael Alberti, Jorge Guillén, Luis Cernuda, Rosa Chacel, León Felipe, María Valverde, José Ángel Valente, and Andrés Sánchez Robayna, among others. We will focus on how these authors incorporated into their own creative work many of the formal conventions and thematic motifs they found in the poetry they translated into Spanish. Some of these authors (notably Cernuda, Paz, Valverde, and even Cortázar) were also literary historians who produced an important body of critical work on the French and Anglo-American poetic traditions. Among the poets whose work we will read in the original English or French side by side with the Spanish renditions are John Donne, John Keats, Percy Shelley, Walt Whitman, Emily Dickinson, Edgar Allan Poe, T. S. Eliot, Ezra Pound, Wallace Stevens, William Carlos Williams, Victor Hugo, Stéphane Mallarmé, Paul Valéry, and René Char.

SPANL 486 After Borges: Literature, Politics, and the Aesthetic Act (also SPANL 686) (IV) (LA)

Fall. 4 credits. *Satisfies language Option 1.* Taught in Spanish. B. Bosteels. A critical study of Jorge Luis Borges's writings, his politics, and his ideology in the context of earlier and later works by Lugones, Macedonio Fernández, Bioy Casares, Silvina Ocampo, Valenzuela, and Piglia. Textual analysis will alternate with theoretical and philosophical debates, visual artwork, and movies inspired by the works of Borges.

SPANL 607-608 Proseminar (also FRLIT 607-608 and ITALL 607-608)

607, fall; 608, spring. 2 credits each term. Fall, M. C. Vallois; spring, staff. The pro-seminar is the place for sustained exchanges between graduate students, faculty, and visiting lecturers. Activities include reading and discussion of seminal texts, chapters from dissertations and works in-progress, and articles and essays from visiting lecturers.

SPANL 627 Cultural Politics of 1968 in Paris and Mexico City (also FRLIT 427/627, COM L 412/612, and SPANL 427)

Spring. 4 credits. B. Bosteels.

SPANL 639-640 Special Topics in Hispanic Literature

639, fall; 640, spring. 2-4 credits each term. Staff.

SPANL 643 Caribbean Women Writers (also SPANL 343)

Fall. 4 credits. Prerequisite: SPANL 316 or SPANL 318 or permission of instructor. Conducted in Spanish. M. García. For description, see SPANL 343.

SPANL 645 Spanish-American Mystery Fiction (also SPANL 335) @

Fall. 4 credits. Conducted in Spanish. E. Paz-Soldán. For description, see SPANL 335.

SPANL 649 Writing in the First Person: Transatlantic Readings (also SPANL 449)

Fall. 4 credits. Permission of instructor. J. M. Rodríguez-García. For description, see SPANL 449.

SPANL 650 Literature of the Conquest (also SPANL 450)

Fall. 4 credits. Prerequisites: Spanish 316, 318, and 319. Conducted in Spanish. M. A. Garcés. For description, see SPANL 450.

SPANL 655 The Mexican Revolution in Novel and Film

Fall. 4 credits. D. Castillo. The Mexican Revolution (1919-1920) was one of the great cataclysmic events of the twentieth century and has been the subject of innumerable treatments at all levels of cultural and intellectual engagement. This course proposes to take on an interdisciplinary, culture-studies analytic project using the revolution as its case study. We will read Paz's classic *Laberinto de la soledad*, selections from Guzmán, Poniatowska, and EZLN (subcomandante marcos) documents, along with novels by Fuentes, Rulfo, Garro, and Castellanos. Concurrently, we will screen films including documentaries like "Vámonos con Pancho villa" and "Viva Zapata," arat films like "Enamorada" and Eisenstein's "Que viva México," adaptations of novels including "Pedro Páramo" and "Old Gringo," and popular culture films like "Cuando Lloran los valientes."

SPANL 661 Sin, Crime, and Scandal in Early Modern Hispanic Fiction

Spring. 4 credits. Conducted in Spanish. M. A. Garcés. Five centuries after its publication, *la Celestina* continues to be one of the most subversive works in the Spanish language, a work that imposes its crude and disenchanted worldview on its readers. Sin, crime, and

scandal not only mark this splendid artistic achievement, but also distinguish other experimental fictions often characterized as "picaresque" because of their marginal subjectivity, their fascination with the erotic, and their transgressions against the law. Beginning with *La Celestina*, our seminar will explore various dissident works within the context of the societies that produced them, such as the aggressively erotic *Lozana andaluza* by Francisco Delicado, and some not very exemplary novels by Cervantes and María de Zayas, such as *El casamiento engañoso*, *El coloquio de los perros*, and *El castigo de la miseria*, among others. We will end our journey in the New World, with our study of the *Vida y sucesos de la monja Alférez*, attributed to the transvestite nun-soldier Catalina de Erauso, and the hybrid chronicle known as *El Carnero* by Rodríguez Freyre, a denunciation of sexual sins in colonial Nueva Granada. Readings will be supplemented with an ample range of theoretical and critical perspectives.

SPANL 668 Poetry of the Golden Age # (also SPANL 468)

Fall. 4 credits. Conducted in Spanish. C. Arroyo. For description, see SPANL 468.

SPANL 686 After Borges: Literature, Politics, and the Aesthetic Act (also SPANL 486)

Fall. 4 credits. Taught in Spanish. B. Bosteels. For description, see SPANL 486.

RUSSIAN

N. Pollak, chair, (226F Morrill Hall); P. Carden, director of undergraduate studies, (226B Morrill Hall); S. Paperno, director of Russian language program, (226E Morrill Hall); W. Browne, R. Krivitsky, S. Senderovich (on leave spring and fall 2004), G. Shapiro, V. Tsimberov.

For updated information, consult our web sites:

(literature) www.arts.cornell.edu/russian

(language) <http://russian.cornell.edu>

The Russian Major

Russian majors study Russian language, literature, and linguistics and emphasize their specific fields of interest. It is desirable, although not necessary, for prospective majors to complete RUSSA 121-122, RUSSA 203-204, and RUSSL 209 as freshmen and sophomores, because these courses are prerequisites to most of the junior and senior courses that count toward the major. Students may be admitted to the major upon satisfactory completion of RUSSA 122 or the equivalent. Students who elect to major in Russian should consult Professor Carden as soon as possible. For a major in Russian, students are required to complete (1) RUSSA 303-304 or the equivalent, and (2) 18 credits from 300- and 400-level literature and linguistics courses, of which 12 credits must be in literature in the original Russian.

With the permission of the instructor, students may add one additional credit to certain literature courses by registering for RUSSA 491. Such courses involve a one-hour section each week with work in the Russian

language. Students may count two one-hour credits toward the 12 hours of Russian literature in the original language required for the major.

Satisfying the Foreign Language Requirement

1. Under Options 1a and 1b:

1a) Any Russian language (RUSSA) course totaling 3 or 4 credits at the 200-level or above (with the exception of RUSSA 300 Directed Study) satisfies the Arts and Sciences language requirement under Option 1a.

1b) After completing the prerequisites RUSSA 121 and RUSSA 122, students may complete the language requirement by taking RUSSL 209 in the fall term. Students who qualify may satisfy the language requirement by taking RUSSL 212 in the spring term. Other Russian literature (RUSSL) courses that are taught in Russian may also be used when appropriate.

2. Under Option 2:

- In two semesters: RUSSA 103 + RUSSA 121 in the fall, RUSSA 104 + RUSSA 122 in the spring.
- In three semesters: RUSSA 121 in the fall, RUSSA 122 in the spring, RUSSA 203 the following fall.
- In four semesters: RUSSA 121 in the fall, RUSSA 122 in the spring, RUSSA 125 the following fall, RUSSA 126 the following spring.

Study Abroad

Students from Cornell frequently participate in the Council on International Educational Exchange and the American Council of Teachers programs for language study, as well as other Russian language programs. Opportunities are available for study during the summer, a single semester, or the full year. Further information is available from Prof. Wayles Browne in the Department of Linguistics and from the Cornell Abroad office.

Honors. Students taking honors in Russian undertake individual reading and research and write an honors essay. Students planning to take honors should consult Professor Carden in their junior year.

Russian Language

Detailed information and schedules of the Russian language courses, as well as office hours of the instructors, are available at: <http://russian.cornell.edu>

Suggested tracks for first- and second-year Russian language study:

- First year intensive: 103 + 121 in the fall, 104 + 122 in the spring
- First year non-intensive: 121 in the fall, 122 in the spring
- Second year intensive: 125 + 203 in the fall, 126 + 204 in the spring
- Second year non-intensive: 203 in the fall, 204 in the spring
- Second year "mostly reading; lighter load": 125 in the fall, 126 in the spring

RUSSA 103-104 Conversation Practice

103, fall; 104, spring. 2 credits each term. Must enroll in one section of 103 and one section of 104 and one section of 122 in the spring. M W 10:10-11:00. R. Krivitsky.

The course reinforces the speaking skills learned in RUSSA 121 and 122. Homework includes assignments that must be done in the language lab or on the students' own computers.

RUSSA 121-122 Elementary Russian through Film

121, fall or summer; 122, spring or summer. 4 credits each term. M T W R F 11:15-12:05 (section 1) or 12:20-1:10 (section 2). R. Krivitsky, S. Paperno, V. Tsimberov.

A thorough grounding is given in all the language skills: listening, speaking, reading and writing. Course materials include clips from original Russian films and TV programs. Homework includes work in the language lab or on the students' own computers.

RUSSA 125-126 Reading Russian Press

125, fall; 126, spring. 2 credits each term. Prerequisite: RUSSA 122 or placement by the department. Times to be arranged with instructors.* S. Paperno, V. Tsimberov.

The emphasis is on reading unabridged articles on a variety of topics from current Russian periodicals and web pages and translating them into English; a certain amount of discussion (in Russian) may also be undertaken. When necessary and feasible, a separate section may be created for native speakers of Russian, with larger reading assignments.

RUSSA 203-204 Intermediate Composition and Conversation

203, fall; 204, spring. 3 credits each term. *RUSSA 204 satisfies Option 1.*

Prerequisites: for RUSSA 203, completing RUSSA 122 and RUSSA 104, or completing RUSSA 122 with a grade higher than B, or placement by department; for RUSSA 204, RUSSA 203 or equivalent. M T R F 1:25-2:15.

R. Krivitsky, S. Paperno, V. Tsimberov.

Guided conversation, translation, reading, pronunciation, and grammar review, emphasizing the development of accurate and idiomatic expression in the language. Course materials include video clips from an original Russian feature film and work with Russian web sites.

RUSSA 300 Directed Studies

Fall or spring. 1-4 credits variable. Prerequisite: permission of instructor. Times to be arranged with instructor.* Staff.

Taught on a specialized basis for students with special projects (e.g., to supplement a non-language course or thesis work).

RUSSA 303-304 Advanced Composition and Conversation

303, fall; 304, spring. 4 credits each term. *RUSSA 304 satisfies Option 1.*

Prerequisites: for RUSSA 303, RUSSA 204 or equivalent; for RUSSA 304, RUSSA 303 or equivalent. M W F 2:30-3:20.

R. Krivitsky, S. Paperno, V. Tsimberov.

Reading, writing, and conversation: current Russian films (feature and documentary), newspapers, TV programs, Russian web sites, and other materials are used.

RUSSA 305-306 Reading and Writing for Heritage Speakers of Russian

305, fall; 306, spring. 2 credits each term. Prerequisite: placement by the department. Times to be arranged with instructor.* S. Paperno.

This course is intended for students who speak Russian at home but have not learned to read or write grammatically-correct Russian (or have not learned to write Russian at all). The syllabus may be different from one year to another depending on the needs and interests of the students.

RUSSA 309-310 Advanced Reading

309, fall; 310, spring. 4 credits each term. *RUSSA 310 satisfies Option 1.*

Prerequisites: for RUSSA 309, RUSSA 204; for RUSSA 310, RUSSA 309 or equivalent. Times to be arranged with instructors.* S. Paperno, V. Tsimberov.

Course designed to teach advanced reading skills. Weekly reading assignments include 20-40 pages of unabridged Russian, fiction or non-fiction. Discussion of the reading is conducted entirely in Russian and centered around the content of the assigned selection. When necessary and feasible, a separate section may be taught for native speakers of Russian with larger reading assignments (up to 120-130 pages per week).

RUSSA 401-[402] History of the Russian Language (also LING 417-418) (III) (HA)

401, spring; [402]. 4 credits each term.

Prerequisites: for RUSSA 401, permission of instructor; for RUSSA 402, RUSSA 401 or equivalent. Offered alternate years. 402 not offered 2003-2004. Times to be arranged with instructor.** W. Browne.

Phonological, morphological, and syntactic developments from old Russian to modern Russian.

RUSSA 403-[404] Linguistic Structure of Russian (also LING 443-444) (III) (KCM)

403, fall; [404], spring. 4 credits each term.

Prerequisites: for RUSSA 403, reading knowledge of Russian; for RUSSA 404, RUSSA 403 or equivalent. Offered alternate years. 404 not offered 2003-2004. Times to be arranged with instructor.** W. Browne.

A synchronic analysis of the structure of modern Russian. RUSSA 403 deals primarily with phonology and its relation to syntax and 404 with syntax and word order.

[RUSSA 409 Teaching Russian as a Foreign Language

Fall, spring. 1 credit each term.

Prerequisite: very good command of Russian language. Not offered 2003-2004. Times to be arranged with instructor.* S. Paperno.

Designed to equip the teacher of Russian with the ability to practice language instruction in the classroom. Geared to the courses and methodology used in the Russian language program at Cornell. Not a theoretical course.]

RUSSA 413-414 Advanced Conversation and Stylistics

413, fall; 414, spring. 2 credits each term.

Prerequisites: for RUSSA 413, RUSSA 304 or equivalent; for RUSSA 414, RUSSA 413 or equivalent. Times to be arranged with instructor.* V. Tsimberov.

Discussion of authentic Russian texts and films (feature or documentary) in a variety of non-literary styles and genres.

RUSSA 491 Reading Course: Russian Literature in the Original Language

Fall or spring. 1 credit each term.

Prerequisite: permission of instructor.

Times to be arranged with instructor.*

Staff.

This course is to be taken in conjunction with any Russian literature course at the advanced level. Students receive one credit for reading and discussing works in Russian in addition to their normal course work.

RUSSA 601 Old Church Slavonic (also LING 661)

Fall. 4 credits. Prerequisite: students must know a Slavic or ancient Indo-European language. This course is a prerequisite for RUSSA 602 and 651. Offered alternate years. Times to be arranged with instructor.** W. Browne.

Grammar and reading of basic texts.

RUSSA 602 Old Russian Texts (also LING 662)

Spring. 4 credits. Prerequisite: RUSSA 601. Offered alternate years. Times to be arranged with instructor.** W. Browne.

Grammatical analysis and close reading of Old Russian texts.

RUSSA 633-634 Russian for Russian Specialists

633, fall; 634, spring. 1-4 credits variable. Prerequisite: 4 years of college Russian or equivalent. For graduates and advanced undergraduates. Times to be arranged with instructor.* Staff.

The course is designed for students whose areas of study require advanced active control of the language. Fine points of syntax, usage, and style are discussed and practiced.

[RUSSA 651-652 Comparative Slavic Linguistics (also LING 671-672)]

651, fall; 652, spring. 4 credits each term. Prerequisites: for RUSSA 651, RUSSA 601 taken previously or simultaneously, or permission of instructor; for RUSSA 652, RUSSA 651 or permission of instructor. Offered alternate years. Not offered 2003-2004. Times to be arranged with instructor.** W. Browne.

Covers sounds and forms of the Slavic languages and of prehistoric common Slavic and the main historical developments leading to the modern languages.]

[RUSSA 700 Seminar in Slavic Linguistics]

Offered according to demand. Variable credit. Not offered 2003-2004. Times to be arranged with instructor.** W. Browne.

Topics chosen according to the interests of staff and students.]

* For RUSSA courses marked "Time to be arranged with instructor(*)" come to the organizational meeting, usually held on the second day of the semester, where class meeting times will be chosen to accommodate as many students as possible. The time and place of the organizational meeting is announced at <http://russian.cornell.edu>, and is posted at the Russian Department office (226 Morrill Hall).

** For courses marked "Time to be arranged with instructor(**)" taught by Wayles Browne, contact Professor Browne (e-mail: ewb2@cornell.edu or phone: 255-0712) for the time and place of his organizational meeting.

Russian Literature

A variety of courses are offered in Russian literature: some courses assign readings in English translation, others in the original Russian, others may employ both; see the course descriptions for details. The connection between Russian history, society, and literature is particularly close, so instruction and discussion in class often encompass culture and intellectual history as well as literature. Some courses are cross-listed with appropriate departments.

First-Year Writing Seminars: consult the John S. Knight Institute brochure for times, instructors, and descriptions. Not offered 2003-2004.

RUSSL 207-208 Themes from Russian Culture # (IV) (LA)

[207 not offered 2003-2004]; 208, spring. M W F 2:30-3:20. 3 credits. G. Shapiro.

Courses deal with various aspects of Russian culture, e.g., literature, art, music, religion, philosophy, and social thought. [RUSSL 207 extends over the period from the beginning through the eighteenth century.] RUSSL 208 covers the nineteenth and twentieth centuries. Russian culture is presented as part of Western civilization, with attention to its distinctive character. Basic texts are moderate-length literary works in English translation. Classes incorporate audiovisual presentations (slides, tapes, film).

RUSSL 209 Readings in Russian Prose and Poetry (LA)

Fall. 3 credits. *Satisfies language Option 1.* T R 2:55-4:10. N. Pollak.

Short nineteenth- to early twentieth-century classics including Pushkin, Dostoevsky, Tolstoy, Blok, Pasternak (in Russian). Conducted in English. For students with 2+ semesters Russian language (121/122 or equivalent). Assignments adjusted for native fluency. May be used as a prerequisite for RUSSL 300-400 courses with reading in Russian.

RUSSL 212 Readings in Twentieth-Century Russian Literature (IV) (LA)

Spring. 3 credits. *Satisfies language Option 1.* M W F 1:25-2:15. G. Shapiro.

Course goals are to introduce students to twentieth-century Russian literature in the original and to improve their Russian reading and writing skills. Readings are from twentieth-century masters such as Bunin, Bulgakov, and Nabokov. All reading, writing, and discussion in Russian. Course designed for students with native background needing another course to satisfy the language requirement. May be used as a prerequisite for RUSSL 300-400 courses with reading in Russian.

[RUSSL 233 Soviet Social and Family Life, WW II (also HIST 233) (III) (CA)]

Not offered 2003-2004. P. Holquist.

For description, see HIST 233.]

RUSSL 279 The Russian Connection, 1830-1867 (also COM L 279) # (IV) (LA)

Fall. 4 credits. M W F 10:10-11:00. P. Carden.

As Russian prose began to find its voice, it responded with enthusiasm to the European prose tradition. One line of development in the Russian novel began with Rousseau's

division between the needs of individual growth, nourished by solitude and introspection, and the demands of society. Tolstoy's *War and Peace* can be read as a summary and a testing of the novelistic tradition that grew out of the work of Rousseau, in both European and Russian literature. We follow the line that leads to Tolstoy's multifaceted inquiry, beginning with two short novels that set the tone for the introspective novel in the two traditions, Constant's *Adolphe* and Lermontov's *Hero of Our Time*. Looking at relevant excerpts from a range of European prose writers, Rousseau, Musset, Goethe, Stendhal, and Thackeray among others, we think about the possibilities and limitations of the introspective novel as a form, especially as manifested in one of the monuments of the genre, *War and Peace*.

RUSSL 280 The Russian Connection, 1870-1960 (also COM L 280) (IV) (LA)

Spring. 4 credits. M W F 10:10-11:00.

P. Carden.

The European novel of introspection developed a second line of inquiry, in some respects counter to the tradition that grew out of the writings of Rousseau. Diderot's *Rameau's Nephew* may be taken as emblematic of a novel that goes beyond the search for self-understanding to focus on alienation, resentment, and rebellion. Dostoevsky was the inheritor of this line in the European prose tradition. His works, in particular *Notes from Underground* and *The Idiot*, are the focal point of our discussion. We follow up the tradition as Dostoevsky's influence returns the line to Europe in the works of writers like Camus and Sarraute.

[RUSSL 331 Introduction to Russian Poetry # (IV)(LA)]

Fall. 4 credits. Prerequisites: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2003-2004. S. Senderovich.

A survey of Russian poetry, with primary emphasis on the analysis of individual poems by major poets.]

[RUSSL 332 Russian Drama and Theatre (also THETR 322, COM L 322) # (IV) (LA)]

Spring. 4 credits. Not offered 2003-2004; next offered 2004-2005. S. Senderovich.

Covers selected topics. Includes discussion of several of the most representative Russian plays of the nineteenth and twentieth centuries in chronological order. Offers introductions to the historical period, cultural atmosphere, literary trends, and crucial moments in the history of Russian theater. Works studied include Gogol's *Inspector General*, Ostrovsky's *The Storm*, and Chekhov's *The Cherry Orchard*. All readings are in English translation. Additional assignments in critical literature are made for graduate students.]

[RUSSL 333 Twentieth-Century Russian Poetry (IV) (LA)]

Spring. 4 credits. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2003-2004. N. Pollak.

Course involves close readings of lyrics by major twentieth-century poets. All readings are in Russian.]

RUSSL 334 The Russian Short Story # (IV) (LA)

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. T R 10:10-11:25. P. Carden.

This course is a survey of two centuries of Russian storytelling. Emphasis is on the analysis of individual stories by major writers, on narrative structure, and on related landmarks of Russian literary criticism.

RUSSL 335 Gogol # (IV) (LA)

Fall. 4 credits. T R 11:40-12:55. G. Shapiro. Selected works of Gogol are read closely and viewed in relation to his life and to the literature of his time. Readings are in English translation.

[RUSSL 337 Films of Russian Literary Masterpieces (also COM L 338) (IV)]

Fall. 4 credits. Not offered 2003-2004; next offered 2005-2006. S. Senderovich.

War and Peace and *Dr. Zhivago* are well-known American films relating to Russian literature of the nineteenth and twentieth centuries. Russian literature has been a matter of great interest both in the West and East. A clear-cut practice of cultural translation is presented by film versions of Russian literary masterpieces. We perform a comparative analysis of these films, providing an excellent opportunity for discussing problems of translation between various media and of cultural translation.]

[RUSSL 350 Education and the Philosophical Fantasies (also COM L 350) # (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004. P. Carden.

A major philosophical tradition has conceived of education as encompassing the whole of our lives. What we should do or be is seen as the result of every choice we make. The whole of our human context is understood as a school in which we form ourselves. This all-encompassing vision of education has been embodied in the works of the great philosopher-fantasts who use the forms of fiction to explore fundamental issues of education. We'll examine several key philosophical fantasies, among them Plato's *Republic*, Rousseau's *Emile*, and Tolstoy's *War and Peace*. Our aim is to understand how the discourse on education became a central part of our Western tradition.]

RUSSL 367 The Russian Novel (also COM L 367) # (IV) (LA)

Spring. 4 credits. Special discussion section for students who read Russian. M W F 12:20-1:10. N. Pollak.

This course considers the rise of the Russian novel in the nineteenth century. May include works by Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov.

[RUSSL 368 Russian Literature from 1917 to the Present (IV) (LA)]

Spring. 4 credits. Special discussion section for students who read Russian. Not offered 2003-2004; next offered 2004-2005. Staff.

All readings in English translation. A survey focusing on the most important writers. Among the themes explored are Russian Modernism, social command, socialist realism, the Thaw, dissident and emigre literature, and post-modernism. Writers include Blok, Mayakovsky, Babel, Olesha, Platonov,

Pasternak, Nabokov, Solzhenitsyn, the two Erofeevs, contemporary women poets, and short story writers.]

RUSSL 369 Dostoevsky # (IV)(LA)

Fall. 4 credits. Limited to 40 students. T R 1:25-2:40. P. Carden.

Course involves close reading of novels and short works by Fyodor Dostoevsky. Dostoevsky's fiction is in contentious dialogue with the literature and philosophy of the preceding century and opens out to the same of the following century. His critique of European culture, his searching examination of the interior life, and his bold experiments with narrative make his work seminal in world fiction. Readings include *Notes from Underground*, *Crime And Punishment*, *The Idiot*, and *Brothers Karamazov*.

[RUSSL 373 Chekhov in the Context of Contemporary European Literature and Art (also COM L 375) # (IV) (LA)]

Spring. 4 credits. Not offered 2003-2004. S. Senderovich.

Reading and discussion of Anton Chekhov's short stories, in the context of the European art of the short story and the paintings of that era. Course designed for non-specialists as well as literature majors. All reading in English translation.]

RUSSL 385 Reading Nabokov (also ENGL 379) (IV) (LA)

Fall. 4 credits. T R 10:10-11:25. G. Shapiro.

This course offers an exciting trip into the intricate world of Nabokovian fiction. After establishing himself in Europe as a distinguished Russian writer at the outbreak of WWII, Nabokov came to the United States, where he re-established himself as an American writer of world renown. In our analysis of the Nabokovian artistic universe, we focus on his Russian corpus of works, from *Mary* (1926) to *The Enchanter* (writ. 1939), all in English translation, and examine the two widely read novels that he wrote in Ithaca while teaching literature at Cornell, *Lolita* (1955) and *Invitation to a Beheading* (1957).

RUSSL 393 Honors Essay Tutorial

Fall and spring. 8 credits. Must be taken in two consecutive semesters in senior year. Credit for the first semester will be awarded upon completion of second semester. For information, please see director of undergraduate studies. Times to be arranged with instructor. Staff.

RUSSL 409 Russian Stylistics (IV) (LA)

Fall. 4 credits. Also open to graduate students. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. M W F 11:15-12:05. S. Senderovich.

Course goes beyond normative grammar. Provides introduction to the subtleties of idiomatic Russian on the levels of morphology, syntax, vocabulary, and phraseology. Also provides an introduction to the genres of live colloquial and written language. Students develop writing skills through short assignments and their analyses. Introduces first notions of literary stylistics and their practical application.

[RUSSL 415 Post-Symbolist Russian Poetry (IV) (LA)]

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2003-2004. N. Pollak.

We will examine works by three poets in the first quarter of this century: Annenskij, the Symbolist whom the Acmeists considered their mentor; Mandelstam, a founding Acmeist; and Pasternak, associated, at least for a time, with the Futurists. Through close readings of their verse and also critical prose and manifestos, we will attempt to determine some of the general features that link poets of such diverse orientations in the years following the crisis of Symbolism. We will also outline the features that distinguish them as representative of their respective movements.]

[RUSSL 427 Russian Formalism (also COM L 427) (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004. N. Pollak.

A course on Russian Formalism—a trend in literary interpretation that flourished in the 1910s and the early 1920s. We'll read the writings of such scholars as Tynianov, Eikhenbaum, Shklovsky, and Jakobson as well as the works they studied. Provides a historical examination of a school that gave rise to some of the most important movements in twentieth-century Western criticism and in other disciplines, such as linguistics and anthropology. Also provides both a look at classics of Russian prose and an approach to literature that has something to offer readers today. Readings in English translation.]

[RUSSL 430 Practice in Translation (IV) (LA)]

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructors. Not offered 2003-2004. W. Browne, S. Senderovich.

A practical workshop in translation: documents, scholarly papers, literary works (prose and poetry). Translation mostly from Russian to English, partly from English to Russian. Attention is paid to problems and development of skills.]

[RUSSL 431 Contemporary Russian Prose (IV) (LA)]

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Graduate students may audit the course. Not offered 2003-2004. Staff.

This course is designed to acquaint students with the way Russian prose has developed during the past 40 years. Emphasis is on comprehension of the text, but we also discuss literary methods, modern literary history, social and political problems, and the ways life in the Soviet Union is reflected in its literature. Course specifically intended for third- and fourth-year Russian majors.]

[RUSSL 432 Pushkin # (IV) (LA)]

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2003-2004. S. Senderovich.

Reading in the original language and discussion of selected works by Pushkin: lyrics, narrative poems, and *Eugene Onegin*.)

[RUSSL 437 A Moralist and a Pornographer (also COM L 437) (IV) (LA)]

Spring. 4 credits. Limited to 15 students. Not offered 2003–2004. S. Senderovich. Two great novels of the twentieth century, *Dr. Zhivago* and *Lolita*, appeared in October 1958, competing for first place on the bestseller list. Both novels concerned the tragic story of a teenage girl sexually exploited by a mature man. Pasternak's novel was hailed as a highbrow and highly moral work of art, and the author soon received the Nobel Prize for literature. Nabokov's novel initially could not even be published in the United States, for it was perceived as a pornographic text.]

[RUSSL 485 The World of Anna Karenina (also HIST 485) (III or IV) (CA)]

For description, see HIST 485.]

[RUSSL 492 Supervised Reading in Russian Literature]

Fall or spring. 1–4 credits each term. Prerequisite: proficiency in Russian or permission of instructor. Independent study. Students must find an adviser and submit a plan before signing up. Times to be arranged with instructor. Staff.

[RUSSL 493 Anton Chekhov # (IV) (LA)]

Fall. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. M W F 10:10–11:00. S. Senderovich.

Reading of major works of Chekhov in Russian, with focus on style and use of language. We examine the works in the context of their time and assess their place in the history of Russian literature. Readings include "Anna on the Neck," "Darling," "Steppe," *Uncle Vanya*, and *Seagull*.

[RUSSL 499 The Avant-Garde in Russian Literature and the Arts (IV) (LA)]

Spring. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. This course may be counted toward the 12 credits of Russian literature in the original language for the Russian major. Not offered 2003–2004; next offered 2004–2005. P. Carden.

The first decade of the twentieth century was perhaps the richest period ever in Russian literature and the arts. Beginning with the brilliant experimentation in poetry and prose of Andrei Bely, Blok, Remizov, and others; then continuing with breakthroughs in painting and sculpture by Malevich, Goncharova, Tatlin, et al. In the second decade, the rambunctious Futurists take over in literature and establish a compact with theater and the visual arts in which all the art forms break down the barriers to produce a new kind of art. During this period Russian artists in every medium were on the cutting edge of the European art scene. After the Revolution, Russian artists and writers of the avant-garde continued their dominance for a time, including the developing medium of film. We read representative Russian texts by the major authors of the period and investigate developments in the theater and visual arts.]

Graduate Seminars

[RUSSL 605 Russian Analytical Approaches to Literature]

Fall. 4 credits. Prerequisite: proficiency in Russian or permission of instructor. Not offered 2003–2004. S. Senderovich. Course designed for graduate and well-advanced undergraduate students with sufficient knowledge of Russian literature and a developed interest in the analytical approaches to literary texts. Provides opportunity to study the most sophisticated analytical approaches to literature developed by Russian critics and theorists in the nineteenth and twentieth centuries. Focus is on critical texts with analytical value as opposed to speculative, that is, those that aim at discovering the unforeseeable in the literary texts. Russian sources are studied against the background of contemporary American and European critical theory. Prominently featured are studies by Veselovsky, Tynianov, Jakobson, Bakhtin, and Senderovich.]

[RUSSL 611 Supervised Reading and Research]

Fall or spring. 2–4 credits. Prerequisite: proficiency in Russian or permission of instructor. Times to be arranged with instructor. Staff.

Related Languages

Czech

[CZECH 300 Directed Studies]

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. Times to be arranged with instructor.** W. Browne.

Taught on a specialized basis to address particular student needs.

Hungarian

[HUNGR 300 Directed Studies]

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. Not offered 2003–2004. Times to be arranged with instructor.** W. Browne. Taught on a specialized basis to address particular student needs.]

[HUNGR 427 Structure of Hungarian (also LING 427) (III) (KCM)]

Fall. 4 credits. Prerequisite: LING 101 or equivalent. Offered alternate years. Not offered 2003–2004. Times to be arranged with instructor.** W. Browne. For description, see LING 427.]

Polish

[POLSH 131–132 Elementary Polish]

131, fall; 132, spring. 3 credits each term. Prerequisite: for POLSH 132, POLSH 131 or equivalent. This language series (131–132) is not sufficient to satisfy the language requirement. Offered alternate years. Not offered 2003–2004. Times to be arranged with instructor.** W. Browne. Covers all language skills: speaking, listening comprehension, reading, and writing.]

POLSH 133–134 Continuing Polish

133, fall; 134, spring. 3 credits each term. Prerequisites: for POLSH 133, POLSH 132 or permission of instructor; for POLSH 134, POLSH 133 or equivalent. Offered alternate years. Times to be arranged with instructor.** W. Browne.

An intermediate conversation and reading course.

POLSH 300 Directed Studies

Fall or spring. 1 credit. Prerequisite: permission of instructor. Times to be arranged with instructor.** W. Browne. Taught on a specialized basis to address particular student needs.

Serbo-Croatian

[SEBCR 131–132 Elementary Serbo-Croatian]

131, fall; 132, spring. 3 credits each term. Prerequisite for SEBCR 132: SEBCR 131 or equivalent. This language series (131–132) is not sufficient to satisfy the language requirement. Offered alternate years. M W F 1:25–2:15. W. Browne.

Covers all language skills: speaking, listening comprehension, reading, and writing. Includes Bosnian.

[SEBCR 133–134 Continuing Serbo-Croatian]

133, fall; 134, spring. 3 credits each term. Prerequisites: for SEBCR 133, SEBCR 132 or equivalent; for SEBCR 134, SEBCR 133 or equivalent. Offered alternate years. Not offered 2003–2004. Times to be arranged with instructor.** W. Browne.

An intermediate conversation and reading course.]

SEBCR 300 Directed Studies

Fall or spring. 1–4 credits variable. Prerequisite: permission of instructor. Times to be arranged with instructor.** W. Browne. Taught on a specialized basis to address particular student needs.

Ukrainian

UKRAN 300 Directed Studies

Fall or spring. 1 credit. Prerequisite: permission of instructor. Times to be arranged with instructor.** W. Browne. Taught on a specialized basis to address particular student needs.

For courses marked "Times to be arranged with instructor()" taught by Wayles Browne, contact Professor Browne (e-mail: ewb2@cornell.edu or phone: 255-0712) for the time and place of his organizational meeting.

SANSKRIT

See Asian Studies.

SCIENCE & TECHNOLOGY STUDIES

S. H. Hilgartner, acting chair, fall 2003;
T. J. Pinch, chair; R. N. Boyd, P. R. Dear,
T. Gillespie, R. Kline, B. V. Lewenstein,
M. Lynch, A. G. Power, J. V. Reppy,
M. W. Rossiter, P. J. Sengers. Emeritus:
W. R. Lynn, L. P. Williams. Adjunct faculty:
R. W. Miller, H. Shue, Z. Warhaft

In today's world, issues at the intersection of the technical and the social arise continually in all aspects of life, from the role of computers in society, the history of evolutionary theory, and the challenges of environmental controversies, to the ethical dilemmas of genomics and biomedicine. The field of science and technology studies (S&TS) addresses such issues through the study of the social aspects of knowledge, especially scientific and technological knowledge. S&TS explores the practices that shape science and technology, examines their social and cultural context, and analyzes their political and ethical implications. S&TS provides a strong liberal arts background from which students can go on to careers in law, medicine, environmental policy, business, and a variety of other professions where the social aspects of science and technology loom large.

The Science & Technology Studies Major

S&TS courses are organized into a set of core courses plus three themes. Students select the theme that best represents their interests. In consultation with a faculty member, students may devise their own theme as long as it meets the general criteria of coherence and rigor.

Admission to the Major

Students intending to major in Science & Technology Studies should submit an application during their sophomore year. Juniors are considered on a case-by-case basis. The application includes (1) a one-page statement explaining the student's intellectual interests and why the major is consistent with the student's academic interests and goals; (2) the theme the student wishes to pursue in the major; (3) a tentative plan of courses fulfilling S&TS requirements; and (4) an up-to-date transcript of work completed at Cornell University (and elsewhere, if applicable).

Acceptance into the major requires completion of the following prerequisites:

- two introductory courses in history, philosophy, sociology, government, anthropology, economics, or other courses listed in the social sciences/history (Group III) requirement of the College of Arts & Sciences;
- the physical or biological science (Group I) requirement of the College of Arts & Sciences;
- mathematics or computer science courses in fulfillment of the Arts College Group II distribution requirement.

These courses cannot be used to fulfill the core or other course requirements for the major and must be taken for a letter grade. Sophomores in the process of completing these prerequisites may be admitted to the major on a *provisional* basis. Further information and application materials are available in 306 Rockefeller Hall (255-6047).

Requirements

S&TS majors must complete the following requirements:

Note: All courses used to fulfill major requirements must be taken for a letter grade.

- Core: one course in each of the following groups (a-c).
 - Foundation (S&TS 201)
 - Ethics (choose from S&TS 205, 206, 360, or 490)
 - History (choose from S&TS 233, 250, 281, 282, 283, or 447)
- Theme: Students must elect a theme and take four courses in the theme. Courses taken to satisfy the core course requirements may not be used as part of the required four courses in the theme. At least two of the courses should be at the 300-level or higher, and at least one should be at the 400-level.

Available themes are:

- Minds and Machines (S&TS 250, 281-3, 286, 292, 349, 353, 354, 355, 381, 400, 409, 410, 438, 453, 481, 525)
- Science, Technology and Public Policy (S&TS 281-3, 314, 350, 352, 360, 390, 391, 406, 407, 411, 427, 433, 442, 444, 466, 467, 473, 483, 487, 490, 492, 493, 532)
- Life in its Environment (S&TS 205, 206, 233, 281-3, 285, 286, 287, 301, 311, 314, 324, 333, 406, 411, 427, 444, 446, 447, 487, 492)

In consultation with an S&TS faculty adviser, students may also devise their own theme as long as it meets the general criteria of coherence and rigor.

- Additional Science & Technology Studies Courses: additional courses to total 34 credit hours in the major, chosen from the general list of S&TS courses.
- Science Requirement: in addition to the science requirement of the College of Arts and Sciences, Science and Technology Studies majors are required to take an additional two semesters of a natural science or engineering (including computer science). Mathematics sufficient to provide background for the additional science requirement should be completed before undertaking that requirement. Choice of these courses should be made in consultation with the student's major adviser and should be related to the theme selected by the student.

The Honors Program

The honors program is designed to provide independent research opportunities for academically talented S&TS majors. Students who enroll in the honors program are expected to do independent study and research, with faculty guidance, on issues in science and technology studies. Students who participate in the program should find the experience intellectually stimulating and rewarding whether or not they intend to pursue a research career. S&TS majors are considered for entry into the honors program at the end of the second semester of their junior year. To qualify for the S&TS honors program, students must have an overall

Cornell cumulative grade point average of at least 3.00 and a 3.30 cumulative grade point average in courses taken for the major.

Additionally, the student must have formulated a research topic, and have found a project supervisor and a second faculty member willing to serve as the advisers. More information on the honors program is available from the S&TS undergraduate office at 306 Rockefeller Hall (255-6047).

The Biology & Society Major

The Department of Science & Technology Studies also offers the Biology & Society major, which includes faculty from throughout the university. The Biology & Society major is designed for students who wish to combine the study of biology with exposure to perspectives from the social sciences and humanities. In addition to providing a foundation in biology, Biology & Society students obtain background in the social dimensions of modern biology and in the biological dimensions of contemporary social issues.

The Biology & Society major is offered to students enrolled in the College of Arts and Sciences, the College of Human Ecology, and the College of Agriculture and Life Sciences. The major is coordinated for students in all colleges through the Biology & Society office. Students can get information, specific course requirements, and application procedures for the major from the office in 306 Rockefeller Hall, 255-6047.

A full description of the Biology & Society major can be found on p. 468 of this catalog.

The Concentration in Science & Technology Studies

S. H. Hilgartner, acting chair, fall 2003;
T. J. Pinch, chair; R. N. Boyd, P. R. Dear,
T. Gillespie; R. Kline, B. V. Lewenstein,
M. Lynch, A. G. Power, J. V. Reppy,
M. W. Rossiter, P. J. Sengers. Emeritus:
W. R. Lynn, J. P. Williams. Adjunct faculty:
R. W. Miller, H. Shue, Z. Warhaft

The concentration (or minor) in Science & Technology Studies (S&TS) is designed for students who wish to engage in a systematic, interdisciplinary exploration of the role of science and technology in modern societies. The concentration is intended for students with varied academic interests and career goals. Majors in the natural sciences and engineering have an opportunity to explore the social, political, and ethical implications of their selected fields of specialization, while students majoring in the humanities and social sciences have a chance to study the processes, products, and impacts of science and technology from an S&TS perspective.

To satisfy the requirements for the S&TS concentration, students must complete with letter grades a minimum of four courses selected from the course offerings listed for the major. At least one course must be chosen from the list of core courses. Two courses must be chosen from one of the themes listed below:

- Minds and Machines
- Science, Technology, and Public Policy
- Life in its Environment.

The concentration is completed with one other course in S&TS. Interested students may

obtain further information about courses by contacting the S&TS undergraduate office, 306 Rockefeller Hall (255-6047).

Course Offerings

Introductory Course

Core Courses

Foundation Course

Ethics

History

Theme Courses

Minds and Machines

Science, Technology and Public Policy

Life in Its Environment

Independent Study

Graduate Seminars

Introductory Course

S&TS 101 Science and Technology in the Public Arena (III) (SBA)

Fall. 3 credits. T. Gillespie.

An introduction to public policy issues involving developments in science and technology. We study such topics as secrecy and national security, the politics of expertise, public understanding of science, computers and privacy, and the management of risk. We apply concepts from the field of science and technology studies to analyze how issues are framed and public policy produced.

Core Courses

Foundation Course

S&TS 201 What Is Science? An Introduction to the Social Studies of Science and Technology (also SOC 210) (III) (CA)

Spring. 3 credits. T. Pinch.

This course introduces some of the central ideas in the emerging field of Science and Technology Studies (S&TS). As well as serving as an introduction to students who plan to major in Biology & Society or in Science & Technology Studies, the course is aimed at students with backgrounds in either the sciences or the humanities who are challenged to think more critically about what we mean by science, what counts as scientific knowledge and why, and how science and technology intervene in the wider world. It allows students in science and engineering to reflect critically on their own involvement in science and technology and consider the impact and implications of their work for society. It allows students with backgrounds in the humanities and social sciences to develop a critical understanding of the role of science and technology in the world.

The course is a mixture of lecture, discussion, and other activities. The class meets on Monday and Wednesday for lecture and on Fridays in discussion sections. The discussion sections are an integral part of the course and attendance is required. In addition, a series of written assignments throughout the semester and a take-home final during exam week compose the majority of your grade.

Ethics

S&TS 205 Ethical Issues in Health and Medicine (also B&SOC 205) (IV) (KCM)

Fall. 4 credits. Limited to 150.

E. McLeary.

For description, see B&SOC 205.

S&TS 206 Ethics and the Environment (also B&SOC 206, PHIL 246) (IV) (KCM)

Spring. 4 credits. Limited to 50. N. Sethi.

For description, see B&SOC 206.

[S&TS 360 Ethical Issues in Engineering (also ENGRG 360)

Spring. 3 credits. Juniors and seniors only.

Not offered 2003–2004. R. Kline.

For description, see ENGRG 360.]

[S&TS 490 The Integrity of Scientific Practice (III) (SBA)

Fall. 4 credits. Limit 15 juniors, seniors,

and graduate students. Not offered

2003–2004. S. Hilgartner.

For description see "Science, Technology, and Policy" theme.]

History

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology (III) (HA)

Fall. 3 credits. M. Rossiter.

For description, see "Life in Its Environment" theme.

S&TS 250 Technology in Society (also ENGRG 250, ECE 250, HIST 250) (III) (HA)

Fall. 3 credits. R. Kline.

For description, see ENGRG 250.

S&TS 281 Science in Western Civilization (also HIST 281) # (III) (HA)

Fall. 4 credits. P. Dear.

For description, see HIST 281.

S&TS 282 Science in Western Civilization (also HIST 282) # (III) (HA)

Spring. 4 credits. S&TS 281 is not a

prerequisite to 282. P. Dear.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III) (HA)

Fall. 4 credits. Not offered 2003–2004.

Staff.

For description, see "Minds and Machines" theme.]

Theme Courses

Minds and Machines

S&TS 250 Technology in Society (also ECE 250, ENGRG 250 and HIST 250) (III) (HA)

Fall. 3 credits. R. Kline.

For description, see ENGRG 250.

S&TS 281 Science in Western Civilization (also HIST 281) # (III) (HA)

Fall. 4 credits. P. Dear.

For description, see HIST 281.

S&TS 282 Science in Western Civilization (also HIST 282) # (III) (HA)

Spring. 4 credits. P. Dear.

For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III) (HA)

Fall. 4 credits. Staff.]

S&TS 286 Science and Human Nature (also PHIL 286) (IV) (KCM)

Fall. 4 credits. R. Boyd.

For description, see PHIL 286.

S&TS 292 Inventing an Information Society (also ECE 298, ENGRG 298, and HIST 292) (III) (HA)

Spring. 3 credits. R. Kline.

For description, see ENGRG 298.

S&TS 349 Media Technologies (III) (HA)

Spring. 3 credits. T. Gillespie.

From the first attempts at pressing symbols into clay, to the latest software available on the Net, our efforts to communicate have depended on the technologies we develop. Our commonplace notions of communication and of society regularly overlook the role of the material artifacts. This course will consider the technologies of media—including writing, printing, photography, film, telegraph, telephone, radio, television, computer networks—as an opportunity to think about the intersection of technology and its social context.

[S&TS 353 Knowledge and Society (also SOC 353) (III) (CA)

Fall. 3 credits. Not offered 2003–2004.

C. Leuenberger.]

S&TS 354 The Sociology of Contemporary Culture (also SOC 352) (III) (CA)

Spring. 4 credits. C. Leuenberger.

For description, see SOC 352.

S&TS 355 Computers: From Babbage to Gates (III) (HA)

Spring. 4 credits. T. Gillespie.

Computers have not always been the ubiquitous beige boxes gracing our desktops: in Victorian London, Charles Babbage attempted to build his analytical engine using brass gears and steel rods; and during World War II the Allied governments used sophisticated electro-mechanical and electronic "brains" to break Axis codes. Machines that once occupied entire rooms now travel in knapsacks. How did this technology, once considered esoteric and useful to only technical specialists, colonize industry, academia, the military, the federal government, and the home? Using primary historical materials, including novels, films, archival documents, and other texts we follow computers from Babbage's Victorian dream of an analytical engine to the visions of contemporary moguls like Bill Gates whose goal is "information at your fingertips." We explore not only how computer technology affects society, but also how culture and politics enable and sustain the development of the machine. This is a course in the history and sociology of computers; a background in computer science is not required. (No technical knowledge of computer use is presumed or required.)

[S&TS 381 Philosophy of Science: Knowledge and Objectivity (also PHIL 381) (IV) (KCM)

Fall. 4 credits. Not offered 2003–2004.

R. Boyd.

For description, see PHIL 381.]

S&TS 387 The Automatic Lifestyle: Consumer Culture and Technology (III) (CA)

Spring. 4 credits. P. Sengers.

Our daily lifestyle in consumer culture is intimately intertwined with technology. Industrialized technology makes consumer culture possible, yet at the same time the economic and cultural trends of consumer culture select and shape the kinds of technology that become available. How is our daily lifestyle in consumer culture shaped by technology? How are everyday technologies shaped by the demands of consumer culture? What alternatives do we have? In this class, we synthesize history, sociology, human-computer interaction, and speculative design to answer these questions.

[S&TS 400 Components and Systems: Engineering in a Social Context (also M&AE 400) (III)]

Fall. 3 credits. Z. Warhaft.

For description, see M&AE 400.]

[S&TS 409 From the Phonograph to Techno (also SOC 409) (III)]

Fall. 4 credits. Limited to 15. Not offered 2003-2004. T. Pinch.]

[S&TS 410 Social Studies as Science (also S HUM 410)]

Fall. 4 credits. Limited to 15. Not offered 2003-2004. M. Lynch.]

[S&TS 438 Minds, Machines and Intelligence (also COGST 438) (III) (KCM)]

Spring. 4 credits. Staff.

Do machines think? Do they have minds? Are they intelligent? What can humans do that machines cannot do and vice versa? How do humans use machines and how do machines use humans? In this course we focus on how philosophers such as Turing, Searle, and Dreyfus have dealt with these questions. At the same time, however, we are also concerned with trying to rework the themes raised by these thinkers. We do this with an eye toward the work of social scientists who have studied how people and machines interact in specific contexts, as for example, in a plane's cockpit or on the Internet. Topics may also include virtual surgery, speech recognition, and expert systems in medicine.]

[S&TS 453 Reflections on Scientific Personae: Visibility and Invisibility of the Body (III) (KCM)]

Spring. 4 credits. Not offered 2003-2004. Staff.]

[S&TS 481 Philosophy of Science (also PHIL 481) (IV) (KCM)]

Spring. 4 credits. Not offered 2003-2004. R. Boyd.

For description, see PHIL 481.]

S&TS 525 Seminar in the History of Technology (also HIST 525)

Spring. 4 credits. R. Kline.

An exploration of the history of technology in Europe and the United States from the eighteenth century to the present. Typical topics include the industrial revolution in Britain, the emergence of engineering as a profession, military support of technological change, labor and technology, the "incorporation" of science and engineering, technological utopias, cultural myths of engineers and inventors, social aspects of urbanization in the city and on the farm, post-war consumerism, and gender and

technology. The interests of students and recent literature in the field are considered in selecting the topics for the seminar.

Science, Technology, and Public Policy

S&TS 281 Science in Western Civilization (also HIST 281) # (III) (HA)

Fall. 3 credits. P. Dear.

For description, see HIST 281.

S&TS 282 Science in Western Civilization (also HIST 282) # (III) (HA)

Spring. 4 credits. P. Dear.

For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III) (HA)]

Fall. 4 credits. Staff.

For description, see "Minds and Machines" theme.]

S&TS 314 Environmental Governance (also B&SOC 314, NTRES 314)

Spring. 3 credits. S. Wolf.

For description, see NTRES 314.

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

Spring. 4 credits. Not offered 2003-2004. Staff.]

S&TS 352 Science Writing for the Mass Media (also COMM 352) (III)

Fall. 3 credits. B. Lewenstein.

For description, see COMM 352.

[S&TS 360 Ethical Issues in Engineering (also ENGRG 360) (III)]

Spring. 3 credits. R. Kline.

For description, see ENGRG 360.]

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

Fall. 4 credits. Not offered 2003-2004. Staff.]

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

Spring. 4 credits. J. Reppy.

[S&TS 406 Biotechnology and Law (also B&SOC 406) (III)]

Spring. 4 credits. Not offered 2003-2004. Staff.]

S&TS 407 Law, Science, and Public Values (also B&SOC 407) (III)]

Spring. 4 credits. M. Lynch.

This course examines problems that arise at the interface of law and science. These problems include the regulation of novel technology, the role of technical expertise in public decision-making, and the control over scientific research. The first part of the course covers basic perspectives in science and technology studies (S&TS) and how they relate to legal decisions and processes. The second part of the course covers a series of examples and legal cases on the role of expert judgments in legal and legislative settings, intellectual property considerations in science and medicine, and legal and political oversight of scientific research. The final part of the course examines social processes and practices in legal institutions, and relates these to specific cases of scientific and technological controversy. Lectures and assignments are designed to acquaint students with relevant ideas about the relationship between legal,

political, and scientific institutions, and to encourage independent thought and research about specific problems covered in the course.

[S&TS 411 Knowledge, Technology and Property (III) (SBA)]

Spring. 4 credits. Prerequisite: one course in science and technology studies. Not offered 2003-2004. S. Hilgartner.]

[S&TS 433 International History of Science (III)]

Spring. 4 credits. Not offered 2003-2004. M. Rossiter.]

[S&TS 442 The Sociology of Science (also B&SOC 442, CRP 442, SOC 442) (III)]

Fall. 4 credits. Staff.

A view of science less as an autonomous activity than as a social institution. We discuss such issues as controversies in science, analysis of scientific text, gender, and the social shaping of scientific knowledge.]

[S&TS 444 Historical Issues of Gender and Science (also FGSS 444) (III) (HA)]

Spring. 4 credits. Not open to freshmen. M. Rossiter.

For description, see "Life in its Environment" theme.]

S&TS 466 Public Communication of Science and Technology (also COMM 466) (III)]

Fall. 3 credits. Limited to 15.

B. Lewenstein.

For description, see COMM 466.

[S&TS 467 Innovation: Theory and Policy (III)]

Spring. 4 credits. Open to upper-level undergraduates and interested graduate students. Prerequisite: ECON 102 or permission of the instructor. J. Reppy.

In this course we study the innovation process (that is, the introduction of new technology into practice) through the critical analysis of selected theories of innovation and supporting empirical evidence. Economic theories are contrasted to the insights found in science and technology studies. The focus is on the context of interests and ideology in which the various theories have been framed and their differing implications for technology policy. Authors covered include Schumpeter, Solow, Scherer, Nelson and Winter, and Bijker and Pinch.]

[S&TS 473 Knowledge and Politics in Seventeenth Century England (also HIST 471) # (III) (CA)]

Spring. 4 credits. Limited to 15. Not offered 2003-2004. P. Dear and R. Weil.

For description, see HIST 471.]

S&TS 483 The Military and New Technology (also GOVT 483) (III) (SBA)]

Spring. 4 credits. J. Reppy.

For description, see GOVT 483.

[S&TS 487 Seminar in the History of the Environment (III)]

Fall. 4 credits. Not offered 2003-2004. M. Rossiter.]

[S&TS 490 The Integrity of Scientific Practice (III)]

Fall. 4 credits. Not offered 2003-2004. S. Hilgartner.]

[S&TS 491 Disease and Culture (III)]

Fall. 4 credits. Not offered 2003–2004.
Staff.]

[S&TS 492 Politics and the Public Health (III)]

Spring. 4 credits. Not offered 2003–2004.
Staff.]

[S&TS 493 Economics Meets Science Studies (III)]

Fall. 4 credits. Not offered 2003–2004.
J. Reppy.]

S&TS 532 Inside Technology: The Social Construction of Technology (also SOC 532)

Fall. 4 credits. T. Gillespie.

Rather than analyze the social impact of technology upon society, in this course we investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies, which embody different assumptions about society possible? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments are illustrated by detailed examinations of particular technologies, such as the ballistic missile, the bicycle, the electric car, and the refrigerator.

Life in Its Environment**S&TS 205 Ethical Issues in Health and Medicine (also B&SOC 205) (IV) (KCM)**

Fall. 4 credits. E. McLeary.
For description, see B&SOC 205.

S&TS 206 Ethics and the Environment (also B&SOC 206, PHIL 246) (IV) (KCM)

Spring. 4 credits. N. Sethi.
For description, see B&SOC 206.

S&TS 233 Agriculture, History, and Society: From Squanto to Biotechnology (III) (HA)

Fall. 3 credits. M. Rossiter.

This course surveys the major themes in the development of agriculture and agribusiness in the United States in the nineteenth and twentieth centuries. These include particular individuals (such as Liberty Hyde Bailey, Luther Burbank, G. W. Carver, Henry A. Wallace, and Norman Borlaug), the rise of government support and institutions. (including U.S.D.A. and Cornell), noteworthy events (the Dust Bowl, World War II, and the environmental movement), and the achievements of the recent Green and "Gene" Revolutions.

S&TS 281 Science in Western Civilization (also HIST 281) # (III) (HA)

Fall. 3 credits. P. Dear.
For description, see HIST 281.

S&TS 282 Science in Western Civilization (also HIST 282) # (III) (HA)

Spring. 4 credits. P. Dear.
For description, see HIST 282.

[S&TS 283 The Sciences in the Twentieth Century (also HIST 280) (III) (HA)]

Fall. 4 credits. Not offered 2003–2004.
Staff.]

For description, see "Minds and Machines" theme.]

S&TS 285 Communication in the Life Sciences (also COMM 285) (III)

Spring. 3 credits. B. Lewenstein.
For description, see COMM 285.

S&TS 286 Science and Human Nature (also PHIL 286) (IV) (KCM)

Fall. 4 credits. R. Boyd.
For description, see PHIL 286.

S&TS 287 Evolution (also BIOEE 207 and HIST 287) (I or III) (PBS)

Fall. 4 credits. W. Provine.
For description, see BIOEE 207.

S&TS 301 Life Sciences and Society (also B&SOC 301) (III) (SBA)

Fall. 4 credits. M. Lynch.
For description, see B&SOC 301.

[S&TS 311 Sociology of Medicine (III) (SBA)]

Spring. 4 credits. Not offered 2003–2004.
Staff.]

S&TS 314 Environmental Governance (also B&SOC 314, NTRES 314)

Spring. 3 credits. S. Wolf.
For description, see NTRES 314.

S&TS 324 Environment and Society (also R SOC 324 and SOC 324) (III) (SBA)

Fall. 3 credits. C. Geisler.
For description, see R SOC 324.

[S&TS 333 Genomics and Society (also R SOC 333) (III)]

Fall. 3 credits. Not offered 2003–2004.
Staff.
For description, see R SOC 333.]

[S&TS 406 Biotechnology and Law (also B&SOC 406) (III)]

Spring. 4 credits. Not offered 2003–2004.
Staff.
For description, see "Science, Technology and Public Policy" theme.]

[S&TS 411 Knowledge, Technology, and Property (III) (SBA)]

Spring. 4 credits. Prerequisite: one course in science and technology studies. Not offered 2003–2004. S. Hilgartner.
For description, see "Science, Technology and Public Policy" theme.]

[S&TS 444 Historical Issues of Gender and Science (also FGSS 444) (III) (HA)]

Spring. 4 credits. Not open to freshmen.
M. Rossiter.]

[S&TS 446 Biomedical Ethics (also B&SOC 446) (IV) (KCM)]

Spring. 4 credits. Not offered 2003–2004.
Staff.]

S&TS 447 Seminar in the History of Biology (also B&SOC 447, HIST 415, BIOEE 467) (I or III) (PBS)

Summer. 4 credits. Limited to 18. S-U grades optional. Staff.
For description, see BIOEE 467:

[S&TS 487 Seminar in the History of the Environment (III) (HA)]

Spring. 4 credits. Not offered 2003–2004.
M. Rossiter.]

[S&TS 492 Politics and the Public Health (III) (CA)]

Spring. 4 credits. Not offered 2003–2004.
Staff.]

For description, see "Science, Technology, and Public Policy" theme.]

Independent Study**S&TS 399 Undergraduate Independent Study**

Fall, spring. 1–4 credits. By permission only. No more than 8 hours total of independent study (not including honors) can count toward the S&TS major.

More information and applications are available in 306 Rockefeller Hall.

S&TS 498–499 Honors Project I and II

Fall and spring. 3–5 credits each term.

Open only to Science & Technology Studies students in their senior year by permission of the department. Applications and information available in 306 Rockefeller Hall.

Students who are admitted to the honors program are required to complete two semesters of honors project research, and to write an honors thesis. The project must include substantial research and the completed work should be of wider scope and greater originality than is normal for an upper-level course. Students may take three to five credits per semester up to a maximum of eight credits in S&TS 498 and 499, Honors Projects I and II. Students should note that these courses are to be taken in addition to those courses that meet the regular major requirements. S&TS 498 includes the fall Honors Seminar. The student and the project supervisor must reach clear agreement at the outset as to what sort of work will need to be completed during the first semester. Minimally, an honors thesis outline and bibliography should be accomplished. At the end of S&TS 498, Honors Project I, a letter grade is assigned and the advisers, in consultation with the Director of Undergraduate Studies, evaluate whether or not the student should continue working on an honors project. S&TS students who do continue in the honors program for the second semester receive a letter grade at the end of their final term whether or not they complete a thesis and whether or not they are recommended for honors.

Graduate Seminars**S&TS 525 Seminar in the History of Technology (also HIST 525)**

Spring. 4 credits. R. Kline.
For description, see "Minds and Machines" theme.

S&TS 532 Inside Technology: The Social Construction of Technology (also SOC 532)

Fall. 4 credits. T. Gillespie.

Rather than analyze the social impact of technology upon society, in this course we investigate how society gets inside technology. In other words, is it possible that the very design of technologies embody assumptions about the nature of society? And, if so, are alternative technologies, which embody different assumptions about society possible? Do engineers have implicit theories about society? Is technology gendered? How can we understand the interaction of society and technology? Throughout the course the arguments are illustrated by detailed examinations of particular technologies, such

as the ballistic missile, the bicycle, the electric car, and the refrigerator.

[S&TS 616 Enlightened Science (also HIST 616)]

Fall. 3 credits. Limited to graduate students. Not offered 2003-2004. P. Dear. For description, see HIST 616.]

[S&TS 620 Intelligibility in Science (also HIST 620)]

Spring. 4 credits. P. Dear. For description, see HIST 620.

[S&TS 625 Visualization and Discourse in Science]

Fall. 4 credits. Not offered 2003-2004. M. Lynch.]

[S&TS 631 Qualitative Research Methods for Studying Science (also SOC 631)]

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. In this course we look at the methods used in this new wave of science studies. We examine what can be learned by interviewing scientists, from videos, and from detailed examinations of scientific texts. Students gain hands-on experience by conducting a mini-project in which they investigate some aspect of scientific culture.

[S&TS 644 Topics in the History of Women in Science (also FGSS 644)]

Spring. 4 credits. Not offered 2003-2004. M. Rossiter.]

[S&TS 645 Genetics: Politics and Society in Comparative Perspective (also GOVT 634)]

Fall. 4 credits. Not offered 2003-2004. S. Hilgartner.]

[S&TS 664 Constructionism in Social Science]

Spring. 4 credits. Not offered 2003-2004. M. Lynch.]

[S&TS 680 Seminar in Historiographical Approaches to Sciences (also HIST 680)]

Spring. 4 credits. Not offered 2003-2004. P. Dear. For description, see HIST 680.]

[S&TS 681 Philosophy of Science (also PHIL 681)]

Fall. 4 credits. R. Boyd. For description, see PHIL 681.

[S&TS 682 Topics in the Scientific Revolution (also HIST 682)]

Fall. 4 credits. Not offered 2003-2004. P. Dear. For description, see HIST 682.]

[S&TS 692 Politics and the Public Health]

Spring. 4 credits. Not offered 2003-2004. Staff.]

[S&TS 700 Special Topic 1: Science Studies and the Politics of Science]

Fall. 4 credits. Prerequisites: S&TS 711 or permission of instructor. Not offered 2003-2004.]

[S&TS 700 Special Topic 2: Technology Transfer Issues]

Spring. 4 credits. Not offered 2003-2004. J. Reppy.]

[S&TS 700 Special Topic 3: Issues in the Social and Cultural History of Technology]

Fall. 4 credits. Not offered 2003-2004. R. Kline.]

[S&TS 711 Introduction to Science and Technology Studies (also HIST 711)]

Fall. 4 credits. Staff.

This introductory course provides students with a foundation in the field of science and technology studies. Using classic works as well as contemporary exemplars, seminar participants chart the terrain of this new field. Topics for discussion include, but are not limited to: historiography of science and technology and their relation to social studies of science and technology; laboratory studies; intellectual properties; science and the state; the role of instruments; fieldwork; politics and technical knowledge; philosophy of science; sociological studies of science and technology; and popularization.

[S&TS 715 Ethnographies of Scientific Practice]

Fall. 4 credits. M. Lynch.

[S&TS 777 Science, Technology, and the Cold War]

Fall. 4 credits. Permission of instructor required for undergraduate students. Not offered 2003-2004. Staff.]

Independent Study

[S&TS 699 Graduate Independent Study]

Fall or spring. 2-4 credits. Permission of department required. Applications and information are available in 306 Rockefeller Hall.

SCIENCE OF EARTH SYSTEMS

The full faculty of the Department of Earth and Atmospheric Sciences (see page 502) plus the following: W. Brutsaert (civil and environmental engineering); P. Gierasch (astronomy); J.-Y. Parlange (biological and environmental engineering); J. Yavitt (natural resources).

The Science of Earth Systems (SES) is the study of the interactions among the atmosphere, oceans, biosphere, and solid Earth; these dynamic interactions control the global environment. The interdisciplinary, basic science approach of SES incorporates major components of geology, ocean and atmospheric sciences, terrestrial hydrology, biogeochemistry, and ecology into an integrated study of Earth as a complex system. Earth system science presents one of the outstanding intellectual challenges in modern science and is the primary foundation for the future management of our home planet.

The Major

The major in Science of Earth Systems emphasizes a rigorous, objective study of the Earth and its systems with broad preparation in basic sciences and mathematics, followed by the choice of an area of concentration for study in greater depth. The Science of Earth Systems program seeks to train students in a strong set of fundamental skills that will allow them to approach with quantitative rigor a wide range of questions about the Earth and its environment, and to adapt those skills

rapidly to new areas of inquiry as they arise. The major in Science of Earth Systems is by nature interdisciplinary, and involves faculty from the College of Arts and Sciences, the College of Engineering, and the College of Agriculture and Life Sciences. In the College of Arts and Sciences the program is administered by the Department of Earth and Atmospheric Sciences.

The SES curriculum begins with a series of courses designed to provide preparation in fundamental science and mathematics necessary for a rigorous study of Earth Systems. This preparation is followed by three SES core courses providing breadth and integration. An additional set of four intermediate to advanced courses is selected to provide depth and a degree of specialization.

Students in the College of Arts and Sciences choosing to pursue the Science of Earth Systems major are required to take the following courses: PHYS 207-208 (or 112-213), CHEM 207-208, BIO G 101/103-102/104 (or 109-110), and MATH 111-112 (or 121-122, or 190/191-192). Three additional 3-4 credit hour courses in mathematics, physics, chemistry, or biology are required; these additional courses must require one or more of the basic courses listed above as a prerequisite. One of the courses must be either EAS 201 or BIOEE 261. Both EAS 201 and BIOEE 261 can be chosen. Mathematics at the level of MATH 221 or 293 is strongly recommended for all SES students, and those choosing areas of concentration in Atmospheric Sciences, Environmental Geophysics, or Hydrology should take MATH 222 or 294.

The three required SES core courses include the following:

EAS 331/ASTRO 331 Climate Dynamics
EAS 302 Evolution of the Earth System
EAS 321/NTRES 321 Introduction to Biogeochemistry

Four additional 3-4 credit classes selected from 300- and 400-level courses, approved for an SES concentration, are required. These courses will ordinarily be organized around one of the SES areas of specialization. Areas of specialization include, but are not limited to, the following: Climate Dynamics, Ocean Science, Environmental Geology, Environmental Biophysics, Biogeochemistry, Soil Science, Ecological Systems, Hydrological Science.

Further information and applications contact Kerry H. Cook, khc6@cornell.edu. Also see the SES web site at www.eas.cornell.edu for up-to-date information. Administrative offices are located at 2122 Snee Hall.

SERBO-CROATIAN

See Department of Russian.

SINHALA (SINHALESE)

See Department of Asian Studies.

SOCIETY FOR THE HUMANITIES

Brett de Bary, Director

Fellows for 2003–2004

Erica Bornstein (Stanford University)

Laura Donaldson (Cornell University)

Shelley Feldman (Cornell University)

Anne-Lise François (University of California, Berkeley)

Daniel Gold (Cornell University)

Kim Haines-Eitzen (Cornell University)

Martin Harries (New York University)

Kurt Jordan (Cornell University)

Medina Lasansky (Cornell University)

Scott MacDonald (Cornell University)

Christie McDonald (Harvard University)

Hiro Miyazaki (Cornell University)

Michael Noone (Australian National University)

Max Pensky (Binghamton University)

Masha Raskolnikov (Cornell University)

Karin Schlapbach (University of Zurich)

Gayle Wald (The George Washington University)

The society annually awards fellowships for research in the humanities. The fellows offer, in line with their research, informal seminars intended to be exploratory or interdisciplinary. These seminars are open to graduate students, suitably qualified undergraduates, and interested auditors. Students who want credit for a seminar should formally register in their own college. Persons other than those officially enrolled may attend as visitors with permission of the fellow. The theme for 2003–2004 is "Exploring the Secular and the Sacred."

S HUM 403 Film in Secular India (also ASIAN 408)

Spring. 4 credits. Limited to 15 students. W 2:30–4:25. D. Gold.

Although film is an artifact of a global, secular milieu, it has developed in India in continuity with older performative genres—often obviously rooted in religious traditions—and plays some parallel social and cultural roles. The course explores these continuities and examine the ways film has spoken to tensions of contemporary Indian life. The focus is on classic Hindi films from the second half of the twentieth century. In addition to papers and critical readings, requirements include attendance at weekly three-hour screenings. No knowledge of an Indian language is required.

S HUM 404 The Sacred in Secular India (also ASIAN 406)

Fall. 4 credits. Limited to 15 students. T 2:30–4:25. D. Gold.

Many in India's urban middle classes experience serious discontinuities between their Western-style secular educations and the religious traditions in which they were raised. The images of religious life found in modern Indian fiction are thus usually mixed: frequently ironic, they also occasionally offer a way toward new revelations. The course examines some cultural, political, and socioreligious implications of secular India's ambivalent visions of the sacred. After

examining some portrayals of traditional religious people and practice in modern Indian fiction, it will focus on the dynamics of selected modern movements (e.g., the Radhasoamis, Sai Baba's following) that offer ways to experience Indian religious sensibilities in contemporary urban environments. It will also explore some religious dimensions of Hindu nationalism in the context of modern Indian history. Readings will draw on social-scientific analyses and literary sources as well as studies of specific movements.

S HUM 408 Tuscany as a New Jerusalem (also ARCH 696, ART H 417)

Fall. 4 credits. Limited to 15 students. F 10:10–12:05. M. Lasansky.

During the late Middle Ages and the Renaissance, Italy was remapped through a series of architectural constructions, frescoes, site-specific festivities, religious performances, and literary tracts to establish New Jerusalem sites. Through an examination of sites in Bologna, Florence, Rome, San Gimignano, Varallo, and elsewhere, this seminar will provide an opportunity to explore the relationship between architecture, art, spectacle, popular culture, landscape, and religious ritual during the Renaissance. Permission of the instructor is required.

S HUM 410 Medieval Sin and Confession (also ENGL 411, ENGL 614)

Fall. 4 credits. Limited to 15 students. T 12:20–2:15. M. Raskolnikov.

This course examines the institution of religious confession in its connection with autobiographical writing, querying the boundary between fictional and nonfictional confession. Beginning with some of the earliest Latin autobiographical writings, including St. Augustine's and Abelard's, we will trace the transformation of confession and of the notion of the self and discuss different ways of representing sin (as an essential aspect of the self, as an intruder, as a separable entity within a self that also contains virtue). We will then turn to the growth and institutionalization of confessional practices in the thirteenth century, when confession became an annual requirement of all practicing Christians. We consider the connections between the rise of confession and the rise of vernacular literature in Europe, looking at medieval guidebooks for confession, guidebooks which also teach confessors what sins are best unspoken and unnamed. Having examined some of these older forms of confession, we then consider the discourse of confession and the self in the critical debate about Hamlet and the soliloquy as a confessional mode. We conclude with a brief examination of confession in the writings of Descartes and Rousseau.

S HUM 411 Sacred Fictions (also NES 423, RELST 411, JEWST 423, CLASS 461, COM L 411)

Fall. 4 credits. Limited to 15 students. R 10:10–12:05. K. Haines-Eitzen.

A seminar devoted to a wide range of literature from early Judaism and Christianity that can be loosely identified as "fiction," including *Joseph and Aseneth*, *Judith*, *Tobit*, *The Apocryphal Acts of the Apostles*, *Apocryphal Gospels*, and *Saints' Lives*. We discuss genre and audience, the notions of truth and imagination, fiction and history, constructions of communal identities, and the

intersection of the secular and sacred throughout the course.

S HUM 412 Polyphonies (also MUSIC 412, SPANL 412)

Fall. 4 credits. Limited to 15 students. T 10:10–12:05. M. Noone.

Polyphony, a multiplicity of (in)dependent voices, dominated musical life in Spain and its newly acquired dominions in the fifteenth and sixteenth centuries. Through intensive reading and listening we consider Spanish sacred polyphony within the wider cultural, political, social, and institutional contexts that lend it intelligibility.

S HUM 413 Gendered Nationalism and Violence

Fall. 4 credits. Limited to 15 students. R 2:30–4:25. S. Feldman.

This course interrogates understandings of the nation and nationalism through a focus on gendered subjectivities, a central aspect of one's sense of belonging. Against the backdrop of contestation over religious and secular nationalism in South Asia, we explore the place and meaning of gendered violence in colonial and postcolonial subnational struggles.

S HUM 414 Rereading Enlightenment (also FRLIT 414)

Fall. 4 credits. Limited to 15 students. W 2:30–4:25. C. McDonald.

Analysis of the crossover between political, social, philosophical, and literary discourses, with particular focus on the shifts between theological and secular models. Topics include authority, freedom, equality, sentiment, reason, libertinism, fanaticism, and tolerance. Eighteenth-century readings from Kant, Rousseau, Sade, Voltaire, and others; twentieth-century readings from European and American debates about Enlightenment.

S HUM 415 Baptizing Aristotelian Science (also PHIL 415, RELST 415)

Fall. 4 credits. Limited to 15 students. R 2:30–4:25. S. MacDonald.

Aristotle's sophisticated ideas about knowledge and science were introduced into European culture by medieval Christian thinkers. Aristotle challenged their assumptions and they responded, dramatically transforming Western science, philosophy, and theology. We read foundational texts (in English translation) by thinkers such as Robert Grosseteste and Thomas Aquinas and examine how the interaction of powerful secular and religious movements in the later Middle Ages has shaped our understanding of the world.

S HUM 416 The Catholic Grotesque (also ARCH 696, VISST 416)

Spring. 4 credits. Limited to 15 students. R 2:30–4:25. M. Lasansky.

This seminar takes as its subject the Italian *sacri monti*—remote mountain-top shrines built in the Alps between the fifteenth and seventeenth centuries. The sanctuaries provide an opportunity to explore the relationship between architecture/art/spectacle/politics/popular culture and religious ritual during the Renaissance. As pilgrimage destinations that have remained in continuous use since their founding, their study also provides an opportunity to chart the changing attitudes toward religious rite. With this in mind we will address the post-Renaissance interest in these sites by a tourist clientele that simultaneously sought out the Catholic grotesque and the picturesque sublime.

Readings are drawn from contemporary guidebooks, travel writing, and current work in art history, performance theory, tourism studies, and political theory. Reading understanding of Italian is recommended.

S HUM 417 Sacred Time and Ordinary Time (also ANTHR 418)

Spring. 4 credits. Limited to 15 students. R 10:10-12:05. K. Jordan.

This course examines the interpenetration of sacred and ordinary in a variety of cultural settings, from small-scale societies to modern states. The course treats the allocation of labor for the sacred and the inclusionary and exclusionary relations this creates as well as the re-emergence of sacredness within secular states, historicizing and engendering both processes.

S HUM 419 Confessing America

Spring. 4 credits. Limited to 15 students. T 2:30-4:25. L. Donaldson.

This interdisciplinary course examines the relation between politics and American spiritual autobiography and focuses particularly on the use of spiritual discourse to create oppositional "imagined communities." It includes texts by Annie Dillard, Linda Hogan, Terry Tempest Williams, Black Elk, Dorothy Day, William Apress, Jarena Lee, and John Woolman.

S HUM 420 Hope as a Method (also ANTHRO 425)

Spring. 4 credits. Limited to 15 students. F 10:10-12:05. H. Miyazaki.

In this course, we seek to carve out a space for a new kind of anthropological engagement with philosophy and theology. Following an examination of ways anthropologists have engaged with philosophy and theology, we will examine a full range of philosophical and theological reflections on hope. Texts are drawn from the following traditions: Kantian philosophy, Marxist philosophy, existentialism, pragmatism, political theology, education theory, feminism, and queer theory. The goal of this course is to confront the character of hope in the production of academic knowledge through an investigation of academics' reflection on hope itself.

S HUM 421 Communalism in South Asia

Spring. 4 credits. Limited to 15 students. R 12:20-2:15. S. Feldman.

This course examines changes and continuities in expressions of violence justified on the basis of religious difference in South Asia. We query notions of primordial difference and seek alternative explanations for the sustained hostility that has plagued the region for generations. Comparative examples are drawn upon as counterpoint.

S HUM 423 From Spirituals to Swing

Spring. 4 credits. Limited to 15 students. T 2:30-4:25. G. Wald.

This course examines the shifting categorization of "sacred" and "secular" as a means of understanding nineteenth- and twentieth-century African American literature and musical culture. In particular, we will use these categories—understood as fluid and contested—to interrogate notions of African American authenticity and the production of African American modernity.

S HUM 424 Why We (Don't) Need Theater (also CLASS 444)

Spring. 4 credits. Limited to 15 students. R 2:30-4:25. K. Schlapbach.

This course examines the role of theater as a means of producing cultural and religious identity in the Imperial period of Graeco-Roman antiquity. It gives special attention to the controversy between pagans and Christians. Course readings include texts from Aristotle, Lucian, Libanius, Tertullian, Augustine, and others.

S HUM 425 German Political Culture Since 1989

Spring. 4 credits. Limited to 15 students. T 10:10-12:05. M. Pensky.

This course explores topics in the transformation of German politics and culture in the wake of German reunification. Topics include: the political, social and cultural causes and consequences of reunification for the former East and West Germanies; political and ethical controversies and disputes over the meaning of the shared German past; and Germany's changed geopolitical role, with special focus on the European Union.

S HUM 426 Giving and Humanitarianism (also ANTHR 427, COM L 423)

Spring. 4 credits. Limited to 15 students. T 10:10-12:05. E. Bornstein.

This seminar explores the boundaries between secular and sacred practices of giving. Using Christian, Islamic, and Hindu religious texts, we will compare conceptions of charity in historical and cross-cultural perspectives. Along with primary religious texts, we will read social theories of giving and international humanitarianism as well as anthropological examples of giving in specific local contexts.

[S HUM 427 Theories of Spectatorship (also COM L 414, FILM 428)]

Fall. 4 credits. Limited to 15 students. R 10:10-12:05. M. Harries.

Crucial texts on spectatorship since the eighteenth century, with an emphasis on the twentieth century. Topics include the ethical implication of the spectator in the violence of the spectacle; historical changes in the conditions of spectatorship; psychoanalytic readings of spectatorship; film spectatorship; and contemporary debates around identification, sexuality, and gender.]

S HUM 428 Writing the Void (also COM L 448)

Spring. 4 credits. Limited to 15 students. M 2:30-4:25. A. François.

The course compares four major figures of Western modernity writing at the limits of faith and reason: Blaise Pascal, Søren Kierkegaard, Emily Dickinson, and Simone Weil. Topics include these writers' engagements with the figure of the open secret and absent god, the relation between system and fragment, and attempts to write the void within philosophical, religious, poetic, and sociological discourses.

SOCIOLOGY

A. Basu, M. Berezin, S. Caldwell, M. Clarkberg, S. Correll, D. Grusky, D. Harris, D. Heckathorn, E. Lawler, M. Macy, S. Morgan, V. Nee, T. Pinch, D. Strang, R. Swedberg, S. Szelenyi, S. Tarrow, K. Weeden, E. Wethington

Emeritus: D. Hayes, B. C. Rosen, R. M. Williams, Jr.

Sociology is the study of human social organization, institutions, and groups. The Department of Sociology offers courses in a number of key areas, including: comparative sociology, culture, economy and society, family and the life course, gender inequality, political behavior and public policy, organizations, race and ethnicity, social inequality, social psychology and group processes, social and political movements, and social networks. A particular emphasis of the department is the linkage of sociological theory to issues of public concern such as ethnic conflict, drugs, poverty, and gender and race segregation. Interests of faculty members range from the study of interaction in small groups to the study of economic and social change in a number of different countries. The department offers the opportunity for students to develop fundamental theoretical insights and understanding as well as advanced research skills in quantitative and qualitative methods. Graduates of the department take up careers in university, government, and business settings, and enter professions such as law, management, and urban policy.

Sociology Courses for Nonmajors

Sociology provides students with particularly effective ways to understand the complexities of modern life. For many students, the undergraduate years are a last opportunity to gain the insights these fields have to offer. The Department of Sociology is continuing to design an array of beginning and advanced courses that convey a broad understanding of the methods and insights of sociological analysis—courses that will be of particular interest to undergraduates who may not major in sociology. First- and second-year students should note that the introductory courses (101, 103, 105, 108, and 115) focus on the sociological analysis of major issues of public life, and that a wide selection of general education courses is available at the 200 level. Advanced undergraduates who are majors in other fields should also see, in particular, descriptions of the 300- and 400-level courses, for which there are no prerequisites other than junior or senior status.

Related Courses in Other Departments

Students interested in sociology should consult the course lists of the other social science departments in the College of Arts and Sciences (including Anthropology, Economics, Government, and Psychology) and of the following departments in other colleges: Organizational Behavior (College of Industrial and Labor Relations), Human Development (College of Human Ecology), and Rural Sociology (College of Agriculture and Life Sciences).

The Sociology Major

The Department of Sociology is one of the social science departments at Cornell with the

highest national ranking. Faculty members are internationally recognized for their scholarly work, and have received numerous awards, research fellowships, and research grants.

The sixteen or so professors who are currently in the department are dedicated to scholarly inquiry that is both methodologically rigorous and theoretically innovative. The breadth of their substantive interests and the variety of their methodological styles are well demonstrated in the different fields that are represented within the department. These include: comparative societal analysis, culture, deviance and social control, education, economic sociology, family, gender, inequality, social networks, organizations, political sociology, public policy, race and ethnic relations, religion, science and technology, social movements, and social psychology.

Career Opportunities for Graduates

An undergraduate degree in sociology is one of the most popular degrees with employers. After engineering and computer science, sociology is the most able to place graduates into jobs immediately after completing their Bachelor's degree. This is not altogether surprising, since sociology can lead to a rewarding career in any of the following fields:

- **government:** urban/regional planning, affirmative action, foreign service, human rights management, personnel management
- **research:** social research, consumer research, data analysis, market research, survey research, census analysis, systems analysis
- **criminal justice:** corrections, criminology assistance, police work, rehabilitation counseling, criminal investigation, parole management
- **teaching:** public health education, school admissions, college placement
- **community affairs:** occupational counseling, career counseling, public health administration, hospital administration, public administration, social assistance advocacy, fund-raising, community organizing, social work
- **business:** advertising, sales, project management, sales representation, market analysis, real estate management, journalism, public relations, insurance, human resource management, production management, labor relations, quality control management

A large number of our majors also go onto graduate school and obtain advanced (i.e., Master's and Ph.D.) degrees in such varied fields as sociology, political science, philosophy, economics, and psychology. Many also complete professional degrees in education, law, medicine, social work, and business administration.

Requirements for the Major

In addition to the academic requirements established by the College of Arts and Sciences, you must also fulfill requirements towards a specified major. There are 10 courses required in the sociology major. All courses towards the major must be taken for a letter grade and students must maintain at

least a 2.0 grade point average while enrolled in the major. The 10 courses required for the major are divided into the following categories:

- Sociology 101
- Sociology 375
- two research methods courses (SOC 301 and 303)
- one advanced-level sociology course (400-level or higher)
- five additional (i.e., elective) courses in sociology

Declaring the Sociology Major

If you are a student in the College of Arts and Sciences and wish to declare a major in sociology, it is in your best interest to do so as soon as possible. If you are *not* currently in the College of Arts and Sciences, you need to be admitted to A&S *before* you can declare. In order to declare the sociology major, you need to take the following steps:

- Obtain a **campus copy** of your transcript from Day Hall and bring it to the department office (316 Uris Hall).
- Make an appointment for advising with the Undergraduate Coordinator, Susan Meyer, or visit her during her office hours (in 316 Uris Hall). During your meeting with her, you will fill out a major declaration form.
- Leave this form and your transcript with the Undergraduate Coordinator. Your declaration will be reviewed by the Director of Undergraduate Studies, Szonja Szelényi, and sent on to the College of Arts and Sciences for official notification that you have declared a major. Please allow two weeks for your declaration to be approved and entered into the campus computer.

A student file will be set up to maintain your records in the department. Once you are officially recognized as a major in sociology, the Sociology Department will receive a copy of your transcript at the end of each semester, which will be kept in your student file at 316 Uris Hall. Your records will be maintained until five years after you graduate.

Academic Advising in Sociology

As a student at Cornell, you are ultimately responsible for the policies, procedures, and requirements regarding your degree as stated in the current *Courses of Study*. After reading this document, you may find that you are still confused or unclear about some of the requirements, and you may have questions and concerns that pertain to your individual situation. Several sources of academic assistance and advice are available to you.

College Adviser: As a sociology major, you are a student in the College of Arts and Sciences. For assistance and advice, College Advisers are available to you by appointment in the Office of Undergraduate Admissions and Academic Advising (Goldwin Smith Hall). It is recommended that you consult with a College Adviser sometime before your last semester to discuss the completion of College requirements, graduation, and residency requirements.

Undergraduate Program Coordinator: The Undergraduate Program Coordinator (Susan Meyer) in the Sociology Department is located in Room 316, Uris Hall. She is available to provide assistance with the following:

- the process of declaring the sociology major.
- forms relating to transferring courses from other universities and/or other departments.
- other administrative matters or concerns (e.g., forms, adding and dropping courses).

Director of Undergraduate Studies: The Director of Undergraduate Studies (Szonja Szelényi) is located in Room 346, Uris Hall. She is there to:

- provide information about departmental curricula and the requirements for the major.
- meet with applicants to the major.
- review applications for sociology majors and accept students into the program.
- assist students in finding an advisor in the sociology department.
- screen sociology classes taken outside Cornell for acceptance as Cornell credit.
- serve as the backup for faculty advisers who are absent during advising periods.

Faculty Advising: Once you are a declared sociology major, you will be assigned a faculty advisor within the Sociology Department. When you declare sociology as a major, you will be asked to name your preference for an adviser; however, if you are not sufficiently familiar with the program, the Director of Undergraduate Studies can assist you in selecting a faculty member to work with you. Faculty advisers are there to:

- discuss your education, career goals, and graduate school opportunities.
- meet with you to talk about courses and plan your program of study within the department.
- go over your academic program each semester and provide you with your Personal Identification Number (PIN) so that you can register for courses via the campus computer.

Sociology Peer Advisers: There are approximately 10 advanced sociology majors who serve as peer advisers in the department. These advisers change from year to year, but a complete list of their names and email addresses is available to you from the Undergraduate Program Coordinator in the sociology office (Room 316, Uris Hall). Peer advisers do not provide you with academic counseling; they are there to help you adjust to life in the major, as well as to let you know about the department's many support services and activities.

Research Opportunities

Qualified sociology majors are invited to participate with faculty members in conducting research. Such projects are usually initiated in one of two ways: the student may offer to assist the faculty member in an ongoing project, or the student may request that the faculty member supervise the execution of a project conceived by the

student. In either case, the student should enroll in SOC 491 (Independent Study). Interested students may direct inquiries to any faculty member.

The Sociology Honors Program

Honors in sociology are awarded for excellence in the major, which includes overall grade point average and completion of an honors thesis. In addition to the regular requirements of the major, candidates for honors must maintain a cumulative grade point average of at least a B+ in all sociology classes, complete SOC 495 and SOC 496 (in the senior year), and write an honors thesis.

Students are awarded either honors (*cum laude*), high honors (*magna cum laude*), or highest honors (*summa cum laude*) in the program based on the honors advisers' evaluation of the level and the quality of the work completed towards the honors degree. The honors distinction will be noted on the student's official transcript and it will also be indicated on the student's diploma.

Admission to the Honors Program

To qualify for entrance into the honors program, students must have at least a B grade point average overall and a B+ grade point average in the major. In addition, they must secure the consent of a faculty member in the Sociology Department who will guide their honors thesis.

Students who wish to be considered for honors should apply to the Director of Undergraduate Studies no later than the second term of their junior year. Honors program application forms are available in 316 Uris Hall. The application must include a copy of the student's undergraduate transcript, a brief description of the proposed research project, and the endorsement of a faculty member in the Sociology Department.

The Honors Thesis

During the senior year, each candidate for honors in sociology enrolls in a year-long tutorial (SOC 495 and SOC 496) with the faculty member who has agreed to serve as the student's thesis adviser. During the first term of their senior year, students determine the focus of their honors thesis, and submit a 10- to 15-page overview (or, alternatively, a preliminary draft) of the thesis to their adviser. During the second term, they complete their honors thesis and submit final copies to the department.

The text of the honors thesis may not exceed 60 pages except by permission of the honors adviser. Two copies of the honors thesis are due to the Undergraduate Program Coordinator (316 Uris Hall) during the third or fourth week of April. One of these copies will go to the student's thesis adviser and the other will remain on file in the department.

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

Business and Organizational Studies Concentration

Majors who wish to prepare for postgraduate study in professional schools (business, management, or law) or a career in business

or nonprofit organizations may elect to acquire a concentration in Business and Organizational Studies in sociology. This program provides Cornell students with training in economic sociology, organizational studies, and network analysis, all of which are useful areas of expertise in a world increasingly shaped by economic and social forces of a truly global dimension. In order to complete a concentration in Business and Organizational Studies, students must meet the following requirements:

- complete **any two** of the three core courses in the concentration: SOC 105, and SOC 305/ILROB 171, SOC 395, and
- complete **four** additional courses from the following list: SOC 120/ILROB 170, 203, 215, 304, 311, 326/526, 340, 357, 415, 427, 440, 445, 446, and 465.

Students completing the concentration receive a letter of recommendation from the chair based on their cumulative academic record in the concentration. Please contact Susan Meyer (Undergraduate Program Coordinator), or Szonja Szelenyi (Director of Undergraduate Studies) for additional information on the Business and Organizational Studies concentration.

Introductory Courses

SOC 101 Introduction to Sociology (III) (SBA)

Fall, spring. 3 credits. Fall, S. Szelenyi; spring, S. Szelenyi.

The purpose of this course is to introduce students to the distinctive features of the sociological perspective, as opposed to psychological, historical, or economic approaches. We do so by first discussing the sociological perspective in the context of small groups and face-to-face interaction.

As the course unfolds, we apply the same perspective to progressively larger social groupings, such as peer groups and families, formal organizations, social classes, racial and ethnic groups, and nation states. This approach also provides new insights into such topics as deviance, gender inequality, culture, and lifestyles. Whenever possible, class lectures and discussions illustrate these themes by exploring contemporary social problems and developments, including the rise of Generation X (and Generation Y?), the sources of current racial tensions, and the gender gap in the workplace.

[SOC 103 Self and Society (also R SOC 103) (III) (SBA)]

3 credits. Not offered 2003-2004. M. Macy.

The course is an introduction to micro-sociology, focusing on social processes within small groups, including the family. Emphasis is on leadership, conformity, social influence, cooperation and competition, distributive justice, and micro analyses of interaction.]

SOC 105 Introduction to Economic Sociology (also R SOC 105) (III) (SBA)

Fall. 3 credits. V. Nee.

Modern social thought arose out of attempts to explain the relationship between economic development and the social transformations that gave rise to the contemporary world. Classical theorists from Karl Marx and Max Weber to Karl Polanyi focused their writings on emergent capitalist economies and

societies. Contemporary social theorists likewise have sought to understand the interaction between capitalism and the social forces reacting against and emerging from modern economic development. From exchange and rational choice theories to network analysis and institutional theory, a central theme in contemporary social thought has been the relationship between the economy and society, economic action and social structure, and rationality and fundamental social processes. This course provides an introduction to social thought and research seeking to understand and explain the relationship between economy and society in the modern era.

[SOC 108 Introduction to Social Inequality (III) (SBA)]

3 credits. Not offered 2003-2004. Staff.

This course examines the nature and processes of social and economic inequality in industrial societies. The principal focus is on the contemporary United States, with some comparisons to other industrial societies with different educational and class structures. We examine how social and economic institutions encourage or discourage the use of ascription (i.e. inherited or unchangeable traits) vs. achievement as the basis of rewarding individuals, and we consider how individuals make choices as they face different decision points in their schooling and work.

Throughout the course we focus on the varied mechanisms of stratification that sort people into schools and workplaces, and we also consider how to judge the "fairness" of these mechanisms. The readings include theoretical and empirical materials on stratification along race, class, and gender lines, and several book-length ethnographies of workplaces or urban settings.]

SOC 115 Utopia in Theory and Practice (III) (SBA)

Spring. 3 credits. D. Strang.

People have always sought to imagine and realize a better society, with both inspiring and disastrous results. In this course we discuss the literary utopias of Moore, Morris, and Bellamy, and the dystopias of Huxley, Orwell, and Zamyatin. We also examine real social experiments, including nineteenth-century intentional communities, twentieth-century socialisms and religious cults, and modern ecological, political, and millennial movements. Throughout, the emphasis is on two sociological questions: What kinds of social relationships appear as ideal? How can we tell societies that might work from those that cannot?

SOC 120 Micro Organizational Behavior (also ILROB 170)

Fall. 3 credits. Staff.

For course description, see ILROB 170.

General Education Courses

SOC 202 Population Dynamics (also R SOC 201) (III) (CA)

Spring. 3 credits. P. Eloundou-Enyeque.

For course description, see R SOC 201.

[SOC 203 Work and Family (also FGSS 203) (III) (SBA)]

4 credits. Not offered 2003-2004. 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 206 International Development (also R SOC 205) (III) (HA)

Spring. 3 credits. Staff.
For course description, see R SOC 205.

[SOC 207 Problems in Contemporary Society (III) (SBA)]

4 credits. Not offered 2003–2004.
D. Heckathorn.
This course examines contemporary social problems, with a focus on their sources in the organization of society. Modern societies are based on three fundamental types of institutions—social norms, hierarchies, and markets. Each is subject to distinctive types of failures resulting in problems that include poverty, prejudice and discrimination, intolerance and hate, alcohol and drug abuse, physical and mental illness, crime and delinquency, and urban problems. In analyzing these problems we emphasize the institutions through which they are created and perpetuated, and the form of institutional change required to address them.]

SOC 208 Social Inequality (III)

Spring. 4 credits. K. Weeden.
This course reviews contemporary approaches to understanding social inequality and the processes by which it comes to be seen as legitimate, natural, or desirable. We address questions of the following kind: What are the major forms of stratification in human history? Are inequality and poverty inevitable? How many social classes are there in advanced industrial societies? Is there a “ruling class?” Are lifestyles, attitudes, and personalities shaped fundamentally by class membership? Can individuals born into poverty readily escape their class origins and move upward in the class structure? Are social contacts and “luck” important forces in matching individuals to jobs and class positions? What types of social processes serve to maintain and alter racial, ethnic, and gender discrimination in labor markets? Is there an “underclass?” These and other questions are addressed in light of classical and contemporary theory and research.

SOC 210 What Is Science? (also S&TS 201) (III) (CA)

Spring. 3 credits. T. Pinch.
For course description, see S&TS 201.

[SOC 215 Organizations: An Introduction (III) (SBA)]

4 credits. Not offered 2003–2004.
D. Strang.
Organizations provide the context for much of our everyday life, and are important not only in their own right but for their impact on our individual and collective choices. This course introduces the sociological study of organizations, from project teams to multinational corporations. Main issues include socialization and group processes within work settings; management from the perspective of the manager and the managed; the organization as a site of inequality and mobility; organizational decision-making; efforts to modify organizations by reforming

bureaucracy and hierarchy; and comparisons across nations.]

[SOC 217 The Sociology of Markets (III) (SBA)]

4 credits. Not offered 2003–2004. Staff.
The exchange of goods and services is a central topic in economics, but it has many social dimensions as well. This course examines how economic exchange is affected by the social and cultural contexts within which it occurs. Central themes of the course include: How do patterns of market exchange emerge? What types of social institutions are necessary to make economic exchange predictable and safe? Why do some services cost more in capitalist societies and others do not? How is “market value” determined? We explore these themes through reading studies that compare markets across time as well as across contemporary societies such as the U.S., Japan, China, and Russia.]

SOC 221 Inequality and Social Science (III) (SBA)]

Fall. 4 credits. Enrollment limited to 20 students. K. Weeden.
What are the promises and limitations of social science as a tool for understanding the sources and consequences of social inequality? This course introduces the underlying logic of social scientific research in the context of contemporary debates about social inequality: e.g., educational testing and tracking, race-based affirmative action, and the roles of intelligence and parental resources in affecting who gets ahead. Its goals are to encourage students to be critical consumers of social scientific data, evidence, and discourse and to develop their own rigorous, informed explanations of social phenomena.

SOC 222 Controversies About Inequality (also PAM 222, ILROB 222, PHIL 195, R SOC 222 and GOVT 222)

Spring. 1–3 credits. D. Grusky.
This course introduces students to contemporary debates and controversies about the underlying structure of inequality, the processes by which it is generated and maintained, the mechanisms through which it comes to be viewed as legitimate, natural, or inevitable, and the forces making for change and stability in inequality regimes. These topics are addressed through readings, class discussion, visiting lectures from distinguished scholars of inequality, and debates staged between faculty who take opposing positions on pressing inequality-relevant issues (e.g., welfare reform, school vouchers, immigration policy, affirmative action). Although this course is required for students in the Inequality Concentration, it is also open to other students who have completed prior coursework relevant to issues of inequality.

[SOC 246 Drugs and Society (III) (SBA)]

Spring. 4 credits. Not offered 2003–2004.
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 248 Politics and Culture (also GOVT 363) (III) (HA)

Fall. 4 credits. M. Berezin.
The course focuses on currently salient themes of nationalism, multi-culturalism and democracy. It explores such questions as: who is a citizen; what is a nation; what is a political institution; and how do bonds of solidarity form in modern civil society. Readings are drawn principally from sociology and where applicable from political science and history. Journalist accounts, films, and web Site research will supplement readings.

SOC 251 Families and the Life Course (also HD 251) (III)

Spring. 3 credits. E. Wethington.
For course description, see HD 250.

SOC 265 Latinos in the U.S. (also LSP 201 and R SOC 265) (III) (SBA)

Spring. 3 credits (4-credit option available).
H. Velez.

This course is an exploration and analysis of the Hispanic experience in the United States. It examines the sociohistorical background and economic, psychological, and political factors that converge to shape a Latino group identity in the United States. Perspectives are suggested and developed for understanding Hispanic migrations, the plight of Latinos in urban and rural areas, and the unique problems faced by the diverse Latino groups. Groups studied include Mexican Americans, Dominicans, Cubans, and Puerto Ricans.

SOC 293 Inequality, Diversity, and Justice (also CRP 293, GOVT 293, PHIL 193) (III or IV) (KCM)

Spring. 4 credits. No prerequisites: intended for freshmen and sophomores.
R. Miller.
An interdisciplinary discussion of the nature and moral significance of social inequality, diversity, and poverty and of the search for just responses to them. How unequal are economic opportunities? What are the causes of poverty? To what extent is greater equality a demand of justice? Are traditional welfare programs an appropriate response to poverty? What special significance have race and gender as sources of inequality? Do they merit special remedies such as affirmative action? How should governments deal with religious diversity and other differences in ultimate values? For example, should abortion statutes be neutral toward rival views of the importance of potential human life? What are the causes of worldwide inequality? To what extent do people in per-capita rich countries have a duty to help the foreign poor? Moral argument, investigations of social causes, and legal reasoning interact in the search for answers to these questions. To provide these resources, the course is taught by leading faculty researchers in philosophy, political theory, the social sciences, and law.

Methods and Statistics Courses

SOC 301 Evaluating Statistical Evidence (II) (MQR)

Fall. 4 credits. M. Clarkberg.
A first course in statistical evidence in the social sciences, with emphasis on statistical inference and multiple regression models. Theory is supplemented with numerous applications.

SOC 303 Design and Measurement (III) (SBA)

Spring. 4 credits. Staff.

This course covers the foundations of sociological analysis; issues arising from using humans as data sources; the quality of our primary data; methods of data collection; research designs in wide use and their limitations; and pragmatic considerations in doing research on humans, organizations, communities, and nations.

SOC 304 Social Networks and Social Processes (III) (SBA)

Fall. 4 credits. D. Strang.

How do groups self-segregate? What leads fashions to rise and fall? How do rumors spread? How do communities form and police themselves on the Internet? This course examines these kinds of issues through the study of fundamental social processes such as exchange, diffusion, and group formation. We focus on models that can be explored through computer simulation and improved through observation.

SOC 305 Macro Organizational Behavior (also ILROB 171)

Spring. 3 credits. Staff.

For course description, see ILROB 171.

Intermediate Courses**SOC 309 The Sociology of Marriage (also SOC 509) (III) (SBA)**

Spring. 4 credits. M. Clarkberg.

Contemporary debate on the nature of the family in the United States often assumes a simplistic decay of the "traditional marriage." This course unpacks the myths and facts that undergird this model. We overview the historical patterns of marriage in the United States, examine data on contemporary union formation and dissolution and the consequences, and explore various theoretical models of marriage and its decline.

SOC 311 Group Solidarity (also ILROB 321) (III)

Spring. 4 credits. M. Macy.

What is the most important group that you belong to? What makes it important? What holds the group together, and how might it fall apart? How does the group recruit new members? Select leaders? Make and enforce rules? Do some members end up doing most of the work while others get a free ride? We explore these questions from an interdisciplinary perspective, drawing on sociobiology, economics, and social psychology, as we apply alternative theories of group solidarity to a series of case studies, such as urban gangs, spiritual communes, the civil rights movement, pro-life activists, athletic teams, work groups, and college fraternities.

SOC 316 Gender Inequality (also FGSS 316) (III) (SBA)

Fall. 4 credits. S. Szelenyi.

This course offers a comprehensive overview of historical and contemporary patterns of gender stratification. The first few weeks are devoted to the examination of different ideas (biological, functionalist, feminist) about gender inequality. The remainder of the course involves both theoretical analyses and empirical investigations of four substantive areas: the historical development of gender stratification, the nature of gender inequality in contemporary societies, cross-national

comparison of gender inequality, and strategies for social change. Specific topics include: division of labor between men and women; relationship between social class and gender; dynamics of occupational sex segregation; gender differences in social mobility, socialization, and educational attainment; and racial and cross-national variations in gender inequality. Each section includes examination of key theoretical debates and a survey of recent feminist research that is relevant to those debates.

[SOC 320 Globalization and Inequality (III) (SBA)]

4 credits. Not offered 2003-2004.

S. Szelenyi.

What is globalization and where is it taking us? The objective of the course is to explore the impact of globalization on patterns of social inequality. We begin the semester by considering what the term "globalization" means. We then explore competing accounts of this world-wide trend (e.g., modernization; world-system; post-modernity) and examine the various ways in which contemporary patterns of globalization are different from historical patterns of industrialism. The second part of the semester takes on theoretical and empirical investigations of the way in which globalization has shaped the international division of labor, the structure of class relationships, gender inequality, racial and ethnic relations, migration, poverty, social networks, and indigenous world cultures.]

SOC 323 Service Learning (also ILROB 322)

Fall. 4 credits. M. Lounsbury.

For course description, see ILROB 322.

SOC 324 Environment and Society (also S&TS 324 and R SOC 324) (III) (SBA)

Spring. 3 credits. Staff.

For course description, see R SOC 324.

SOC 326 Social Policy (also SOC 526) (III)

Fall. 4 credits. S. Caldwell.

The dramatic growth of the policy research sector as an institutional and intellectual force signals the changing relationship of social science to social policy in the United States. With an eye on that relationship, this course examines the development of social policy in selected areas, among them welfare, poverty, housing, crime, and health. The policy research sector itself—people, values, and institutions—is also surveyed.

SOC 330 Sociology of Sport

Spring. T. Sorek.

For course description, see department office.

[SOC 340 Health, Behavior, and Health Policy (III)]

4 credits. Not offered 2003-2004.

S. Caldwell.

This course examines the social contexts of physical and mental health, illness and medical care; its purpose is to explore the contributions of social science to health promotion and health policy. Topic areas include: the social context of health, disease and illness; the social organization of health services; use of health services; effectiveness of health service use; health promotion and disease prevention; and national health care policies.]

SOC 341 Modern European Society and Politics (also GOVT 341) (III) (SBA)

Fall. 4 credits. V. Bunce and J. Pontusson.

For course description, see GOVT 341.

SOC 346 Economic Sociology (also SOC 546)

Spring. 4 credits. R. Swedberg.

For course description, see SOC 546.

[SOC 352 The Sociology of Contemporary Culture (also S&TS 354) (III) (CA)]

Spring. 4 credits. C. Leuenberger.

This course introduces the rapidly expanding field at the intersection of sociology and cultural studies. It provides an introduction to theoretical debates in cultural studies and to sociological studies of popular culture. We discuss the emergence of the tourist industry, the significance of consumption in modern life, narratives in popular films, the culture of music and art, the use of rhetoric in social life, cultural analyses of science, and the social construction of self, bodies, and identities.]

[SOC 356 Law and Society (also SOC 556) (III) (SBA)]

4 credits. Not offered 2003-2004. Staff.

The phrase "law and society" misleadingly suggests that we are speaking of two discrete entities: 'law' and 'society'. But law is itself part of society, its basic processes are social processes, and it contains within its own internal workings social dimensions worthy of study by the sociologist.

In this course we will examine law in society. The 'classical' sociological models law—those of Marx, Weber and Durkheim are well-represented. The works of several significant American and European critical legal theorists—those of the American Legal Realists, the Frankfurt School, Michel Foucault, Roberto Unger, Duncan Kennedy, and Jurgen Habermas—are also well-represented, not only to facilitate and understanding of the bases for the attacks on the liberal Rule of Law, but also to facilitate an understanding of the relationship between law and politics and the potential for revitalizing the Rule of Law through democracy. The major themes in 'classical' and contemporary legal anthropology, e.g., hegemony v. resistance, rule-centered v. processual v. interpretive paradigms, are reviewed. We also consider the extent to which the various perspectives on law in society have been appropriated internationally.]

SOC 357 Schools, Race, and Public Policy (III) (SBA)

Spring. 4 credits. S. Morgan.

After an examination of alternative theories of the development and changing function of educational institutions in society, this course examines explanations for why individuals obtain educational training, how an individual's family background and race affect his or her trajectory through the educational system, and how and why society confers advantages on educated individuals. Following a review of recent empirical research on effective schools, the course concludes with an examination of current policy debates in the United States, focusing primarily on school choice, vouchers, and financial aid for a college education.

SOC 358 Immigration, Capitalism, and Inequality

Spring. 3 credits. V. Nee.

For course description, see department office.

[SOC 370 Careers (also SOC 570) (III) (SBA)]

4 credits. Not offered 2003–2004. Staff.
By examining various career paths, we will consider the implications of career as a continuous process or as a sequence of positions. We will explore the differences and similarities among different career paths and lay out the patterns and structures of career formation from a sociological point of view. We will also discuss the settings in which career development takes place, giving some comparative attention to ways of organizing careers in other societies.]

SOC 371 Comparative Social Stratification (also R SOC 370) (III) (SBA)

Fall. 3 credits. T. Lyson.
For course description, see R SOC 370.

SOC 375 Classical Theory (III) (SBA)

Fall. 3 credits. R. Swedberg.
The course introduces students to major macro-sociological paradigms and encourages them to participate in “cross-paradigm” debates. The three main theorists of sociology (i.e., Marx, Durkheim, and Weber) are compared with respect to their approaches to the social sciences, their views on human history, their conceptions of capitalist society, and their ideas on social change. The assigned readings focus on the original writings of these theorists, while the lectures provide the requisite socio-historical context.

SOC 390 Israeli Society (also NES 395 and JWST 395)

Fall. 4 credits. T. Sorek.
The course introduces students to the major themes in contemporary Israeli society, focusing on the following: the tension between the definition of Israel as a Jewish state and its aspiration to be democratic, the place of religion in politics, the effects of the long-term occupation of the West Bank and the Gaza Strip, the fragile status of the Arab Palestinian citizens of Israel, civil-military relations, intra-Jewish ethnic divides, and gender relations.

Advanced Courses

The following courses are intended for advanced undergraduates with substantial preparation, as well as for graduate students in sociology and related disciplines. The normal prerequisite for all 400-level courses is one introductory course plus 301 (or an equivalent statistics course). Students who are not sure whether their background is sufficient for a particular course should consult the professor.

SOC 408 Qualitative Methods (also SOC 508) (III) (SBA)

Spring. 4 credits. 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 410 Health and Survival Inequalities

Fall. 4 credits. A. Basu.
This course reviews the ways of measuring inequalities such as life expectancy, age-specific death rates, cause-specific mortality and morbidity, and disability and their historical and contemporary socioeconomic markers, including region, class, race, gender, and age. It then examines some of the determinants of these differences, particularly biology, poverty, and politics, as well as the role of medical advances in promoting or reducing health inequalities. The course also covers some of the growing literature on individual and family behaviors that impinge on inequality in health and survival—both unintentional (through differences in lifestyle, for example) as well as deliberate (through active discrimination against certain categories of individuals, for example, girls in parts of Asia). Policy prescriptions arising from these studies will be evaluated for feasibility and effectiveness and new innovative approaches proposed.

SOC 421 Theories of Reproduction

Spring. 4 credits. A. Basu.
This course examines the changing nature of the debate on what makes populations grow and what makes families have any, few, and many children. The course begins with theories of historical population growth and changing fertility and then moves on to consider the economic, social, cultural, political, and biological theories applied to fertility and changing fertility in contemporary populations. Demographic concepts and factors believed to account for the high fertility of many developing country populations and the extremely low fertility in many parts of the developed world are examined. Emphasis is given to “sociocultural” and “gender-based” explanations of reproductive behavior, which activist groups and organizations have used to push political and social agendas. The course pays particular attention to the role of the state in population growth and its place in women’s lives.

SOC 422 Sociology of Markets (also SOC 622, ILROB 622)

3 credits. M. Lounsbury.
For course description, see ILROB 622.

[SOC 427 The Professions: Organization and Control (also ILROB 427) (III)]

Fall. 3 credits. Prerequisite: permission of the instructor. Not offered 2003–2004.
P. Tolbert.
For course description, see ILROB 427.]

SOC 437 Social Demography (also R SOC 438) (III) (SBA)

Fall. 3 credits. D. Gurak.
For course description, see R SOC 438.

SOC 442 Sociology of Science (also S&TS 442)

Fall. 4 credits. H. Miallet.
For course description, see S&TS 442.

SOC 445 Entrepreneurship and Organizations (also ILROB 673)

M. Lounsbury.
For course description, see ILROB 673.

SOC 446 Economic Sociology of State and Markets

V. Nee.
For course description, see department office.

[SOC 457 Health and Social Behavior (also HD 457) (III)]

Fall. 3 credits. Prerequisites: HD 250, SOC 101, R SOC 101, or SOC 251 and a course in statistics. Letter grades only.
E. Wethington.
For course description, see HD 457.]

SOC 465 Dynamics of the Social Sector (also ILROB 624)

M. Lounsbury.
For course description, see ILROB 624.

SOC 470 Theories of the Family and the Life Course (also SOC 570) (III) (SBA)

Spring. 4 credits. M. Clarkberg.
This seminar examines theoretical frameworks for understanding the family and the life course. Foci include the dynamics of role transitions and normative role trajectories, linkages across the various domains of individual lives (such as work and family), the interplay of individual and historical times, the social significance of age, and the linkages between individuals and the families and other social contexts they live in. We also briefly consider various methodological challenges associated with putting these theoretical perspectives into practice.

SOC 491 Independent Study

Fall or spring. 1–4 credits. This is for undergraduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure the agreement of a faculty member to serve as supervisor for the project throughout the term. Graduate students should enroll in 891–892.

SOC 495 Honors Research

Fall or spring. 4 credits. Limited to sociology majors in their senior year.
Prerequisite: permission of instructor.

SOC 496 Honors Thesis: Senior Year

Fall or spring. 4 credits. Prerequisite: SOC 495.

Graduate Core Courses

These courses are primarily for graduate students in sociology but may be taken by other graduate students with permission of the instructor.

SOC 501 Basic Problems in Sociology I

Spring. 4 credits. V. Nee.
Analysis of theory shaping current sociological research. Examination of several central problems in sociological inquiry provides an occasion for understanding tensions and continuities between classical and contemporary approaches, for indicating the prospects for unifying microsociological and macrosociological orientations, and for developing a critical appreciation of efforts to integrate theory and research.

SOC 502 Basic Problems in Sociology II

Fall. 4 credits. D. Heckathorn.
Continuation of SOC 501. Emphasis is on the logical analysis of theoretical perspectives, theories, and theoretical research programs shaping current sociological research. The course includes an introduction to basic concepts used in the logical analysis of theories and examines their application to specific theories and theoretical research

programs. Theoretical perspectives include functionalism, social exchange, and interactionism.

SOC 505 Research Methods I: The Logic of Social Inference

Fall. 4 credits. Prerequisite: a first course in statistics and probability. M. Clarkberg. This course is an introduction to techniques of social inference. We cover research methods, sources of evidence, model design, and questions of empirical validity.

SOC 506 Research Methods II

Spring. 4 credits. S. Morgan. This is a course on advanced linear regression analysis in theory and practice. After a review of classical bivariate regression and elementary matrix algebra, the course progresses under the credible assumption that the most important fundamentals of data analysis techniques can be taught in the context of simple multivariate linear models. Accordingly, the course provides a relatively formal treatment of the identification and estimation of single equation OLS and GLS regression models, instrumental variable models, traditional path models, and multiple indicator models. Interspersed with this material, the course addresses complications of regression modeling for the practicing researcher including: missing data problems, measurement error, regression diagnostics, weighting, and inference for surveys. The course concludes with a brief introduction to nonlinear regression, counterfactual models of causality, Bayesian inference, and hierarchical models.

SOC 507 Research Methods III

Fall. 4 credits. D. Grusky, D. Strang. Introduction to the general linear model for discrete outcomes. Discussion of principles of estimation, model selection, coefficient interpretation, specification error, and fit assessment. The first half of the course covers logistic regression, probit, log-linear, and latent class models, while the second half of the course covers event history models. Although the statistical theory underlying these models is reviewed, issues of interpretation and estimation typically take precedence. Emphasis is accordingly placed on the analytic issues that arise in writing research papers with models of this kind.

Graduate Seminars

These seminars are primarily for graduate students but may be taken by qualified advanced undergraduates who have permission of the instructor. The seminars offered in each term are determined in part by the interests of students, but it is unlikely that any seminar will be offered more frequently than every other year. The list below indicates seminars that are likely to be offered, but others may be added and some may be deleted. Students should check with the department before each term.

[SOC 504 Economy and Family (also SOC 404)]

4 credits. Not offered 2003-2004. M. Clarkberg.
For course description, see SOC 404.]

SOC 508 Qualitative Methods (also SOC 408)

Spring. 4 credits. M. Berezin.
For course description, see SOC 408.

SOC 509 The Sociology of Marriage (also SOC 309, WOMNS 309, WOMNS 509)

Spring. 4 credits. M. Clarkberg.
For course description, see SOC 309.

[SOC 510 Seminar on Comparative Societal Analysis]

3 credits. Open to advanced graduate students throughout the social sciences, with permission of instructor. Not offered 2003-2004. Staff.

This seminar is intended for advanced graduate students interested in comparative methods and research in the social sciences. It is offered in conjunction with the Comparative Societal Analysis program in the Einaudi Center for International Studies. Students enrolled for credit write critiques of papers presented at the seminar by faculty members and other graduate students, and work on their own project. Some weeks are devoted to collective reading and analysis of background work. Students may enroll for more than one semester.]

SOC 518 Social Inequality: Contemporary Theories, Debates, and Models

Fall. 4 credits. D. Grusky/S. Morgan. This course serves as an introduction to contemporary theories, debates, and models regarding the structure of social classes, the determinants of social mobility, the sources and causes of racial, ethnic, and gender-based inequality, and the putative rise of postmodern forms of stratification. The twofold objective is to both review contemporary theorizing and to identify areas in which new theories, hypotheses, and research agendas might be fruitfully developed.

SOC 519 Workshop on Social Inequality

Spring. 4 credits. K. Weeden. This workshop provides a forum for students, faculty, and guest speakers to present and discuss their current research projects related to social inequality.

SOC 526 Social Policy (also SOC 326)

Fall. 4 credits. S. Caldwell.
For course description, see SOC 326.

SOC 527 Artificial Societies

Spring. 4 credits. M. Macy. This seminar is an introduction to computer simulation. The course surveys the history of social simulation and introduces students to complexity theory, game theory, and evolutionary models of social change. The remainder of the course (nine weeks) teaches students to program in Delphi and gives them simulation programs to modify as a class project.

SOC 528 Conflict and the Nation-State

Spring. 4 credits. D. Strang.

SOC 532 Inside Technology: The Social Construction of Technology (also S&TS 532)

Fall. 4 credits. Gillespie.
For course description, see S&TS 532.

SOC 546 Economic Sociology

Spring. 4 credits. R. Swedberg. 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 550 Seminar on Max Weber and Joseph Schumpeter

Spring. 4 credits. R. Swedberg.
For course description, see department office.

SOC 560 New Institutionalism in Economic Sociology

Fall. 4 credits. V. Nee.
For course description, see department office.

SOC 570 Theories of the Family and the Life Course (also SOC 470)

Spring. 4 credits. M. Clarkberg. This course provides an analysis of the theoretical approaches informing sociological understandings of the family and the human life course. Approaches include power and exchange models, interactionism, the new home economics, and life course approaches. Emphasis is on understanding the conflict and congruence between existing theoretical frameworks, and on translating theoretical issues into empirical research questions.

[SOC 580 Simulating Social Dilemmas (also SOC 480)]

4 credits. Not offered 2003-2004. M. Macy.
For course description, see SOC 480.]

[SOC 590 Special Topics: Research Methods]

4 credits. Not offered 2003-2004. M. Macy, D. Strang.

This course covers special topics in the analysis of quantitative and qualitative data. The topics covered vary from year to year, but are typically chosen from such possibilities as: networks, social simulation, Bayesian methods, game theory, qualitative research methods, and laboratory experimentation. In fall 2002 the course will include a one-half semester module on event history analysis, and a one-half semester module on social simulation.]

SOC 591 Special Seminars in Sociology

Fall and spring. 2-4 credits. Staff. These graduate seminars are offered irregularly. Topics, credit, and instructors vary from semester to semester. Students should look at the sociology department bulletin board at the beginning of each semester for current offerings.

SOC 606-607 Sociology Colloquium

Fall and spring. No credit. Required of all sociology graduate students. Staff. A series of talks representative of current research interests in sociology, given by distinguished visitors and faculty members.

SOC 608 Proseminar in Sociology

Fall. 1 credit. Enrollment restricted to first-semester sociology graduate students. Staff. Discussion of the current state of sociology and of the research interests of members of the graduate field; taught by all members of the field.

SOC 631 Qualitative Research Methods for Studying Science (also S&TS 631)

Spring. 4 credits. T. Pinch.
For course description, see S&TS 631.

SOC 660 States and Social Movements (also GOVT 660)

Fall. 4 credits. S. Tarrow.

For course description see GOVT 660.

SOC 680 Workshop on Transnational Contention (also GOVT 681)

Fall. 4 credits. S. Tarrow.

For course description, see GOVT 681.

SOC 691 Independent Study

Fall or spring. 2–4 credits. Prerequisite: graduate status and permission of a faculty member willing to supervise the project. Staff.

For graduates who wish to obtain research experience or to do extensive reading on a special topic. Permission to enroll for independent study will be granted only to students who present an acceptable prospectus and secure the agreement of a faculty member to serve as supervisor for the project throughout the term.

[SOC 725 Analysis of Published Research in Organizational Behavior (also ILROB 725)]

3 credits. Not offered 2003–2004.

P. Tolbert.

For course description, see ILR 725.]

SOC 891–892 Graduate Research

891, fall; 892, spring. Up to 4 credits each term. Prerequisite: graduate status and permission of a faculty member willing to supervise the project.

SOC 895–896 Thesis Research

895, fall; 896, spring. Up to 6 credits each term. Prerequisite: permission of thesis supervisor.

SOUTH ASIA PROGRAM

A. Basu, director; K. Basu, A. Blackburn, D. Bor, D. Boucher, L. Derry, S. Feldman, D. Gold, M. Hatch, R. Herring, D. Holmberg, R. Kanbur, M. Katzenstein, V. Kayastha, K. A. R. Kennedy; N. Kudva, S. Kuruvilla, M. Latham, B. Lust, B. MacDougall, M. Majumdar, K. March, K. McGowan, C. Minkowski, S. Mohanty, D. Mookerjee-Leonard, V. Munasinghe, A. Nussbaum, S. Oja, P. Olpadwala, B. Perlus, T. Poleman, J. Rigi, N. Sethi, D. Sisler, S. Toorawa, N. Uphoff, M. Walter, M. Weiss, A. Wilford.

The South Asia Program coordinates research, teaching, and special campus events relating to Bangladesh, India, Pakistan, Nepal, and Sri Lanka. The program faculty include members from a variety of disciplines, including agricultural economics, agricultural engineering, anthropology, architecture, art, city and regional planning, comparative religion, ecology and systematics, economics, English, geology, government, history, history of art, human ecology, industrial and labor relations, international agriculture, linguistics, literature, and rural sociology. Undergraduates with a special interest in the region may major in Asian Studies with a South Asia concentration, or complete a South Asia concentration with any other major. Graduate students may pursue the M.A. degree in Asian Studies with a concentration in South Asia.

Languages offered are Bengali, Hindi, Nepali, Sinhala, and Sanskrit. Foreign Language and Area Studies scholarships are available to graduate students who are U.S. citizens or permanent residents. Cornell is a member of

the American Institutes of Bangladesh, Indian, Pakistan, and Sri Lankan studies. For details on the major, see the Department of Asian Studies listing in this volume. For courses available in South Asian studies, or for further information on research opportunities, direct questions to the South Asia Program Office, 170 Uris Hall, 255–8493. www.einaudi.cornell.edu/SouthAsia.

SOUTHEAST ASIA PROGRAM

T. Chaloeitjarana, director; I. Azis, W. Bailey, A. Cohn, P. Gellert, M. Hatch, S. Kuruvilla, T. Loos, K. McGowan, A. Riedy, L. Ryter, J. Siegel, E. Tagliacozzo, K. Taylor, A. Willford, L. Williams, Emeritus: B. Anderson, R. Baker, R. Jones, S. O'Connor, E. Thorbecke, J. Wolff, D. Wyatt, Lecturers: N. Jagacinski, T. Savella, T. Tranviet, S. Tun

Southeast Asia studies at Cornell is included within the framework of the Department of Asian Studies. Seventeen core faculty members in the colleges of Arts and Sciences, Business and the Johnson Graduate School of Management, the School of Industrial and Labor Relations, and Agriculture and Life Sciences participate in an interdisciplinary program of teaching and research on the history, culture, and societies of the region stretching from Burma through the Philippines. Courses are offered in such fields as anthropology, Asian studies, economics, finance, government, history, history of art, labor relations, linguistics, music, and rural sociology. Instruction is also offered in a wide variety of Southeast Asian languages; Burmese, Cambodian (Khmer), Cebuano (Bisayan), Indonesian, Javanese, Tagalog, Thai, and Vietnamese. In addition, faculty from other disciplines also 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 this region in America.

Undergraduates may major in Asian Studies with a focus on Southeast Asia and its languages, or they may elect to take a concentration in Southeast Asia studies with any other major by completing 18 credits of course work. Graduate students may work toward an M.A. degree in Southeast Asian studies or pursue a Master of Professional Studies in another school with a concentration in Southeast Asian studies. Ph.D. students specializing in Southeast Asia receive a doctorate in a discipline such as history, history of art, anthropology, government, music, economics, or city and regional planning. Academic Year and Summer Foreign Language and Area Studies scholarships are available to graduate students who are U.S. citizens or permanent residents.

For courses available in Southeast Asian studies and details on the major, see the Department of Asian Studies listing in this volume. Additional information is available on the Internet at:

www.einaudi.cornell.edu/southeastasia.

Inquiries for further information should be directed to the program office, 180 Uris Hall, (607) 255–2378 or SEAP@cornell.edu.

SPANISH

See Department of Romance Studies.

STATISTICAL SCIENCE DEPARTMENT

The university-wide Department of Statistical Science coordinates undergraduate and graduate study in statistics and probability. A list of suitable courses can be found in the section, "Interdisciplinary Centers, Programs, and Studies," in the front of this catalog.

SWAHILI

See Africana Studies and Research Center.

SWEDISH

See Department of German Studies.

TAGALOG

See Department of Asian Studies.

THAI

See Department of Asian Studies.

THEATRE, FILM & DANCE

D. Bathrick; R. Archer, S. Bernstein, S. Brookhouse, J. Chu, S. Cole, D. Feldshuh, A. Fogelsänger, (director of the undergraduate program in dance); D. Fredericksen, (director of the undergraduate program in film); J. E. Gainor (on leave 2003–2004) (director of graduate studies); K. Goetz (chair), S. Haenni, D. Hall, E. Intemann, J. Kovar, B. Levitt, P. Lillard, R. MacPike, B. Milles (on leave fall 2003), J. Morgenroth, M. Rivchin, J. Self, B. Suber, A. Van Dyke (director of undergraduate studies); A. Villarejo (on leave 2003–2004), E. Winet

Through its courses and production laboratories, the department provides students with a wide range of opportunities in theatre, film, and dance. It also offers majors in each of those areas. These majors educate students in accordance with the general liberal arts ethic of the college. The department encourages academic and studio participation by students from all disciplines.

Theatre Arts Major

D. Bathrick, R. Archer, S. Bernstein, S. Brookhouse, S. Cole, D. Feldshuh, J. E. Gainor (on leave 2003-2004) (director of graduate studies); K. Goetz, chair; D. Hall, E. Intemann, B. Levitt, P. Lillard, R. MacPike, B. Milles (on leave fall 2003), A. Van Dyke (director of undergraduate studies), E. Winet

The theatre major offers studies in the history of theatre, dramatic theory and criticism, playwriting, acting, directing, design/technology, and stage management. Students interested in the Theatre Arts major should consult with Alison Van Dyke (Director of Undergraduate Studies, Theatre, Film & Dance).

Theatre major requirements Credits

- 1) **THETR 240 and THETR 241, and THETR 242** (three-semester Introduction to World Theatre) 8

THETR 250 Introduction to Theatre Design and Technology 4
THETR 280 Introduction to Acting 3

- 2) Four laboratory courses distributed as follows: **Credits**

THETR 151 Production Lab I 1-3

THETR 153, THETR 253, or THETR 353 Stage Management Lab I, II, or III 1-3

THETR 155 Rehearsal and Performance or **THETR 151** in a different area 1-3

THETR 251 or THETR 351 Production Lab II or III 1-4

- 3) Three courses in the area of **Theatre Studies** (see Theatre Studies section of theatre courses) chosen in the following manner:

one course must be at 300 level
 one course must be at 400 level
 one additional course at the 300 or above level
 one of the four courses must be pre-twentieth century.

- 4) Three courses (at least 9 credits) in other Theatre courses chosen in consultation with the faculty adviser. Course taken to qualify for admission to the Advanced Undergraduate Theatre Program (described below) may also be used to fulfill this requirement.

- 5) Courses in which a student receives a grade below "C" cannot be used to fulfill the requirements for a Theatre major.

Honors

The Theatre honors program is for majors who have demonstrated exceptional ability in the major and who seek an opportunity to explore branches of their subject not represented in the regular curriculum or to gain experience in original research. To be part of the honors program the student must maintain a GPA of 3.5 in classes for the theatre major and an average of 3.0 in all courses. Students must consult with their advisers in the spring of their junior year in order to enroll in the honors programs.

The Advanced Undergraduate Theatre Program

The department offers advanced study in directing, playwriting, design/technology, and stage management to students who qualify on the basis of outstanding achievement in course work. Admission to the AUP is by invitation of the area faculty supervisor and the completion of a recommended "track" of courses or equivalent experience. (For recommended courses of study please see listing of courses at end of departmental listings.) Approval process will include a portfolio review and/or interview. The program provides students with intensive study in theatre as well as the opportunity to collaborate with professional faculty and guest artists.

Independent Study, Internships and Honors**THETR 300 Independent Study**

Fall, spring, or summer. 1-4 credits. Independent study in theatre, film or dance allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study which is available in 225 Schwartz Center.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1-3 credits. To be eligible to enroll and receive credit for an internship, students must either be majors or be concentrators in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice prior to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

THETR 495 Honors Research Tutorial

Fall, spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the first of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance. This course is the second of a two-semester sequence (the first is THETR 495) for students engaged in an honors project.

First-Year Writing Seminars

Consult the John S. Knight Institute brochure for times, instructors, and descriptions.

General Survey Courses**THETR 230 Creating Theatre (IV) (LA)**

Spring. 3 credits. Limited to 25 students. D. Hall and faculty. An introduction to theatrical production for the nonmajor. Students develop a new critical perspective of the performing arts by examining the creation of theatre onstage and backstage through lectures, demonstrations,

discussions with various faculty and staff at the Schwartz Center, and by attending department productions. Some writing is required.

THETR 301 Mind and Memory: Exploring Creativity in the Arts and Sciences (also MUSIC 372, S HUM 301, ENGL 301) (IV)

Spring. 4 credits. J. Morgenroth and staff. Creativity is the attribute of the mind that enables us to make new combinations from often-familiar information, to perceive analogies and other linkages in seemingly unlike elements, to seek for synthesis. As is true of all learning, creativity is dependent on memory—a memory that is genetic and collective as well as personal and experimental. This course explores the nature of creativity in science and art, indicating the differing requirements for discovery in the disparate disciplines while demonstrating the commonality that underlies the creative process and binds physicist or mathematician to poet, composer, or visual artist. The course presents lectures by weekly guests from as many disciplines in the arts and sciences as possible, faculty members who discuss the process underlying their research or their work as creative and performing artists. Members of the course are encouraged to enroll in another course or be engaged in an activity (research, artistic production, or performance) in which the insights gained in this class can be applied or tested. In addition, each section engages in a common creative project. To further abet the active participation so necessary to learning, students are asked to keep a journal, one that summarizes their understanding of and response to, the lectures and readings from the required texts. Students are also obliged to attend several public art exhibits or performances and write two papers.

Theatre Studies**THETR 214 Comedy and Humanism (also COM L 211) (IV) (LA)**

Spring. 4 credits. S. Donatelli. See COM L 211 for description.

THETR 223 The Comic Theater (also COM L 223 and CLASS 223) # (IV) (LA)

Spring. 3 credits. J. Rusten. For description, see CLASS 223.

THETR 240 Introduction to World Theatre I @# (IV) (LA)

Fall. 4 credits. E. Winet. A survey of practices, literatures, and themes of theatrical performance in Africa, America, Asia, and Europe from antiquity to around 1600. Case studies drawn from ancient Egypt, Greece, Rome, the Near East, and India; medieval/feudal Indonesia, China, Japan, and England up to the age of European colonialism. Issues of masking and identity, storytelling and ritual, stage and society, tradition and modernity. Lecture will be combined with frequent student projects.

THETR 241 Introduction to World Theatre II # (IV) (LA)

Spring. 4 credits. E. Winet. A survey of world theatrical performance from around 1600 to the present. Case studies drawn from English and French seventeenth-century theatres; recent traditional theatres of Japan, India, China, and Africa; bourgeois,

realistic and avant-garde theatres of Europe and the United States; postmodern and postcolonial theatres of the past half century. Recurring issues of realism and theatricalism, innovation and nostalgia, globalization and marginalization. Lecture will be combined with frequent student projects.

THETR 278 Desire (also ENGL 276, COM L 276, FGSS 276) (IV) (LA)

Spring. 4 credits. E. Hanson
Sexual desire is a series of scripted performances, a set of stories we tell ourselves about ourselves. Through a critical discussion of "these pleasures which we lightly call physical," to borrow a phrase from the French novelist Colette, we might discover a deeper appreciation for the strange narrative of someone else's desire, and perhaps even the strange narrative of our own. We will begin with the theory that desire has a history, even a literary history, and we will examine classic texts in some of its most influential modes: Platonic, Christian, romantic, decadent, psychoanalytic, feminist, and queer. This course is an introductory survey of European dramatic texts from Plato and Aristophanes to Jean Genet and Caryl Churchill; and it is also a survey of the most influential trends in modern sexual theory and sexual politics, including the work of Freud, Foucault, Barthes, and various feminists and queer theorists. Topics for discussion will include Greek pederasty, sublimation, hysteria, sadomasochism, homosexuality, pornography, cybersex, feminism, and other literary and performative pleasures, and the focus will always be on expanding our critical vocabulary for considering sex and sexual desire as a field of intellectual inquiry.

THETR 319 Music, Dance, and Light (also DANCE 319) (IV) (LA)

Fall. 3 credits. Attendance at dance concerts and music concerts is required. A. Fogelsanger and E. Intemann.
Artistic values, parameters, and concerns of music (sound design), dance, and lighting design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes devoted to creating sound, movement, and lighting.

[THETR 322 Russian Drama and Theatre (also RUSSL 322) # (IV) (LA)]

Spring. 4 credits. Not offered 2003–2004. S. Senderovich.
See RUSSL 322 for description.]

[THETR 333 European Drama 1660–1900: Moliere to Ibsen (also ENGL 335 and COM L 336) # (IV)]

Spring. 4 credits. Not offered 2003–2004. R. Parker.
See ENGL 335 for description.]

[THETR 335 Modern Western Drama, Modern Western Theater: Theory and Practice (also COM L 335, VISST 335) (IV) (LA)]

Fall. 4 credits. Staff.
A study of drama and the cultural contexts of its performance from the mid-nineteenth century to the mid-twentieth century in Europe and America. We move from symbolism and naturalism through to constructivism, expressionism, dadaism, futurism, surrealism and on to Brecht and Artaud and a few of their more contemporary

descendants. Students engage in performance projects as well as text analysis.]

THETR 344/644 Actor/Performing Object (also VISST 344, ART 344, THETR 644) (IV) (LA)

Fall. 4 credits. E. Winet.
Why have theatre artists throughout the world and throughout history represented human identity and agency onstage through mediating objects? What do masks and puppets reveal that are not better known through naked faces and bodies of flesh? Why do theatre artists embrace or reject performing objects? This course surveys approaches to the figure or image of the theatrical actor in relation to performing objects (i.e. masks, puppets and other anthropomorphic stage properties.) We will consider the significance of performing object traditions and imagery throughout theatre history, the association of performing objects with acting and directing theory and anti-actorly prejudice, and the persistence and transformation of performing objects in contemporary culture and performance theory. Readings will range from theatre criticism and history to relevant approaches to performing objects from the arts and social sciences. There will be periodic written assignments and one final paper/project.

THETR 345 The Tragic Theater (also CLASS 345 and COM L 344) # (IV) (LA)

Spring. 4 credits. Limited to 40 students. F. Ahl.
See CLASS 345 for description.

THETR 347 Visual Ventriloquism: Performing the Body Performing Voice

Spring. 4 credits. J. Frank.
This course will examine drama and performance that disrupt, dislocate, multiply, screen, mediatize, or digitize the body and/or voice. We will consider material and figural notions of "the body" in performance—focusing on the history of avant-garde performance as well as contemporary critical race- and gender-theory—and examine how contemporary Western playwrights and performance artists employ the relationship between body and voice to negotiate questions of subjectivity, the politics of identity, and the limits of embodiment. We will read critical theory alongside dramatic texts by playwrights and performance artists such as Gertrude Stein, Samuel Beckett, Harold Pinter, Cherrie Moraga, Adrienne Kennedy, Suzan-Lori Parks, Caryl Churchill, Eve Ensler, Guillermo Gomez-Pena, Laurie Anderson, and the Wooster Group

[THETR 372 Medieval and Renaissance Drama (also ENGL 372/677) # (IV) (LA)]

Spring. 4 credits. Not offered 2003–2004. A. Galloway.
See ENGL 372 for description.]

[THETR 373 English Drama from 1700 to the Present (also ENGL 373) # (IV) (LA)]

Spring. 4 credits. Not offered 2003–2004. S. McMillin.
See ENGL 373 for description.]

THETR 384 Commedia: A Contemporization of Physical Acting Styles and the Comic Approach (IV) (LA)

Spring. 3 credits. Prerequisite: THETR 281 and permission of the instructor. Limited to 10 students. B. Milles.

A wholly physical acting class based in the practices of Commedia dell'arte-stock characters, physical lazzi, improvisation, street theatre-utilizing improvisation, some mask work, clown and viewpoint training. An exploration of how to use the body to illuminate text, and how to mine text to maximize comedy.

THETR 394 Public Discourse, Political Stages: African American Drama and Performance 1950 to Present (also ENGL 394, FGSS 395, AM ST 394) (IV) (LA)

Fall. 4 credits. Juniors and seniors. Limited to 25. J. Frank.

Does dramatic representation not only reflect, but also enact and perform politics? Are there aesthetic limitations? We will position our readings of African American drama and performance in the sociohistorical and critical contexts in which they emerged (Black Arts Movement, Civil Right's Movement, Women's Liberation Movement, gender and race theory, theories of political drama and theater, realist/nonrealist drama, etc.). Moreover, we will broaden our understanding of stages—to include various forms of public discourse—as we consider how drama and performance function among multiple political and aesthetic sites of intervention. Possible plays may include works by Amiri Baraka, August Wilson, Lorraine Hansberry, Alice Childress, Vinnette Carroll, Adrienne Kennedy, Ntozake Shange, Suzan-Lori Parks, Robbie McCauley, and Anna Devereaux Smith. Course requirements consist of regular response papers, a presentation, a five- to seven-page essay, and an annotated bibliography with a critical introduction.

[THETR 405 Operatic Contacts (also GERST 404, COM L 408) (IV)]

Fall. 4 credits. Permission of instructor. Limited to 15 students. Not offered 2003–2004. A. Groos.]

[THETR 426 Adaptation: Text/Theatricality (IV) (LA)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003–2004. B. Milles.

Mounting a script into a show is a process of adaptation from page to stage. But dramas have also been translations of other media. Sondheim's *Sunday in the Park with George* "adapted" a painting by Seurat. Stringberg's *Ghost Sonata* "translated" a symphony by Beethoven. Plays can even be adapted into other plays: Césaire's *A Tempest*, Paula Vogel's *Desdemona: A Play about a Handkerchief*, Heiner Müller's *Hamletmaschine*. In performance art (where there is often no script) examples abound as well: Can you imagine reenacting Edward Manet's *Olympia* while someone builds a frame around you? And there are lots of exciting possibilities that arise in adapting across cultures—such as a Kathakali *Lear* or a Shakespearean *Mahabharata*. In this class we challenge the boundaries of text to discover the possibilities of performance. We ask: How do we translate inspiration into tangible (or intangible) theatrical imagery? Working in workshop format as actors and writers we explore the

process of developing theatre pieces based on a variety of sources.]

[THETR 431 Theory of the Theatre and Drama # (IV) (LA)]

Fall. 4 credits. Prerequisite: some theatre history and dramatic literature work at the 300 level or permission of instructor. Not offered 2003-2004. D. Bathrick.

A survey of dramatic theory and theories of theatrical representation from Aristotle to the present.]

[THETR 436 The Female Dramatic Tradition (also FGSS 433) (IV) (LA)]

Spring. 4 credits. Not offered 2003-2004. Staff.

Is there a "female dramaturgy?" What is the female tradition in the theatre? The course explores these questions through an investigation of texts by women dramatists, including Hrotsvitha, Aphra Behn, and Caryl Churchill, as well as theory by such critics as Sue Ellen Case and Jill Dolan.]

[THETR 438 East and West German Drama (also GERST 438 and THETR 648) (IV) (LA)]

4 credits. Not offered 2003-2004. D. Bathrick.

Course covers major historical and textual developments in German theatre from the end of World War II to the present. Leading dramatists from West and East Germany, Switzerland, and Austria (Brecht, Frisch, Dürrenmatt, Weiss, Hochhuth, Müller, Braun, Kroetz, Handke, and others) are treated in the light of the political events and aesthetic-dramaturgical traditions from which they emerge and with which they are taking issue.]

THETR 445 Text Analysis for Production: How to Get from the Text onto the Stage (also VISST 445) (IV)

Spring. 4 credits. Prerequisite: THETR 281 or THETR 250 or THETR 398, or permission of instructor. Limited to 15 students. B. Levitt.

This course examines the play as the central, essential source for production decisions made by the actor, the director, the designer, and the dramaturg. Students "present" their conclusions about the performance of studied texts through project work as either an actor, director, designer, or dramaturg, as well as through two to three papers.

THETR 446 Sophomore Seminar: Shakespeare in (Con)text (also VISST 446) # (IV) (LA)]

Fall. 4 credits. Prerequisites: permission of instructor. Limited to 15 students. B. Levitt.

This course examines how collaboration among stage directors, designers, and actors leads to differing interpretations of the plays. The course focuses on how the texts themselves are blueprints for productions with particular emphasis on the choices available to the actor inherent in the text.

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

THETR 454 American Musical Theatre (also ENGL 454 and MUSIC 490) (IV) (LA)]

Fall. 4 credits. Prerequisite: ENGL 272 or THETR 240 and 241 and ability to read music at the level of MUSIC 105. S. McMillin.

See ENGL 454 for description.

[THETR 459 Contemporary British Drama (also ENGL 459) (IV) (LA)]

Spring. 4 credits. Limited to 15 students. Not offered 2003-2004. S. McMillin.

See ENGL 459 for a complete description.]

[THETR 472 Sondheim and Musical Theatre (also ENGL 473) (IV) (LA)]

Fall. 4 credits. Not offered 2003-2004. S. McMillin.

See ENGL 473 for description.]

[THETR 483 Seminar in Comparative Twentieth-Century Anglophone Drama (also ENGL 483) (IV) (LA)]

Fall. 4 credits. Some knowledge of classical and avant-garde theories of drama and theatre would be useful, but is not a prerequisite. T. Not offered 2003-2004. B. Jeyifo.

The course explores twentieth-century Anglophone drama in diverse areas of the English-speaking world. Through works of Irish, African, Caribbean, and U.S. playwrights like Friel, Soyinka, Fugard, Walcott, and Shange, the seminar is organized around two principal issues: the use of folk, ritual, vernacular, and carnivalesque performance idioms to transform the received genre of Western literary drama and themes of empire, colony, and postcolony in the making of the modern world.]

[THETR 580 Problems in Asian Art: Dancing the Stone: Body, Memory, and Architecture (also ART H 580 and ASIAN 580)]

Spring. 4 credits. K. McGowan.

See ART H 580 for description.]

THETR 600 Proseminar in Theatre Studies

Spring. 4 credits. Limited to graduate students.

An introduction to the theory and methods involved in the study of the theatre. Attention focuses on pedagogy and the profession in Part I. Part II explores current scholarly trends.

[THETR 637 Seminar in Dramatic Theory (also COM L 638)]

Fall. 4 credits. Prerequisite: permission of instructor. Staff.

In the past decade, critics have claimed that theatrical interculturalists from rich countries have plundered the traditions of poor countries much as the old colonizers plundered their physical resources. Apologists have countered that interculturalism builds links between parochial theatre cultures. In the first part of this seminar, we will trace the theoretical roots of the interculturalist "apology" of the Western avant-garde (readings may include Voltaire, Goethe, Yeats, Craig, Artaud, and Brecht), and of its "criticism" in postcolonial theory (readings may include Foucault, Fanon, Said, Bhabha, Trinh, Gomez-Pena, Roach, Bharucha). In the second part of this seminar, we will examine case studies of intercultural and postcolonial plays and productions from around the world (including Peter Brook's *Mahabharata*, and possibly works by Césaire, Mnouchkine,

Barba, Suzuki, Bharucha, Rendra, Zimmerman and Thiyam.)]

[THETR 648 East and West German Drama: Post-1945 (also THETR 438 and GERST 438)]

3 credits. Not offered 2003-2004. D. Bathrick.]

[THETR 679 Bertolt Brecht in Context (also GERST 679 and COM L 679)]

4 credits. Requirements: seminar paper that will form the basis for an oral presentation for class discussion. Not offered 2003-2004. D. Bathrick.

See GERST 679 for description.]

THETR 680 Brecht, Müller, and Avant-Garde (also GERST 680 and COM L 676)]

Fall. 4 credits. D. Bathrick.

The course examines the poetics and the practice of Bertolt Brecht (1898-1956) and Heiner Müller (1929-1995) in light of the cultural contexts in which they emerged and were received. Brecht's own interface in the 1920s with movements such as German Expressionism, Berlin-Dada, Russian Constructivism, and Neue Sachlichkeit was vital for his own theories of epic theater and estrangement. We explore these influences as well as Brecht's response to them. The East German Heiner Müller developed his own theatrical theory and practice as much under the influence of as in rebellion against the theories and practice of Brecht himself. Living in the GDR, the context of his creative activity consisted in part of a cultural-political environment highly disapproving of forms of avant-gardism. In asserting his aesthetic agenda, Müller can be seen in dialogue with and also strongly shaped by "the historical avant-garde" of the 1920s, surrealism, Artaudianism, theater of the absurd, poststructuralism, Wilson's theater of images, postmodernism, and performance theater. Our treatment of the influences of these movements will focus both on their impact upon these two writers' own work as well as on their importance for understanding contemporary debates around a theory and practice of the avant-garde.

[THETR 703 Theorizing Film (also ENGL 703 and FRLIT 695)]

Fall. 4 credits. Not offered 2003-2004. T. Murray.

See ENGL 703 for description.]

THETR 710 The Pedagogy of Theatre

Fall. 4 credits. The taking of this class must coincide with the offering of the relevant undergraduate class, with the permission of the instructor. Staff.

This class provides graduate students in the field of theatre an opportunity to work directly with a faculty member to explore pedagogical theory and practice for undergraduate theatre classes in all areas of the curriculum.

Acting

THETR 155 Rehearsal and Performance

Fall or spring. 1-2 credits. 1 credit per production experience per semester up to 2 credits per semester. Students must register for the course in the term in which credit is earned. Limited to students who are assigned roles after tryouts at the department's scheduled auditions. Students

should add this course only after they have been assigned roles. S-U grades only. The study, development, and performance of roles in departmental theatre or dance productions or the study and practice of directing as experienced in assisting faculty and guest directors.

THETR 205 Rehearsal Workshop

Fall or spring. 2 credits. Limited to 30 students. Prerequisites: participation in a particular department production; and by permission. Staff.

This course enables students participating in a particular production to gain expertise and/or knowledge to contribute to that production. The focus of the class depends on the needs of a particular production (history, choreography, textwork, dramaturgy, etc).

THETR 280 Introduction to Acting (IV) (LA)

Fall or spring. 3 credits. Each section is limited to 16 students. Preregistration and registration only through roster in the department office, 225 Schwartz Center. Staff.

An introduction to the actor's technique and performance skills, exploring the elements necessary to begin training as an actor, i.e., observation, concentration, and imagination. Focus is on physical and vocal exercises, improvisation, and text and character. There is required play reading, play attendance, and some scene study.

THETR 281 Acting I (IV) (LA)

Fall or spring. 3 credits. Each section limited to 14 students. Prerequisites: THETR 280 and audition. Registration only through roster in department office, 225 Schwartz Center. 281 is restricted to sophomores and above.

Practical exploration of the actor's craft through exercises in physical and psychological action, improvisation and scene study.

THETR 282 Standard American Stage Speech (IV) (LA)

Fall. 3 credits. Prerequisites: THETR 280 and permission of instructor. Limited to 10 students. A. Van Dyke.

An introduction to Standard American Stage Speech. Study of various regional American accents and Standard American Stage Speech using the International Phonetic Alphabet (IPA) as a way to designate the vowel, diphthong, and consonant sounds of spoken English. The goal of this course is to learn speech for use in performing Shakespeare, Shaw, Chekov, Moliere, etc.

[THETR 283 Voice and Speech for Performance (IV) (LA)]

Fall. 3 credits. Limited to 12 students. Primarily for department majors. Prerequisite: permission of instructor. Not offered 2003–2004. Staff.

Registration only through department roster 225 Schwartz Center. Development of the speaking voice with additional emphasis on dramatic interpretation.]

THETR 284 Speech and Dialects for Performance (IV) (LA)

Spring. 3 credits. Limited to 10 students. Primarily for department majors. Prerequisites: THETR 281 and permission of instructor. A. Van Dyke.

Development of speech and dialects in dramatic text.

THETR 380 Acting II (IV) (LA)

Fall. 3 credits. Prerequisite: THETR 281 and audition. Limited to 12 students. S. Cole. A continuation of Acting I. Special consideration is given to a physical approach to characterization.

THETR 381 Acting III: Advanced Scene Study (IV) (LA)

Spring. 3 credits. Prerequisite: audition. Strong preference given to those who have taken THETR 446. Limited to 10 students. B. Levitt.

This course focuses on advanced problems in for the stage. Monologues and scenes are drawn from Shakespeare and classical sources.

THETR 385 Advanced Studies in Acting Techniques (IV) (LA)

Fall. 3 credits. Prerequisites: THETR 281, audition, and permission of instructor. Limited to 10 students. For fall: solo performance. May be repeated for credit. B. Levitt.

[THETR 387 Movement for the Actor]

Fall. 3 credits. Prerequisites: THETR 281 and permission of instructor. Limited to 10 students. Not offered 2003–2004. Faculty. Physical skills for the actor are developed through work with LeCoq-based Neutral Mask corporeal mime, and physical acting techniques.]

Directing

THETR 177 Student Laboratory Theatre Company

Spring. 1–2 credits.

The Student Laboratory Theatre Company is a group of student-actors who earn credit by acting in three scenes directed by students taking THETR 498. Students enrolling in SLTC for credit will earn 1 credit for 2 projects and 2 credits for 3 projects. SLTC also meets with directors once a week.

THETR 398 Fundamentals of Directing I (also VISST 398) (IV) (LA)

Fall. 3 credits. Limited to 9 students. Prerequisite: permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Students should see instructor one year in advance to sign up for course. D. Feldshuh.

Focused, practical exercises teach the student fundamental staging techniques that bring written text to theatrical life. A core objective is to increase the student's awareness of why and how certain stage events communicate effectively to an audience. Each student directs a number of exercises as well as a short scene.

THETR 498 Fundamentals of Directing II (IV) (LA)

Spring. 4 credits. Enrollment strictly limited. Prerequisite: THETR 280 and 398, and permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Recommended: THETR 250 and 281. D. Feldshuh.

This course builds on the staging techniques learned in Fundamentals of Directing I. In this course each student directs a series of projects and public presentations focusing on specific directorial challenges.

THETR 499 Practicum in Directing

Fall or spring. 1–4 credits. Prerequisites: THETR 240, 250, 280, 398, 498, and permission of instructor. D. Feldshuh.

This course allows the student who has completed the appropriate prerequisites the opportunity to direct a full presentation of theatre in conjunction with a faculty mentor. It may also involve an internship with a prominent director on campus or the opportunity to assistant direct a faculty or guest director.

Playwriting

[THETR 348 Playwriting (IV) (LA)]

Fall. 4 credits. Limited to 12 students. Prerequisite: permission of instructor. Not offered 2003–2004. Faculty.

Various approaches and techniques are examined as the student is introduced to the art and craft of dramatic writing. The student is required to read dramatic texts, observe theatre productions and rehearsals, and write. The semester culminates in the completion of a 20- to 30-minute one-act play.]

[THETR 349 Advanced Playwriting (IV) (LA)]

Spring. 4 credits. Prerequisite: THETR 348 or permission of instructor. Not offered 2003–2004. Staff.

A continuation of THETR 348, emphasizing advanced techniques and culminating in the completion of a full-length play.]

[THETR 497 Seminar in Playwriting]

1–4 credits. Prerequisite: THETR 348 and 349 and permission of instructor. Not offered 2003–2004. Staff.

This class is an extension of THETR 348 and 349. Students formulate a process for developing a full-length play, which they develop over the course of the semester. The class meetings are made up of discussions about the students' process and creative tactics, and reading of material generated by the playwrights.]

Design, Technology, and Stage Management

Design

THETR 250 Fundamentals of Theatre Design and Technology (IV) (LA)

Fall and spring. 4 credits. Not open to first-term freshmen. Limited to 12 students. Registration only through department roster in 225 Schwartz Center. A minimum of one credit of Production Lab (THETR 151 or 251) is strongly recommended concurrently. K. Goetz, W. Cross, E. Intemann, S. Bernstein.

Lectures, discussion, and project work introduce the principles of designing scenery, costumes, lighting and sound, and the technical process of realizing designs on stage. Students are required to purchase materials, which the instructors will specify (approximate cost, \$50).

THETR 254 Theatrical Makeup Studio

Spring. 3 credits. Prerequisite: THETR 280 or 250. Limited to 10 students. Students are required to purchase makeup kits which the instructor will provide (approx. cost \$50). S. Bernstein.

Basic techniques of make-up for the stage including corrective, old age, likeness, and fantasy; use of three-dimensional make-up, wigs and hair pieces.

[THETR 263 CAD Studio for the Theatre

Spring. 3 credits. Limited to 8 students. Prerequisite: permission of instructor. Not offered 2003-2004. K. Goetz and selected theatre production faculty and staff.

Students use commercially available 3-D modeling and rendering software to explore the process of designing scenery and lighting for the live theatre. Vectorworks and Photoshop are the primary applications used. Former theatre experience is helpful but not essential.]

[THETR 319 Music, Dance, and Light (also DANCE 319, VISST 319) (IV) (LA)

Fall. 3 credits. Attendance at dance concerts and music concerts is required. Not offered 2003-2004. E. Intemann and A. Fogelsanger.

Artistic values, parameters, and concerns of music (sound design), dance, and lighting design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes devoted to creating sound, movement, and lighting].

THETR 343 Costume History: From Fig Leaf to Vanity # (IV) (LA)

Fall. 3 credits. Limited to 20 students. S. Bernstein.

Costume History offers an overview of the history of clothing from the first signs of clothing to the early twentieth century. It investigates personal, social, religious, political, and regional reasons for why and how clothing evolved.

THETR 362 Lighting Design Studio I: Lighting in the Performing Arts (IV) (LA)

Fall. 4 credits. Prerequisite: THETR 250 or permission of instructor. 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 the theatre. Artistic style and viewpoint are also covered.

THETR 364 Scenic Design Studio (IV) (LA)

Fall. 3 credits. Limited to 10 students. Prerequisite: THETR 250 and 340 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost: \$50.00). K. Goetz.

An exploration of the process of designing scenery for the live theatre. Projects employ various media to explore dramatic use of architecture, the scenic space, and elements of interior design. Experience in theatre production and graphic skills is helpful but not essential.

THETR 366 Costume Design Studio (IV) (LA)

Spring. 3 credits. Students are required to purchase materials which the instructor will specify (approximate cost: \$50). Limited to 10 students. S. Bernstein.

Design of costumes for the theatre, concentrating on script and character analysis,

period research, design elements, figure drawing and rendering skills, and an understanding of production style. May be repeated for credit.

THETR 368 Sound Design Studio (IV) (LA)

Fall. 3 credits. Limited enrollment to 6 students. Prerequisite: THETR 250 or 252 or permission of instructor. Students are required to purchase supplies (approximate cost \$20). W. Cross.

The use of sound as a medium of design for the theatre; research and creation of the theatrical sound score, digital recording and basic audio engineering techniques with projects in post production studio engineering and live recording. Emphasis is on producing viable sound designs for live theatre events.

THETR 369 Digital Audio Studio (IV) (LA)

Spring. 3 credits. Prerequisite: THETR 368. Limited to 6 students. By permission of instructor only. W. Cross.

A project oriented course focusing on current techniques in digital audio recording, editing and processing for theatre, and video production. Students explore Digidesign's Pro Tools multitrack environment, MOTU's Digital Performer including basic MIDI operation and methods of synching audio to video. Some experience with audio recording, music, or video production is helpful but not necessary.

THETR 371 Costume Design Studio II (IV) (LA)

Fall. 3 credits. Prerequisite: THETR 250 or 366, or permission of instructor. Students are required to purchase materials which the instructor will specify (approx. cost \$50) Limited to 10 students. S. Bernstein.

This course explores unconventional costume designs for theatre and dance. It deals with the special considerations found in many plays and performance pieces, such as the theatricalization of non-human subjects (animals, plants, machines, magical creatures, etc.), the visualization of music, or the support or enhancement of movement. It also covers alternative (some non-western) ways to create character through costume, make-up, masks, and wearable forms of puppetry.

THETR 462 Lighting Design Studio II (IV) (LA)

Spring. 4 credits. Prerequisite: THETR 362 or permission of instructor. Limited to 6 students. E. Intemann.

This course concentrates on designing lighting for different genres in various venues, developing the lighting designer as a versatile artist. Personal style and artistic commitment are stressed.

THETR 464 Scene Design Studio II (IV) (LA)

Spring. 3 credits. Prerequisite: THETR 364 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost \$50). K. Goetz.

Projects and activities are tailored to the creative and developmental needs of the individual student with emphasis on developing professional standards and practices that would prepare the student for a major design assignment.

Technology

THETR 252 Technical Production Studio I

Fall. 3 credits. Limited to 6 students. D. Hall and F. Sellers.

Stage Lighting and Sound Technology: the practical aspects of lighting and sound technology including equipment setup, engineering, electrics, organization, recording techniques, and production paperwork are explored through projects, lectures, and class discussions. In addition to twice-weekly class meetings the course requires a laboratory commitment of 50 hours for the semester.

THETR 256 Technical Production Studio II

Spring. 3 credits. Limited to 6 students. Students are required to purchase materials, which the instructor will specify (approximate cost \$50.). Prerequisite: THETR 250 or permission of instructor. Additional hands-on time in prop and paint shops required, to be discussed. A. Mansfield.

Scene Painting: introduction to the basic techniques of painting scenery, including but not limited to the layout and painting of bricks, marble, stone, and wood grain for the theatre. Individual projects in scene painting and participation on paint crew for productions are included. **Stage Properties:** introduction to the processes of propmaking, including furniture construction and upholstery techniques, use of shop tools and materials, period research, and painting and finishing.

THETR 340 Theatrical Drafting and Technical Drawing Studio

Fall. 3 credits. Limited to 6 students. Prerequisite: THETR 250 or permission of instructor. S. Brookhouse.

Implementation of the fundamentals of drafting and technical drawing. Introduction of the concept of an individual style in the approach to drafting for the theatre. Involves a series of projects to familiarize students with the convention and process of visualization and drafting.

THETR 352 Themed Entertainment: The Technical Perspective

Fall. 3 credits. Limited to 12 students. R. Archer.

Exploration into the integration of art and science in today's theme parks and interactive entertainment attractions. Papers, projects, and discussions deal with planning and development aspects of large-scale entertainment projects including architecture, engineering, construction, and attraction installation. Focus is on the specialized entertainment technologies that make these attractions work: audio and lighting design, ride and show control systems, and special effects.

THETR 354 Stagecraft Studio

Fall. 3 credits. A minimum of 1 credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Prerequisite: THETR 250 or permission of instructor. R. Archer.

An exploration of the techniques and practice of theatre operation, scenic construction, stage mechanics, rigging, painting, and model building.

THETR 356 Costume Construction Studio

Spring. 3 credits. A minimum of 1 credit of production laboratory (THETR 151 or 251) is strongly recommended concurrently. Lab fee of \$25 to be paid in class. R. MacPike.
A project/lecture/discussion class in costume research, patterning, cutting, construction, and fitting.

THETR 360 Costumes: Special Projects

Fall. 3 credits. Permission of instructor. Lab fee of \$50 to be paid in class. Course may be repeated for credit. R. MacPike.
This course is designed for students who have completed a basic construction class (in THETR or TXA, or other) and are interested in acquiring skills beyond the basic techniques. The objective is to introduce students to areas of costuming that are not taught presently, such as millinery, fabric modification, corsetry, and underpinnings-skills that make a costume student more marketable upon graduation. Areas of focus for each semester may be determined by particular production needs. Along with the pieces constructed, students are asked to research and record their findings.

Stage Management**THETR 153 Stage Management
Production Laboratory I**

Fall and spring. 1-2 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Kiplinger Theatre at the Schwartz Center on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.
Practical experience in theatrical production as assistant stage manager for a dance theatre concert or as a stage manager for readings, Black Box lab productions, or S.L.T.C. under the supervision of the faculty production manager. THETR 370 complements this course.

**THETR 253 Stage Management
Laboratory II**

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Kiplinger Theatre at the Schwartz Center on the first Tuesday of classes. Prerequisite: permission of instructor. P. Lillard.
Practical experience in theatrical production as assistant stage manager for a season production under the supervision of the faculty production manager. THETR 370 complements this course.

**THETR 353 Stage Management
Laboratory III**

Fall and spring. 1-4 credits. May be repeated for credit. Before registering, students must attend an orientation meeting in the Kiplinger Theatre at the Schwartz Center on the first Tuesday of classes. Prerequisite: permission of the instructor. P. Lillard.
Practical experience in theatrical production as stage manager for a dance theatre concert or an AUP production under the supervision of the faculty production manager. THETR 370 complements this course.

THETR 370 Stage Management Studio

Fall. 2 credits. Prerequisite: THETR 250 or 280 or permission of instructor. Students are required to purchase materials which the instructor will specify (approximate cost: \$10). P. Lillard.
Introduction to the concepts and techniques of stage management as they relate to specific areas of production. Development of relevant communication skills and an understanding of the production process as experienced by a working stage manager or assistant stage manager. THETR 153, 253, and 353 complement this course.

**THETR 453 Stage Management
Laboratory IV**

Fall and spring. 1-5 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard.
Practical experience in theatrical production as stage manager for a season production under the supervision of the faculty production manager.

Production Laboratories**THETR 151 Production Laboratory I**

Fall and spring. 1-3 credits. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester in the Kiplinger Theatre at the Schwartz Center. P. Lillard, S. Brookhouse, F. Sellers.
This course provides practical experiences in theatrical production. Students can work on scenery, costumes, properties, lighting, or stage crew. No prerequisites or experience required.

THETR 251 Production Laboratory II

Fall and spring. 1-3 credits. Prerequisite: permission of instructor. May be repeated for credit. Orientation meeting on the first Tuesday of classes each semester in the Kiplinger Theatre at the Schwartz Center. P. Lillard, D. Hall, F. Sellers, R. MacPike.
Practical experience in theatrical production, as a light board operator, sound board operator, sound technician, head dresser or scenery/props special project.

THETR 351 Production Laboratory III

Fall and spring. 1-3 credits. May be repeated for credit. Prerequisite: permission of instructor. P. Lillard, R. Archer, S. Brookhouse, K. Goetz, D. Hall, E. Intemann, F. Sellers.
Practical experience in theatrical production as a master electrician, assistant technical director, assistant costume shop manager, or assistant to a faculty or guest director or designer.

THETR 451 Production Laboratory IV

Fall and spring. 1-4 credits. May be repeated for credit. Prerequisite: admission to Advanced Undergraduate Theatre Program. P. Lillard, R. Archer, S. Brookhouse, K. Goetz, D. Hall, E. Intemann.
Practical experience in theatrical production, in the position of designer, shop manager, technical director or sound engineer.

**Independent Study, Internships
and Honors****THETR 300 Independent Study**

Summer, fall, or spring. 1-4 credits.
Independent Study in the theatre allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study which is available in 225 Schwartz Center.

THETR 485 Undergraduate Internship

Fall, spring, or summer. 1-3 credits.
To be eligible to enroll and receive credit for an internship, students must either be majors or be concentrators in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice *prior* to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

THETR 495 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance.
This course is the first of a two-semester sequence (the second is THETR 496) for seniors engaged in an honors project.

THETR 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Theatre, Film and Dance.
This course is the second of a two-semester sequence (the first is THETR 495) for students engaged in an honors project.

Film

D. Bathrick, D. Fredericksen (director of undergraduate studies in film), S. Haenni, M. Rivchin, A. Villarejo (on leave 2003-2004).

The study of film began in this department in the 1930s and continues to be based here. In the intervening years, however, it has also spread into a significant number of other departments in the College: Africana studies, anthropology, Asian studies, comparative literature, English, German studies, history, psychology, romance studies, and women's studies. This proliferation of courses has been accompanied by a comparable proliferation of perspectives and faculty concerns, e.g., the relationship of national cinemas to national literatures and specific cultures, film's relationships to myth and ideology, the use of film as historical evidence, film's efficacy as a rhetorical medium, and film's contribution to perennial issues in aesthetics, the history of the arts, and studies in cognition. The foundational courses in film production and in the history, theory, and criticism of film as an art are centered in this department.

This richness of courses and perspectives is matched by the ways in which students may make film the focus of their undergraduate studies. The three ways currently being used are as follows: (1) majoring in film within the Department of Theatre, Film & Dance; (2) constructing an individually tailored

Independent Major in film (including the possibility of placing film in tandem with another medium or discipline); and (3) focusing on film as a College Scholar. Students interested in options 2 or 3 should consult Don Fredericksen (Theatre, Film & Dance) and Ken Gabard (director of the College Scholar Program or Lynne Abel (director of the Independent Major program). Students interested in the first option should consult Don Fredericksen (director of undergraduate studies in film). In addition, students should be aware that the College has recently approved a five-course concentration in visual studies, which can be taken independently of, or in conjunction with, a major in film. Students interested in the visual studies concentration should contact Brett deBary, Asian Studies, its director.

Film Major Requirements

The department's film major requires a total of 50 credits in film and related courses. Students should note that a number of film courses—including two required "core" courses: (FILM 375 and 376)—are offered in alternating years. This means that *students cannot fulfill the requirements for the major in less than two years*, and that they should plan accordingly, in consultation with their major adviser. In particular, students must plan to be in residence at Cornell during both their junior and senior year **fall** semesters in order to take FILM 375 and 376. Within the "core" required courses, FILM 274, Introduction to Film Analysis, is to be taken during the sophomore year. **Please note: Prospective majors must earn a grade of B- or higher in FILM 274 to be accepted into the major. Students may not enter the major until they have completed FILM 274 in the fall semester of their sophomore year.**

Majors wishing to use the production courses in a substantial manner must plan carefully and work within certain limits. These courses are: FILM 377, 383, 477, 478, 493. *Enrollment in each of these courses is limited by the nature of the work and by facilities.* Enrollment in FILM 477, 478, and 493 depends on the quality of previous work in FILM 377, and/or 383; enrollment is not guaranteed. Majors *without* a strong interest in production can complete the production requirement with one course: FILM 377, after they have taken FILM 274 in their sophomore year. The total credits in production courses cannot exceed 20 hours; this limit is strictly enforced.

1. A core of four film courses:

- FILM 274** Introduction to Film Analysis (offered every fall semester) 4
- [FILM 375]** History and Theory of Commercial Narrative Film (offered alternate fall semesters; Not offered fall 2003; next offered fall 2004 (prerequisite for film majors: FILM 274)) 4
- FILM 376** History and Theory of Documentary and Experimental Film (offered alternate fall semesters; offered fall 2003) (prerequisite for Film majors: FILM 274) 4
- FILM 377** Fundamentals of 16mm Filmmaking (offered three semesters in every four; offered fall 2003 and 2004, and spring 2004) 4

2. One of the following theatre courses:

- THETR 250** Fundamentals of Theatre Design/Technology (offered every semester) 4
- THETR 280** Introduction to Acting (offered every semester) 3
- THETR 398** Directing I (prerequisite: permission) (offered every fall semester) 3
- 3. Four courses (15-16 credits) in film offered by Theatre, Film & Dance as below, or (with consent of advisor) by other departments:
 - FILM 264** Interpreting Hitchcock (offered yearly; offered fall 2003) 4
 - [FILM 341]** French Film (offered occasionally; not offered 2003-2004) 4
 - [FILM 342]** The Cinema and the American City (offered occasionally; not offered 2003-2004) 4
 - FILM 369** Fast Talking Dames and Sad Ladies: 1940s and Now (offered yearly; offered spring 2004) 4
 - [FILM 378]** Soviet Film of 20s and French Film of 60s (offered occasionally; not offered 2003-2004) 4
 - FILM 379** Modern Documentary Film (offered alternate spring semesters; offered spring 2004) 4
 - FILM 383** Screenwriting (offered every spring semester) 4
 - [FILM 386]** Third Cinema (offered alternate years; not offered spring 2004; next offered spring 2005) 4
 - FILM 391** Media Arts Studio I (offered fall 2003) 3
 - [FILM 395]** Video: Art, Theory, Politics (offered occasionally; not offered 2003-2004) 4
 - [FILM 396]** German Film (offered occasionally; not offered 2003-2004) 4
 - [AS&RC 435]** African Cinema (offered alternate years; not offered 2003-2004) 4
 - FILM 450** Rescreening the Holocaust (offered occasionally; offered fall 2003) 4
 - [FILM 455]** History of Modern Polish Cinema (offered alternate spring semesters; not offered spring 2004; next offered spring 2006) 4
 - FILM 473** Film and Spiritual Questions (offered alternate spring semesters; offered spring 2004) 4
 - [FILM 474]** Jung, Film, and the Process of Self-Knowledge (offered alternate years; not offered 2003-2004; next offered 2004-2005) 4
 - [FILM 475]** Seminar in the Cinema I (offered most years; not offered 2003-2004; next offered spring 2005; topic varies; may be repeated for credit; topic for spring 2005: Poetic Structures) 4

[FILM 476] Seminar in the Cinema II (offered occasionally; not offered 2003-2004; topic varies; may be repeated for credit) 4

FILM 477 Intermediate Film and Video Projects: Documentary and Experimental Workshop (offered alternate years; offered fall 2003) 4

[FILM 478] Intermediate Film and Video Projects: Narrative Workshop (offered alternate years; not offered 2003-2004; next offered fall 2004) 4

FILM 493 Advanced Film and Video Projects (offered spring 2004) 4

- 4. 15 credits of related coursework inside or outside the Department of Theatre, Film & Dance (as approved by the major adviser). The courses chosen to fulfill this requirement should reinforce a major's particular interest in film, and will not necessarily be film courses *per se*. For example, a student interested in the psychology of film, or in ethnographic film, or in film *vis-a-vis* intellectual or social history, will be encouraged to choose "related course work" in those areas.
- 5. Students must earn at least a B- in FILM 274 in order 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 they are to receive credit in the major.
- 6. Course work in production cannot exceed 20 credit hours.

Honors

Students who have maintained a GPA of 3.5 in their film major courses, and an average of 3.0 in all courses, may elect to work for honors in film during their senior year. They must consult with their adviser *in the spring of their junior year* about the honors program in film. Honors projects are possible in filmmaking, screen writing, and film analysis (history, criticism, theory).

The Advanced Undergraduate Filmmaking Program

The department offers advanced study in filmmaking to students who qualify on the basis of outstanding achievement in film studies and film production courses. Acceptance to the AUPF and admission to the advanced film production course (FILM 493) will be determined by a committee of film faculty in December of each year, based on applications from students who have a proposal (script or treatment) for a film or video project. Up to four such students will also be selected to receive the Melville Shavelson Award to help fund their advanced film projects.

Film Study Abroad

The College of Arts and Sciences, through this department and in consort with a number of other American colleges and universities, offers up to a full year of study at the Paris Center for Critical Studies. The center's film program is theoretical, critical, and historical. It is most useful to students whose major

interest is in the academic study of film and serves as an intensive supplement to Cornell's film courses. Fluency in French is required. FILM 274 and 375 are prerequisites. Inquiries should be addressed to Professor Fredericksen, Cornell's liaison with the center.

FILM 202 Sophomore Seminar: Film Style and the Cinema Experience: Fritz Lang and Martin Scorsese (also AM ST 220) (IV) (LA)

Spring. Limited to 15. Preference given to sophomores. S. Haenni.

Tracing the careers of directors Fritz Lang and Martin Scorsese across seven decades of film history, this course is designed to give students a good grounding in film style, film analysis, and writing about film. It also takes up some larger questions: What counts as the "author" of a film? What is the status of the director—and the artist—in a commercial industry? How do various rhetorics—from reviews, to advertising, to Internet sites and chat rooms—shape the ways we experience and respond to cinema? How do we, in fact, make sense of the cinema, and how does it help us make sense of our lives? We look closely at some of the directors' key films, tracing Lang's and Scorsese's "directorial signature" across a wide variety of genres—film noir, detective films, the gangster film, science fiction, social melodramas, historical dramas, comedies, even the musical. We look at some of Lang's and Scorsese's key thematic issues, such as the question of modern identity and the structure of the big city, and at how the film industry, film reviews, film advertising, and fan cultures develop their own "languages" to talk about films, in the process not only enabling particular takes on films, but also allowing specific communities to rally around a shared language. And we engage in a bit of ethnographic research about our own movie-going habits. In the end students will be encouraged to develop a project in their own area of interest. Students will be required to attend out-of-class screenings. Films may include *Fury*, *The Big Heat*, *Woman in the Window*, *Metropolis*, *While the City Sleeps*, *Rancho Notorious*, *Tiger of Eschnapur*, *Mean Streets*, *Taxi Driver*, *GoodFellas*, *King of Comedy*, *The Last Waltz*, *The Last Temptation of Christ*, and *The Age of Innocence*, and will be accompanied by readings in film history and analysis and cultural history.

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

FILM 264 The Early English Hitchcock (also ENGL 263) (IV) (LA)

Fall. 4 credits. Limited to 20 students. L. Bogel.

See ENGL 263 for complete description.

FILM 274 Introduction to Film Analysis: Meaning and Value (also FILM 674) (IV) (LA)

Fall. 4 credits. Limited to 40 students. Graduate students must enroll in FILM 674. D. Fredericksen.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Prospective film majors should enroll in their sophomore year.

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

Fall. 4 credits. Required film screenings. Discussion sections once a week. S. Haenni.

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

FILM 293 Middle Eastern Cinema (also NES 293 and JWST 291) (IV) (LA)

Fall. 3 credits. Limited to 15 students. Required section is a weekly film screening. D. Starr.

We frequently see representations of "Middle Easterners" in the American media, whether on the news or in TV dramas and film. But there are far fewer opportunities to see how the media from the Middle East represent their own cultures. In this course we view films from the Arab world, including North Africa and the Eastern Mediterranean, as well as from Iran and Israel. The films range from musical comedies, to dramas, to experimental genres. Readings provide background on the particular cultural and historical contexts in which the films are produced and familiarize students with techniques for critically interpreting visual media. Films are screened on Mondays at 7:30 and will also be available on reserve.

FILM 326 Japanese Cinema and the City (also ASIAN 315)

Spring. No knowledge of the Japanese language or prior course work in cinema are required. A. Freedman.

Centering around depictions of the city, this introduction to Japanese film explores important movements and major directors from early cinema to *anime*. The class analyzes form and genre and discusses how filmmakers represented the Japanese city and its social problems and diverse population.

FILM 329 Political Theory and Cinema (also GERST 330, COM L 330 and GOVT 370) (III or IV) (CA)

Spring. 4 credits. G. Waite.
For description, see GERST 330.

[FILM 341 French Film (also FRLIT 336) (IV)]

Spring. 4 credits. Offered occasionally; not offered 2003–2004. T. Murray.
For description, see FRLIT 336.]

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

Spring. 4 credits. Offered occasionally; not offered 2003–2004. S. Haenni.
See AM ST 309 for description.]

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

Spring. 4 credits. Some course work in film useful but not required. S. Haenni.
At the close of World War II, the French coined the term "film noir" to describe a new, "dark," and "gloomy" set of Hollywood films that were populated by femmes fatales, criminal gangs, private eyes, and lovers on the run, and which centered around issues of violence, crime, paranoia, betrayal, pessimism, and self-doubt. Derived from hard-boiled detective fiction and influenced by German expressionist cinema, *film noir* has become one of the most acclaimed genres in Hollywood film. In this course, we explore both the stylistic characteristics and thematic and cultural contexts of *film noir*. We examine the history and function of "noir" as a critical term; the influence of hard-boiled fiction; and the evolution of noir style and *noir* narratives. We investigate how *film noir* articulates anxieties about post-war masculinity and the sexual and social roles of women; how it popularizes psychology; how it portrays the city as an "urban jungle"; and how it represents a response to fears about communism and the atomic bomb. Screenings include major studio features such as *Double Indemnity* and *Laura*, B-pictures such as *Detour* and *Gun Crazy*, and "neo-noirs" such as *Chinatown* and *Devil in a Blue Dress*. Our discussion of films are guided by readings in film criticism and history.

FILM 369 Fast-Talking Dames and Sad Ladies: 1940s and Now (also ENGL 369) (IV) (LA)

Spring. 4 credits. L. Bogel.
See ENGL 369 for complete description.

[FILM 375 History and Theory of the Commercial Narrative Film (also VISST 375) (IV) (LA)]

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite for film majors FILM 274. Offered alternate years; not offered fall 2003; offered fall 2004, and fall 2006. A. Villarejo.

Consideration of the broad patterns of narration in the history of the commercial narrative film. Emphases are placed on the early articulation of a cinematic means of narration, realism as an artistic style, the nature and functions of popular film, and the modes of modernist and post-modernist "art cinema" narration.]

FILM 376 History and Theory of Documentary and Experimental Film (also VISST 376) (IV) (LA)

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: FILM 274 is strongly recommended, but not required. Offered alternate years; next offered fall 2005. D. Fredericksen.

This course analyzes canonical works in documentary film up to the end of World War II, including Vertov, Flaherty, Grierson, Hurwitz, Grierson, Wright, Capra, Riefenstahl,

and the connection between documentary film and modernism(s) in the 1920s and 1930s. It also includes analysis of canonical works in the avant-garde/experimental/personal film tradition(s) in Europe and the United States from the 1920s to the 1980s, including French impressionism, surrealism, the New Realism, graphic cinema, and the several patterns of the American personal film during its heyday (1940s to the late 1970s).

FILM 377 Fundamentals of 16mm and Digital Filmmaking (IV) (LA)

Fall and spring. 4 credits. Limited to 12 students. Intended for juniors and seniors (who may need to sign up a year or more in advance) with priority given to film majors. Prerequisite: FILM 274 (or higher-level film studies course) and permission of instructor. Equipment fee, \$100 (paid in class). The average cost to each student for materials and processing is \$400. Offered fall 2003, fall 2004, and spring 2004. M. Rivchin.

This is a creative, hands-on production course in filmmaking, emphasizing the development of original ideas and the acquisition of basic technical skills in both 16mm and miniDV formats: cinematography, lighting, sound recording and editing, and film and non-linear digital editing. Students complete several exercises and two short projects; the final project may be narrative, documentary, experimental, or animation and will be shown in a public screening at the end of the semester on campus.

[FILM 378 Soviet Film of the 1920s and French Film of the 1960s (IV) (LA)]

Spring. 4 credits. Fee for screening expenses, \$10 (paid in class). Prerequisite: FILM 375 is strongly recommended, but not required. Offered occasionally; Not offered 2003-2004. D. Fredericksen.

An intensive treatment of two distinct periods of radical innovation in film theory and history. Emphasis is on the animated relationship between theory and filmmaking during these two decades. Major figures include Eisenstein, Pudovkin, Vertov, Kuleshov, Dovzhenko, and Room, in the Soviet 1920s; Godard, Truffaut, Resnais, Rohmer, Tati, Rouch, Bresson, and Bazin in the French 1960s.]

FILM 379 Modern Documentary Film (IV) (LA)

Spring. 4 credits. Prerequisite: FILM 376 is strongly recommended but not required. Fee for screening expenses, \$10 (paid in class). Offered alternate spring semesters. D. Fredericksen.

An intensive consideration of canonical documentary films from 1945 to the present. Emphases are on the documentary film as an artistic form with a distinct history and set of theoretical questions, as a sociopolitical force, as an ethnographic medium within and without a filmmaker's culture, and as a televised medium of persuasion and expression.

FILM 383 Screenwriting (IV)

Spring. 3 credits. Prerequisites: FILM 274 and 377, or permission of instructor. Limited to 12 students. Staff.

Exercises in various genres of screenwriting. Note: this class is an intensive writing course that demands a great deal of outside work.

[FILM 386 Third Cinema (also LSP 386, VISST 386) (IV) (LA)]

Spring. 4 credits. Prerequisite: previous course in film history or analysis helpful, though not mandatory. Offered alternate years; not offered spring 2003; next offered spring 2004. A. Villarejo.

This course explores postcolonial film and video through the rubric of "third cinema." We investigate the diverse historical, national, political, and generic commitments of films from Africa, South Asia, Latin America, the United States and the United Kingdom (Sembene, Ray, Brocka, etc.). Readings in film and postcolonial theory guide our critical analyses of the films.]

FILM 391 Media Arts Studio I (also ART 391, MUSIC 391, VISST 391) (IV) (LA)

Spring. 3 credits. Prerequisite: permission of instructor and junior-level standing required, minimum FILM 377 or 277, or dance studio courses. \$50 equipment fee (to be paid in class). Participating faculty include: M. Rivchin, FILM; M. Lyons, ART; D. Borden, MUSIC.

A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects to investigate and produce interactive work in public spaces on campus.

FILM 393 International Film of the 1970s (also AM ST 393) (IV) (LA)

Fall. 4 credits. Some background in film analysis useful but not required. S. Haenni.

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

[FILM 395 Video: Art, Theory, Politics (also ENGL 395) (IV)]

Fall. 4 credits. Offered occasionally; not offered 2003-2004. T. Murray.

For description, see ENGL 395.]

[FILM 396 German Film (also COM L 396 and GERST 396) (IV) (LA)]

Spring. 4 credits. Requirements: participation in class discussion, one paper, midterm, and final. Offered occasionally; not offered 2003-2004. D. Bathrick.

This course explores German film from the Weimar and Nazi periods to the present in relation to the cultural and sociopolitical context of which it was a part. Readings and lectures are devoted to formal and cultural developments historically as well as interpretive analysis of selected individual films.]

[FILM 428 Theories of Spectatorship (also S HUM 427 and COM L 414)]

Fall. 4 credits. M. Harries.

Crucial texts on spectatorship since the eighteenth century, with an emphasis on the twentieth century. Topics will include the ethical implication of the spectator in the violence of the spectacle; historical changes in the conditions of spectatorship; psychoanalytic readings of spectatorship; film spectatorship; and contemporary debates around identification, sexuality, and gender.]

FILM 450 Rescreening the Holocaust (also COM L 453, GERST 449, and RELST 450) (IV) (LA)

Fall. 4 credits. Offered alternate years. D. Bathrick.

Rescreening the Holocaust offers a survey of the major films dealing with the Holocaust beginning with *Night and Fog* (1955) and including such films as *Holocaust*, *Schindler's List*, *Shoah*, *Life is Beautiful*, *Sophie's Choice*, *Jacob the Liar*, *The Diary of Anne Frank*, *Kapo*, *My Mother's Courage*, and others. The course focuses on major issues of debate around the possibilities and limits of representing the Holocaust cinematically as well as questions more specifically concerning commercialization, fictionalization, trivialization, documentation, visualization, and narrativization in the making and distributing of films about this event. What are the concerns that have arisen over the years concerning the dangers of aestheticizing the Holocaust in works of literature and the visual arts? Is it possible to employ a comedic narrative to deal with such a topic, and, if so, what are the benefits or potential problems of such an approach? Is the very treatment of such a topic within the framework of the Hollywood entertainment industry itself a violation of respect for those who perished? The title of the course suggests a methodological approach which emphasizes the notion that screenings of the Holocaust are at the same time often re-screenings, to the extent that they are built on, presuppose, or even explicitly cite or take issue with earlier cinematic renderings.

[FILM 455 History of Modern Polish Film (IV) (LA)]

Spring. 4 credits. Prerequisite: some previous film analysis coursework. Offered alternate years; not offered 2003-2004, next offered spring 2005. D. Fredericksen.

Analysis of Polish film from 1945 to the present, within the context of Poland's post-war history. Topics include the period of socialist realism, the so-called "Polish School" (1956-1962), the cinema of moral anxiety, Solidarity cinema, and the Polish documentary tradition. Key directors to be considered include Ford, Wajda, Munk, Polanski,

Skolimowski, Zanussi, Falk, Piwowski, Bugajski, Krzystek, Kijowski, Zaorski, Kieslowski, and Lozinski. Some attention is given to the development of Polish film theory. The extra-filmic context is set by such works as Norman Davies *Heart of Europe*, Czeslaw Milosz' *The Captive Mind*, and Eva Hoffman's *Exit into History*.]

FILM 473 Film and Spiritual Questions (also RELST 473) (IV) (LA)

Spring. 4 credits. Limited to 20 students. Offered alternate spring semesters. D. Fredericksen.

The use of film as a medium for the expression of spiritual questions has a long and rich history, although little attention is given to this fact in contemporary film studies. This seminar examines films and writings by filmmakers who are so inclined, including Baillie, Gardner, Bergman, Dreyer, Bresson, Godard, Scorsese, Brakhage, Belson, Whitney, Rouquier, Newby, Kubrick, and Bae Yong-Kyun. Special attention is given to the work of Andrey Tarkovsky, the Russian film director and theorist. Readings include Tarkovsky's *Sculpting in Time*, Grof's *The Cosmic Game*, Eliade's *The Sacred and the Profane*, Edinger's *The Christian Archetype*, Schrader's *Transcendental Style in Film*, and Warren and Locke's *Women and the Sacred in Film*.

[FILM 474 Jung, Film, and the Process of Self-Knowledge (also College Scholar Seminar) (IV) (LA)]

Fall or spring. 4 credits. Limited to 20 students. Offered alternate years; not offered 2003–2004; next offered 2004–2005. D. Fredericksen.

"Know thyself" is one of the oldest and most enduring imperatives of the human spirit, and the *raison d'être* for liberal studies. This seminar traces in some detail the Jungian approach to this imperative and then tests its critical capacities with respect to films by Fellini (*8 1/2*), Bergman (*Persona*), and Roeg (*Walkabout*). Readings include Jung's *Memories, Dreams, Reflections*, *Two Essays in Analytical Psychology*, *Archetypes and the Collective Unconscious*, and Murray Stein's *In Midlife*.]

[FILM 475 Seminar in Cinema I (also VISST 475) (IV) (LA)]

Fall or spring. 4 credits. Limited to 20 students. Offered most years; not offered 2003–2004; next offered spring 2005. FILM 274, 375, or 376 recommended. D. Fredericksen.

Topic for spring 2005: Poetic Structures. Close analyses of films that are structured in ways that fall outside classical narration, including films by Robert Gardner, Basil Wright, Leo Hurwitz, Germaine Dulac, Maya Deren, Stan Brakhage, Bruce Baillie, Larry Jordan, Leighton Peirce, Luis Bunuel, Andrei Tarkovsky, and others. May be of particular interest to filmmakers who wish to find models for operating outside "normal" storytelling structures and to analysts interested in the workings of filmic metaphor, parallel structures, associative logics, and "vertical" structure.

[FILM 476 Seminar in the Cinema II (IV) (LA)]

Fall or spring. 4 credits. Offered occasionally; not offered 2003–2004.]

FILM 477 Intermediate Film and Video Projects: Documentary and Experimental Workshop (IV) (LA)

Fall. 4 credits. Limited to 8 students. Prerequisites: FILM 377 as minimum production; preference given to those who have taken FILM 376 (History and Theory of Documentary and Experimental Film), 379 (Modern Documentary Film), or 386 (Third Cinema); and permission of instructor based on project proposals. Equipment fee: \$100 (paid in class). Film projects costs: \$300–1,000; video \$100–200. Next offered spring 2005. M. Rivchin.

An intensive course in 16mm filmmaking and digital video in which each student develops a significant documentary or experimental project both critically and creatively. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of: cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and both analog and nonlinear (AVID) digital editing.

[FILM 478 Intermediate Film and Video Projects: Narrative and Experimental Workshop (also VISST 478) (IV) (LA)]

Fall. 4 credits. Limited to 8 students. Prerequisites: FILM 377 as minimum production; and FILM 383 (Screenwriting) or THETR 398 (Directing I), and permission of instructor based on proposals. Equipment fee: \$100 (paid in class). Film projects costs: \$500–1,500; video \$100–200. Not offered 2003–2004; next offered fall 2004. M. Rivchin.

An intensive course in 16mm filmmaking and digital video in which each student develops a significant, original narrative script project which he or she then directs, shoots in crews, and edits. Student may opt for narrative documentary or experimental work as well. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of: directing; cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and nonlinear (AVID and final Cut Pro) editing.]

FILM 493 Advanced Film and Video Projects (also VISST 493) (IV) (LA)

Spring. 4 credits. Limited to 6–8 students. Prerequisite: minimum FILM 377, preference to those who have taken 477 or 478; recommended: FILM 383 (Screenwriting) and THETR 398 (Directing I). Equipment fee: \$125. Project costs: \$500–2000. M. Rivchin.

This is an intensive filmmaking course in which students focus on developing and producing a single, already-proposed (15–30 min.) 16mm film or digital video project over the semester. Students will direct and edit their own (or collaborative) projects working in crews for sync-sound dialog narrative films or documentaries and in small groups for technical exercises and assisting in non-sync projects. Readings, discussions, and exercises are designed to increase the student's knowledge and practice of: script revision; directing; scene breakdowns, auditions, and casting; cinematography, lighting, sync-sound filming, and editing techniques; working with labs and sound houses; digital video camera; and digital, non-linear (Final Cut Pro and AVID) editing.

FILM 674 Introduction to Film Analysis: Meaning and Value

Fall. 4 credits. Limited to 10 graduate students. D. Fredericksen.

An intensive consideration of the ways films generate meaning and of the ways we attribute meaning and value to films. Discussion ranges over commercial narrative, documentary, and personal film modes. Graduate students who intend to teach film at the undergraduate level are especially welcome. In addition to full participation in the work of FILM 274, graduate students will read and discuss in tutorials Dudley Andrew's *The Major Film Theories*, Francesco Casetti's *Theories of Film 1945–1995* and primary sources in film theory.

Dance

Faculty: J. Chu, A. Fogelsanger (director of undergraduate studies in dance), J. Kovar, J. Morgenroth, J. Self, B. Suber.

The dance program offers courses in dance technique, improvisation, composition, performance, anatomical analysis of movement, dance technology, music for dance, and the history, theory, and criticism of dance. Technique courses include introductory dance technique, modern dance at three levels, and Western classical dance at three levels. (Other dance forms, such as Indian dance, and Javanese dance, are periodically offered. A variety of courses in other dance idioms, taken through the Physical Education program, supplement these offerings.) Technique courses develop strength, flexibility, coordination, and the ability to perceive and reproduce phrases of dance movement with clarity of rhythm, body design, and expression. The more advanced courses require the ability to perform complex phrases in various styles. Students may earn up to eight academic credits (one each semester) in technique courses. Students may also satisfy the physical education requirement by taking dance technique courses in the dance program. Students taking technique for academic credit must also register through their own colleges. Students who wish to enroll in nonintroductory level dance technique courses must attend a placement class. Placement classes are offered at the beginning of each semester. The schedule for all dance technique courses and placement classes is available in the main office of the Sheila W. and Richard J. Schwartz Center for the Performing Arts.

The faculty offer rehearsal and performance workshops in which they choreograph and rehearse original dances, performed in public concert. Admission to rehearsal and performance courses is by permission. Students may receive one academic credit per semester (S-U grades only) when performing in student-faculty concerts by registering for DANCE 155.

Dance Major Requirements

To be admitted to the major, students must have completed two technique courses in modern dance or Western classical at level II or above, DANCE 210 (Beginning Dance Composition), and DANCE 212 (Music Resources I) concurrently with DANCE 210. It is recommended that students take DANCE 201 (Dance Improvisation), the optional THETR 250 (Fundamentals of Theatre Design

and Technology), and the optional music course before the junior year. The following requirements are expected of the major.

Prerequisites for the Major:

DANCE 210 Beginning Dance Composition (offered every spring semester) 3

DANCE 212 Music Resources I (offered every spring semester) concurrently with DANCE 210 1

Two technique courses in modern dance or Western classical at level II or above 0-2

TOTAL 4-6

Requirements for the Major: Credits

Two semesters each of Western classical and modern dance (in addition to the prerequisite) 0-4

One academic or studio course in non-Western form 0-4

DANCE 155 Rehearsal and Performance 1

DANCE 201 Dance Improvisation (offered every spring semester) 1

DANCE 233 Explorations in Movement and Performance (offered every fall semester) 1

Two courses from the following approved list of five choices selected in consultation with the student's advisor: 6-8

One of **MUSIC 103** Intro to World Music I: Africa and the Americas, **MUSIC 104** Intro to World Music II: Asia, **MUSIC 105** Introduction to Music Theory (or substitute at the appropriate level), **MUSIC 107** Hildegard to Handel, **MUSIC 108** Mozart to Minimalism;

THETR 250 Fundamentals of Design and Technology;

DANCE 258 Techno Soma Kinesics (offered every spring semester);

[**DANCE 319** Music, Dance & Light (offered alternate fall semesters, not offered 2003);]

[**DANCE 413** Film and Performance (offered occasionally; not offered 2003-2004)].

DANCE 310-311 Intermediate Dance Composition (offered every semester) 6

DANCE 312 The Moving Body (offered every fourth or fifth semester) 3

DANCE 314-315 Western Dance History (offered alternate years) 8

DANCE 323 Music Resources II (offered every spring semester) 2

[**DANCE 418** Seminar in Dance Studies or other 400-level academic dance course (offered alternate years; not offered 2003-2004)] 4

DANCE 491 Senior Project (year-long course offered every year) 6

Total 38-48

Students will be expected to perform in at least two concerts and to present at least two of their own dances, in addition to the senior project.

Honors

Students who have maintained a GPA of 3.5 in classes for the dance major and an average of 3.0 in all courses may elect to work for honors in dance during their senior year. They must consult with their adviser in the spring of their junior year about the honors program in dance.

Dance Technique

Students may register for Western dance technique courses (DANCE 122, 231, 232, 303, 304, 306, 308, and 309) for 0 or 1 academic credit, with a limit of 1 credit per semester and 8 credits total. That is, in a single semester students may take at most one dance technique course for 1 credit; all additional dance technique courses must be taken for 0 credit. All these courses may be repeated for credit, and in fact, students will usually be placed in a given course for at least two semesters.

Dance Improvisation (DANCE 201) and Explorations in Movement and Performance (DANCE 233) may be taken for 0 or 1 academic credit, which does not count as part of the 1 credit per semester and 8 credits total limit above.

The Indian dance courses (DANCE 307 and 317) may each be taken for 0, 1, or 3 academic credits, which do not count as part of the 1 credit per semester and 8 credits total limit above. The 3-credit option is available to students who attend an additional lecture period. Students may receive 3 credits no more than once, and only for DANCE 307 or DANCE 317, not both.

Students also have the option to receive physical education (PE) credit for all the courses above to satisfy the university's physical education requirement. Students may not get Dance and PE credit simultaneously for the same course.

The courses Dance Technique I (DANCE 122), Dance Improvisation (DANCE 201), Explorations in Movement and Performance (DANCE 233), and Indian Dance (DANCE 307) are introductory courses open to all students. Students registering in Dance may pre-enroll, enroll online, or sign up with the Department of Theatre, Film, and Dance registrar in Schwartz 225 before the end of the add period; they will need a drop/add slip. Students registering in PE may pre-enroll, or add during the one- or two-day PE registration before the first day of classes; afterward, registration is not allowed.

The non-introductory dance technique courses (DANCE 231, 232, 303, 304, 306, 308, and 309) do not allow pre-enrollment or online enrollment. Students attending dance technique courses the previous semester receive course placement recommendations. Other students who wish to enroll must attend a placement class at the beginning of the semester; please contact the department registrar for more information. Indian Dance II (DANCE 317) requires permission of the instructor.

The technique course co-requisite for dance composition courses (DANCE 210, 310, 311, 410, 411) may be fulfilled by Dance Improvisation (DANCE 201), Explorations in Movement and Performance (DANCE 233), or a Western dance technique course (DANCE 122, 231, 232, 303, 304, 306, 308, or 309).

Any two 1-credit dance courses except DANCE 212 may be aggregated to count as one-half course for the purpose of satisfying the College of Arts and Sciences 34-course requirement. They do not satisfy a distribution requirement.

DANCE 122 Dance Technique I (also PE 160)

Fall and spring. 0 to 1 credit. May be repeated. S-U grades only. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall: J. Chu and J. Kovar; spring: J. Chu and J. Self.

Entry level class. Covers the fundamentals of elementary dance training. Movement sequences focusing on rhythm, placement, and vitality of performance through an anatomically sound dance technique.

DANCE 155 Rehearsal and Performance

Fall and/or spring. 1 credit. Students must register for the course in the term in which the credit is earned; requests for retroactive credit will not be honored. Limited to students who are cast in faculty-choreographed dances. Students may add this course only after they have been assigned roles. S-U grades only.

Course includes the study, development, and performance of roles in departmental dance productions.

DANCE 201 Dance Improvisation

Spring. 1 credit. S-U grade only. Limited to 12 students. Attendance at dance concerts is required. J. 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 231 Dance Technique II/Classical (also PE 161)

Spring. 0 to 1 credit. May be repeated. S-U grade only. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

Introductory Western classical technique intended for students with some dance training. Includes basic barre and centre work focusing on presence and presentation.

DANCE 232 Dance Technique II/Modern (also PE 161)

Fall and spring. 0 to 1 credit. May be repeated. S-U grade only. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is 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 233 Explorations in Movement and Performance (also PE 162, VISST 233)

Fall. 0 or 1 credit. S-U grade only. Limited to 16 students. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

A physically demanding exploration into various movement realms. Specific subjects covered are genderized movement, erotic

power, spiritual power, ritual, and performance. Techniques include extensive use of breath, animal movement, improvisation, and group games. This course requires an eagerness to investigate the nature of performance and explore unfamiliar territory in movement.

DANCE 303 Dance Technique Workshop (also PE 161, VISST 303)

Fall and spring. 0 to 1 credit. May be repeated. S-U grades only. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, J. Self; spring, J. Chu and B. Suber.

Topic for Fall 2003: Hip Hop to Hollywood: Popular dance forms and media. Using readily available media images this course will explore the contemporary social and popular dance forms found in music television, Hollywood and Bollywood movies. Using a warm up which combines yoga, classical and other techniques, each class session will look at, analyse and try on a dance form.

Topic for Spring 2004: An exploration of contemporary dance forms which will include both formal and experimental dance techniques, yoga, and established repertory. The level of the class is intended for level III and IV dance technique students.

DANCE 304 Dance Technique III/Classical (also PE 161)

Fall. 0 to 1 credit. May be repeated. S-U grade only. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. B. Suber.

Intermediate Western classical technique. Work is done on strengthening the body through a movement technique emphasizing presence and musicality based on harmonic muscular control.

DANCE 306 Dance Technique III/Modern (also PE 161)

Fall and spring. 0 to 1 credit. May be repeated. S-U grade only. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, B. Suber; spring, J. Kovar.

Intermediate modern technique focusing on rhythm, placement, and phrasing for students who are prepared to refine the skills of dancing. Students are challenged by complex phrases and musicality.

DANCE 307 Indian Dance I (also ASIAN 307 and PE 163)

Fall. 0, 1, or 3 credits. Satisfies the PE requirement if taken as PE. Satisfies @ if taken for 3 credits. D. Bor.

This course is designed to give students a working knowledge of Indian classical dance in both movement and theory. The movement section will focus on Odissi classical dance, the indigenous style of Orissa state, starting with basic exercises, to open and strengthen the body and prepare it for the structured form of Odissi. Basic exercises, steps and a full choreographed piece will be taught and performed at the end of the semester. The core material of this class can benefit all forms of dance. For three-credit students, the theory section will focus on history and development of the main styles of South Asian classical dance, their role in society and distinguishing characteristics. This will be done through lectures, videos, and reading assignments.

DANCE 308 Dance Technique IV/Modern (also PE 161, VISST 308)

Fall and spring. 0 to 1 credit. May be repeated. S-U grade only. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Chu and B. Suber.

Advanced and pre-professional Modern technique. A continuation of and supplement to DANCE 306.

DANCE 309 Dance Technique IV/Classical (also PE 161)

Fall. 0 to 1 credit. May be repeated. S-U grade only. By placement only; no pre-enrollment. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.

Advanced and pre-professional Western classical. A continuation of and supplement to DANCE 304.

DANCE 317 Indian Dance II (also ASIAN 308 and PE 161)

Fall. 0, 1, or 3 credits. Prerequisite: DANCE 307 or ASIAN 307 or PE 163 or previous training in Odissi classical dance. Satisfies the PE requirement if taken as PE. Attendance at dance concerts is required. G. Pradhan.

The continuation of DANCE 307/ASIAN 307. Emphasis is on choreography as well as continuing to refine and perfect the basic movements learned in the preliminary course. Guru Pradhan explores the nine rasas or emotions used in dramatic dance based on the teaching of the ancient text the "Natyasastra." Meets twice weekly for movement classes. Students may receive 3 credits for attending an additional Friday lecture and completing additional academic requirements.

Dance Composition

DANCE 210 Beginning Dance Composition (also VISST 211) (IV) (LA)

Spring. 3 credits. Concurrent enrollment in DANCE 212 and a dance technique class at the appropriate level is required. Attendance at dance concerts is required. J. Self.

Weekly assignments in basic elements of choreography. Students compose and present short studies that are discussed and reworked. Problems are defined and explored through class improvisations. Informal showing at end of semester.

DANCE 212 Music Resources I

Spring. 1 credit. Attendance at dance concerts and music concerts is required. A. Fogelsanger.

Intended to expand choreographers' music vocabulary and skills through a survey of contemporary music for dance, the study of music and dance collaborations, and rhythm studies. Includes discussing and writing about concerts, recordings, and videotapes. May include rehearsing and performing music or dance. Concentrates especially on the related ideas of counterpoint, polyphony, and simultaneity with regard to music, dance, the two considered together, and other arts singly and in combination. This is a co-requisite for DANCE 210 but other students are welcome.

DANCE 310 Intermediate Dance Composition I (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 210. Concurrent enrollment in a technique class at the appropriate level is required. Fall, J. Chu; spring, J. Self.

Intermediate choreographic projects are critiqued in progress by faculty and peers. Consideration of design problems in costuming and lighting.

DANCE 311 Intermediate Dance Composition II (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 310 and DANCE 323, though DANCE 323 may be taken concurrently. Attendance at dance concerts is required. Concurrent enrollment in a dance technique class at the appropriate level is required. Fall, J. Chu; spring, J. Self.

A continuation of DANCE 310.

DANCE 323 Music Resources II

Spring. 2 credits. Prerequisite: DANCE 212. Attendance at dance concerts and music concerts is required. DANCE 212 and DANCE 323 together count as a course for purposes of graduation and for satisfying the Literature and Arts distribution requirement. A. Fogelsanger.

Intended to expand choreographers' conceptions of music and its uses for dance, including serving as a source for ideas of choreographic organization. A continuation of DANCE 212 in its survey of contemporary music for dance and the study of music and dance collaborations, but also includes examples from film and the plastic arts. Reading topics include criticism and aesthetics of dance, music, and the arts in general. Includes discussion of and writing about concerts, recordings, and videotapes. May include rehearsing and performing music or dance. Concentrates especially on minimalism and polystylism in music, dance, the two considered together, and other arts singly and in combination.

DANCE 410 Advanced Dance Composition I (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 311. Concurrent enrollment in a technique class at the appropriate level is required. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Self.

Students work on advanced choreographic problems, to be presented in performance. Work in progress is critiqued by faculty on a regular basis.

DANCE 411 Advanced Dance Composition II (IV) (LA)

Fall and spring. 3 credits. Prerequisite: DANCE 410. Concurrent enrollment in a technique class at the appropriate level. Attendance at dance concerts is required. Fall, J. Chu; spring, J. Self.

A continuation of DANCE 410.

DANCE 491 Senior Project in Dance

Fall and spring. 6 credits over two semesters. Prerequisite: DANCE 311. This course is limited to senior dance majors only.

Students who take this course create a project in choreography and performance, dance, film or video, dance pedagogy, or other appropriate area agreed on with their senior project adviser and committee. In addition, there is a 1-15 page paper which expands their work into a historical, theoretical, or

aesthetic context. For guidelines see the director of undergraduate studies in dance.

History, Criticism, and Theory

DANCE 312 The Moving Body: Form and Function (I/PBS supplementary list)

Fall. 3 credits. J. Morgenroth.

This course examines the bodily systems involved in human movement with particular attention to dance movement. Readings in texts on human anatomy, physiology and kinesiology. We will emphasize the relationships between bodily form and function. Includes guest lectures by experts in anatomy and health areas. Practical analyses of human movement. Demonstration of dissection.

DANCE 314 Western Dance History I: Classical Ballet History as a Reflection of Western Ideology # (IV) (LA)

Fall. 4 credits. Attendance at dance concerts is required. B. Suber.

A critical survey of the history of classical ballet defining elements of classicism and determining why ballet is defined as classical. Through texts, videotapes, and live performance, the class explores how ballet has perpetuated or confronted social issues of race, class, gender, sexuality, the body, and abuse.

DANCE 315 Western Dance History II: History of Modern Dance (IV) (LA)

Spring. 4 credits. Attendance at dance concerts is required. J. Chu.

This class studies the course of modern dance in the twentieth-century United States. We examine each generation of dancers, starting with Isadora Duncan and ending with performers emerging today. Issues of gender, cultural identity, elitism, and democracy are discussed.

[DANCE 418 Seminar in Dance Studies (also VISST 419) (IV) (CA)]

4 credits. Limited to 15 students. Not offered 2003-2004.]

DANCE 490 Senior Paper in Dance

Fall and spring. 4 credits. Prerequisite:

DANCE 418, senior standing. Attendance at dance concerts is required.

Under faculty direction, the students write a senior paper in dance history, criticism, or theory.

Interdisciplinary Courses

DANCE 258 Techno Soma Kinesics I: Technology and the Moving Body (also VISST 258) (IV) (LA)

Spring. 4 credits. Prerequisite: DANCE 201 or DANCE 210 (or equivalent) or permission of instructor; no freshmen. Limited to 5 students. B. Suber.

Expanding on the specific aesthetic of formal concert dance, this studio class explores new forms of performance dealing with the moving body. Computer programs such as human form animation software (Life Forms and Poser), digital sound production (Protocols and Digital Performer), digital imaging (Photoshop and Premiere), as well as traditional lighting, set, and costume design and construction, and sound recording and design techniques, are all utilized to create experimental and/or conceptual multimedia performance/installation work. Theoretical texts on the body and technology are also used.

DANCE 301 Mind and Memory: Explorations of Creativity in the Arts and Sciences (also ENGL 301, MUSIC 372, S HUM 301, THETR 301) (IV)

Spring. 4 credits.

Creativity is the attribute of the mind that enables us to make new combinations from often-familiar information, to perceive analogies and other linkages in seemingly unlike elements, to seek for synthesis. As is true of all learning, creativity is dependent on memory—a memory that is genetic and collective as well as personal and experimental. This course will explore the nature of creativity in science and art, indicating the differing requirements for discovery in the disparate disciplines while demonstrating the commonality that underlies the creative process and binds physicist or mathematician to poet, composer, or visual artist.

The course will present lectures by weekly guests from as many disciplines in the arts and sciences as possible, faculty members who will discuss the process underlying their research or their work as creative and performing artists. Members of the course are encouraged to enroll in another course or be engaged in an activity (research, artistic production, or performance) in which the insights gained in this class can be applied or tested. In addition, each section will engage in a common creative project. To further abet the active participation so necessary to learning, students will be asked to keep a journal, one that summarizes their understanding of, and response to, the lectures and readings from the required texts. Students will also be obliged to attend several public art exhibits or performances and write two papers.

[DANCE 319 Music, Dance, and Light (also THETR 319) (IV) (LA)]

Fall. 3 credits. Attendance at dance concerts and music concerts is required. Not offered 2003-2004. E. Intemann, A. Fogelsanger.

Artistic values, parameters, and concerns of music (sound design), dance, and lighting design are compared and contrasted, and the combination of design elements is analyzed in contemporary dance. Includes writing in response to readings, audio and video recordings, and performances. Some classes are devoted to creating sound, movement, and lighting.]

DANCE 358 Techno Soma Kinesics II: The Moving Body and Technology (also VISST 358) (IV) (LA)

Spring. 4 credits. Prerequisite: DANCE 258 (or equivalent), or permission of instructor. Limited to 5 students. B. Suber.

Reflecting the aesthetic of formal concert dance, and expanding on the work accomplished in DANCE 258, students work with more complex elements of multimedia interactive software to create more extensive projects in the field of dance and technology. As opposed to the smaller experimental projects accomplished in DANCE 258, DANCE 358 students are expected to complete substantial projects in interactive multimedia gallery installation/performance work as well as interactive multimedia CD-ROM's and web projects, all focused on the moving body.

DANCE 391 Media Arts Studio I (also ART 391, MUSIC 391, FILM 391, ARCH 459 and 659) (IV) (LA)

Fall or spring. 3 credits. Prerequisite: permission of instructor and junior-level standing required, minimum FILM 377 or 277, or DANCE 258. \$50 equipment fee (to be paid in class). Participation fee only include: M. Rivchin, FILM; M. Lyons, ART; D. Borden, MUSIC.

A collaborative interdisciplinary studio course in a variety of digital and electronic media, including art, architecture, music, dance, film, and video. Group projects and discussions also investigate the artistic and interactive potential of using arts spaces on campus, including virtual and performative events.

Independent Study, Internships and Honors

DANCE 300 Independent Study

Summer, fall, or spring. 1-4 credits.

Independent Study in the dance allows students the opportunity to pursue special interests not treated in regularly scheduled courses. A faculty member, who becomes the student's instructor for the course, must approve the student's program of study and agree to provide continuing supervision of the work. Students must prepare a proposal for independent study which is available in 225 Schwartz.

DANCE 485 Undergraduate Internship

Fall, spring, or summer. 1-3 credits.

To be eligible to enroll and receive credit for an internship, students must be majors in the department. Students are responsible for arranging their own internships in consultation with the faculty in their area of choice prior to preregistration for the semester in which the internship is planned to take place. To receive credit within this course, the internship must be unpaid. Students must follow the rules and procedures stated in the departmental internship form.

DANCE 495 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Dance.

This course is the first of a two-semester sequence (the second is DANCE 496) for seniors engaged in an honors project.

DANCE 496 Honors Research Tutorial

Fall or spring. 4 credits. Limited to Honors students in Dance.

This course is the second of a two-semester sequence (the first is DANCE 495) for students engaged in an honors project.

Tracks toward admission into the advanced undergraduate theatre program

Design, Technology, and Stage Management

Recommended for individuals interested in a Design, Technology, or Stage Management track:

THETR 250 Fundamentals of Theatre Design and Technology

THETR 151 and 251 Production Lab I and II (at least one credit of each)

Recommended for Scenic Design emphasis:

THETR 340 Theatrical Drafting and Technical Drawing Studio

THETR 351 Production Lab III (as Design Assistant)

THETR 354 Stagecraft Studio

THETR 364 Scene Design Studio

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for costume design or costume shop management emphasis:

THETR 351 Production Lab III (as Design Assistant)

THETR 356 Costume Construction Studio

THETR 366 Costume Design Studio I

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Lighting Design or costume shop management emphasis:

THETR 252 Technical Production Studio I

THETR 351 Production Lab III (as Student Electrician)

THETR 351 Production Lab III (as Design Assistant)

THETR 362 Lighting Design Studio I

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Sound Design emphasis:

THETR 251 Production Lab II (as Student Sound Technician)

THETR 252 Technical Production Studio I

THETR 351 Production Lab III (as Design Assistant)

THETR 368 Sound Design Studio

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Technical Direction emphasis:

THETR 252 Technical Production Studio I

THETR 256 Technical Production Studio II

THETR 340 Theatrical Drafting and

Technical Drawing Studio

THETR 351 Production Lab III (as Assistant Technical Director)

THETR 354 Stagecraft Studio

Upon admission to the program:

THETR 451 Production Lab IV (at least 1 credit)

Recommended for Stage Management emphasis:

THETR 253 or **353** Stage Management Lab II or III—two assignments

THETR 280 Introduction to Acting

THETR 370 Stage Management Studio

THETR 398 Fundamentals of Directing I

Upon admission to the program:

THETR 453 Stage Management Lab IV

Directing

Recommended for individuals interested in a directing track:

THETR 151 and **THETR 251** Production Lab I and II (at least 2 combined credits)

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

THETR 398 Directing I

THETR 498 Directing II

Playwriting

Recommended for individuals interested in a playwriting track:

THETR 240/THETR 241 Introduction to Western Theatre (1 Semester ONLY)

THETR 250 Fundamentals of Design and Technology

THETR 280 Introduction to Acting

THETR 348 Playwriting

THETR 349 Advanced Playwriting

Students in the advanced undergraduate theatre program may also elect to take FILM 485 (Undergraduate Internship) in addition to or in place of one production assignment.

UKRAINIAN

See Department of Russian.

URDU

See Department of Asian Studies.

TURKISH

See Near Eastern Studies.

VIETNAMESE

See Department of Asian Studies.

VISUAL STUDIES CONCENTRATION

Visual Studies is a concentration that provides students with an interdisciplinary approach to visual art, media (including digital works), performance, and perception. Faculty from departments throughout the college offer courses toward the concentration, drawing on such various disciplines as the history of art, film, literary studies, psychology, theatre, and others. Requirements for the concentration include selection of one from two possible core courses (the two core courses may be offered in tandem or on an alternating basis depending on the availability of staff), which introduce students to critical thinking about visual studies as well as close textual analysis in social and historical contexts. Responsibility for teaching the core course will rotate among faculty affiliated with the concentration, and the course will, as much as possible, entail interdepartmental collaboration in the form of team-teaching or visiting lectures. In addition to the core course, students must choose four Cornell courses from among the different categories of courses offered in the concentration. One of the four courses must include a significant component of practical work (such courses are listed under the category "Theory/Practice"). No more than two courses from the concentration may be double-counted toward a student's major. All courses must be taken for a letter grade.

Students interested in pursuing the concentration should discuss it with their advisers, and then contact the director of the concentration. The director will register students in the concentration and assign each student an adviser selected from among the concentration's affiliated faculty. Advisers should forward a copy of each advisee's transcript to the director, indicating courses completed for the concentration.

Director and Affiliated Faculty

Director, to be determined.

Affiliated Faculty:

David Bathrick, Theatre, Film, and Dance

Robert Bertoia, Art

Susan Buck-Morss, Government

James Cutting, Psychology

Brett deBary, Asian Studies and Comparative Literature

Maria Fernandez, History of Art

David Field, Psychology

Donald Fredericksen, Theatre, Film, and Dance

Werner Goehner, Architecture

Salah Hassan, Africana Studies

Ellis Hanson, English

Marcia Lyons, Art

Laura Meixner, History of Art

Kaja McGowan, History of Art

Timothy Murray, English

Marilyn Rivchin, Theatre, Film, and Dance

Franklin B. Spector, Art

Michael Steinberg, History

Amy Villarejo, Theatre, Film, and Dance

Geoff Waite, German Studies

Visual Studies Concentration Course List

Core Course for 2003–2004

VISST 200 Introduction to Visual Studies (IV) (LA)

Spring. 4 credits. Requirements: two objective midterm exams; occasional listserve postings; two five page papers. B. Spector and M. Fernandez.

Introduction to Visual Studies will provide 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" will be discussed in terms of (1) procedures of sight (from optical machines to the psychology of vision and the philosophy of aesthetics); (2) spaces of vision (from landscapes to maps to cities); (3) objects of vision (from sacred sites to illuminated books to digital art); and (4) performances of vision (race, sexualities, ethnicities, cultures). Of importance to the course will be the practical and conceptual relation of twentieth-century visual technologies (photography, cinema, video, and computing) to their historical corollaries in the arts.

The course will draw 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 will 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 will occasionally address the class.

Concentration Categories

New Media

VISST 293 Middle Eastern Cinema (also NES 293, JWST 291, FILM 293)

Fall. 4 credits. D. Starr.
For description, see NES 293.

VISST 315 Japanese Cinema and the City (also ASIAN 315 and FILM 326)

Spring. 4 credits. A. Freedman.
For description, see ASIAN 315.

[VISST 336 French Film (also FRLIT 336 and THETR 341)]

Spring. 4 credits. Offered alternate years; not offered 2003-2004. T. Murray.
For description, see FRLIT 336.]

[VISST 375 History and Theory of Commercial Narrative Film (also FILM 375)]

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). Not offered 2003-2004. Offered next in 2004. S. Haenni.
For description, see FILM 375.]

VISST 376 History and Theory of Documentary and Experimental Film (also FILM 376)

Fall. 4 credits. Fee for screening expenses, \$10 (paid in class). D. Fredericksen.
For description, see FILM 376.

VISST 379 Modern Documentary Film History and Theory (also FILM 379)

Spring. 4 credits. Prerequisite: FILM 376 is strongly recommended but not required. Fee for screening expenses \$10 (paid in class). D. Fredericksen.
For description, see FILM 379.

[VISST 386 Third Cinema (also FILM 386)]

Spring. 4 credits. Not offered 2003-2004. A. Villarejo.
For description, see FILM 386.]

VISST 410 Chinese Film (also ASIAN 410)

Spring. 4 credits. E. Gunn.
For description, see ASIAN 410.

[VISST 433 Electronic Innovation (also ENGL 433)]

4 credits. Not offered 2003-2004. T. Murray.
For description, see ENGL 433.]

[VISST 435 African Cinema (also AS&RC 435 and ART H 478)]

4 credits. Not offered 2003-2004. S. Hassan.
For description, see AS&RC 435.2.]

Interdisciplinary, Intermedia Studies

VISST 202 Art, Archaeology and Analysis (also ARCH 200, EAS 200, and PHYS 200)

Spring. 4 credits. R. Kay.
For description, see EAS 200.

ART 272 Special Topics: Digital Multi-Media

Term to be announced. M. Lyons.
For description, see ART 272.

VISST 274/674 Introduction to Film Analysis: Meaning and Value (also FILM 274/674)

Fall. 4 credits. Limited to 40 students. Graduate students should enroll in FILM 674. D. Fredericksen.
For description, see FILM 274/674.

VISST 344 Actor/Performing Object (also THETR 344/644)

Fall. 4 credits. E. Winet.
For description, see THETR 344.

VISST 400 Proseminar (also ART H 400)

Fall. 4 credits. Prerequisite: History of Art Majors only. Enrollment is limited. M. Dadi.
For description, see ART H 400.

VISST 444 Youth in Japanese Literature and Culture (also ASIAN 444 and FGSS 444)

Fall. 4 credits. A. Freedman.
For description, see ASIAN 444.

[VISST 580 Dancing the Stone: Body, Memory and Architecture (also ART H 580)]

Spring. 4 credits. Prerequisite: permission of instructor. Not offered 2003-2004. K. McGowan.
For description, see ART H 580.]

[VISST 651 The Sexual Child (also ENGL 651 and FGSS 651)]

Fall. 4 credits. Not offered 2003-2004. E. Hanson.
For description, see ENGL 651.]

VISST 660 Cinematic Desire (also ENGL 660)

Spring. 4 credits. Prerequisite: permission of instructor. E. Hanson.
For description, see ENGL 660.

Perception, Cognitive Studies

[VISST 305 Visual Perception (also PSYCH 305)]

Fall. 4 credits. Prerequisite: PSYCH 205 or permission of instructor. Limited to 20 students. Not offered 2003-2004. J. Cutting.
For description, see PSYCH 305.]

VISST 342 Human Perception: Application to Computer Graphics, Art, and Visual Display (also PSYCH 342 and COGST 342)

Fall. 3 or 4 credits. The 4-credit option involves a term paper. Prerequisite: PSYCH 101 or permission of the instructor. PSYCH 205 strongly recommended. D. Field.
For description, see PSYCH 342.

VISST 347 Psychology of Visual Communications (also PSYCH 347)

Spring. 3 credits. Limited to 15 students. Prerequisites: PSYCH 101 and permission of instructor. J. Maas.
For description, see PSYCH 347.

[VISST 475 Seminar In Cinema: Cognitive Film Theory (also FILM 475 and AMST 475)]

Fall. 4 credits. Limited to 20 students. Not offered 2003-2004. D. Fredericksen.
For description, see FILM 475.]

[VISST 492 Sensory Function (also BIONB 492 and PSYCH 492/692)]

4 credits. Limited to 25 students. Prerequisite: a 300-level course in biopsychology, or BIONB 222 or BIOAP 311, or equivalent. Students are expected to have a knowledge of elementary physics, chemistry, and behavior. S-U grades optional. Not offered 2003-2004. B. Halpern.
For description, see PSYCH 492.4.]

Theory and Visuality

VISST 203 Introduction to Feminist Theory (also FGSS 202)

Spring. 3 credits. D. Reese.
For description, see FGSS 202.

VISST 367 Visual Culture and Social Theory (also ART H 370, COM L 368, and GOVT 375)

Fall. 4 credits. S. Buck-Morss.
For description, see ART H 370.

[VISST 395 Video: Art, Theory, Politics (also ENGL 395, THETR 395)]

Fall. 4 credits. Not offered 2003-2004. T. Murray.
For description, see ENGL 395.]

VISST 473 Film and Spiritual Issues (also FILM 473 and RELST 473)

Spring. 4 credits. Limited to 20 students. D. Fredericksen.
For description, see FILM 473.

Performance and Visuality

VISST 233 Explorations in Movement (also DANCE 233 and PE 168)

Fall. 0 to 1 credit. Limited to 16 students. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.
For description, see DANCE 233.

VISST 303 Dance Technique Workshop (also DANCE 303 and PE 167)

Fall. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.
For description, see DANCE 303.

VISST 308 Modern Dance (also DANCE 308 and PE 166)

Fall. 0 to 1 credit. By placement only; no pre-enrollment. Satisfies PE requirement if taken as PE. Attendance at dance concerts is required. J. Self.
For description, see DANCE 308.

VISST 445 Text Analysis for Production: How to Get from the Text Onto the Stage (also THETR 445)

Spring. 4 credits. Prerequisites: THETR 240 or THETR 281 or THETR 250 or THETR 398 or permission of the instructor. Limited to 15 students. B. Levitt.
For description, see THETR 445.

VISST 446 Shakespeare in (Con)text (also THETR 446)

Fall. 4 credits. B. Levitt.
For description, see THETR 446.

Visuality and Society

VISST 245 Renaissance and Baroque (also ART H 245)

Fall. 4 credits. Each student must enroll in a section. C. Lazzaro.
For description, see ART H 245.

[VISST 361 European Cultural History 1750–1870 (also COM L 352 and HIST 362)]

Fall. 4 credits. Not offered 2003–2004.
M. Steinberg.
For description, see HIST 362.]

[VISST 362 Impressionism in Society (also ART H 362, FGSS 361)]

4 credits. Not offered 2003–2004.
L. Meixner.
For description, see ART H 362.]

[VISST 363 European Cultural History 1870–1945 (also COM L 353 and HIST 363)]

Spring. 4 credits. Not offered 2003–2004.
M. Steinberg.
For description, see HIST 363.]

VISST 384 Introduction to Japanese Art (also ART H 384, ASIAN 381)

Fall. 4 credits. A. Pan.
For description, see ART H 384.

[VISST 394 The House and the World: Architecture of Asia (also ART H 395 and ASIAN 394)]

4 credits. Not offered 2003–2004.
K. McGowan.
For description, see ART H 395.]

VISST 407 The Museum and the Object (also ART H 407)

Fall. 4 credits. Prerequisites: History of Art majors only. Not open to freshmen or sophomores without permission of instructor. All classes meet in the Johnson Art Museum Study Gallery. A. Pan.
For description, see ART H 407.

VISST 408 Tuscany as a New Jerusalem (also S HUM 408 and ART H 408)

Fall. 4 credits. Prerequisite: permission of instructor. Reading comprehension of Italian is strongly recommended.
M. Lasansky.

VISST 416 Tourism and the Catholic Grotesque (also S HUM 416)

Spring. 4 credits. Limited to 15 students.
M. Lasansky.
For description, see S HUM 416.

[VISST 452 The Printed Image: The World on Paper (also ART H 452)]

4 credits. Not open to freshmen or sophomores without permission of instructor. Not offered 2003–2004.
S. Benson.
For description, see ART H 452.]

[VISST 462 Topics in Early Modernism: America and the Machine Age (also ART H 462)]

4 credits. Prerequisite: permission of instructor. Auditing is not permitted. Not open to freshmen or sophomores. Not offered 2003–2004. L. Meixner.
For description, see ART H 462.]

Theory/Practice

[VISST 104 Introduction to World Music: Asia (also MUSIC 104 and ASIAN 192)]

Fall. 3 credits. 1-hour discussion to be arranged. No previous training in music required. Not offered 2003–2004; offered next in 2004. M. Hatch.
For description, see MUSIC 104.]

VISST 201 Cognitive Studies in Context Laboratory (also COGST 201, COM S 201, and PYSCH 201)

Spring. 4 credits. Prerequisite: COGST 101/COM S 101/LING 101/PHIL 191/PSYCH 102. Knowledge of programming languages is not assumed. Limited to 24 students. D. Field.
For description, see COGST 201.

VISST 211 Beginning Dance Composition (also DANCE 210)

Fall and spring. 3 credits. Concurrent enrollment in DANCE 212 and a dance technique class at the appropriate level is required. Attendance at dance concerts is required. Fall, B. Suber; spring, J. Morgenroth.
For description, see DANCE 210..

VISST 244 Gamelan in Indonesian History and Cultures (also MUSIC 245 and ASIAN 245)

Fall and spring. 3 credits. Permission of instructor. No previous knowledge of musical notation or performance experience required. M. Hatch.
For description, see MUSIC 245.

VISST 258 Techno Soma Kinesics I: Technology and the Moving Body (also DANCE 258)

Spring. 4 credits. Prerequisite: DANCE 201 or DANCE 210 (or equivalent) or permission of instructor. No freshmen. Limited to 5 students. B. Suber.
For description, see DANCE 258.

[VISST 335 Modern Western Drama, Modern Western Theater: Theory and Practice (also COM L 335 and THETR 335)]

Fall. 4 credits. Not offered 2003–2004.
Staff.
For description, see THETR 335.]

VISST 358 Techno Soma Kinesics II: Technology and the Moving Body (also DANCE 358)

Spring. 4 credits. Prerequisite: DANCE 258 (or equivalent) or permission of instructor. Limited to 5 students. B. Suber.
For description, see DANCE 358.

VISST 391 Media Studio I (also ARCH 459.1, ART 391, FILM 391, MUSIC 391, and DANCE 391)

Fall. 3 credits. Prerequisite: permission of instructor and junior-level standing required, minimum FILM 377 or 277, or dance studio courses. \$50 equipment fee (to be paid in class). M. Rivchin, M. Lyons, D. Borden, J. Zissovich.
For description, see FILM 391.

VISST 398 Fundamentals of Directing I (also THETR 398)

Fall. 3 credits. Limited to 10 students. Prerequisite: permission of instructor. Special consideration is given to students who have completed THETR 280 or are intending to continue in the area of stage or screen directing. Students should see instructor one year in advance to sign up for the course. D. Feldshuh.
For description, see THETR 398.

VISST 419 Seminar in the History of Dance (also DANCE 418)

Spring. 4 credits. B. Suber.
For description, see DANCE 418.

VISST 478 Intermediate Film and Video Projects, Narrative Workshop (also FILM 478)

Fall. 4 credits. Limited to 8 students. Prerequisites: FILM 377 or 277. As minimum production; and THETR 383 (Screenwriting) or 398 (Directing I), and permission of instructor based on proposals. Equipment fee \$100 (paid in class). Film projects costs: \$500–\$1500. Video \$100–\$200. M. Rivchin.
For description, see FILM 478.

VISST 493 Advanced Film and Video Projects (also FILM 493)

Spring. 4 credits. Limited to 6–8 students. Prerequisite: minimum FILM 377 or 277, preference to those who have taken 477 or 478; recommended: 383 (Screenwriting) and 398 (Directing I). Equipment fee: \$100. Project costs: \$500–2000, unless group project is funded by the Melville Shavelson fund. M. Rivchin.
For description, see FILM 493.

WELSH

See Department of Linguistics.

WRITING PROGRAM

See John S. Knight Institute for Writing in the Disciplines.

YIDDISH

See Department of Near Eastern Studies.

FACULTY ROSTER

FOR ARTS AND SCIENCES BIOLOGY
FACULTY SEE UNDER "BIOLOGICAL SCIENCES"

Abrams, Meyer H., Ph.D., Harvard U. Class of 1916 Professor of English Emeritus, English
Abruña, Hector D., Ph.D., U. of North Carolina at Chapel Hill. Emile M. Chamot Professor of Chemistry, Chemistry and Chemical Biology
Abusch, Dorit, Ph.D., U. of Massachusetts at Amherst. Assoc. Prof., Linguistics
Adams, Anne, Ph.D., U. of Michigan. Assoc. Prof., Africana Studies and Research Center/Comparative Literature
Adams, Barry B., Ph.D., U. of North Carolina. Prof. Emeritus, English

- Adams, James, Ph.D., Cornell U. Assoc. Prof., English
- Adelson, Leslie A., Ph.D., Washington U. Prof., German Studies
- Ahl, Frederick M., Ph.D., U. of Texas at Austin. Prof., Classics/Comparative Literature
- Alexander, James P., Ph.D., U. of Chicago. Prof., Physics/LEPP†
- Alkire, Elbern H., Ph.D., Cornell U. Senior Lecturer, Romance Studies
- Allmendinger, Richard W., Ph.D., Stanford U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Allmon, Warren, Ph.D., Harvard U. Adjunct Assoc. Prof., Earth and Atmospheric Sciences
- Almay, James, Ph.D., U. of California at Irvine. Lecturer, Chemistry
- Altschuler, Glenn C., Ph.D., Cornell U. The Thomas and Dorothy Litwin Professor of American Studies, American Studies
- Ambegaokar, Vinay, Ph.D., Carnegie Inst. of Technology. Goldwin Smith Professor of Physics, Physics/LASSP*
- Amigo-Silvestre, Silvia., M.A., U. of Oregon. Lecturer, Romance Studies
- Anderson, Benedict R., Ph.D., Cornell U. Aaron L. Binenkorb Professor of International Studies Emeritus, Government
- Archer, Richard J., M.A., U. of Missouri at Kansas City. Assoc. Prof., Theatre, Film and Dance
- Arias, Tomas A., Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Physics/LASSP*
- Arms, William, Ph.D., U. of Sussex. Prof., Computer Science
- Arnesen, Ingrid, M.A., U. of California at Davis; M.A. SUNY Stony Brook. Senior Lecturer, English for Academic Purposes
- Arroyo, Ciriaco M., Ph.D., U. of Munich (Germany). Emerson Hinchliff Professor of Spanish Literature, Romance Studies/Comparative Literature
- Ascher, Robert, Ph.D., U. of California at Los Angeles. Prof. Emeritus, Anthropology
- Ashcroft, Neil W., Ph.D., Cambridge U. (England). Horace White Professor of Physics, Physics/LASSP*
- Ashmanskas, William J., Ph.D., U. of California at Berkeley. Prof., Physics/LEPP†
- Assiè-Lumumba, N'Dri, Ph.D., U. of Chicago. Assoc. Prof., Africana Studies
- Back, Allen H., Ph.D., U. of California at Berkeley. Senior Lecturer, Mathematics
- Bailey, Graeme, Ph.D., U. of Birmingham. Prof., Computer Science
- Baird, Barbara, Ph.D., Cornell U. Prof., Chemistry and Chemical Biology
- Bala, Kavita, Ph.D., Massachusetts Institute of Technology. Asst. Prof., Computer Science
- Baptist, Edward, Ph.D., U. of Pennsylvania. Asst. Prof., History
- Baraldi, Michela, B.A. equivalent, U. of Bologna. Lecturer, Romance Studies
- Barazangi, Muawia, Ph.D., Columbia U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Barbasch, Dan, Ph.D., U. of Illinois. Prof., Mathematics
- Barseghyan, Levon, Ph.D., Northwestern U. Asst. Prof., Economics
- Bassett, William A., Ph.D., Columbia U. Prof. Emeritus, Earth and Atmospheric Sciences
- Basu, Alaka, MSc, U. of London. Assoc. Prof., Sociology
- Basu, Kaushik, Ph.D., London School of Economics (England). Carl Marks Prof. of International Studies, Economics
- Bathrick, David, Ph.D., U. of Chicago. Prof., German Studies/Theatre, Film and Dance
- Bättig von Wittelsbach, Kora, M.A., University of Zagreb. Senior Lecturer, Romance Studies
- Bauer, Simon H., Ph.D., U. of Chicago. Prof. Emeritus, Chemistry and Chemical Biology
- Baugh, Daniel A., Ph.D., Cambridge U. (England). Prof. Emeritus, History
- Begley, Tadhg P., Ph.D., California Inst. of Technology. Prof., Chemistry and Chemical Biology
- Bekerie, Ayele, Ph.D., Temple U. Asst. Prof., Africana Studies and Research Center
- Bell, James F., Ph.D., U. of Hawaii. Asst. Prof., Astronomy/CRSR
- Bem, Daryl J., Ph.D., U. of Michigan. Prof., Psychology
- Bem, Sandra L., Ph.D., U. of Michigan. Prof., Psychology/Feminist, Gender, and Sexuality Studies
- Beneria, Lourdes, Ph.D., Columbia U. Prof., City and Regional Planning/Feminist, Gender, and Sexuality Studies
- Bensel, Richard, Ph.D., Cornell U. Prof., Government
- Béreaud, Jacques, Doctorat d'Univ., U. of Lille (France). Prof. Emeritus, Romance Studies
- Berest, Yuri, Ph.D., Université de Montreal (Canada). Asst. Prof., Mathematics
- Berezin, Mabel, Ph.D., Harvard U., Assoc. Prof., Sociology
- Berger, Anne, Ph.D., Paris VII (France). Prof., Romance Studies
- Berkelman, Karl, Ph.D., Cornell U. Goldwin Smith Professor of Physics, Physics/LEPP†
- Bernal, Martin G., Ph.D., Cambridge U. (England). Prof. Emeritus, Government/Near Eastern Studies
- Bernstein, Sarah E., M.F.A., Yale U. Senior Lecturer, Theatre, Film and Dance
- Bernstock, Judith, Ph.D., Columbia U. Assoc. Prof., History of Art
- Bethe, Hans, Ph.D., U. of Munich (Germany). John Wendell Anderson Professor of Physics Emeritus
- Billera, Louis J., Ph.D., City U. of New York. Prof., Mathematics
- Bilson, Malcolm, D.M.A., U. of Illinois. Frederic J. Whiton Professor of Music
- Bird, John M., Ph.D., Rensselaer Polytechnic Inst. Prof., Earth and Atmospheric Sciences
- Birman, Kenneth P., Ph.D., U. of California at Berkeley. Prof., Computer Science
- Bishop, Jonathan P., Ph.D., Harvard U. Prof. Emeritus, English
- Bjerkén, Hak, D.M.A., Peabody Conservatory of Music. Asst. Prof., Music
- Blackall, Jean F., Ph.D., Harvard U. Prof. Emerita, English
- Blackburn, Anne M., Ph.D., U. of Chicago. Asst. Prof., Asian Studies
- Blacksher, Beverly, Ph.D., Cornell U. Lecturer, Africana Studies
- Bloom, Arthur L., Ph.D., Yale U. Prof. Emeritus, Earth and Atmospheric Sciences/INSTOC#
- Blume, Lawrence E., Ph.D., U. of California at Berkeley. Prof., Economics
- Blumin, Stuart M., Ph.D., U. of Pennsylvania. Prof., History
- Bodenschatz, Eberhard, Ph.D., U. of Bayreuth (Germany). Prof., Physics/LASSP*
- Boehm, Elyzabethe Ann, M.A., Hollins College. Senior Lecturer, English
- Bogel, Fredric V., Ph.D., Yale U. Prof., English
- Bogel, Lynda Donella, M.Phil., Yale U. Senior Lecturer, English
- Borden, David R., M.A., Harvard U. Senior Lecturer, Music
- Bosteels, Bruno, Ph.D., U. of Pennsylvania. Asst. Prof., Romance Studies
- Boucher, Daniel, Ph.D., U. of Pennsylvania. Asst. Prof., Asian Studies
- Bowers, John S., Ph.D., Massachusetts Inst. of Technology. Prof., Linguistics
- Boyd, Richard N., Ph.D., Massachusetts Inst. of Technology. Prof., Philosophy/Science and Technology Studies
- Boyer, Dominic, Ph.D., U. of Chicago. Asst. Prof., Anthropology
- Bracken, William F., Ph.D., Harvard U. Asst. Prof., Philosophy
- Brady, Mary Pat, Ph.D., U. of California at Los Angeles. Asst. Prof., English
- Bramble, James H., Ph.D., U. of Maryland. Prof. Emeritus, Mathematics
- Brann, Ross, Ph.D., New York U., Milton R. Konvitz Professor of Judeo-Islamic Studies, Near Eastern Studies
- Brazell, Karen W., Ph.D., Columbia U. Prof. Emeritus, Japanese Literature, Asian Studies
- Briggs, Martijna Arts, M.A., O.M.O. Utrecht (The Netherlands). Senior Lecturer, German Studies
- Brittain, Charles, D. Phil., Oxford U. (England). Asst. Prof., Classics
- Bronfenbrenner, Urie, Ph.D., U. of Michigan. Jacob Gould Schurman Professor Emeritus, Human Ecology/Psychology
- Brookhouse, Stephen Christopher, M.F.A., Virginia Tech. Senior Lecturer, Theatre, Film and Dance
- Brouwer, Piet, Ph.D., Leiden U. Asst. Prof., Physics/LASSP*
- Brown, Kenneth S., Ph.D., Massachusetts Inst. of Technology. Prof., Mathematics
- Brown, Larry D., Ph.D., Cornell U. Prof., Earth and Atmospheric Sciences/INSTOC#
- Brown, Laura, Ph.D., U. of California at Berkeley. Prof., English
- Browne, E. Wayles, Ph.D., U. of Zagreb (Croatia). Assoc. Prof., Linguistics
- Brumberg, Joan Jacobs, Ph.D., U. of Virginia. Prof., Human Development/Feminist, Gender, and Sexuality Studies
- Buck-Morss, Susan F., Ph.D., Georgetown U. Prof., History of Art
- Buettner, Bonnie, Ph.D., Cornell U. Senior Lecturer, German Studies
- Bunce, Valerie, Ph.D., U. of Michigan. Prof., Government
- Burlitch, James M., Ph.D., Massachusetts Inst. of Technology. Prof., Chemistry and Chemical Biology
- Burns, Joseph A., Ph.D., Cornell U. Irving Porter Church Professor of Engineering, Astronomy/Theoretical and Applied Mechanics/CRSR
- Caldwell, Steven B., Ph.D., Cornell U. Assoc. Prof., Sociology
- Campbell, Deborah, M.A., Indiana U., Bloomington. Senior Lecturer, English for Academic Purposes
- Campbell, Donald B., Ph.D., Cornell U. Prof., Astronomy/NAIC†
- Campbell, Timothy C., Ph.D., Columbia U. Asst. Prof., Romance Studies
- Campos, Michelle, Ph.D., Stanford U. Asst. Prof., Near Eastern Studies
- Caputi, Anthony F., Ph.D., Cornell U. Prof. Emeritus, English/Comparative Literature
- Carden, Patricia J., Ph.D., Columbia U. Prof., Russian Literature
- Cardie, Claire, Ph.D., U. of Massachusetts. Assoc. Prof., Computer Science
- Carlson, Allen, Ph.D., Yale U. Asst. Prof., Government
- Carmichael, Calum M., LL.D., Glasgow U. (Scotland). Prof., Comparative Literature/Biblical Studies

- Caron, Vicki, Ph.D., Columbia U. Prof., Thomas and Diann Mann Chair in Modern Jewish Studies, History/Jewish Studies Program
- Carpenter, Barry K., Ph.D., U. College, London (England). Prof., Chemistry and Chemical Biology
- Carrillo, Loretta, Ph.D., Michigan State U. Senior Lecturer, Romance Studies/Latino Studies
- Carroll, Noel, Ph.D. U. of Illinois. Assoc. Prof., Theatre Arts/Philosophy
- Caruana, Richard, Ph.D., Carnegie Mellon U. Asst. Prof., Computer Science
- Case, Holly, Ph.D., Stanford U. Asst. Prof., History
- Cassel, David G., Ph.D., Princeton U. Prof., Physics/LEPP†
- Cassel, Edith Hertha, Ph.D., U. of Heidelberg. Senior Lecturer, Physics
- Castillo, Debra, Ph.D., U. of Wisconsin at Milwaukee. Prof., Romance Studies/Comparative Literature
- Cathles, Lawrence M., III, Ph.D., Princeton U. Prof., Earth and Atmospheric Sciences
- Cerione, Richard, Ph.D., Rutgers U. Prof., Chemistry and Chemical Biology
- Cervesi, Flaminia, M.A., Washington U. Lecturer, Romance Studies
- Chaloentiarana, Thak, Ph.D., Cornell U. Assoc. Prof., Asian Studies
- Chang, Derek, Ph.D., Duke U. Asst. Prof., History/Asian American Studies
- Chase, Cynthia, Ph.D., Yale U. Prof., English/Comparative Literature
- Chase, Stephen U., Ph.D., U. of Chicago. Prof., Mathematics
- Chernoff, David F., Ph.D., U. of California at Berkeley. Prof., Astronomy/CRSR
- Chester Geoffrey V., Ph.D. King's Coll. London (England). Prof. Emeritus, Physics/LASSP*
- Cheyfitz, Eric, Ph.D., Johns Hopkins U. Prof., English
- Chignell, Andrew, Ph.D., Yale U. Asst. Prof., Philosophy
- Chirik, Paul J., Ph.D., California Institute of Technology. Asst. Prof., Chemistry and Chemical Biology
- Christiansen, Morten, Ph.D., U. of Edinburgh, U.K. Asst. Prof., Psychology
- Chu, Jumay Ruth, B.A., U. of California at Berkeley. Senior Lecturer, Theatre, Film and Dance
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