

# **CARLETON COLLEGE ACADEMIC CATALOG 2009-2010**

Carleton's Academic Catalog is produced by the Office of the Registrar.

The provisions of this catalog are subject to change without notice and do not constitute an irrevocable contract between any students and Carleton College.

As required by state and federal law, Carleton College does not discriminate on the basis of race, color, creed, religion, sex, national origin, marital status, sexual orientation, status with regard to public assistance, age, or disability in providing employment or in its educational programs and activities.

## **HISTORY**

Carleton College was founded by the Minnesota Conference of Congregational Churches, under the name of Northfield College, on November 14, 1866. Preparatory school classes began in September 1867, but it was not until 1870 that the Reverend James W. Strong took office as the first president, the first college class was formed, and the first on-campus building was begun. It was agreed at the outset that after one year formal church control should end, but throughout its formative years, the College received significant support and direction from the Congregational churches. Although it is now autonomous and non-sectarian, the College respects these historical ties and gives continuing recognition to them through membership in the Council for Higher Education of the United Church of Christ.

By the fall of 1871, the name of the College had been changed to honor an early benefactor, William Carleton of Charlestown, Massachusetts, who earlier that year had bestowed a gift of \$50,000 on the struggling young college. At the time, it was the largest single contribution ever made to a western college, and it was made unconditionally, with no design that the name of the College should be changed. As of June 30, 2008, the College had an endowment of \$648 million and assets valued at \$916 million.

Carleton has always been a coeducational institution. The original graduating class in 1874 was composed of one man and one woman who followed similar academic programs. Carleton's current enrollment of 1,975 (Fall 2008) includes nearly equal numbers of men and women.

## **MISSION, VISION, VALUES AND GOALS**

The mission of Carleton College is to provide an exceptional undergraduate liberal arts education. In pursuit of this mission, the College is devoted to academic excellence, distinguished by the creative interplay of teaching, learning, and scholarship, and dedicated to our diverse residential community and extensive international engagements.

The College's aspiration is to prepare students to lead lives of learning that are broadly rewarding, professionally satisfying and of service to humanity. By discovering and sharing exemplary models of undergraduate education, the College seeks to be a leader among those colleges, universities, and professional organizations that share our dedication to this vision.

Carleton strives to be a collaborative community that encourages curiosity and intellectual adventure of the highest quality. Faculty, staff, and students respect one another for the serious work and the playful humor we share, and we support each other in pursuing a healthy balance of mind, body, and spirit. Quiet reflection and lively engagement are valued as sources of self-understanding and renewal. Carleton honors thoughtful conversations about difficult questions as necessary for individual growth and community strength. The College works to embody the values of freedom of inquiry and expression and is vigilant in protecting these values within a culture of academic integrity, civil deliberation, and ethical action. Carleton aims to be welcoming and hospitable to its neighbors, guests, and the public, and a responsible steward of its resources.

Carleton's academic goals focus on developing the critical and creative talents of our students through broad and rigorous studies in the liberal arts disciplines. Mentored by dedicated faculty and staff, students become active members of a learning and living community that promotes the exploration of passionate interests and emerging avocations. Students learn higher order thinking skills: disciplinary inquiry, analysis of evidence, arts of communication and argumentation, and problem-solving strategies. In their chosen fields of study, students strengthen their capabilities for disciplinary and interdisciplinary research and artistic production. Students acquire the knowledge necessary for the continuing study of the world's peoples, arts, environments, literatures, sciences, and institutions.

Carleton develops qualities of mind and character that prepare its graduates to become citizens and leaders, capable of finding inventive solutions to local, national, and global challenges.

## **ACCREDITATION AND AFFILIATIONS**

Accredited by several associations, including the North Central Association of Colleges and Schools (since 1913), Carleton offers the Bachelor of Arts degree. Among the academic honor societies with chapters on the campus are Phi Beta Kappa and Mortar Board, scholastic honor societies and Sigma Xi, science honor society.

Carleton is a member of the Associated Colleges of the Midwest (ACM).

Carleton College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504. Phone 800-621-7440.

Carleton College is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

## **COLLEGE GOVERNANCE**

While the Board of Trustees is ultimately responsible for the existence and welfare of the College, most major decisions about policies affecting the nature and operation of the College are made by governance bodies composed of students, faculty, staff, and senior administrative officers. The campus governance system falls naturally into two divisions: educational policy, which is the province of the faculty, and policies concerning the life of the campus at large, which is under the care of an elected College Council. The faculty has the assistance in the making of educational policy of a student-faculty committee, known

as the Education and Curriculum Committee (ECC), under the leadership of the Dean of the College. Five faculty and five students join with the Dean and one Associate Dean to make up the ECC. The College Council is chaired by the President of the College, and composed of five faculty, five students, and five staff (three of them senior administrative officers). The Council functions through subcommittees called into being to deal with particular policy issues. The Budget Committee is a permanent subcommittee of the Council and is composed partly of Council members and partly of other students, faculty, and staff elected or selected to that particular service. The implementation of policies regarding student life on campus is the responsibility of the Dean of Students and her or his staff. The Committee on Student Life (CSL), made up of seven students, one faculty member, and two student life staff, advises the Dean of Students in such matters. Many other standing committees exist, with varying memberships, to make policy recommendations and to help administer various areas of the campus.

## **CARLETON STUDENT ASSOCIATION**

Every student is a member of the Carleton Student Association (CSA). Three officers and 18 senators are elected annually to serve as the Senate, CSA's legislative body. The Senate's duties include: the election of student members; creation of ad-hoc subcommittees; the management of the student activities budget; and the appointment of student representatives to standing committees. CSA also works with the Dean of Students Office to address issues of concern to students.

## **THE COLLEGE: A STATISTICAL LOOK**

Carleton College is a co-educational, residential liberal arts college of modest size with a diverse student body and a distinguished faculty.

Carleton enrolls a significant number of National Merit Scholars, 88 in the class that enrolled in 2008, or 18 percent of the first-year class. This places Carleton as the top liberal arts school in the country enrolling a high proportion of first-year students as National Merit Scholars.

According to the most recent Alumni Survey (2005), 74 percent of respondents had earned or were studying for a post-graduate degree within five years of graduation; 81 percent of those fifteen years from graduation had earned or were studying for a higher degree. Among those fifteen years from graduation, 26 percent had earned or were studying for a doctorate, 6 percent for a medical degree, 13 percent for a legal degree, and 8 percent for a degree in management. Carleton ranks third among liberal arts colleges in graduates who have earned doctoral degrees in academic fields between 1966 and 2005. In that period, according to the National Science Foundation Survey of Earned Doctorates, graduates of Carleton earned 451 degrees in the life sciences, 441 in the humanities, 413 in the physical sciences, 334 in the social sciences, 196 in psychology, 167 in the geosciences, 144 in education and 321 doctorates in all other academic fields. In the period 1995 to 2004, Carleton ranked sixth among all national colleges and universities for the number of doctoral degrees earned when adjusted for the number of graduating seniors. Carleton ranks third among small and medium colleges in the number of Peace Corps volunteers (426) among alumni from 1961 to 2005. For the most recent years available, 90 percent of Carleton students or alumni who applied to law school were accepted (2007-08), about 80 percent of those applying to medical schools were admitted (2007-08).

In fall of 2008-2009, 45 percent of Carleton's 1,976 students came from the Midwest, 18 percent from the West, 21 percent from the East, 8 percent from the South, and 8 percent from outside the United States. Approximately 21 percent are African American, Asian/Pacific Islanders, Hispanic, or Native American. 55 percent of Carleton students receive institutional based need. Carleton has 215 full-time faculty, and 96 percent have a doctorate or a terminal degree in their field. The overall student/faculty ratio is 9:1. The average class size is 17; in the fall of 2008, 66 percent of class sections had under 20 students, and 0.3 percent had over 50 students. Each year, students can choose from approximately 1000 courses in 36 majors and several interdisciplinary programs. 71 percent of students in the 2008 graduating class participated in off-campus study for Carleton credit at least once during their undergraduate years, with study in 50 countries.

In accordance with the Higher Education Act of 1965, as amended, the six-year graduation rate for the class that entered in fall, 2002 is 93.1 percent, and 89.8% of that cohort graduated in four years or less. Questions related to this report should be directed to Carleton's Office of Institutional Research and Assessment at 507-222-4284.

## THE CAMPUS

What now constitutes 1040 acres of campus, arboretum, and athletic fields started with two ten-acre tracts deeded to the infant college in 1867 by Charles M. Goodsell, a miller, and Charles A. Wheaton, Northfield editor.

Even before a class was held, the trustees authorized the executive committee "to enclose the grounds and improve the same by cultivation and planting trees." This concern for the students' environment is still an important aspect of the Carleton experience. As of today, Willis Hall has been joined by 44 others on campus, including 12 academic facilities, 11 on-campus residence halls, nine student apartment houses, four recreation and athletic facilities, a library, a chapel, an observatory and a campus center. The College also offers 26 off-campus student houses, including 13 cultural or language shared interest houses.

## ARCHITECTURAL HERITAGE

The history of Willis Hall, the oldest building on campus, is typical of many of Carleton's older facilities. While remaining true to their architectural heritage, they have served a variety of needs over the years, evolving—with the aid of judicious renovations—to meet the needs of an ever-changing institution.

Willis, for example, started out as an all-purpose building: it contained a men's dormitory, classrooms, offices, and a small chapel. Later, a bookstore and a post office were added. Still later, the building was transformed into a student union. In 1976, it was remodeled again, reverting to an academic building.

The following chronological listing of Carleton's buildings indicates their present function. For information on the history of each, consult *Carleton: The First Century* by Leal Headley and Merrill Jarchow.

**Willis Hall** 1872—economics, educational studies, political science offices, Learning and Teaching Center, classrooms, a seminar room; **Goodsell Observatory** 1887—archaeology laboratory, astronomy, 16-inch visual refractor telescope, 8-inch photographic refractor telescope, astronomy laboratory, environmental and technology studies, linguistics, other faculty offices; **Scoville Hall** 1896—Cinema and

Media Studies; Gender and Sexuality Center, Intercultural Life Office, Student Support Services, The Write Place and classrooms.

**Laird Hall** 1906—English offices, classrooms, President and Deans' Offices, Registrar's Office, and administrative offices.

**Sayles-Hill Campus Center** 1910—student social, organizational and activity spaces, student post office, snack bar, bookstore, administrative offices, classrooms; renovated in 1979, addition completed in 1988. **The Music Hall** 1914—classrooms, practice rooms, music offices; **Skinner Memorial Chapel** 1916—chapel and offices; **Burton Hall** 1916—residence hall and dining hall; **Nourse Hall** 1917—residence hall, and Nourse Theater.

**Leighton Hall** 1921—religion, history, philosophy, sociology and anthropology offices, classrooms, administrative offices; **Davis Hall** 1923—residence hall, Wellness Center; **Evans Hall** 1927—residence hall; **Severance Hall** 1927—residence hall, Dean of Students Office, Residential Life Office; **Laird Stadium** 1927—locker rooms, weight training area, football game field, eight-lane, 400-meter, all-weather track, and student housing.

**Boliou Memorial Art Hall** 1949—gallery, studios, classrooms, and art and art history department offices, expansion and remodeling completed in 1995.

**Laurence McKinley Gould Library** 1956—950,000 volumes, 1500 journals currently received, access to over 11,000 full-text electronic journals, over 11,000 electronic books, 1772 electronic databases, 450 study spaces, 52 public access computers, computer lab, 18 group study rooms, classrooms, and staff offices. A \$7.5 million expansion project, completed in 1984, doubled the size of the Library. In 1996 it was renamed the Laurence McKinley Gould Library; **Musser Hall** 1958—residence hall; **Myers Hall** 1958—residence hall.

**Olin Hall of Science** 1961—physics, psychology offices, classrooms, auditorium, and laboratories, renovations completed in 1997; **Goodhue Hall** 1962—residence hall; **The West Gymnasium** 1964—basketball courts, swimming pool, locker rooms and offices of Physical Education, Athletics and Recreation department; **Cowling Recreation Center** 1965—gymnasium, pool, dance studio and offices; **Watson Hall** 1967—residence hall.

**The Music and Drama Center** 1971—concert hall seating 500 and theater seating 460 joined by gallery, ensemble rooms, practice rooms, and dressing rooms. **Mudd Hall of Science** 1975—geology and chemistry offices, laboratories and classrooms; renovations completed in 1997.

**Johnson House and Alumni Guest House** 1992—linked structures, Johnson House contains offices and support space for Admissions, and the Alumni Guest House has guest quarters, a faculty and staff lounge and a meeting room. **Center for Mathematics and Computing** 1993—mathematics and computer science department offices, the Math Skills Center and library, Institutional Technology Services, including three computing laboratories, training room, administrative offices and classrooms. **Hulings Hall** 1995—biology department offices and portions of the psychology department, teaching and research laboratories, and greenhouse.

**Recreation Center** 2000—climbing wall, aerobic/dance studio, fitness center, racquetball courts, and field house with 200 meter indoor track, surrounding four infield courts for volleyball, tennis and basketball.

**Language and Dining Center 2001**—Asian languages, classical languages, German and Russian, French and Spanish and Cross-Cultural Studies Offices, The Language Center, classrooms, seminar rooms, 400-seat dining hall.

**Student apartment houses 2001**—nine two- and three-story houses (Brooks, Collier, Colwell, Dixon, Eugster, Hunt, Nason, Owens, and Scott) offer 23 apartments accommodating 100 students.

Plans are underway to transform the former Northfield Middle School building, now known as **The Arts Union**, into a facility geared toward creative collaboration. This center will provide the space for all academic departments and students to work together in imaginative and transformative ways that support and feature a re-imagined curriculum.

**Cassat and Memorial Hall 2009**—two four-story residence halls located on the southeast side of campus and linked by an underground tunnel. They house 230 students from all class years, with more than half living in traditional singles and doubles in Cassat Hall and nearly 100 living in suites in Memorial Hall. Both halls have been designed with an eye toward sustainability and include numerous shared spaces to encourage community life and innovative features.

**Sustainability**—Carleton College recognizes that it exists as part of interconnected communities that are affected by personal and institutional choices. We are dedicated, therefore, to investigating and promoting awareness of the current and future impact of our actions in order to foster responsibility for these human and natural communities. Carleton strives to be a model of environmental stewardship by incorporating ideals of sustainability into the operations of the College and the daily life of individuals.

The College owns a **1.65 megawatt wind turbine** expected to produce more than five million kilowatt hours of electricity annually, which is enough to power approximately 500 houses. Over the life of the turbine, about 100-120 million kilowatt hours of non-polluting energy will be produced. The College is committed to being a more environmentally sustainable campus and committed to using the natural energy flows of the region to contribute to the sustainability of the community.

**Cassat Hall and Memorial Hall**, with exteriors of durable brick, stone, and clay tile, are of an environmentally sustainable design, as certified by the Leadership in Environmental and Energy Design (LEED) system and will earn a LEED gold rating by complying with the U.S. Green Building Council's standards in sustainable design, construction, and operation. Solar thermal roof panels (made in Minnesota) on Cassat Hall are designed to heat 50% of the domestic water. Renewable energy is generated on-site to utilize energy from the sun to pre-heat water and reduce the environmental impacts of convention energy sources. Photovoltaic (PV) solar roof panels on Memorial Hall generate renewable energy on-site to convert energy from the sun into electricity to power the buildings.

## ACADEMIC PROGRAMS

Well over a century ago, Carleton started promising its students a “liberal and thorough” education. That goal is embodied still in the College’s requirements for graduation, which are designed to expose students to a wide variety of disciplines, as well as to allow them to concentrate on a major subject.

## GRADUATION REQUIREMENTS

To receive a Bachelor of Arts degree from Carleton, a student must earn at least 210 credits and a cumulative grade average of C (2.0) or better.

A good liberal arts education requires not only rigor and depth, but also sufficient breadth to expose students to a wide range of subjects and methods of studying them. The college seeks to insure that its students study one field in depth by requiring a major. It encourages students to acquaint themselves with the major divisions of knowledge and modes of inquiry by requiring them to complete a designated number of credits with grades of S or C- or better from each of four broad categories of courses known as distribution areas.

Students must also fulfill a writing requirement and a Recognition and Affirmation of Difference requirement, demonstrate proficiency in a second language, complete four terms of physical education, and complete a major and an integrative exercise within the major.

Finally, students must spend six academic terms in residence at Carleton, including their senior year (last three academic terms), and earn at least 108 credits while enrolled at Carleton.

## DISTRIBUTION REQUIREMENTS

**Arts and Literature (AL)**—12 credits: Courses in this group are intended to develop students’ creative potential in the arts and/or to enhance their sensitivity to artistic expression. This requirement can be fulfilled with designated courses in Art and Art History, Dance, English, Music, Theater, Classical and Modern Literature and specific courses in Cinema and Media Studies.

**Humanities (HU)**—12 credits: These courses are primarily concerned with an encompassing analysis of the human condition and the foundations of different cultural or intellectual traditions. This requirement may be fulfilled with designated courses in History, Philosophy, and Religion.

**Social Sciences (SS)**—18 credits: The social sciences attempt to combine the formal and empirical methods of the natural sciences with a recognition that human beings are characterized by an inner intellectual and emotional life as well as externally observable regularities of behavior. This requirement can be fulfilled in designated courses in Economics, Educational Studies, Linguistics, Political Science, Psychology, Sociology, and Anthropology.

**Mathematics and Natural Sciences (MS)**—18 credits: The goal of this requirement is to acquaint students with mathematical analysis and different modes of scientific inquiry involved in our understanding of the physical universe. This requirement can be fulfilled with designated courses in Biology, Chemistry, Geology, Physics and Astronomy, Mathematics, Computer Science, and specific Psychology courses.

**Writing Requirement:** The ability to write well is particularly important in college, not only as a means of demonstrating mastery of material, but as part of the process of coming to that mastery. For many people, writing well is a life-long learning process. As students develop greater understanding of themselves, the world, and language, they become more adept at expressing precisely, and perhaps eloquently, what they have in mind. The Carleton Writing Requirement is meant to be a checkpoint on that journey, not the final destination. It is a measure of progress and assurance that Carleton students are on the right path, and that with continued learning, they will develop into fully competent writers by graduation.

To guide students as they begin to work on writing at the college level, the College has developed some general criteria for good writing at Carleton. Although individual assignments, genres, or disciplines may place more or less emphasis on each criterion, faculty agree that student writing should feature the following:

1. The rhetorical strategy should be appropriate for the audience and purpose.
2. If argument is a part of the rhetorical strategy, it should contain a thesis and develop that thesis with coherence, logic, and evidence.
3. Whatever the purpose, writing should be as clear, concise, and interesting as possible.
4. Narration, description, and reporting should contribute to analysis and synthesis. The parts of a paper should lead to a greater, connected whole.
5. Writing should be edited to address surface error, including irregularities in grammar, syntax, diction, and punctuation.

Students are required to 1) pass a Carleton designated writing rich course (WR) with a C- or better and 2) complete a writing portfolio to be reviewed by faculty after the third term, and no later than the sixth term.

Students with a score of “5” on the College Board’s Advanced Placement English or a score of “7” on the International Baccalaureate English Higher Level examination are only required to complete the writing portfolio.

**Language Requirement:** Language is the way that members of a culture organize and encode their thoughts, allowing them to communicate with each other. Moreover, language shapes one’s relationship with other people, and different languages will shape that relationship differently.

At Carleton we think that a liberally educated student should understand the way language is embedded within cultural practices and worldviews. To this end, we expect students to cross linguistic borders, experiencing another language “from the inside.” In addition to the primary benefits a degree of competency in a language can offer (including basic communication, the ability to read foreign texts, and interaction with those of a different culture), the study of a foreign language provides students with a



fuller understanding of the role played by their own native tongue. Also, crucially, it requires each student to experience the challenges of dealing with other cultures and peoples *on their own terms*. Language learning at Carleton, therefore, advances and supports the stated values and goals of the College's Mission Statement.

The four basic language skills for most modern languages (reading, speaking, aural comprehension, and writing) are mutually reinforcing as well as individually valuable, although the emphasis will vary among different language sections and individual teaching styles. In special cases, students' strengths (in speaking, for instance) might make up for weaknesses in reading and writing, and vice versa.

The requirement aims to assure that students will acquire a usable level of competence in a second language. This competence is demonstrated either (a) through satisfactory completion of a fourth-level language course (fifth-level in Arabic, Japanese or Chinese) or (b) through acceptable performance on a standardized or departmentally designed examination. Fluent speakers of second languages, may ask to be tested for fulfillment of the requirement or, in the case of languages not offered at Carleton, may ask that testing be arranged. Students whose native language is other than English may fulfill this requirement by demonstrating competence in their native language, as well as English.

Entering students may fulfill the requirement by satisfactory performance on a College Board Advanced Placement or Achievement test, International Baccalaureate Higher Level examination or on another placement examination most appropriate for the particular language. Students who have not taken such a test before entering the college should take the language placement examination either during the summer prior to matriculation or during their first week at Carleton. Students beginning their study of language, as well as those who need more study to complete the requirement, should enroll in language in their first year.

Students who complete language courses equivalent to courses 101 through 204 (205 in Arabic/Chinese/Japanese) at domestic post-secondary institutions after being enrolled at Carleton may take the appropriate placement or proficiency examinations to gain advanced standing or exemption. Credit toward the degree is typically not awarded, however.

Language study at Carleton aims at far more than the satisfaction of the requirement. Students are encouraged to increase their proficiency through advanced courses and study abroad and to apply their language skills in their academic work in other areas. With this foundation, language will enrich their studies at Carleton and enable graduates to become contributing members of the multi-cultural world.

**Recognition and Affirmation of Difference Requirement (RAD):** One six-credit course. Carleton College values cultural diversity in its faculty, its students and its curriculum. Because we live in a multi-cultural world, we seek to educate students to recognize and appreciate the many ways in which each of us is shaped by gender, sexual orientation, class, race, culture, religion, and ethnicity. This requires more than just exposure to cultural differences; it requires that we examine such differences critically, being attentive to the special challenges that each of us faces in understanding those whose lives are shaped by cultures other than our own. It is hoped that such reflection will afford each of us a critical perspective on the cultures with which we are most familiar *and* help us to appreciate the elements common to human beings across all cultures. Even if no single course can fully satisfy these goals, we hope that the RAD course will serve as a foundation for ongoing exploration of difference. Accordingly, RAD courses 1) are centrally concerned with issues and/or theories of gender, sexual orientation, class, race, culture, religion,

or ethnicity as these may be found anywhere in the world, and 2) require reflection on the challenges and benefits of dialogue across differences.

**Physical Education:** Four terms of Physical Education activity are to be taken by each student. Only one activity per term may count toward this requirement. The Physical Education program includes a variety of activity courses, designed to appeal to students. We believe that physical activity can contribute to students' health and well-being now and in the future.

**A Major Field of Study:** Carleton students choose a major during the third term of their sophomore year. The number of credits required of students in major fields varies by department. Grades earned in required courses in the major department must be "C-" or better. Successful completion of an "integrative exercise" (see below), typically during the senior year, is also a requisite for graduation. With the permission of the Academic Standing Committee, double majors are allowed.

**Special Majors:** A student seeking a major not offered in the College's established curriculum may propose a self-designed special major for approval by the Academic Standing Committee. All special majors involve close consultation with two faculty advisers. Students are expected to petition for special majors during the sixth term of their academic career. For additional information, see one of the Associate Deans of Students.

**Integrative Exercises** vary from department to department. Intended to help students relate the subjects they have studied in their major field, they sometimes take the form of comprehensive examinations covering the fundamentals of the discipline. In other departments, extensive research projects, papers or public lectures are required. A maximum of fifteen academic credits will be awarded for the integrative exercise. For more information, refer to the individual departmental listing or speak to the department chair.

**Residence Requirements:** Normally it takes four years to complete the work for graduation, of which at least six terms, including the senior year (last three academic terms), must be spent in residence at Carleton. Some exceptions to the senior residency rule may be given by the Academic Standing Committee.

## ACADEMIC REGULATIONS

Academic policies are published in the on-line handbook "Academic Regulations and Procedures" on the Dean of Students' Web page. This is the publication of record in matters regarding academic policies.

**Course Load:** Carleton's academic year is comprised of three 10-week-long terms. Students normally carry 18 credits per term. They may take as few as 12 and, on occasion, as many as 22, or, with special permission, 24, although such heavy course loads are discouraged. Students usually carry three courses each term. The standard course unit is six credits; for purposes of transfer evaluation six credits are comparable to three and one-third semester hours. Although all standard courses carry equal credit, laboratory courses at Carleton are equivalent to those in other colleges that grant five semester hours.

**Examinations:** Two and a half-hour-long written examinations are held at the end of each term for many courses. The Registrar sets the testing schedule.

**Grades:** Carleton's grading system is as follows: **A=Excellent** work of consistently high quality, usually showing notable understanding, insight, creativity, or skill and few weaknesses; **B=Good** work of good quality, showing understanding, insight, creativity, or skill; **C=Satisfactory** work that is adequate, showing readiness to continue study in the field; **D=Passing** work that is minimally adequate, raising serious concern about readiness to continue in the field, creditable; **F=Failing** work that is clearly inadequate, unworthy of credit. In computing grade point averages A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = .67, F = 0.

A student may elect to take up to 30 credits S/CR/NC (Satisfactory/Credit/No Credit) during the four years at Carleton, and only up to six credits in any one term. S = A through C-; CR = D+, D, D-; NC = F.

Courses dropped after the two week registration drop/add period are recorded on the transcript as "DRP". This is a non-punitive notation.

**Written Evaluations of Course Work:** At the end of any course, a student may request a written evaluation from his or her instructor. The request must be granted if the course has an enrollment of 20 or fewer students.

**Academic Progress:** Carleton students are normally expected to complete their work in four years and may be dropped from the College if they have not earned at least 42 credits and a cumulative GPA of 1.8 at the end of three terms; 96 credits and a GPA of 1.9 at the end of six terms; and 150 credits and a GPA of 2.0 at the end of nine terms. (These are the lower limits allowed and do not indicate normal progress; that is closer to 54 credits, 108 credits and 162 credits, respectively.) For graduation, a minimum of 210 credits and a GPA of 2.0 is required. A student whose record in the judgment of the Academic Standing Committee indicates an inability to fulfill the College requirements for whatever reason may be suspended or dismissed at the end of fall or winter term as well as at the end of the academic year.

**Summer Study:** Carleton does not ordinarily give degree credit for courses taken elsewhere during the summer. Permission may be given, if there are convincing academic reasons, but it must be requested in advance from the Academic Standing Committee, and the department chair may specify at that time that credit will be granted only upon special examination after the completion of the course. Petition forms for the approval of credit for summer courses may be obtained in the Dean of Students Office.

**Credit by Examination:** Students can obtain credit for courses offered at Carleton, when appropriate material has been mastered independently of Carleton class instruction, by taking special examinations. During the school year, a petition for credit by examination must be submitted to the Registrar at least two weeks before the date of the examination; the credit earned is included in the 22-credit maximum allowed per term.

**Academic Honors:** Students are graduated with "Distinction in a Major" if they achieve distinction in the departmental integrative exercise and a cumulative grade point average of 3.50 in all departmental courses taken in the major. Outstanding seniors in the field of music performance will be selected by Music faculty for the "Honors in Music Performance" award.

Students who have outstanding records in all course work will earn the Bachelor of Arts degree with honors, either cum laude (for a GPA of 3.25 or better), magna cum laude (3.50 or better), or summa cum laude (3.90 or better).

The honor of “Dean’s List” may be earned by first-year students, sophomores and juniors whose previous academic year’s GPA places them in the top 10 percent of their class. Eligibility for Dean’s List assumes three terms of academic work, the bulk of which is done at Carleton. Students on non-Carleton off-campus programs for one term are eligible for Dean’s List if their off-campus grades are comparable to those they maintained at Carleton. Students off campus for two or more terms on a non-Carleton program are not eligible in that year. Students on leave for a term are not eligible in that year. This honor is recognized at Opening Convocation in September of the following year.

**Certificate of Advanced Study in Foreign Language and Literature or Foreign Language and Area Studies:** With the Certificate of Advanced Study in Foreign Language and Literature or Area Studies the College recognizes satisfactory completion of the equivalent of a minor field of specialization in the indicated language. To achieve the certificate, students must complete with a grade of C- or better six courses in the chosen language or area studies group beyond 103 (204 in Asian Languages). Although courses for the certificate may be taken on an S/CR/NC basis, “D” or “CR” level work will not be sufficient to satisfy course requirements. Students who place out of 204 must still complete the six-course requirement. Courses that count toward the certificate and their distribution are indicated in the descriptions of the respective language department offerings in the Catalog. In order to be certified as having fulfilled the requirements, students must submit an application listing courses completed and intended no later than fall of the senior year. Applications are available in the department offices.

## **COURSES OF INSTRUCTION**

The following pages list courses offered at the College. They also contain general information about various departmental programs and their requirements for a major. In addition to departmental listings, offerings are organized by area studies, special courses of study, and by concentrations, interdisciplinary programs which complement, strengthen and build on departmental offerings. Opportunities for Carleton off-campus programs follow.

Courses are numbered with the following general scheme:

- 000-189 Introductory
- 200-289 Intermediate
- 290 Independent Reading
- 291 Independent Study
- 292 Independent Research
- 293 Internship
- 298 Junior Colloquium
- 300-389 Advanced
- 390 Independent Reading
- 391 Independent Study
- 392 Independent Research
- 393 Internship
- 395 Advanced Seminar
- 397 Senior Tutorial
- 398 Senior Colloquium

399 Senior Thesis

400 Integrative Exercise

**Independent Study, Reading and Research:** A student may pursue independent study, independent research or independent reading in more than one term. Course credit for these various independent study options is determined by arrangement with the instructor before registration, and may be for one to six credits. Although not noted separately under departmental course listings, independent study options are available across the curriculum. Forms are available in the Registrar's Office and on-line on the Registrar's Office Web page. Independent study in any form, including internships, does not count toward distribution requirements.

**Independent Study:** All departments offer "Independent Study," in which a student may work on a special project of his or her own planning under the supervision of a faculty member in the department. Ordinarily, this work is not on the introductory level. By registration time for the term in which the study is done, the student is expected to obtain a faculty supervisor in the chosen field of concentration and, with his or her assistance and approval, determine the nature and purpose of the study and the number of credits to be assigned.

**Independent Reading:** Offered within departments or on a cross-disciplinary basis, this program is not to be confused with the advanced research done in independent study. The emphasis in independent reading is on topics or areas not currently offered in Carleton's curriculum. Faculty who have developed these reading courses provide students with such aids as a detailed syllabus which includes recommended readings and problems or questions to serve as study guides.

**Internships:** Credit or non-credit internships, paid or unpaid, are a form of independent study with field work activity. This type of experiential learning offers the student the opportunity to enhance and complement classroom learning by working in a social, business, political, cultural or community organization. The Career Center provides information on established programs or assists students with developing their own. Internships can be thought of as a testing tool. They provide first-hand knowledge which is valuable when a student makes decisions such as choosing a major, applying for a job, or planning graduate study. Credit may be awarded if a faculty member agrees that the internship augments or extends in significant ways an area of instruction. Credit internships may be paid or unpaid if they are off-campus. On-campus credit internships may not be paid. All credit internships are under the supervision of the Career Center and a faculty member.

**Special Courses for First-Year Students:** Special courses for first-year students are courses specifically designed with new students in mind and are distinguished from other courses in several ways: 1) they enroll only first-year students 2) they have limited enrollments, an emphasis on class participation, and an organization of material which keeps in mind the needs of entering students

First-Year Seminars at Carleton are designed to introduce students to the liberal arts approach to learning and to encourage critical thinking, intellectual independence, and initiative in a setting that invites individual participation. All are six credits and graded S/CR/NC.

History 110 courses are designed to give new students a first rigorous experience in history and the liberal arts. Each section is built around a major moment or problem of history chosen by the professor to

exemplify the methods of historical inquiry and the analysis of conflicting interpretations of past events. All are six credits and are graded.

**Advanced departmental seminars (395):** are usually open only to departmental majors, or by consent of the instructor involved. Because the topics vary from year to year, some students are able to register for more than one departmental seminar during their college program.

**Special Programs:** Includes courses in Arabic, Judaic Studies and Linguistics.

**Special Interest:** While we do not offer a program in these areas, the following courses are available.

### Studies in Ethics

BIOL 115 Bioethics  
 BIOL 116 Biotechnology, Health & Society  
 ENGL 272 A Journey in Journalism  
 HIST 130 Early Christian Thought  
 HIST 285 Topics in Historical Ethics  
 IDSC 263 Uses & Abuses-Behavior Research  
 PHIL 100 Nihilism and the Novel  
 PHIL 213 Ethics  
 PHIL 242 Environmental Ethics  
 POSC 259 Justice Among Nations  
 PSYC 371 Evolution & Developmental Trends-Cognition  
 RELG 249 Religion & American Public Life  
 RELG 319 Bioethics: Christian Approaches  
 THEA 275 Topics in Theater History

### Health Issues

BIOL 116 Biotechnology, Health & Society  
 BIOL 232 Human Physiology  
 BIOL 310 Immunology  
 BIOL 370 Topics in Virology  
 BIOL 372 Topics: Exercise Biochemistry  
 BIOL 384 Oncogenes & Molecular Biology of Cancer  
 BIOL 385 Microbial Pathology  
 BIOL 386 Neurobiology  
 BIOL 388 Molecular Mechanism of Drug Action  
 CHIN 115 Taoist Way-Health & Longevity: *Taichi*  
 HIST 195 American Environmental History  
 PSYC 260 Health Psychology  
 PSYC 263 Sleep and Dreaming  
 PSYC 318 Psychopharmacology  
 PSYC 369 Behavioral Medicine

PSYC 376 Neural Plasticity  
 RELG 319 Bioethics: Christian Approaches  
 SOAN 262 Health & Illness  
 WGST 100 Politics of Women's Health

### **Philosophy of Science**

PHIL 210 Logic  
 PHIL 250 Philosophy of Physics  
 PHYS 120 Revolutions in Physics  
 PSYC 365 Science and Pseudoscience

### **Social Thought**

AMST 345 Theory & Practice American Studies  
 CHIN 357 Contemporary Social Issues  
 ECON 250 History of Economic Ideas  
 EUST 110 Introduction to European Studies: The Age of Cathedrals  
 HIST 130 Early Christian Thought  
 HIST 239 Britain c1485-1834, From Sceptered Isle to Satanic Mills  
 PHIL 232 Social and Political Philosophy  
 POSC 160 Political Philosophy  
 POSC 250 Ancient Political Philosophy  
 POSC 251 Modern Political Philosophy  
 POSC 258 Politics and Ambition  
 POSC 259 Justice Among Nations  
 POSC 350 Ancient Political Philosophy  
 POSC 350 Political Philosophy and the Book of Genesis  
 PSYC 252 Personality  
 PSYC 256 Social Behavior & Interpersonal Process  
 PSYC 371 Evolutionary Trends-Cognition  
 PSYC 382 Topics Social & Personality: Ending  
 PSYC 382 Social & Personality: Relationship  
 RELG 300 Issues in Study of Religion  
 SOAN 330 Sociological Thought & Theory  
 SOAN 331 Anthropological Thought & Theory  
 SOAN 332 Contemporary Social Theory  
 THEA 100 Performing Roles  
 THEA 225 Performing Shakespeare  
 THEA 252/352 African-American Theater  
 WGST 234 Feminist Theory  
 WGST 396 Transnational Feminisms

### **5) Legal Studies**

ECON 275 Law and Economics  
 HIST 238 Church, Papacy and Empire  
 POSC 206 The American Courts  
 POSC 271 Constitutional Law I  
 POSC 272 Constitutional Law II  
 POSC 311 Topics in Constitutional Law  
 RELG 249 Religion & American Public Life  
 RELG 363 Islamic Law  
 SOAN 221 Law and Society  
 SOAN 303 Criminology  
 THEA 221 Rhetoric: Persuasion & Debate

#### 6) Academic Civic Engagement: Applied

GEOL 210 Geomorphology  
 CGSC 385 Cognitive Development  
 PSYC 260 Health Psychology  
 RELG 130 Native American Religions  
 SPAN 204 Intermediate Spanish (Doleman)

#### Academic Civic Engagement: Theoretical

ECON 270 Economics of the Public Sector  
 ENTS 100 Science, Tech & Public Policy  
 HIST 182 Survey-South African History  
 HIST 220 African American History I  
 HIST 226 U. S. Consumer Culture  
 HIST 285 Topics in Historical Ethics  
 POSC 120 Comparative Political Regimes  
 POSC 201 National Policymaking  
 POSC 385 Comparative Democratic Institutions  
 SOAN 395 Public Sociology  
 SPAN 208 Coffee and News  
 SPAN 326 Writers in Exile  
 SPAN 356 Cuban Revolution-Literature  
 THEA 185 The Speaking Voice  
 THEA 352 African-American Theater

**Concentrations:** A concentration is an integrated interdisciplinary program which students may elect in addition to a major. Concentrations may strengthen and complement a major, by applying its methods to problems and issues that cut across the boundaries of academic disciplines, but a declared major in a particular department is not a prerequisite for acceptance into any concentration. Concentrations often bridge divisions necessarily created by a disciplinary focus and may promote communities of learning. By their nature, interdisciplinary endeavors of this sort are often problem-oriented, relating academic studies



to the kinds of issues and opportunities one confronts outside the academy. Concentrations may also provide an opportunity for students to bring focus to the choice of electives and, in some cases, the fulfillment of distribution requirements. Carleton offers sixteen concentrations.

Full descriptions of the concentrations are included in the alphabetical listing of departments and programs. Concentrations offered for the current academic year are:

- African/African American Studies
- Archaeology
- Biochemistry
- Cognitive Science
- Cross-Cultural Studies
- East Asian Studies
- Educational Studies
- Environmental and Technology Studies
- European Studies
- French and Francophone Studies
- Latin American Studies
- Medieval and Renaissance Studies
- Neuroscience
- Political Economy
- South Asian Studies
- Women's and Gender Studies

**Courses at St. Olaf College:** By special arrangement a limited number of students may take courses at St. Olaf College which are not offered at Carleton. Graded course credit will be granted; enrollment requires the permission of the instructor and the registrar at each institution.

**Distribution Requirement Codes as indicated on each course description**

- AL = Arts and Literature (12 credits required)
- HU = Humanities (12 credits required)
- SS = Social Sciences (18 credits required)
- MS = Mathematics and Natural Sciences (18 credits required)
- RAD = Recognition and Affirmation of Difference

## AFRICAN/AFRICAN AMERICAN STUDIES (AFAM)

**Director:** Professor Kofi Owusu

**Committee Members:** Deborah Appleman, Elizabeth Ciner, Pamela Feldman-Savelsberg, Richard A. Keiser, Chérif Keïta, Stephen K. Kelly, Melinda Russell

The program in African/African American Studies provides a cross-cultural and comparative framework for systematically studying the traditions and experiences of Africans in the New and Old Worlds. Students in this program are encouraged to develop their analytic, research and literary skills through a critical study of patterns of Western and African civilizations in their interwoven complexity. The program provides a forum for addressing topics such as cultural and artistic creativity, construction of self, marginality, responses to exclusion, and the conjunction of issues related to gender, class, race and ethnicity.

The African/African American Studies Committee is composed of faculty and administrative members. It acts as a focal point for the encouragement of African/African American studies at Carleton by actively urging departments and faculty members to offer courses in this field, by preparing each year a list of available courses and faculty resources, and by supporting the hiring of specialists in the field by various departments.

Numerous courses taught at Carleton have a bearing on African/African American Studies in addition to those offered by the program itself. Students majoring in African/African American Studies have been able to create programs, on an individual basis, out of the available Carleton offerings, independent study, and, in some cases, off-campus study. Students interested in majoring in the field should consult the Director of African/African American Studies before the end of their sophomore year.

### REQUIREMENTS FOR A MAJOR

**I. Admission to the program** will depend upon the acceptance, by the African/African American Studies Committee, of a written proposal outlining the student's program of study.

**II. Survey Courses** (18 credits). Students must take three of the following courses:

- AFAM 113 Introduction to African/African American Studies
- DANC 115 Cultures of Dance
- ENGL 117 African American Literature
- HIST 121 Rethinking the American Experience: American Social History, 1865-1945
- HIST 180 An Historical Survey of East Africa
- HIST 182 A Survey of Southern African History (Not offered in 2009–2010)
- HIST 220 African American History I

MUSC 130 The History of Jazz

MUSC 137 Spiritual Hymns and Gospel Music: Aspects of African-American Music Traditions  
(Not offered in 2009–2010)

MUSC 245 Music of Africa (Not offered in 2009–2010)

RELG 122 Introduction to Islam

**III. Interdisciplinary Course** (6 credits). Each student must complete one interdisciplinary course which, in part, specifically discusses African/African American Studies as a discipline:

ENGL 243 Text and Film

**IV. Distribution Courses** (30 credits). Each student should take five courses that are essential to his or her major from the following groups:

#### Arts and Literature

ENGL 252 Caribbean Fiction

ENGL 335 Postcolonial Literature

ENGL 339 Contemporary American Playwrights of Color (Not offered in 2009–2010)

FREN 235 Francophone Literature of Africa and the Caribbean (Not offered in 2009–2010)

FREN 308 France and the African Imagination

MUSC 130 The History of Jazz

THEA 242 Twentieth Century American Drama

THEA 252 African-American Theater (Not offered in 2009–2010)

THEA 352 African-American Theater (Not offered in 2009–2010)

#### Humanities

HIST 220 African American History I

HIST 221 African American History II (Not offered in 2009–2010)

HIST 276 The African Diaspora in Latin America

HIST 283 Farm and Forest: African Environmental History (Not offered in 2009–2010)

HIST 322 Civil Rights and Black Power

HIST 324 The Concord Intellectuals (Not offered in 2009–2010)

#### Social Sciences

EDUC 238 Multicultural Education: Race, Gender and Education

POSC 207 Urban Politics in a Global Era

POSC 266 Urban Political Economy

POSC 306 How Race Matters in American Politics\* (Not offered in 2009–2010)

POSC 308 Poverty and Public Policy\* (Not offered in 2009–2010)

POSC 351 Political Theory of Martin Luther King, Jr.\* (Not offered in 2009–2010)

POSC 366 Urban Political Economy\*

POSC 367 Suburbanization in America\* (Not offered in 2009–2010)

PSYC 384 Psychology of Prejudice

SOAN 256 Ethnography of Africa

At least one course must be chosen from each of the three groups, and at least two of the total of five courses must be at the 300-level.

**V. Senior Seminar** in African/African American Studies (6 credits)

ENGL 395 Toni Morrison: Nobel Laureate

HIST 395 Transnational Black History Since 1945

**VI. Comprehensive Exercise** (6 credits). Each student should have a faculty adviser in his or her area of focus who will direct the comprehensive and integrative project along with the program director. The research project will culminate in an oral examination in defense of the completed integrative essay.

Completion of the major stipulates, then, a minimum of 66 credits: three survey courses, one interdisciplinary course, five distribution courses, senior seminar, and the comprehensive exercise.

Students are urged to pursue off-campus study in a community setting in the United States, Africa or the Caribbean. The Office of Off-Campus Studies provides information about such opportunities.

## AFRICAN/AFRICAN AMERICAN STUDIES COURSES

**113. Introduction to African/African American Studies** We will read essays (by Du Bois, Achebe, Ngugi, and Karenga), novels (by Baldwin and Aidoo), a play (by Hansberry) and a memoir (by Obama), and discuss some of the seminal ideas that inform African/African American Studies. *6 credits, AL, RAD, Spring—K. Owusu*

**400. Integrative Exercise** *6 credits, S/NC, ND, Winter—Staff*

## OTHER COURSES PERTINENT TO AFRICAN/AFRICAN AMERICAN STUDIES

DANC 115 Cultures of Dance

DANC 301 Contemporary Styles and Techniques: African Dance

ECON 240 Microeconomics of Development

EDUC 353 Schooling and Opportunity in American Society

HIST 120 Rethinking the American Experience: American Social History, 1607-1865

HIST 360 Muslims and Modernity

MUSC 131 The Blues From the Delta to Chicago (Not offered in 2009–2010)

MUSC 191 African Karimba Ensemble (Not offered in 2009–2010)

MUSC 192 African Drum Ensemble

MUSC 193 African Mbira Ensemble (Not offered in 2009–2010)

MUSC 199 African Drum Class

MUSC 330 Jazz History Seminar (Not offered in 2009–2010)

PHIL 110 Personal Identity

POSC 122 Politics in America: Liberty and Equality

POSC 170 International Relations and World Politics

POSC 219 Protest, Power & Grassroots Organizing: American Social Movements

PSYC 224 Psychology of Gender

RELG 227 Liberation Theologies (Not offered in 2009–2010)

SOAN 226 Anthropology of Gender  
 SOAN 272 Ethnicity and Race (Not offered in 2009–2010)  
 THEA 252 African-American Theater (Not offered in 2009–2010)  
 THEA 352 African-American Theater (Not offered in 2009–2010)  
 WGST 110 Introduction to Women's and Gender Studies  
 WGST 396 Transnational Feminisms

## **AFRICAN/AFRICAN AMERICAN STUDIES CONCENTRATION**

**Director:** Professor Kofi Owusu

In this concentration, the study of the traditions and experiences of Africans in the New and Old Worlds is rooted both in the mastery of a social science, arts and literature, or humanities discipline, and in interdisciplinary course work. The concentration will emphasize international and cross-cultural perspectives.

### **REQUIREMENTS FOR THE CONCENTRATION**

The African/African American Studies Concentration requires seven courses as follows:

Two survey courses

One interdisciplinary course

Three distribution courses that are deemed essential to the concentration chosen from at least two of the following groups: arts and literature, humanities, social sciences. Two of the three courses must be at the 300-level.

Senior Seminar in African/African American Studies

For a list of relevant courses, see the African/African American Studies major.

## **AMERICAN STUDIES (AMST)**

**Director:** Professor Nancy J. Cho

**Professor:** Elizabeth McKinsey

**Associate Professor:** Adriana Estill

**Committee Members:** Sharon Akimoto, Barbara Allen, Deborah Appleman, Peter Balaam, Laurel Bradley, Lawrence E. Burnett, Clifford E. Clark, Jr., Carol Donelan, Gregory G. Hewett, Anna Rachel Igra, Baird E. Jarman, Mark T. Kanazawa, Richard Keiser, Stephen K. Kelly, Michael J. Kowalewski,

Jerome M. Levi, Michael McNally, Beverly Nagel, Annette Nierobisz, Kofi Owusu, Ronald W. Rodman, Melinda Russell, John F. Schott, Kimberly K. Smith, Ruth Weiner, David Wiles, Harry McKinley Williams, Carolyn Wong, Serena R. Zabin

This program is designed to encourage and support the interdisciplinary study of American culture. It draws upon the expertise of faculty in various disciplines and strives to understand the institutions, values, and beliefs that have shaped the experiences of U.S. residents. Recognizing the diverse and pluralistic nature of our society, the American Studies program enables the student to construct an interdisciplinary major around topics of the student's own choice such as urban studies, ethnicity, media, religion, gender roles, environmental thought or some other aspect of the American experience. The program supports interdisciplinary courses taught by Carleton faculty and it brings to campus nationally known visiting artists and scholars under the auspices of the Fred C. Andersen Foundation.

## REQUIREMENTS FOR A MAJOR

American Studies is an interdisciplinary major which a student constructs from offerings in two or more departments of instruction. To major in American Studies students must fill out an application form that can be obtained online at the American Studies Web site. The form asks students to specify the general topic or focus of the major and the disciplines which seem most appropriate for study of that topic.

Majors must complete 66 credits (eleven courses) in the following general areas:

**I. Core Courses:** Each student must complete all four of these:

- AMST 115 Introduction to American Studies
- AMST 345 Theory and Practice of American Studies
- AMST 396 Junior Research Seminar
- AMST 400 Colloquium and Integrative Exercise in American Studies

American Studies 115 is a prerequisite for 345 and 396.

**II. Survey Courses:** Students must take three survey courses. Two of these three survey courses should be part of a two-term sequence in one department. The third survey course should be a one-term course in a different department. Because the entire range of these survey courses is not offered every year, students should consult the online catalog and plan accordingly.

Two-term survey courses:

- HIST 120 Rethinking the American Experience: American Social History, 1607-1865
- HIST 121 Rethinking the American Experience: American Social History, 1865-1945
- HIST 220 African American History I
- HIST 221 African American History II (Not offered in 2009-2010)
- HIST 222 U.S. Women's History to 1877 (Not offered in 2009-2010)
- HIST 223 U.S. Women's History Since 1877 (Not offered in 2009-2010)
- POSC 271 Constitutional Law I
- POSC 272 Constitutional Law II

One-term survey courses:

ARTH 160 American Art to 1940 (Not offered in 2009–2010)  
 CAMS 215 American Film History (Not offered in 2009–2010)  
 ECON 232 American Economic History: A Cliometric Approach (Not offered in 2009–2010)  
 ENGL 112 Introduction to American Literature  
 POSC 122 Politics in America: Liberty and Equality  
 RELG 140 Religion and American Culture (Not offered in 2009–2010)

**III. Topical Courses:** Each student must take four courses that deal with elements of the American experience that he or she has determined are central to a particular focus within the major. Courses that will fulfill this requirement are listed under three groups. No more than one of these courses may be a 100-level course. (Survey courses above and beyond those used to satisfy the required one-term and two-term sequences may count as a Topical Course.) No more than two Topical Courses may be from the same group. Students must take courses from at least two groups. In order that majors acquire the research skills necessary to complete the major, one of these four courses must be a 300-level course.

**IV. Integrative Exercise:** A senior may choose:

AMST 400 Colloquium and Integrative Exercise in American Studies

- a. Essay or Project Option: a 35–40 page essay on an approved topic; or an approved project (e.g., a critical documentary, radio narrative, web design project, performance piece, or service learning project) accompanied by a 15–20 page essay. Open only to students who receive approval of a project prospectus. Students hoping to write an essay are advised to take a methods course in one of the social science departments or SOAN 242 Qualitative Thinking.
- b. Examination Option: A written examination given early in spring term.

## AMERICAN STUDIES COURSES

**115. Introduction to American Studies: The Immigrant Experience** Is America truly a nation of immigrants? What role has immigration played in the construction of an American identity? This course is a team-taught, comparative study of the experience of migrants and immigrants to America and other countries. We will use texts from history, literature, film, psychology, and other disciplines to help us investigate the following topics: the causes of emigration; acculturation and assimilation; changes in family structure and gender roles; discrimination; and ongoing debates about immigration policy in relation to national ideals and principles. *6 credits, HU, RAD, Spring—C. Clark, N. Cho*

**115. Introduction to American Studies: Placing Identities** This course will examine the different spaces that inform the production of U.S. identities. We will think about the ways the construction of neighborhoods (urban or suburban) affects our sense of place, ethnicity, and community; we'll consider the impact that border geographies, whether physical or cultural, have on national imaginings; we shall look at contemporary cultural expressions of small town vs. big city life and consider what they feature as particular and unique about Americanness. *6 credits, AL, Fall—A. Estill, E. McKinsey*

**127. Introduction to U.S. Latino/a Studies** This course will survey the field of Latino/a Studies, juxtaposing it to Chicano, Caribbean and Latin American Studies in order to trace the historical, methodological, and paradigmatic conflicts that led to its institutionalization. How does the lens of U.S. Latino/a Studies help us to examine heterogeneous and changing Latino communities? How are the

"Latin Boom" of the entertainment industry and the recent demographic shift that places Latinos as the "majority minority" related? A selection of texts from a variety of disciplines (including history, the social sciences, literature, music, and the visual arts) will inform our discussions. *6 credits, RAD, ND, Not offered in 2009-2010*

**226. Latinas in Hollywood** Latinas have a long history in Hollywood, from silent films to J. Lo. We will examine how the presence of Latinas onscreen reflects the pressures and needs of different eras. We will think about the pressure to "pass" as white and compare that to the insistent stereotypes about Latinas circulated through film. Throughout the course we'll be attentive to the relationship between film and other media, between the U.S. and other countries. What are the linguistic, social, and economic conditions that enable a "cross-over" artist? And how do Latino/a literatures, documentaries, and performances respond to the film and television industries? Prerequisite: Spanish reading fluency a plus, but not required. *6 credits, AL, RAD, Fall—A. Estill*

**227. Beyond the Border: Latinos Across America** The metaphor of the U.S.-Mexico border often determines our understanding of Latinos' place in the United States. This class studies Latinidad in other spaces: New York, the suburban Southwest, the rural Midwest, and the agricultural Southeast. We will use several disciplines--literary studies, history, cultural studies (music, film, and dance), and sociology--to investigate the following questions: How do immigrant Latinos change the communities they move into? How do these communities change Latinos? How are place and identity transformed? How do the mass media influence how Americans think about where and how Latinos belong in the U.S.? *6 credits, AL, RAD, Not offered in 2009-2010*

**230. The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America** Focusing on the early nineteenth century struggle to create an American nation and a national culture, we will look at the ways Americans adopted and adapted European ideas, particularly the aesthetic idea of the Sublime, in their attempt to come to terms with the conquest of the new land and its native inhabitants and with the nature of their national enterprise. Writers Irving, Cooper, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson and painters Cole, Bierstadt, Church, Kensett, and Lane will be included. Major themes will include attitudes towards landscape and settlement, a distinctively American character, the nature and utility of art, and ideas of American empire. *6 credits, AL, Spring—E. McKinsey*

**238. Native American Literature** Study and discussion of Native American literature from its graphic and oral roots to contemporary memoir, fiction, and poetry. Authors read will include Black Elk/John Neihardt, Charles Eastman, James Welch, N. Scott Momaday, Louise Erdrich, Joy Harjo, Susan Power, LeAnne Howe, Leslie Marmon Silko, David Treuer, and Sherman Alexie. Topics to be discussed will include the importance of place, nature, and spiritual life; diverse representations of historical events; complexities of individual and tribal identity; and differences between fictive literature and ethnography. The course will also critique the depiction of Native Americans by Euro-Americans in popular media. *6 credits, AL, Not offered in 2009-2010*

**239. Introduction to Asian American Studies** This course is designed as an interdisciplinary study of Asian American identities and cultures. We will address the diversity and fluidity of Asian American experiences through an examination of history, social sciences, literature, and film. Students of all majors and backgrounds are welcome to enroll. *6 credits, RAD, ND, Spring—N. Cho*



**240. The Midwest and the American Imagination** The history of American culture has always been shaped by a dialectic between the local and the universal, the regional and the national. The particular geography and history of the Midwest (the prairie, the plains, the old Northwest, Native Americans and white adventurers, settlers and immigrants) have shaped its livelihoods, its identities, its meanings. Focusing on the late nineteenth and early twentieth centuries, this course will explore literature, art history, and the social and cultural history of the Midwest. *6 credits, AL, Winter—E. McKinsey*

**250. Getting to Know Buffalo Bill Cody** An iconic figure of the American West, William F. (Buffalo Bill) Cody was probably the most famous American in the world at the end of the nineteenth century. He is less well-known today. Using my new book on Buffalo Bill as a point of entry, I will conduct a kind of tour of Buffalo Bill's life and the things written about it. Class readings will range from nineteenth-century dime novels to twenty-first century historiography, with detours through Hollywood and Broadway. *6 credits, HU, Not offered in 2009-2010*

**261. Hip-Hop Media: Commercialization, Community and U.S. Culture** This course will examine mainstream media representations of urban America, specifically framed as the "hip-hop generation," through critique of Hollywood films, mainstream news outlets, television programs, and media conglomerates that profit from these images. We will read these narratives against the hip-hop generation's framings of themselves as a community, considering modes of self-articulation in and beyond various media outlets. We will listen to songs, watch videos, travel the Internet, and trace "communities" on Myspace. By exploring hip-hop's media constructions we can consider the framings of gender, race, class, and sexuality of young people of color in the U.S. *6 credits, RAD, ND, Not offered in 2009-2010*

**267. Utopia, Dystopia, and Myopia: The Suburbs in American Fiction** This course peers through the picture window of suburban life in the United States. Our primary text will be film. To what extent do fictional accounts reflect the scholarly concerns and analytical conclusions of Historians and Social Scientists? What themes are common in film and/or literature but get little attention from scholars? Students will be obligated to view films on their own if designated show times are inconvenient. Some films may be R-rated. Prerequisite: American Studies 115 or sophomore standing. *6 credits, SS, Not offered in 2009-2010*

**345. Theory and Practice of American Studies** Introduction to some of the animating debates within American Studies from the 1930s to the present. We will study select themes, theories, and methodologies in the writings of a number of scholars in the field and try to understand 1) the often highly contested nature of debates about how best to study American culture; and 2) how various theories and forms of analysis in American Studies have evolved and transformed themselves over the last seventy years. The course is not designed to be a fine-grained institutional history of American Studies, but a vigorous exploration of some of the central questions of interpretation in the field. Normally taken by majors in their junior year. Prerequisite: American Studies 115. *6 credits, ND, Winter—A. Estill*

**396. Junior Research Seminar: American Empire** This class will attempt to define the "American Empire" from its origins to the present. Treating the idea of empire both geographically and politically, we will examine how economic, social, political, and/or cultural sites of power come together to create an empire. This course will pay special attention to the roles that race, gender, and ethnicity play in the creation of an American empire. Using the methods of American studies and other disciplines, we will occasionally step back to ask how the field of American Studies itself contributes to our understanding of the American empire. Prerequisite: American Studies 345. *6 credits, ND, Spring—S. Zabin*

**400. Colloquium and Integrative Exercise** The colloquium will meet as a research seminar, providing a structured environment for seniors working on approved essays or projects in American Studies. It will build upon the research experience of the junior seminar, and prepare students for the independent production of theses or performances to satisfy the college "comps" requirement. Students will be evaluated for this course upon completion of the senior integrative exercise. They will be required to give a public presentation on their research during the spring term. *6 credits, S/NC, ND, Winter—N. Cho*

**400. Integrative Exercise - Directed Reading** Students read selected works and view films in the field of American Studies and in a narrow topic area designated by the program. For integrative exercise examination students only. *6 credits, S/NC, ND, Winter—Staff*

## TOPICAL COURSES:

### Group I

AMST 226 Latinas in Hollywood

AMST 230 The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America

AMST 238 Native American Literature (Not offered in 2009–2010)

AMST 240 The Midwest and the American Imagination

AMST 261 Hip-Hop Media: Commercialization, Community and U.S. Culture (Not offered in 2009–2010)

AMST 345 Theory and Practice of American Studies

ARTH 160 American Art to 1940 (Not offered in 2009–2010)

ARTH 222 History of Photography (Not offered in 2009–2010)

ARTH 240 Art Since 1945

ARTH 245 Modern Architecture

ARTH 247 Architecture Since 1950

ARTH 310 The Architecture of Frank Lloyd Wright (Not offered in 2009–2010)

CAMS 215 American Film History (Not offered in 2009–2010)

CAMS 229 Film Noir: The Dark Side of the American Dream

CAMS 241 History of American Broadcasting: From Wireless to the Web

ENGL 112 Introduction to American Literature

ENGL 117 African American Literature

ENGL 119 Introduction to U.S. Latino/a Literature (Not offered in 2009–2010)

ENGL 227 Borderlands: Places and People (Not offered in 2009–2010)

ENGL 234 Literature of the American South (Not offered in 2009–2010)

ENGL 235 Asian American Literature (Not offered in 2009–2010)

ENGL 236 American Nature Writing

ENGL 239 American Best-Sellers (Not offered in 2009–2010)

ENGL 272 Truth vs. Power: A Journey in Journalism

ENGL 330 Literature of the American West (Not offered in 2009–2010)

ENGL 331 American Transcendentalism (Not offered in 2009–2010)

ENGL 332 Studies in American Literature: Faulkner, Hemingway, and Fitzgerald

ENGL 334 Studies in American Literature: The Postmodern American Novel (Not offered in 2009–

2010)  
 ENGL 336 Romance to Novel: Poe, Hawthorne, James (Not offered in 2009–2010)  
 ENGL 339 Contemporary American Playwrights of Color (Not offered in 2009–2010)  
 MUSC 115 Music and Film (Not offered in 2009–2010)  
 MUSC 130 The History of Jazz  
 MUSC 131 The Blues From the Delta to Chicago (Not offered in 2009–2010)  
 MUSC 137 Spiritual Hymns and Gospel Music: Aspects of African-American Music Traditions  
 (Not offered in 2009–2010)  
 MUSC 247 The U.S. Folk Music Revival (Not offered in 2009–2010)  
 MUSC 330 Jazz History Seminar (Not offered in 2009–2010)  
 THEA 242 Twentieth Century American Drama  
 THEA 252 African-American Theater (Not offered in 2009–2010)  
 THEA 352 African-American Theater (Not offered in 2009–2010)

## Group II

AMST 127 Introduction to U.S. Latino/a Studies (Not offered in 2009–2010)  
 AMST 250 Getting to Know Buffalo Bill Cody (Not offered in 2009–2010)  
 AMST 396 Junior Research Seminar: American Empire  
 CAMS 310 Moviegoing and Film Exhibition in America  
 HIST 120 Rethinking the American Experience: American Social History, 1607-1865  
 HIST 121 Rethinking the American Experience: American Social History, 1865-1945  
 HIST 195 American Environmental History  
 HIST 200 The Zen of Asian and Western Woodworking (Not offered in 2009–2010)  
 HIST 212 The Era of the American Revolution (Not offered in 2009–2010)  
 HIST 213 The Age of Jefferson  
 HIST 217 From Ragtime to Football: U.S. History in the 1890s  
 HIST 220 African American History I  
 HIST 221 African American History II (Not offered in 2009–2010)  
 HIST 222 U.S. Women's History to 1877 (Not offered in 2009–2010)  
 HIST 223 U.S. Women's History Since 1877 (Not offered in 2009–2010)  
 HIST 226 U.S. Consumer Culture  
 HIST 227 The American West (Not offered in 2009–2010)  
 HIST 228 American Indian History (Not offered in 2009–2010)  
 HIST 229 Gender and Work in U.S. History (Not offered in 2009–2010)  
 HIST 279 American Intellectual History (Not offered in 2009–2010)  
 HIST 306 Topics in Environmental History: America's National Parks (Not offered in 2009–2010)  
 HIST 322 Civil Rights and Black Power  
 HIST 324 The Concord Intellectuals (Not offered in 2009–2010)  
 RELG 124 Jews and the American Experience (Not offered in 2009–2010)  
 RELG 130 Native American Religions (Not offered in 2009–2010)  
 RELG 140 Religion and American Culture (Not offered in 2009–2010)  
 RELG 243 Native American Religious Freedom  
 RELG 249 Religion and American Public Life  
 RELG 322 Gender and God-Talk: Christian Feminist Theologies (Not offered in 2009–2010)

RELG 344 Lived Religion in America (Not offered in 2009–2010)

### Group III

AMST 267 Utopia, Dystopia, and Myopia: The Suburbs in American Fiction (Not offered in 2009–2010)

ECON 232 American Economic History: A Cliometric Approach (Not offered in 2009–2010)

ECON 262 The Economics of Sports (Not offered in 2009–2010)

ECON 271 Economics of Natural Resources and the Environment

ECON 273 Water and Western Economic Development (Not offered in 2009–2010)

ECON 275 Law and Economics (Not offered in 2009–2010)

ECON 395 Economics of Land, Water and the Environment

EDUC 225 Issues in Urban Education (Not offered in 2009–2010)

EDUC 238 Multicultural Education: Race, Gender and Education

EDUC 336 History of African American Education (Not offered in 2009–2010)

EDUC 344 Teenage Wasteland: Adolescence and the American High School

EDUC 353 Schooling and Opportunity in American Society

POSC 122 Politics in America: Liberty and Equality

POSC 201 National Policymaking (Not offered in 2009–2010)

POSC 204 Media and American Politics: Special Election Edition (Not offered in 2009–2010)

POSC 205 Issues in American Democracy (Not offered in 2009–2010)

POSC 206 The American Courts (Not offered in 2009–2010)

POSC 207 Urban Politics in a Global Era

POSC 213 Labor Politics in a Global Age (Not offered in 2009–2010)

POSC 216 The Initiative, Referendum and Public Policy

POSC 219 Protest, Power & Grassroots Organizing: American Social Movements

POSC 220 Politics and Political History in Film (Not offered in 2009–2010)

POSC 224 Migration Politics: Asian American and Latino Experiences (Not offered in 2009–2010)

POSC 231 American Foreign Policy (Not offered in 2009–2010)

POSC 257 American Environmental Thought (Not offered in 2009–2010)

POSC 271 Constitutional Law I

POSC 272 Constitutional Law II

POSC 273 Citizen and Immigration Politics (Not offered in 2009–2010)

POSC 275 Identity Politics in America: Ethnicity, Gender, Religion (Not offered in 2009–2010)

POSC 305 Issues in American Democracy\* (Not offered in 2009–2010)

POSC 306 How Race Matters in American Politics\* (Not offered in 2009–2010)

POSC 308 Poverty and Public Policy\* (Not offered in 2009–2010)

POSC 309 The American Presidency\*

POSC 311 Topics in Constitutional Law\*

POSC 313 Labor Politics in a Global Age\* (Not offered in 2009–2010)

POSC 316 The Initiative, Referendum and Public Policy\*

POSC 329 Vietnam, Iraq, and American Policy\* (Not offered in 2009–2010)

POSC 346 Spies, Rogues and Statesmen: Intelligence and the Formation of Foreign Policy\* (Not offered in 2009–2010)

POSC 351 Political Theory of Martin Luther King, Jr.\* (Not offered in 2009–2010)

POSC 352 Political Theory of Alexis de Tocqueville\* (Not offered in 2009–2010)

POSC 355 Contemporary Feminist Thought: Identity, Culture and Rights\* (Not offered in 2009–2010)

POSC 367 Suburbanization in America\* (Not offered in 2009–2010)

PSYC 384 Psychology of Prejudice

SOAN 220 Class, Power, and Inequality in America (Not offered in 2009–2010)

SOAN 221 Law and Society (Not offered in 2009–2010)

SOAN 259 Comparative Issues in Native North America (Not offered in 2009–2010)

SOAN 302 Anthropology and Indigenous Rights

## ARABIC (ARBC)

**Chair:** Professor Clara Hardy

**Instructor:** Yaron Klein

**Adjunct Instructor:** Shadi Bayadsy

### ARABIC COURSES

**101, 102, 103. Elementary Arabic** This course sequence introduces non-Arabic speakers to the sounds, script, and basic grammar of Arabic—the language of 200 million speakers in the Arab world and the liturgical language of over a billion Muslims. Students will develop basic listening, speaking, reading and writing skills in Modern Standard Arabic, and will be introduced to colloquial dialects (Egyptian and Levantine Arabic). Classes will incorporate readings and audio-visual material from contemporary Arabic media, as well as popular music. *6 credits, ND, Fall, Winter, Spring—Y. Klein, S. Bayadsy*

**204, 205. Intermediate Arabic** In this course sequence students will continue to develop their reading, writing, listening and speaking skills, while building a solid foundation of Arabic grammar (morphology and syntax). Students will develop their ability to express ideas in Modern Standard Arabic by writing essays and preparing oral presentations. Classes will incorporate readings and audio-visual material from contemporary Arabic media, as well as popular music. Students will also extend their familiarity with Egyptian and Levantine colloquial dialects. Prerequisites: Arabic 103 for 204, or 204 for 205, or language placement test indication. *6 credits, ND, Fall, Winter—Y. Klein*

**222. Contemporary Music in the Middle East: From Umm Kulthum to Nancy Ajrami** The Middle East is the home of a great number of musical styles, genres and traditions. Regional, ideological, and cultural diversity, national identity, as well as cross-cultural encounters—all express themselves in music. In this class we will explore some of the various musical traditions in the Arab world, Turkey and Iran, from the beginning of the twentieth century to the present. Class discussions will involve readings (in English) and guided listening. No prior music knowledge is required. *6 credits, AL, RAD, Spring—Y. Klein*

**231. Classical Arabic Literature (adab) in the Making** This introductory course to Classical Arabic Literature will focus on the emergence and formation of Medieval Arabic belles-lettres (*adab*). We will

read excerpts from *adab* literature (in translation), and discuss the socio-historical forces and institutions that shaped it: the rise of the urban elite in Abb?sid Baghdad, the patronage supporting scholars, the intellectual gatherings of scholars (*the majlis*), the book shop, as well as the introduction of paper. We will discuss which materials were admitted into *adab*, and which were left out (e.g.: *A Thousand and One Nights*).  
6 credits, AL, RAD, Winter—Y. Klein

## ARCHAEOLOGY CONCENTRATION (ARCN)

**Directors:** Professors Nancy C. Wilkie and Mary Savina

Archaeology is an interdisciplinary study of material artifacts in their cultural and environmental context. The introductory and core courses of the concentration are designed to give students a methodological introduction to these three elements of artifacts, culture, and environment. In the supporting course projects, students take an interdisciplinary view, analyzing and interpreting material remains in a variety of ways. The range of supporting courses provides students with the flexibility to plan their own programs.

Students from any major may participate in the Archaeology Concentration. Students interested in the concentration are encouraged to consult with the coordinators early in the sophomore year in order to plan ahead and retain as much freedom of choice as possible in meeting the requirements of the program.

### REQUIREMENTS FOR THE CONCENTRATION

Eight courses are required for the concentration, including two introductory courses, two core courses, projects in three supporting courses, and one capstone seminar.

#### Introductory Courses (2):

GEOL 110: Introduction to Geology or  
 GEOL 120: Introduction to Environmental Geology (Not offered in 2009-1010) and  
 SOAN 110: Introduction to Anthropology

#### Core Courses (2):

GEOL 210: Geomorphology or  
 GEOL 258: Geology of Soils (Not offered in 2009-2010) and  
 ARCN 246: Archaeological Methodology (Not offered in 2009-2010)

#### Projects in Supporting Courses (3):

**A minimum of three supporting courses** must be selected from among the college's offerings (other than the courses required for the concentration listed above). At least one of these courses must help students become familiar with a culture other than their own through work in history, sociology/anthropology, Latin American Studies, Asian Studies or any other program in which the material aspects of a given culture can be examined. In the three supporting courses, as part of the regular course requirements (or as a separate independent study, growing out of the course), students will write a

paper or complete a project involving interpretation of archaeological materials. The topic of the paper should be negotiated by the student and the course instructor. If it is not possible to complete a project that uses archaeological data while taking the supporting course, the student must enroll in a separate two to six credit independent study for the purpose of writing such a paper. Students must fulfill normal prerequisites for the supporting courses before enrolling.

The concentration coordinators can advise students about which courses may fulfill these requirements. These courses are in many college departments and include courses conducted by visiting professors. Students are encouraged to consult with the concentration coordinators for suggestions.

The concentration coordinators are available to help students and instructors of supporting courses. Students are responsible for giving a copy of each completed paper/project to the concentration coordinators who will decide if the project is acceptable for the concentration.

### **Capstone Seminar (1):**

ARCN 395 Archaeology Seminar

### **Field Experience**

Concentrators are strongly urged to gain practical field experience in archaeology over and above what is available through the capstone seminar. Field projects and off-campus programs with an archaeological component offer opportunities for such practical experience. For example, the ACM Costa Rica program offers field work in archaeology. The concentration coordinators can help arrange internships for concentrators with archaeological projects and laboratories.

## **ARCHAEOLOGY COURSES**

**246. Archaeological Methodology** A study of the methods currently employed in the retrieval, recording and interpretation of archaeological evidence. Among the topics to be covered are regional surveys, selection of sites for excavation, methods of excavation and recording, conservation of artifacts, scientific analyses of archaeological material and data, and the final publication of results. No prerequisite. *6 credits, SS, Not offered in 2009–2010*

**395. Archaeology Capstone Seminar** The course will focus on a wide range of contemporary issues in archaeology, including archaeological ethics, cultural property legislation, illicit collecting, looting of archaeological sites, and the role of nationalism in archaeology. The course serves as the capstone seminar for the Archaeology Concentration. Enrollment is open to non-concentrators with permission of the instructors. *6 credits, SS, Spring—N. Wilkie*

## **ART AND ART HISTORY**

**Chair:** Professor Kathleen M. Ryor

**Associate Chair:** Associate Professor Linda Rossi

**Professors:** Fred Hagstrom, Alison Kettering, Kathleen M. Ryor

**Associate Professors:** Baird E. Jarman, David Lefkowitz, Stephen Mohring, Linda Rossi

**Assistant Professors:** Kelly Connole, Ross Elflin

**Visiting Assistant Professor:** Jeff Rathermel

**Senior Lecturer:** Daniel P. Bruggeman

**Visiting Instructor:** Gregory Euclide

**Dayton-Hudson Visiting Artist:** Ethan Murrow

Carleton combines in a single department the creative aspects of art making and the study of art as an historical discipline. The Studio Art program helps students develop their skills in a variety of arts media. It also gives them a critical understanding of the function and process of art that fits well with the goals of the college's liberal arts orientation. The Art History program introduces students to the intrinsic qualities of artistic images and artifacts. Equally important, it considers the conditions of their production and viewing, their functions and meanings, and the roles they play in recording and shaping people, perceptions, events, and cultures.

Both programs serve potential majors, including students who go on to art-related careers, as well as students who take courses as part of their broad liberal arts education.

## REQUIREMENTS FOR A MAJOR

**Art History:** 72 credits including: the seminar for art history majors (Art History 298); the integrative exercise (Art History 400); two Studio Art courses; and 48 elective credits in Art History, normally including Art History 101 and 102, as well as at least one course in non-Western art history, one course in art history of the western tradition before 1800, and one course in art history of the western tradition after 1800. Art History majors are encouraged to take advantage of off-campus study programs. No more than two art history courses taken outside of the department can be counted toward the major. Occasionally one course in a related department such as Cinema and Media Studies may count as an elective toward the major.

**Studio Art:** 72 credits including: two courses from Studio Art 110, 113, 210, 212, 238, 260, or 274; two courses from 122, 230, 232, 251 or 300 level 3D (322, 327, 330, 351); Studio Art 298; a 300 level studio art course; two electives; the integrative exercise; 18 credits in Art History with at least six of the credits in courses which concentrate in art of the western tradition before 1800 and twelve elective credits. Potential majors should enroll in Drawing or Sculpture their first year. One of the following Cinema and Media Studies courses can count toward one elective credit within the major: Cinema and Media Studies 111, 270, 271, 281 and 282. One of the following Cinema and Media Studies courses can count towards the Art History requirement within the major: Cinema and Media Studies 210, 211, or 228.

## ART HISTORY COURSES (ARTH)

**101. Introduction to Art History I** An introduction to the art and architecture of various geographical areas around the world from antiquity through the "Middle Ages." The course will provide foundational



skills (tools of analysis and interpretation) as well as general, historical understanding. It will focus on a select number of major developments in a range of media and cultures, emphasizing the way that works of art function both as aesthetic and material objects and as cultural artifacts and forces. Issues include, for example, sacred spaces, images of the gods, imperial portraiture, and domestic decoration. *6 credits, AL, Fall—A. Kettering, K. Ryor*

**102. Introduction to Art History II** An introduction to the art and architecture of various geographical areas around the world from the fifteenth century through the present. The course will provide foundational skills (tools of analysis and interpretation) as well as general, historical understanding. It will focus on a select number of major developments in a range of media and cultures, emphasizing the way that works of art function both as aesthetic and material objects and as cultural artifacts and forces. Issues include, for example, humanist and Reformation redefinitions of art in the Italian and Northern Renaissance, realism, modernity and tradition, the tension between self-expression and the art market, and the use of art for political purposes. *6 credits, AL, RAD, Winter—A. Kettering, K. Ryor*

**140. African Art and Culture** This course will survey the art and architecture of African peoples from prehistory to the present. Focusing on significant cases studies in various mediums (including sculpture, painting, architecture, masquerades and body arts), this course will consider the social, cultural, aesthetic and political contexts in which artistic practices developed both on the African continent and beyond. Major themes will include the use of art for status production, the use of aesthetic objects in social rituals and how the history of African and African diaspora art has been written and institutionally framed. *6 credits, AL, Spring—R. Elfline*

**144. Architecture Across Cultures** This course will investigate the history of world architecture through selected examples organized by architectural type. We will consider a variety of buildings types from many different periods of history and discuss the formal, spatial and structural features of the buildings. We will pay close attention to the religious, political, social and cultural circumstances surrounding the design of these structures. We will examine the architectural variety found in various cultures around the globe and we will also search for any shared traits between cultures in their efforts to meet a range of religious, political and social needs. *6 credits, AL, Not offered in 2009-2010*

**155. Islamic Art and Architecture** This course surveys the art and architecture of societies where Muslims were dominant or where they formed significant minorities from the seventh through the twentieth centuries. It examines the form and function of architecture and works of art as well as the social, historical and cultural contexts, patterns of use, and evolving meanings attributed to art by the users. The course follows a chronological order, where selected visual materials are treated along chosen themes. Themes include the creation of a distinctive visual culture in the emerging Islamic polity; cultural interconnections along trade and pilgrimage routes; and westernization and modernization. *6 credits, AL, Not offered in 2009-2010*

**160. American Art to 1940** Concentration on painting of the colonial period (especially portraiture) and nineteenth century (especially landscape and scenes of everyday life) with an introduction to the modernism of the early twentieth century. The course will include analysis of the ways art shapes and reflects cultural attitudes such as those concerning race and gender. *6 credits, AL, RAD, Not offered in 2009-2010*

**164. Buddhist Art** The Buddhist religion has been a central part of Asian cultures and societies since the third century BC. This course will trace the development of Buddhist art and architecture from its beginnings in India through its migration across the Asian continent. Attention will be paid to both the Mahayana and Theravada traditions in Central East, South, and South-East Asia. Special emphasis will be placed on the relationship between different doctrines, for example, Tantrism or Zen and the development of form and style. *6 credits, AL, RAD, Not offered in 2009-2010*

**165. Japanese Art and Culture** This course will survey art and architecture in Japan from its prehistoric beginnings until the early twentieth century, and explore the relationship between indigenous art forms and the foreign (Korean, Chinese, European) concepts, art forms and techniques that influenced Japanese culture, as well as the social political and religious contexts for artistic production. *6 credits, AL, RAD, Fall—K. Ryor*

**166. Chinese Art and Culture** This course will survey art and architecture in China from its prehistoric beginnings to the end of the nineteenth century. It will examine various types of visual art forms within their social, political and cultural contexts. Major themes that will also be explored include: the role of ritual in the production and use of art, the relationship between the court and secular elite and art, and theories about creativity and expression. *6 credits, AL, Not offered in 2009-2010*

**170. Printmaking: The First Media Revolution** The course explores printmaking's effects on Western ways of understanding the world; until photography prints were the only exactly repeatable pictorial statements their audiences knew. It examines how prints functioned in their cultures (their originality, production, marketing, collecting). Woodcut, engraving, etching, aquatint, and lithography, c.1400-1930, are studied through such artists as Dürer, Rembrandt, Goya, Daumier, Toulouse-Lautrec, Cassatt, and Kollwitz. The class works extensively with prints in the collections of the Minneapolis Institute of Arts (three field trips) and the Carleton Art Gallery. Students taking the course for 4 credits write one fewer paper and a shortened final exam. *4 or 6 credits, AL, Fall—A. Kettering*

**172. Modern Art: 1890-1945** This course explores developments in the visual arts, architecture, and theory in Europe and America between 1890 and 1945. The major Modernist artists and movements that sought to revolutionize vision, culture, and experience, from Symbolism to Surrealism, will be considered. The impact of World War I, the Great Depression, and the rise of fascism will be examined as well for their devastation of the Modernist dream of social-cultural renewal. Lectures will be integrated with discussions of artists' theoretical writings and group manifestoes, such as those of the Futurists, Dadaists, Surrealists, Constructivists, and DeStijl, in addition to select secondary readings. *6 credits, AL, Winter—R. Elfline*

**209. Chinese Painting** Since the tenth century in China, a tension emerges between art created as a means of self expression and works which were intended to display social status and political power and to convey conventional values. This course concentrates on the primary site of this tension, the art of painting. We will explore such issues as the influence of Confucian and Daoist philosophy on painting and calligraphy, the changing perception of nature and the natural in art, the politics of style, and the increasing dominance of poetry rather than narrative as a conceptual construct for painting. Prerequisite: Any one term of art history. *6 credits, AL, RAD, Not offered in 2009-2010*

**220. Gender and Genre in the Floating World: Japanese Prints** Pictures of the floating world, or *ukiyo-e*, were an integral part of popular culture in Japan and functioned as illustrations, advertisements,

and souvenirs. This course will examine the development of both style and subject matter in Japanese prints within the socio-economic context of the seventeenth through twentieth centuries. Emphasis will be placed on the prominent position of women and the nature of gendered activity in these prints. Prerequisite: Any one term of art history. *6 credits, AL, Winter—K. Ryor*

**222. History of Photography** This course covers nineteenth and twentieth century photography from its origins to the present. It will consider formal innovations in the medium, the role of photography in society, and the place of photography in the fine arts. Prerequisite: Any one term of art history. *6 credits, AL, RAD, Not offered in 2009-2010*

**223. Women in Art** The study of art about and produced by women in the west from the Renaissance to the present. Attention to the ways gender identity is constructed in the arts, the conditions under which women have worked, the ideologies and institutions that have shaped their relationships to the arts, the feminist critique of the discipline of art history. Prerequisite: Any one term of art history. *6 credits, AL, RAD, Not offered in 2009-2010*

**230. The Sistine Chapel** The course will focus on Michelangelo, Botticelli, Raphael and others to the Sistine Chapel. The artistic, architectural political, liturgical, theological, and historiographical contexts will all be considered. Important for discussion, too, will be such questions as how the chapel decorations served as forms of communication and persuasion; why the controversies surrounding its recent cleaning figured in the news; why the Sistine Chapel has retained such power for us today. More generally, the course should stimulate thinking about the social and cultural roles and values attributed to art both of the past and present. Prerequisite: any 100-level art history course or permission of instructor. *3 credits, AL, Not offered in 2009-2010*

**232. El Greco to Goya: Spanish Art of the Golden Age** Spanish painting, sculpture, and prints on the Iberian peninsula from the Renaissance to the nineteenth century, with major consideration of such artists as El Greco, Ribera, Velázquez, Murillo and Goya. Themes include Spanish concepts of nature and resistance to naturalism, the association of art and power at the Madrid court and in monasteries, gender and its constructions, the roles of various media in creating and confronting authority, and encounters between folk and "high" art. Students electing to take the course for four credits will write one less paper and take a shortened final exam. Prerequisite: Any one term of art history or permission of the instructor. *4 or 6 credits, AL, Not offered in 2009-2010*

**233. Van Eyck, Bosch, Bruegel: Their Visual Culture** Secular and religious painting during the "northern renaissance" of the fifteenth and sixteenth centuries. The transformation of late medieval artistic forms through the influence of humanism and the Reformation. Artists include Jan van Eyck, Rogier van der Weyden, Hieronymus Bosch, Matthias Grünewald, and Pieter Bruegel. Students electing to take the course for four credits will write one less paper and take a shortened final exam. Prerequisite: Any one term of art history or permission of the instructor. *4 or 6 credits, AL, Not offered in 2009-2010*

**234. Italian Renaissance Art** Painting and sculpture in fifteenth and sixteenth century Florence, Rome, and Venice and the Mannerist reaction to that art. Particular attention given to the works of Masaccio, Piero della Francesca, Leonardo, Raphael, Michelangelo, Pontormo, and Titian, as well as the artistic implications of various types of patronage and urban traditions. Prerequisite: Any one term of art history or permission of the instructor. *6 credits, AL, Winter—A. Kettering*

**238. Rembrandt, Vermeer and Netherlandish Art** A survey of Dutch and Flemish painting from the fifteenth through the nineteenth centuries in its cultural and historical context. Special attention will be given to the art of van Eyck, Memling, Vermeer and, especially Rembrandt. Topics will include the implications of Protestantism in the Dutch Republic, the development of genre painting and the riddle of realism. Prerequisite: Any one term of art history or permission of the instructor. *6 credits, AL, Not offered in 2009-2010*

**240. Art Since 1945** Art from abstract expressionism to the present, with particular focus on issues such as the modernist artist-hero; the emergence of alternative or non-traditional media; the influence of the women's movement and the gay/lesbian liberation movement on contemporary art; and postmodern theory and practice. Prerequisite: Any one term of art history. *6 credits, AL, Fall—R. Elfline*

**244. Decadent Dandies & Romantic Reformers: The Anglo-American Aesthetic Movement, 1870-1900** Espousing the credo of "art for art's sake," the Aesthetic Movement sought to liberate artistic expression from Victorian morality and philistinism. But clear definitions or precise boundaries for the movement remain elusive. Arising out of the Pre-Raphaelite Movement, intersecting with the Arts and Crafts Movement, and feeding into the Art Nouveau Movement, the Aesthetic Movement emerged in Britain around 1870 and spread to the United States shortly thereafter. Figures who will receive significant attention include the painters James McNeill Whistler and Dante Gabriel Rossetti, art critics Walter Pater and Oscar Wilde, and architects and designers E.W. Godwin and William Morris. Prerequisite: 100-level art history course. *6 credits, AL, Not offered in 2009-2010*

**245. Modern Architecture** The history of the modern movement from its beginnings in the nineteenth century to its triumph in the mid-twentieth century. Architects studied include Sullivan, Wright, Gropius, Le Corbusier, Mies van der Rohe. Prerequisite: Any one term of art history. *6 credits, AL, Spring—B. Jarman*

**247. Architecture Since 1950** This course begins by considering the international triumph of architecture's Modern Movement as seen in key works by Mies van der Rohe, Le Corbusier and their followers. Soon after modernisms rise, however, architects began to question the movement's tenets and the role that architecture as a discipline plays in the fashioning of society. This course will examine the central actors in this backlash from Britain, France, Italy, Japan, the United States and elsewhere before exploring the architectural debates surrounding definitions of postmodernism. The course will conclude by considering the impact of both modernism and postmodernism on contemporary architectural practice. *6 credits, AL, Winter—R. Elfline*

**285. Postwar Italian Culture: From Neo-Realism to the Open Work** This course will consider a variety of approaches to cultural production in Italy from 1945 through the 1970s. Living in the shadow of both Futurism and Fascism, Italian artists, designers, writers and filmmakers sought to come to terms with the trauma of this period while simultaneously opening up new possibilities for aesthetic experience. The result was a powerful and diverse array of politically committed cultural practices that remain undertheorized. This course will be a laboratory for studying these artistic strategies (including neo-realist cinema, Arte Povera and Radical Architecture) and for understanding their continued relevance both within contemporary Italy and beyond. *6 credits, AL, Spring—R. Elfline*

**288. Curatorial Seminar** An art museum collects artifacts as emblems of creativity, examples of craftsmanship, and as "emissaries of culture." The collection, often an accumulation of donated personal

collections, is a reminder of past tastes and institutional practices. This course will entertain theoretical and historical questions about the nature of museums and collections, and also engage with practical museum procedures and projects. Assignments will bring into focus the special history and function of art collections and museums in a college context. Students will contribute to an exhibition and speculate on possible curricular uses of the Carleton College collection. Prerequisite: Permission of the instructor. *6 credits, AL, Winter—L. Bradley*

**298. Seminar for Art History Majors** An intensive study of the nature of art history as an intellectual discipline and of the approaches scholars have taken to various art historical problems. Attention as well to principles of current art historical research and writing. Recommended for juniors who have declared art history as a major. *6 credits, S/CR/NC, AL, Spring—B. Jarman*

**308. Planning Utopia: Ideal Cities in Theory and Practice** This five-week seminar will survey the history of ideal plans for the built urban environment. Particular attention will be given to examples from about 1850 to the present. Projects chosen by students will greatly influence the course content, but subjects likely to receive sustained attention include: Renaissance ideal cities, conceptions of public and private space, civic rituals, the industrial city, Baron Haussmann's Renovations of Paris, suburbanization, the Garden City movement, zoning legislation, Le Corbusier's Ville Contemporaine, Frank Lloyd Wright's Broadacre City, New Urbanism and urban renewal, and planned capitals such as Brasília, Canberra, Chandigarh, and Washington, D.C. Prerequisite: Any one term of art history. *3 credits, AL, Not offered in 2009–2010*

**309. Historic Preservation** This five-week seminar will provide a general introduction to the topic of historic preservation. We will study the evolution of the field and consider theoretical, practical, ethical, and legal issues pertaining to the selective maintenance of the built environment. Projects chosen by students will greatly affect the course content, but subjects likely to receive sustained attention include: the pedagogy of site interpretation, historic districting, private versus public preservation schemes, heritage tourism, industrial site preservation, UNESCO World Heritage sites, downtown revitalization projects, historic house management, and preservation legislation. Several field trips will be required for this course. Prerequisite: Any one term of art history. *3 credits, AL, Not offered in 2009–2010*

**310. The Architecture of Frank Lloyd Wright** This seminar will examine the buildings of Frank Lloyd Wright as part of both an American architectural tradition and an emerging international modern architecture movement. We will study Wright's enigmatic personality, tracing interconnections between his personal life, his professional career, and his architectural principles. Wright's work will be positioned within a social history of the United States that focuses upon changing notions of domesticity and urbanism. We will also examine Wright's fascination with new building technologies and his extensive work in the decorative arts. We will visit several major Wright landmarks during a weekend field trip to Chicago in May. Prerequisite: Any one art history or American studies course. *6 credits, AL, Not offered in 2009–2010*

**400. Integrative Exercise** The integrative exercise for the art history major has two components: 1) A presentation to introductory students of a topic chosen by the senior; 2) A three-hour examination, made up and graded by an outside examiner, on western art with emphasis on the period from the Renaissance to the present. Each component is worth three credits. *6 credits, S/NC, ND, Fall, Winter, Spring—K. Ryor*

## STUDIO ART COURSES (ARTS)

**110. Observational Drawing** A beginning course for non-majors and for those who contemplate majoring in art. The aim of the course is to give the student an appreciation of art and of drawing. An understanding of aesthetic values and development of technical skills are achieved through a series of studio problems which naturally follow one another and deal with the analysis and use of line, shape, volume, space, and tone. A wide range of subjects are used, including still life, landscape and the human figure. No prerequisites. *6 credits, AL, Fall, Winter, Spring—D. Bruggeman, F. Hagstrom*

**113. Field Drawing** A beginning drawing course for science students and others who are interested in developing their skills in drawing from nature. Much of the classwork will be done outdoors and deal directly with drawing from plant forms, geological sources, and the landscape as subjects. Emphasis will be placed on the development of the technical skills needed for visual note-taking and development of journals. Problems will deal with the analysis of space and objects through line, shape, volume, and tone. No prerequisites. *6 credits, AL, Spring—D. Bruggeman, E. Murrow*

**122. Introduction to Sculpture** The ability to build structures that reflect or alter the environment is a basic defining characteristic of our species. In this class we explore creative construction in three dimensions using a variety of media, including plaster, wood, and steel. Using both natural and architectural objects for inspiration, we will examine and manipulate form, space, and expressive content to develop a deeper understanding of this core trait and reawaken our experience of the spaces we inhabit. *6 credits, AL, Fall, Winter, Spring—S. Moberg*

**210. Life Drawing** The human form will be the major concentration using drawing as a means to heighten an awareness and sensitivity to form. A variety of media and materials will be explored: pencil, ink, conte, charcoal and collage. Prerequisite: Studio Art 110. *6 credits, AL, Winter—D. Bruggeman*

**212. Australia/New Zealand Program: Mixed-Media Drawing** This course involves extending basic drawing problems by use of varied media and scale. Processes used could include watercolor, pen and ink, and bookbinding. Prerequisite: Studio Art 110 or 113. *6 credits, AL, Not offered in 2009–2010*

**230. Ceramics: Throwing** This course is an introduction to wheel throwing as a primary method to construct both functional and non-functional ceramic forms. An understanding of aesthetic values and technical skills are achieved through studio practice, readings, and demonstrations. Basic glaze and clay calculations, kiln firing techniques, and some handbuilding methods will be covered. Prerequisite: Studio Art 110, 113 or 122. *6 credits, AL, Fall—K. Connole*

**232. Ceramics: Handbuilding** This course is an introduction to handbuilding as a primary method to construct both functional and non-functional ceramic forms with a focus on experimentation. An understanding of aesthetic values and technical skills are achieved through studio practice, readings, and demonstrations. Basic glaze and clay calculations, kiln firing techniques, and basic throwing methods will be covered. Prerequisite: Studio Art 110, 113 or 122. *6 credits, AL, Winter—K. Connole*

**238. Photography I** This course introduces the student to the operation of the 35mm camera, film processing and black and white printing techniques. Through lectures, demonstrations, readings, field trips and critiques we rigorously view and question the nature of photography. Assignments will cover a range of photographic genres. A personal investigation of these photographic experiences will result in a

final portfolio of finished prints and accompanying field guide. Some manual cameras provided, check with instructor. Prerequisite: Studio Art 110 or 113. *6 credits, AL, Winter, Spring—L. Rossi*

**251. Metalsmithing** A basic course in metal design and fabrication of primarily jewelry forms and functional objects. Specific instruction will be given in developing the skills of forming, joining, and surface enrichment to achieve complex metal pieces. Using both natural and man-made objects as source material, the course complicates the concept of adornment and examine how jewelry forms relate to the human body. Found materials will be used in addition to traditional metals including copper, brass, and silver. Prerequisite: Studio Art 110, 113 or 122. *6 credits, AL, Fall, Spring—K. Connole*

**260. Painting** The course serves as an introduction to the language of painting. Students develop a facility with the physical tools of painting—brushes, paint and surfaces—as they gain a fluency with the basic formal elements of the discipline—color, form, value, composition and space. Students are also challenged to consider the choices they make in determining the content and ideas expressed in the work, and how to most effectively convey them. Prerequisite: Studio Art 110 or 113. *6 credits, AL, Winter—G. Euclide*

**261. Water Based Painting** This course introduces students to the basic principles of painting with watercolor, gouache and acrylic paint. Specific instruction will be offered in developing skills in surface preparation, paint application and color mixing. Through lectures, demonstrations and critique we will explore basic tenets of pictorial arrangement and develop an individualized approach to ideas and content. Prerequisite: Studio Art 110 or 113. *6 credits, AL, Fall—D. Bruggeman*

**274. Australia/New Zealand Program: Printmaking** Intaglio and relief printmaking using the facilities of host universities. Students will receive instruction in all of the processes of intaglio and relief printmaking. Students will explore the possibilities of this form of printmaking in conjunction with their work in a drawing class. Prerequisite: Studio Art 110 or 113. *6 credits, AL, Not offered in 2009-2010*

**274. Printmaking** Students will select from intaglio, relief, lithography, silkscreen, or letterpress printing. Both terms are open to beginning or intermediate levels of experience. The course involves developing an image over time, taking advantage of a rich and demanding process. Students receive a sound technical training in at least one of the print processes. Grade will be based on the final portfolio, examining both growth in image and technical facility. Prerequisite: Studio Art 110 or 113. *6 credits, AL, Not offered in 2009-2010*

**275. Australia/New Zealand Program: Physical and Cultural Environment of Australia and New Zealand** An interdisciplinary course which examines how Australia and New Zealand have changed since colonization. We will examine both how the physical landscape has been changed through agriculture, mining and the importation of non-native species as well as studying the unique social and political climates of two countries which share a history of colonization. The course will use readings, meetings with visiting artists and lectures as well as visits to cultural centers. *6 credits, S/CR/NC, SS, RAD, Not offered in 2009-2010*

**276. Paper Arts: Sculptural Technique** This class introduces students to the principal aspects of hand papermaking. Work will include processing raw fiber and recycled materials, dyeing and pigmenting pulp, exploring Eastern and Western sheet formation styles, and examining various drying and finishing techniques. While sheet formation will be explored, emphasis will be placed on the sculptural applications of handmade paper. Students will construct moulds, cast paper pieces, and create three-dimensional

objects through the use of armatures. Throughout the course, the history of paper will be discussed. Prerequisite: Studio Art 110 or 113. *6 credits, AL, Not offered in 2009-2010*

**277. Paper Arts: Artist's Books and Printmaking** This course provides an introductory instruction in printmaking while working in the book format. Students will learn at least one print technique in addition to various styles of binding. Through visits to special collections as well as narrative student projects, we will also begin an exploration of the medium of an artist's book. Prerequisite: Studio Art 110. *6 credits, AL, Winter—F. Hagstrom*

**278. Paper Arts: Binding and Two-Dimensional Applications** This class introduces students to the fundamentals of handmade paper with special emphasis placed on its use as a substrate for printing, drawing, painting, and other media. Colorants, additives, fiber preparation and finishing techniques will be examined as will various sheet formation techniques including the use of stencils and pulp painting. The second half of the course will introduce students to a variety of binding techniques. Sewn single- and multi-signature bindings will be presented as will various adhesive bindings, decorative spine book structures, traditional Japanese bindings, hard cover formats, historical designs and non-traditional embellishment techniques. Prerequisite: Studio Art 110 or 113. *6 credits, AL, Fall—J. Rathermel*

**298. Critical Issues in Contemporary Arts** Required for the studio major, and recommended for the junior year, this seminar is for student artists considering lives as producers of visual culture. The goal in this class is to develop a familiarity with important questions, both practical and theoretical, facing artists today. We will examine how art is disseminated, understood, and at times, misunderstood. Be prepared to read, write about, and discuss essays, criticism, and interviews covering a wide range of media, and visit artists' studios and exhibition venues. Students will help select topics, direct discussions, and organize a brief presentation about their own artistic development. *6 credits, S/CR/NC, AL, Spring—S. Mobering*

**322. Sculpture: Form and Context** In this seminar we will expand on our exploration of sculpture--further developing the studio based investigation of Arts 122 while adding interior and exterior site specific installation, robotics, and digital media, to the range of possibilities. Prerequisite: Studio Art 122 or by permission of the instructor. *6 credits, AL, Winter—S. Mobering*

**327. Woodworking: The Table** This class explores the wondrous joys and enlightening frustrations of an intensive material focus in wood. From the perspective of both functional and non-functional design, we will examine wood's physical, visual, philosophical, and expressive properties. Several short projects will culminate in an examination of the table as a conceptual construct, and five week design/build challenge. Prerequisite: Studio Art 122 or by permission of the instructor. *6 credits, AL, Not offered in 2009-2010*

**330. Advanced Ceramics** This course is a continuation of either or both beginning courses, focusing on sophisticated handbuilding and throwing techniques and advanced problem solving in ceramics. Development of a personal voice is encouraged through open-ended assignments deepening exploration into the expressive nature of clay. Glaze calculations, kiln firing theory, and alternative firing techniques will broaden approaches to surface design. Prerequisite: Studio Art 230 and/or Studio Art 232. *6 credits, AL, Spring—K. Connole*

**338. Advanced Photo: Color Photography** This course is a continuation of Photography I, focusing on color theory, printing and advanced problem solving in both the color and black and white labs. Assignments are more experimental in nature addressing the fabricated image and photomontage. We



will view a broad range of work from contemporary artists, including; mixed media and installation. Prerequisites: Studio Art 238, and 110 or 113. *6 credits, AL, Fall—L. Rossi*

**339. Advanced Photo: Digital Imaging** This course will explore some of the technical, aesthetic and critical issues of digital media. To increase our understanding of digital materials, we begin with the simplicity of a pinhole camera from which we scan our paper negatives and create a relationship between the darkroom and the computer lab. We will work with digital cameras, scanners, printers and Photoshop and I-movie programs. As an extension of photo 1, sequencing the development of visual narrative will be explored. Through specific assignments and personal experimentation the student will complete a bound book of digital prints and a DVD of moving images and sound (Digital cameras are provided.) Prerequisite: Studio Art 238, and 110 or 113. *6 credits, AL, Winter—L. Rossi*

**351. Advanced Metals** This course continues the investigation of metalsmithing with more focus on vessel making, hollow forms, boxes, and the development of a personal voice in metal. Techniques explored include raising, fabrication, lost wax casting and further development of surfaces on both copper and silver. Prerequisite: Studio Art 251. *6 credits, AL, Not offered in 2009-2010*

**360. Advanced Painting & Drawing** This course is designed for students who want to explore these 2-D media in greater depth. Students may choose to work exclusively in painting or drawing, or may combine media if they like. Some projects in the course emphasize strengthening students' facility in traditional uses of each medium, while others are designed to encourage students to challenge assumptions about what a painting or drawing can be. Two major assignments make up the core of the course—one focuses on art making as an evolving process and the other on a critical engagement with systems of visual representation. Prerequisite: Studio Art 110 and 260 (for students focusing on painting) or two prior drawing or printmaking courses from the following group—Studio Art 110, 113, 210, 212, and 274 (for students focusing on drawing). *6 credits, AL, Spring—E. Murrow*

**374. Advanced Printmaking and Book Arts** This course is a continuation from the introductory level print courses, offering instruction in any of the print media- intaglio, relief, silk-screen, lithography and letterpress. In addition, several binding techniques are taught, and some of the assignments can be fulfilled by book-based projects. *6 credits, AL, Spring—F. Hagstrom*

**400. Integrative Exercise** *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

## ASIAN LANGUAGES AND LITERATURES

**Chair:** Professor Qiguang Zhao

**Professors:** Mark Hansell, Mariko Kaga, Kathryn W. Sparling, Qiguang Zhao

**Associate Professor:** Noboru Tomonari

**Assistant Professor:** Hong Zeng

**Visiting Instructors:** Kendall Heitzman, Lan Liana Tan

The department of Asian Languages and Literatures offers introductory, intermediate, and advanced courses in Chinese and Japanese language, plus a variety of courses in traditional and modern Chinese and Japanese literature in English translation and some linguistics courses related to Asian Languages. Accommodation can be made for students who can speak, but cannot read or write the languages. At the intermediate level, students are encouraged to participate in one of several approved academic programs in China or Japan. A major in Chinese or Japanese is available by petition.

**Certificate of Advanced Study in Foreign Language and Literature or Area Studies:** In order to receive the Certificate of Advanced Study in Asian Languages students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: six courses beyond 204, choosing either Japanese or Chinese as the target language. At least four of the six courses must be taught in the target language; at least one must be a course in literature or linguistics related to the target language and conducted in English, and the remaining course may be chosen from either category. Although courses for the certificate may be taken on a S/CR/NC basis, "D" or "CR" level work will not be sufficient to satisfy course requirements.

**Language Houses:** Students have the opportunity to immerse themselves in the language by living in the Language House. The Associate is a native speaker, and students organize and participate in numerous cultural activities in the language houses.

## ASIAN LANGUAGE COURSES (ASLN)

**111. Writing Systems** The structure and function of writing systems, with emphasis on a comparison of East Asian writing systems (Chinese, Japanese, Korean) to Western alphabetic systems. Topics covered include classification of writing systems, historical development, diffusion and borrowing of writing systems, and comparison with non-writing symbol systems. *6 credits, SS, Not offered in 2009-2010*

**231. Intercultural Texts: Japanese and Indian Women Writing Abroad** A close look at a variety of novels and short stories that present one culture to another and (defamiliarized, often in translation) to itself. The Indian texts were written in English, largely about India. The Japanese texts were originally written in Japanese and are set in Australia, France, and the U.S. Cultural phenomena such as mutual exoticism, bicultural families, cultural (dis)integration, and racial prejudice, are central to all the texts chosen. They give fundamental place to contemporary women living outside their "mother" cultures. No prerequisites, no knowledge of Japan or India required. *6 credits, AL, Not offered in 2009-2010*

**237. Tao of Wisdom in Asian Literature** We will enter the poetic and philosophical world formed by Lao Tzu's *Tao Te Ching*, Gibran's *Prophet*, Tagore's *Stray Birds*, and other masterpieces by Asian as well as some Western thinkers in the same spiritual world. These writers have found a common way by which liberty, health, and joy may be shaped through words and images. Together we will find the beauty hidden in the mysteries of nature and the wisdom in daily life. We will also do some mental practices, such as Taichi and meditation, to appreciate the hidden beauty and to improve our wisdom. *6 credits, AL, Not offered in 2009-2010*

**260. Historical Linguistics** Concepts and techniques of historical linguistics, especially methods used in the discovery of family relationships between languages and the reconstruction of ancestral forms. Other topics include grammatical, semantic, and lexical change, processes of sound change, language contact, and the use of linguistic evidence in cultural reconstruction. In addition to the more familiar Indo-

European languages, data will come from Western Pacific and Australian languages, and especially East Asian languages. Prerequisite: previous experience in linguistics or instructor's permission. *6 credits, SS, Spring—M. Hansell*

## CHINESE COURSES (CHIN)

**101, 102, 103. Elementary Chinese** Introduction to Chinese sentence structure and writing system, together with the development of basic aural/oral skills, with attention to the cultural context. Students who have learned spoken Mandarin Chinese at home or in another context, but who are unable to read or write, are encouraged to consult the department about the possibility of an independent study in Chinese Literacy given fall term. This six credit independent study will cover all the Chinese characters introduced in Chinese 101-204. Successful completion will allow the student to register for Chinese 205 winter term. *6 credits, ND, Fall, Winter, Spring—M. Hansell, L. Tan, H. Zeng*

**115. The Taoist Way of Health and Longevity: Taichi and Other Forms** We will study Taichi's theory, practice its movements, explore its invisible thoughts, and read texts concerning it. The course also includes other ways to health and longevity, such as traditional mind-breath meditation and other forms. This course stresses not only mental and physical well-being but also the philosophical roots of health and wisdom formulated in Chinese classics. All readings in English translation. No prerequisites. *6 credits, S/CR/NC, AL, RAD, Fall—Q. Zhao*

**204, 205. Intermediate Chinese** Equal emphasis on the development of the four skills: reading, writing, speaking, and listening comprehension, with special attention to activization. The college language requirement is met in Chinese with the completion of Chinese 205. *6 credits, ND, Fall, Winter—M. Hansell, L. Tan, Q. Zhao*

**206. Chinese in Cultural Context** This course advances students' proficiency in oral and written Chinese, at the same time integrating elements of traditional Chinese civilization and modern Chinese society. Emphasis is on cultural understanding and appropriate language use. Prerequisite: Chinese 205 or the equivalent. *6 credits, ND, Spring—L. Tan*

**207. Tianjin Program: Chinese Language** This course builds oral and written proficiency, emphasizing expressive ability, accuracy of grammar, and pronunciation. Students learn to read, write, and speak Chinese inside and outside of the classroom. Prerequisite: Chinese 103 or the equivalent. *9 credits, ND, Not offered in 2009-2010*

**212. Tianjin Program: Chinese Culture** Local masters will teach Chinese calligraphy, art, Peking opera, Taichi, and/or other martial arts to students, immersing them in the Chinese artistic and spiritual world. *3 credits, S/CR/NC, AL, Not offered in 2009-2010*

**235. Beauty, Good, and Evil in Chinese Literature in Translation** This course will focus on the themes of beauty, good, and evil in some well-known Tang and Song poems and tales, and modern short fiction by Lu Xun, Lao She, and other writers. The course will explore both modern and classical Chinese in its cultural and historical context. All readings in English translation. No prerequisites. *6 credits, AL, RAD, Not offered in 2009-2010*

**240. Chinese Cinema** This course selects around twenty Chinese films from 1920s to today, including masterpieces produced by mainland, Hong Kong, Taiwanese, and overseas Chinese film directors. Films

are studied in terms of the innovation of film techniques, relationship to literature, MTV, documentary, painting, world cinema, and historical and cultural background. The students' final reports on an individual film will include another 10–20 films for examination. Film clips will be put on Moodle with specific questions to elicit detailed study of film language. *6 credits, AL, RAD, Not offered in 2009–2010*

**241. Twentieth Century Chinese Literature and Film in Translation** The course examines the literary legacy of May 4th writers, such as Lu Xun, Sheng Congwen, Ding Ling, and their impact on contemporary writers, especially on writers creating after the June 4th event. Themes include: cultural cannibalism, imaginary nostalgia, female subjectivity, and historical/dehistoricized violence. Chinese films (from the first to the sixth generation) were selected to match the thematic concerns of the literature. In English translation. *6 credits, AL, RAD, Not offered in 2009–2010*

**248. The Structure of Chinese** This course uses linguistic methodology to examine the structure of Modern Standard Chinese. Its purpose is to give students a greater insight into the systems and logic at the heart of the Chinese language, both to help them better appreciate the beauty and elegance of language structure, and to help them more effectively learn the language. Topics covered will include the sound system, word formation, syntax, and semantics. No prior experience with linguistics is necessary, but students should have studied at least a year of Chinese or its equivalent. Readings and discussion will be in English. Prerequisite: Chinese 103 or equivalent. *6 credits, SS, Not offered in 2009–2010*

**282. Tianjin Program: Chinese Civilization** This lecture course includes a general introduction to Chinese literature, history, geography, and society. It examines the social, ideological, and literary basis of Chinese civilization and society. The course will be conducted in English accompanied by some Chinese vocabulary with its English translation. *6 credits, AL, RAD, Not offered in 2009–2010*

**307. Tianjin Program: Advanced Chinese Language** This course builds oral and written proficiency, emphasizing expressive ability, accuracy of grammar, and pronunciation. Students learn to read, write, and speak Chinese inside and outside of the classroom. *9 credits, ND, Not offered in 2009–2010*

**347. Advanced Readings in Contemporary Chinese Prose: Newspapers** Readings from PRC and Taiwan newspapers will expose students to formal written Chinese. Emphasis is on vocabulary expansion, text comprehension strategies, and differences between colloquial and written usage. Active use of the language (including oral discussion and regular written compositions) will be stressed. Prerequisite: Chinese 206 or the equivalent. *6 credits, AL, Winter—M. Hansell*

**349. Advanced Chinese: Social Commentary** This course will focus on increasing students' ability to read, write, and speak about contemporary social issues through readings, essay writing, oral presentations, and class discussion. Readings will be from leading twentieth century Chinese reformers and social critics. *6 credits, AL, Not offered in 2009–2010*

**350. Advanced Chinese: Poems and Stories** Introduction to traditional and modern Chinese poems and short stories. The most beautiful poems ever written by the Chinese language help students to experience beauty, inspiration, and emotional purification. Selected stories read and discussed in detail will advance students' proficiency in oral and written Chinese. *6 credits, AL, Not offered in 2009–2010*

**355. Contemporary Chinese Short Stories and Films** An advanced Chinese language course that will introduce contemporary short stories and films in the original language. The selected stories represent the writing styles of some well-known contemporary Chinese writers such as Yu Hua, Su Tong, Wang

Meng, Liang Sizosheng, and Wang Anyi. The selected films were mainly directed by the acclaimed fifth generation film directors such as Cheng Kaige and Zhang Yimou. The historical, cultural and literary forces that shape these creations will be examined. *6 credits, AL, Not offered in 2009-2010*

**356. Modern and Contemporary Women Writers** The course materials encompass the extremely diverse beauty of prose works and poetry by representative modern and contemporary Chinese women writers, including Zhang Ailing, Ding Ling, Xiao Hong, Shu Ting, Huo Yongming, Yi Lei, Wang Anyi, Li Ang, Can Xue, Lin Bai, Chen Ran, and Hai Nan. Historical condition, female subjectivity and modes of expression, literary heritage and innovation are examined. This is an advanced language course and includes films concerned with female lives. Prerequisite: Chinese 206 or equivalent. *6 credits, AL, Not offered in 2009-2010*

**357. Advanced Chinese: Contemporary Social Issues** This is an advanced Chinese language course, employing multimedia materials (texts and documentary movie) on the most debated social issues of contemporary China: self-owned enterprises, single child policy, the education of children, status of modern women, economic and political reform. Debate, discussion and composition will provide ample opportunity for improving spoken and written Chinese. Cultural materials will bring students immediate contact with the contemporary China scene, and the ways in which people speak in real life in China today. Prerequisite: Chinese 206 or equivalent. *6 credits, AL, Not offered in 2009-2010*

**358. Chinese Idiom Stories** This advanced language course uses Chinese "idiom stories" as materials. These idioms, coming from ancient Chinese historical and philosophical books, not only crystalize Chinese wisdom and schools of thought, but are also a lively part of daily language of today. Being able to use them correctly will enliven your daily speech with humor, refinement and cultivation, and demonstrate the fact of your familiarity with Chinese culture. Includes dramatic staging of these stories and illustrations of their usage in daily life. Prerequisite: Chinese 206 or equivalent. *6 credits, AL, Spring—H. Zeng*

**360. Classical Chinese** Classical Chinese dominated traditional Chinese culture with its concise grammar, powerful rhetoric, and graceful rhythm. It represents the dignity and glory of an enduring civilization of 5,000 years. Far from being dead, Classical Chinese is frequently referred to and quoted in modern Chinese texts. We will read the elegant essays, wise fables and charming poems written by Confucian masters, Taoist philosophers, and traditional poets. The class will pay attention to the modern application of classical Chinese. We will proceed slowly and thoroughly, immersing ourselves in words that are stronger than swords. Prerequisite: Chinese 206 or equivalent. *6 credits, AL, Fall—Q. Zhao*

## JAPANESE COURSES (JAPN)

**101, 102, 103. Elementary Japanese** Introduction to the Japanese sentence structure and writing system, together with the development of basic aural/oral skills, with attention to cultural context. *6 credits, ND, Fall, Winter, Spring—N. Tomonari, Staff*

**204, 205, 206. Intermediate Japanese** Emphasis is on the development of reading skills, especially the mastery of kanji, with some work on spoken Japanese through the use of audiovisual materials. The college language requirement is met in Japanese with the completion of Japanese 205. Japanese 206 focuses on polishing and refining basic survival skills in Japanese. *6 credits, ND, Fall, Winter, Spring—M. Kaga, N. Tomonari*

**230. Topics in Pre-Modern Literature in Translation** A topical focus on Japanese poetry and prose from different ages before 1868, with attention to literary, aesthetic, and cultural tradition, and to the relationship between text and society. Consideration of reading strategies appropriate to Japanese literature in translation, and some inquiry into the art and the process of literary translation. *6 credits, AL, Not offered in 2009-2010*

**231. Japanese Cinema in Translation** This course examines the extraordinary achievement of Japanese cinema, from the classic films of Mizoguchi, Ozu, and Kurosawa to the pop cinema of Kitano and the phenomenon of anime. The films will be studied for their aesthetic, cultural, and auteur contexts. Particular attention will be paid to the relationship of the film to traditional arts, culture and society. This course is conducted in English and all the course materials are in English translation or in English subtitles. *6 credits, AL, RAD, Spring—N. Tomonari*

**232. Autobiography in Modern Japan in Translation** This course examines a variety of Japanese self-narratives from the early modern years to the present. The main texts include Japanese autobiographies as well as background readings that situate the autobiographies in the cultural milieu. We focus largely on the social, historical and economic aspects of the Japanese autobiographies, and discuss their significance. In addition, some texts of oral history that take the form of first-person narratives are explored, in order to make further enquiry into various autobiographical representations of the self, class, gender, ethnicity, and society in Japan. *6 credits, AL, RAD, Not offered in 2009-2010*

**234. Modern Japanese Novel in Translation: Mothers/Daughters; Fathers/Sons** Critical analysis of twentieth-century Japanese novels by Natsume Soseki, Tanizaki Junichiro, Kawabata Yasunari, Enchi Fumiko, Oe Kenzaburo, Tsushima Yuko and others, with special attention to the social and cultural context, and to reading strategies appropriate to that context. Most of the readings are from the 1960's or later, several of them are absolutely contemporary. All of them have to do with questions of identity, tradition, and generational change: what one might hope to pass on to one's real or metaphorical children, what one might hope to learn from one's real or metaphorical parents. *6 credits, AL, Not offered in 2009-2010*

**236. Classical Japanese Fiction: The Tale of Genji and Its World in Translation** A close look at the great classic of Japanese fiction, with special attention to literary and aesthetic traditions and to the social and cultural context of Heian Japan. *6 credits, AL, Not offered in 2009-2010*

**237. Literature and Arts of Japan: 1333-1868 in Translation** Introduction to the poetry, drama, and fiction of two contrasting eras. From the Muromachi culture, centering on Kyoto and permeated by the aesthetics of Zen Buddhism, the course will examine Noh drama, linked poetry, ink painting, tea ceremony, and garden architecture; from the vibrant, irreverent, urban culture of Edo, centering on Osaka and what is now Tokyo, it will focus on the kabuki and puppet theaters, haiku, comic fiction, and the woodblock prints of the Floating World. *6 credits, AL, Not offered in 2009-2010*

**240. Literature and Society of Modern Japan in Translation** In this course we will look at some canonical works of modern Japanese literature in translation such as those by Soseki, Tanizaki, and Mishima. Their works will be read in the context of Japanese modernity and the construction of the Japanese subject. The representation of society in literature will be discussed as well as the role of literature in society. We will also read contemporary works by Nakagami, Murakami, Yoshimura, and some authors writing in Okinawa in order to explore the intricate relationship between literary practice and modern Japanese society. *6 credits, AL, RAD, Winter—Staff*

**242. Japanese Poetry in Translation** A topical survey of Japanese poetry in English translation, beginning with earliest written history (sixth century anonymous song), ending with blank verse from the present moment, including longer poetic forms from the Manyōshū, waka in the classical tradition, linked verse, comic senryū, haiku, and sonnets and other poetry from Western traditions. Consideration will be given to the literary, aesthetic, and social contexts of Japanese poetry. We will undertake exploration and analysis of individual poems by reference to the original Japanese and to multiple translations. Special attention will be given to the practice of composition and the process of translation. *6 credits, AL, Not offered in 2009-2010*

**243. The Other in Modern Japanese Literature and Society in Translation** This course is a study of major works of fiction, non-fiction, and cinema from 1906 to the present. We will trace the representations of minority characters in Japanese literature and cinema and also explore the rich diversity of minority voices in the field. Authors include Shimazaki Toson, Sumii Sue, Yu Miri, and the film directors include Sai Yoichi and Hashiguchi Ryosuke. The texts are all in English and films are shown with English subtitles. *6 credits, AL, Not offered in 2009-2010*

**344. Advanced Writing: Contemporary Prose** In this class, students will learn the contemporary styles and forms of casual and formal writing, reports, short essays, etc., while they expand their knowledge of Chinese characters and idiomatic expressions. They will explore various writings with authentic materials. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL, Not offered in 2009-2010*

**345. Advanced Reading in Modern Japanese Literature: The Short Story** Introduction to modern Japanese short fiction in the original, with exposure to a variety of styles. Some practice in critical analysis and literary translation. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL, Not offered in 2009-2010*

**346. Advanced Reading in Modern Japanese Literature: Poetry and Drama** Introduction to the poetry of Takamura Kotaro, Hagiwara Sakutarō, Miyazawa Kenji, and others, plus one contemporary one-act play, to be read and performed; some consideration of the conventions of both genres. Discussion in Japanese. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL, Not offered in 2009-2010*

**347. Advanced Reading in Contemporary Japanese Prose: Newspapers** Introduction to journalistic prose styles, with attention to vocabulary and syntax peculiar to newspapers. Discussion in Japanese. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL, Not offered in 2009-2010*

**348. Advanced Japanese Conversation and Composition** Listening and speaking practice with emphasis on situational context and some attention to aspects of contemporary Japanese culture, using audiovisual materials. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL, Spring—M. Kaga*

**349. Advanced Readings in Contemporary Japanese Prose** Reading and discussion of advanced Japanese materials. Exercise in speaking the language and in writing compositions. Prerequisite: Japanese 206 or the equivalent *6 credits, AL, Winter—Staff*

**351. Advanced Japanese through Documentary Film** In this course we will subtitle in English a Japanese documentary film and also read the script and/or other related materials. The course aims to improve understanding of spoken Japanese at a natural pace, to improve the skill in reading of Japanese texts, and to comprehend some aspects of contemporary Japan. Students are expected to participate actively in the discussion of the film and the subtitles. Prerequisite: Japanese 206 or equivalent. *6 credits, AL, Not offered in 2009-2010*

**352. Advanced Japanese through Manga and Contemporary Materials** Reading and discussion of advanced Japanese materials that include classical and recent manga. The materials are to be determined by both the instructor and the students. Prerequisite: Japanese 206 or the equivalent. *6 credits, AL, Not offered in 2009-2010*

## ASIAN STUDIES (ASST)

**Director:** Professor Mark Hansell

**Committee Members:** Roy F. Grow, Devashree Gupta, Mark Hansell, Roger R. Jackson, Mariko Kaga, Adeeb Khalid, Burton Levin, Tun Myint, Melinda Russell, Kathleen M. Ryor, Asuka Sango, Meera Sehgal, Kathryn W. Sparling, Lan Liana Tan, Noboru Tomonari, Nancy C. Wilkie, Seungjoo Yoon, Hong Zeng, Qiguang Zhao

Founded in 1964, the program in Asian Studies is administered by a committee of faculty drawn from multiple departments. It involves a wide variety of courses and activities aimed at enhancing appreciation and understanding of the art, life, and thought of the cultures of Asia, past and present. We concentrate on three regions: East Asia (China, Japan, Korea, Vietnam), South Asia (Afghanistan, Bangladesh, Bhutan, India, Myanmar, Nepal, Pakistan, Sri Lanka, and Tibet), and Central Asia (Afghanistan, Bhutan, Iran, the Islamic former Soviet republics, Manchuria, inner and outer Mongolia, Tibet, Xinjiang). The program consists of courses on Asia in nine departments, extracurricular events on campus, and off-campus studies. An interdisciplinary, regionally-focused major in Asian Studies is offered, which is especially suitable for students with an overriding interest in one or more regions of Asia whose academic needs cannot be met by majoring in a regular department. Students who do major in regular departments may concentrate in East Asian Studies or South Asian Studies.

### REQUIREMENTS FOR A MAJOR

A total of 66 credits:

**I. 18 credits in a disciplinary based department:** Art History, Asian Languages, History, Political Science/International Relations, Religion, and Sociology and Anthropology which must include:

- a) at least 12 credits in courses related to Asia
- b) 6 credits in an appropriate methodology course:
  - ARTH 298 Seminar for Art History Majors
  - ENGL 200 Methods of Interpretation
  - HIST 298 Junior-year History Colloquium
  - LCST 245 Introduction to Critical Methods: Structure, Gender, Culture
  - POSC 230 Methods of Political Research
  - RELG 300 Issues in the Study of Religion
  - SOAN 330 Sociological Thought and Theory
  - SOAN 331 Anthropological Thought and Theory



**II. 42 additional credits in Asia-related courses** (including appropriate off-campus credits, excluding ASST 400 and language-department courses below 228 or their equivalents); these must include:

- a) at least 6 credits in each of three distribution areas: Arts and Literature, Humanities, Social Sciences
- b) a maximum of 18 credits at the 100 level
- c) a minimum of 24 credits at the 200 level or above

**III. 6 credits of Senior Integrative Exercise (ASST 400)**, normally taken during winter term of the senior year.

The Senior Integrative Exercise, normally is a research paper of 30 pages or more that delves into some aspect of the student's focal region. The project normally is developed by the student during the fall term, and proposed to, and approved by the Asian Studies Committee, which assigns two faculty members as readers and advisers for the project. The first draft of the exercise is due by the end of the ninth week of winter term, and a final draft by the end of the fourth week of spring term. The student defends the project before the two readers, and presents the research publicly to interested members of the community.

**IV. A regional focus:** East Asia (China, Japan, Korea, Vietnam), South Asia (Afghanistan, Bangladesh, Bhutan, India, Myanmar, Nepal, Pakistan, Sri Lanka, Tibet), or Central Asia (Afghanistan, Bhutan, Iran, the Islamic former Soviet republics, Manchuria, inner and outer Mongolia, Tibet, Xinjiang) involving:

- a) at least 48 credits (exclusive of the Senior Integrative Exercise) related to one's focal region
- b) at least 6 credits related to an Asian region different from one's focal region.

Courses by regional focus, subdivided by distribution area:

**EAST ASIA:**

- ARTH 164 Buddhist Art (Not offered in 2009–2010)
- ARTH 165 Japanese Art and Culture
- ARTH 166 Chinese Art and Culture (Not offered in 2009–2010)
- ARTH 209 Chinese Painting (Not offered in 2009–2010)
- ARTH 220 Gender and Genre in the Floating World: Japanese Prints
- ASLN 111 Writing Systems (Not offered in 2009–2010)
- ASLN 237 Tao of Wisdom in Asian Literature (Not offered in 2009–2010)
- ASLN 260 Historical Linguistics
- CHIN 115 The Taoist Way of Health and Longevity: *Taichi* and Other Forms
- CHIN 212 Tianjin Program: Chinese Culture (Not offered in 2009–2010)
- CHIN 235 Beauty, Good, and Evil in Chinese Literature in Translation (Not offered in 2009–2010)
- CHIN 240 Chinese Cinema (Not offered in 2009–2010)
- CHIN 241 Twentieth Century Chinese Literature and Film in Translation (Not offered in 2009–2010)
- CHIN 248 The Structure of Chinese (Not offered in 2009–2010)
- CHIN 282 Tianjin Program: Chinese Civilization (Not offered in 2009–2010)

- CHIN 347 Advanced Readings in Contemporary Chinese Prose: Newspapers  
CHIN 349 Advanced Chinese: Social Commentary (Not offered in 2009–2010)  
CHIN 350 Advanced Chinese: Poems and Stories (Not offered in 2009–2010)  
CHIN 355 Contemporary Chinese Short Stories and Films (Not offered in 2009–2010)  
CHIN 356 Modern and Contemporary Women Writers (Not offered in 2009–2010)  
CHIN 357 Advanced Chinese: Contemporary Social Issues (Not offered in 2009–2010)  
CHIN 358 Chinese Idiom Stories  
CHIN 360 Classical Chinese  
ECON 240 Microeconomics of Development  
HIST 110 The Chinese Revolution of 1949  
HIST 151 History of Modern Japan (Not offered in 2009–2010)  
HIST 152 History of Imperial China (Not offered in 2009–2010)  
HIST 153 History of Modern China  
HIST 200 The Zen of Asian and Western Woodworking (Not offered in 2009–2010)  
HIST 253 Bureaucracy, Law, and Religion in East Asia (Not offered in 2009–2010)  
HIST 254 Colonialism in East Asia  
HIST 255 Press and Culture in East Asia  
JAPN 231 Japanese Cinema in Translation  
JAPN 232 Autobiography in Modern Japan in Translation (Not offered in 2009–2010)  
JAPN 234 Modern Japanese Novel in Translation: Mothers/Daughters; Fathers/Sons (Not offered in 2009–2010)  
JAPN 236 Classical Japanese Fiction: The Tale of Genji and Its World in Translation (Not offered in 2009–2010)  
JAPN 237 Literature and Arts of Japan: 1333–1868 in Translation (Not offered in 2009–2010)  
JAPN 240 Literature and Society of Modern Japan in Translation  
JAPN 242 Japanese Poetry in Translation (Not offered in 2009–2010)  
JAPN 243 The Other in Modern Japanese Literature and Society in Translation (Not offered in 2009–2010)  
JAPN 345 Advanced Reading in Modern Japanese Literature: The Short Story (Not offered in 2009–2010)  
JAPN 346 Advanced Reading in Modern Japanese Literature: Poetry and Drama (Not offered in 2009–2010)  
JAPN 347 Advanced Reading in Contemporary Japanese Prose: Newspapers (Not offered in 2009–2010)  
JAPN 348 Advanced Japanese Conversation and Composition  
JAPN 349 Advanced Readings in Contemporary Japanese Prose  
JAPN 351 Advanced Japanese through Documentary Film (Not offered in 2009–2010)  
JAPN 352 Advanced Japanese through Manga and Contemporary Materials (Not offered in 2009–2010)  
LING 170 Linguistics of the Japanese Writing System (Not offered in 2009–2010)  
LING 180 The Structure of Japanese (Not offered in 2009–2010)  
MUSC 182 Chinese Musical Instruments  
MUSC 282 Chinese Musical Instruments  
POSC 170 International Relations and World Politics

POSC 237 Southeast Asian Politics (Not offered in 2009–2010)  
 POSC 239 The Diplomat's Craft: Three Case Studies  
 POSC 241 Ethnic Conflict (Not offered in 2009–2010)  
 POSC 326 America's China Policy\* (Not offered in 2009–2010)  
 POSC 329 Vietnam, Iraq, and American Policy\* (Not offered in 2009–2010)  
 POSC 345 Guerillas, Warlords and Bandits: The Art of Asymmetric War\*  
 POSC 378 Beijing Program: Chinese Social and Political Institutions (Not offered in 2009–2010)  
 POSC 379 Beijing Program: Chinese Decision Making (Not offered in 2009–2010)  
 POSC 381 Beijing Program: Politics of Economic Development (Not offered in 2009–2010)  
 POSC 382 Beijing Program: Chinese Economics in Transition (Not offered in 2009–2010)  
 RELG 151 Religions in Chinese Culture  
 RELG 152 Religions in Japanese Culture  
 RELG 255 Social Engagement in Asian Religions  
 RELG 258 Women and Buddhism (Not offered in 2009–2010)  
 RELG 350 Emptiness (Not offered in 2009–2010)  
 RELG 358 Zen, Nationalism, and Orientalism (Not offered in 2009–2010)  
 SOAN 284 Anthropology of China (Not offered in 2009–2010)  
 SOAN 286 Anthropology of East Asia (Not offered in 2009–2010)

#### **SOUTH ASIA:**

ARTH 164 Buddhist Art (Not offered in 2009–2010)  
 ECON 240 Microeconomics of Development  
 HIST 160 History of Classical India (Not offered in 2009–2010)  
 HIST 161 History of Modern India (Not offered in 2009–2010)  
 HIST 259 Women in South Asia: Histories, Narratives, and Representation (Not offered in 2009–2010)  
 HIST 262 Post-colonial South Asia, 1947-Present (Not offered in 2009–2010)  
 MUSC 180 Raga: Vocal or Instrumental Study of Hindustani Music  
 MUSC 181 Sitar  
 MUSC 248 Music of India (Not offered in 2009–2010)  
 MUSC 280 Raga: Vocal or Instrumental Study of Hindustani Music  
 MUSC 281 Sitar  
 POSC 170 International Relations and World Politics  
 POSC 241 Ethnic Conflict (Not offered in 2009–2010)  
 POSC 247 Comparative Nationalism (Not offered in 2009–2010)  
 RELG 122 Introduction to Islam  
 RELG 123 Muhammad and the Quran (Not offered in 2009–2010)  
 RELG 150 Religions of South Asia  
 RELG 251 Theravada Buddhism (Not offered in 2009–2010)  
 RELG 253 Tibetan Buddhism (Not offered in 2009–2010)  
 RELG 257 Buddha (Not offered in 2009–2010)  
 RELG 259 Visual Cultures of South Asia (Not offered in 2009–2010)  
 RELG 261 Beyond Hindu and Muslim: The Lives of Indian Saints (Not offered in 2009–2010)  
 RELG 350 Emptiness (Not offered in 2009–2010)

RELG 353 Hindu Hierarchies: Caste in Theory and Practice (Not offered in 2009–2010)

RELG 356 Buddhism and Ecology

#### **CENTRAL ASIA:**

ECON 240 Microeconomics of Development

HIST 254 Colonialism in East Asia

HIST 265 Central Asia in the Modern Age

HIST 360 Muslims and Modernity

RELG 122 Introduction to Islam

RELG 123 Muhammad and the Quran (Not offered in 2009–2010)

RELG 253 Tibetan Buddhism (Not offered in 2009–2010)

RELG 263 Sufism (Not offered in 2009–2010)

SOAN 256 Ethnography of Africa

SOAN 284 Anthropology of China (Not offered in 2009–2010)

#### **V. One year of study of an appropriate Asian language, or its equivalent**

For languages offered at Carleton, this will involve completion of a language through 103, or its equivalent. For languages not offered at Carleton, which may be studied through off-campus programs, summer study, or special arrangement at Carleton, it will involve completion of the equivalent of 103. Language (as opposed to literature) courses below 228 may not be applied to the major. The following courses do not count towards the 66 credits needed for the Asian Studies major.

CHIN 101, 102, 103 Elementary Chinese

CHIN 204, 205 Intermediate Chinese

CHIN 206 Chinese in Cultural Context

CHIN 207 Tianjin Program: Intermediate Chinese Language (not offered in 2009-2010)

JAPN 101, 102, 103 Elementary Japanese

JAPN 204, 205, 206 Intermediate Japanese

Languages available at Carleton through special arrangement may include: Uzbek (A. Khalid); Sanskrit, Pali, and Classical Tibetan (R. Jackson).

**VI) Normally, at least one term of off-campus study in Asia** Students interested in studying in Asia may apply to one of a number of overseas programs. Carleton cooperates with several other colleges to sponsor the Associated Kyoto Program, which takes 50 students and seven faculty members to Japan for an academic year. Carleton also participates in a one-year program at Waseda University sponsored by the Associated Colleges of the Midwest (ACM). The ACM Program in India consists of five months' stay in Pune, where students study Marathi, take academic courses centered on India, and investigate an independent study topic. The program in Hong Kong at the Chinese University, also for students from ACM institutions, normally lasts one year, though a semester-long program is also possible. The Carleton Seminar in Tianjin is a Chinese language and culture program at Nankai University. Students take courses in Chinese languages, civilization and society and culture including art, Taichi and other martial arts. Carleton, Bates, Bowdoin, Colby, Swarthmore, Grinnell, Holy Cross, and Whitman jointly sponsor the Intercollegiate Sri Lanka Education Program (ISLE), in which students and a faculty member study at the University of Peradeniya near Kandy, the old capital in the middle of the island. A

triennial program emphasizing Political Economy was begun in 1990, in Beijing, China. Opportunities to study in Asia also are available through a variety of non-Carleton programs.

Courses taken on off-campus programs may be applied to the major. Because of the paucity of Carleton courses in South Asian languages or on many aspects of Central Asia, off-campus programs generally form an important component of the major for those who focus in those two Asian regions.

## ASTRONOMY

See Physics and Astronomy

## BIOCHEMISTRY CONCENTRATION

**Director:** Associate Professor Joseph Walter Chihade

The biochemistry program at Carleton rests on the close cooperation between the departments of Biology and Chemistry. Emerging as a recognized discipline early in the last century, biochemistry has grown into a vast subject that spans several established disciplines. It serves as the link between the fields of chemistry and biology, and even as it flourishes at the interface of these subjects, it holds a strong position within the two traditional disciplines. Fundamentally, biochemistry seeks to establish an understanding of biological phenomena at a molecular level.

### REQUIREMENTS FOR THE CONCENTRATION

The biochemistry concentration requirements reflect the fundamental importance of the intellectual tools and structures of biology and chemistry to the study of all issues in biochemistry, and we ask students to get a grounding in both disciplines. It is likely that many students enrolling in the concentration will major in either biology or chemistry. To encourage breadth within the concentration, no more than five six-credit courses from a student's own major may be counted toward the minimum requirements of the concentration.

Both the biology and chemistry departments maintain vigorous weekly seminar programs, regularly bringing to the college distinguished scientists, including many biochemists. Each concentrator should make it a priority to attend relevant seminars whenever possible. At the beginning of each term, concentrators will be notified of the pertinent biology and chemistry seminars held that term.

Finally, both the chemistry and biology departments regularly offer integrative exercise experiences in biochemistry as an option for their majors. Concentrators who are biology or chemistry majors have the option of furthering their pursuit of biochemistry through a biochemical topic as the basis for their senior integrative exercise.

## Course Requirements

BIOL 125 Genes, Evolution, and Development  
BIOL 126 Energy Flow in Biological Systems  
BIOL 380 Biochemistry  
BIOL 381 Biochemistry Laboratory or CHEM 321 Biological Chemistry Laboratory  
CHEM 123 or 128 Principles of Chemistry or Principles of Environmental Chemistry, respectively  
CHEM 230 Equilibrium and Analysis  
CHEM 233 Organic Chemistry I  
CHEM 234 Organic Chemistry II  
CHEM 320 Biological Chemistry  
CHEM 321 Biological Chemistry Laboratory or BIOL 381 Biochemistry Laboratory

## Upper Level Course Electives

(one course and one 2-credit laboratory are required):

BIOL 310 Immunology  
BIOL 311 Immunology Laboratory  
BIOL 330 Methods in Molecular Biophysics  
BIOL 382 Molecular Biology  
BIOL 383 Molecular Biology Laboratory  
BIOL 384 Oncogenes and the Molecular Biology of Cancer  
BIOL 388 Molecular Mechanisms of Drug Action  
CHEM 301 Chemical Kinetics Laboratory  
CHEM 343 Chemical Thermodynamics  
CHEM 350 Chemical and Biosynthesis  
CHEM 360 Chemical Biology

## OTHER RELEVANT COURSES

The college offers a number of related courses that would enhance the background of a biochemistry concentrator. The following courses are not part of the concentration, but do support the program. In particular, we strongly encourage interested students to enroll in BIOL 240, Genetics.

BIOL 234 Microbiology  
BIOL 240 Genetics  
BIOL 280 Cell Biology  
PSYC 318 Psychopharmacology

## BIOLOGY (BIOL)

**Chair:** Associate Professor Matthew S. Rand

**Professors:** Fernán Jaramillo, Mark McKone, Susan R. Singer, John L. Tymoczko, Stephan G. Zweifel

**Visiting Professor:** Charles E. Crutchfield, III

**Associate Professors:** Matthew S. Rand, Debby Rae Walser-Kuntz

**Assistant Professors:** Nidanie Marsha Henderson, Daniel Hernandez, Raka Mitra, Jennifer Ross Wolff

**Visiting Assistant Professors:** Anna L. Bosacker, Amy H. Moore

**Senior Lecturer:** David J. Hougen-Eitzman

**Lecturer:** Sarah Deel

Potential biology majors should select a sequence of courses that will acquaint them with the variety of organisms, and their molecular and cellular structure, physiology, heredity, development, evolution, and ecological interactions. Biologists pursue courses in teaching at the college or high school level, biological research, study in the medical sciences, work in environmental sciences, or work in numerous commercial and industrial areas. This program of study will also serve students interested in biology for purposes of general education

## REQUIREMENTS FOR A MAJOR

Nine courses are required within the department.

1. Biology 125 and 126 (majors are required to complete both introductory courses, with a grade of "C-" or better before taking any other courses in the department)
2. One course from each of the following groups including their laboratories where listed separately:
  - a. Molecular and Cell Biology (240/241, 278, 280/281, 310/311, 330, 380/381, 382/383, 384)
  - b. Organismic Biology (Biology 232/233, 234/235, 236, 238/239, 242/243, 245/246, 252/253, 342/343, 344, 376/377, 386/387)
  - c. Ecology and Evolutionary Biology (Biology 221/222, 283, 350, 352/353, 361/362, 374)
3. Three electives, which may include a six-credit independent study, a junior/senior seminar, or any of the courses listed above. If you choose a course for an elective that offers a laboratory section, then the lab must be taken in order for the course to count toward the major.
4. One course must emphasize data interpretation and analysis of the primary literature. Courses that fulfill this include Biology 344, 361/362, 368, 370, 374, 376, 377, 379, 382/383, 384, 385, 386, 388.
5. Integrative Exercise (Biology 400 two terms).

Laboratory work is an integral part of most biology courses. In courses in which registration for the laboratory is separable from the lecture portion of the course, all biology majors are required to register concurrently for laboratory and lecture in order for these courses to count toward requirements for the major. No course taken at another school may be used to meet the requirements for the major without prior approval of the Biology faculty.

Because of the close interrelationship of Biology to other sciences, supporting work in other areas is

necessary. The minimum requirement includes 1) Physics: One five-week Newtonian mechanics course, 131, 132, 141, or 142, and one of the following five-week courses: 151, 152, 153, 161, or 162; or Mathematics 215; and 2) Chemistry 123 or 128; and 3) Chemistry 230 or 233. The need for additional courses in allied sciences and mathematics will vary with the professional plans of the student.

## THE INTRODUCTORY SEQUENCE

The introductory Biology sequence consists of two courses, Biology 125 and 126. The two courses can be taken in either order. Both courses are required before any further upper-level course work in Biology, with one exception. Students who received a score of "5" on the AP exam or a score of "6" or "7" on the IB exam may elect not to take Biology 125. In this case Biology 126 is the only required introductory course. There are several versions of Biology 125 from which to choose, and students are urged to make a thoughtful choice of the proper offering for their background.

A fall term section of Biology 125 will be offered only for first-year students who are enrolled in the Dyad program (See Cognitive Science). This offering of Biology 125 is intended for students who meet the criteria for winter term Biology 125.

The winter term offering of Biology 125 is designed for students who 1) earned a score of 3 or higher in AP Biology, 2) earned a score of 5 or higher in IB Biology, or 3) earned a grade of B or higher in Honors or Advanced Biology in high school. In addition, these students are expected to have mastered basic concepts of chemistry in either a high school or college chemistry course. These same criteria would apply to any students who would like to take Biology 126 before taking Biology 125.

## BIOLOGY COURSES

**115. Bioethics** We often base our decisions on perceived standards of right and wrong and the consequences of alternative outcomes. How important is scientific literacy in debates regarding the health of individuals, populations, or species? Some argue that many biomedical and environmental decisions require consideration of information produced by solid scientific reasoning. Topics may include: cloning and stem cell research, genetic testing, science and public policy, scientific integrity, animal use in research, and xenotransplantation. *6 credits, MS, Not offered in 2009-2010*

**116. Biotechnology, Health, and Society** An introduction to basic biological principles underlying biotechnology and its potential therapeutic applications. Topics will include stem cells, cloning, gene therapy, genetic testing, and the human genome project. Discussions will emphasize critical analysis of biotechnological information presented in the popular press and other media, as well as ethical and legal considerations related to biotechnology research and its applications. Does not count toward the Biology major. *6 credits, MS, Not offered in 2009-2010*

**125. Genes, Evolution, and Development** Emphasizes the role of genetic information in biological systems. Under this theme, we cover subjects from the molecular to the population levels of organization. Topics include the nature of inheritance and life cycles, structure/function of DNA, gene expression and regulation, the changing genetic makeup of species as they evolve, and the development of individual organisms from zygotes. *6 credits, MS, Fall, Winter—M. McKone, S. Singer, S. Zweifel*



**126. Energy Flow in Biological Systems** Follows the pathways through which energy and matter are acquired, stored, and utilized within cells, organisms, and ecosystems. The focus moves among the different levels of organization from protein function to nutrient movement through ecosystems. *6 credits, MS, Winter, Spring—R. Mitra, M. Henderson, D. Hernandez, A. Moore*

**190. Global Change Biology** Environmental problems are caused by a complex mix of physical, biological, social, economic, political, and technological factors. We use scientific data analyses and humanistic perspectives for understanding the causes of global change, how it affects the biosphere, including humanity, and strategies for solving environmental problems. Topics include natural climatic and ecological systems, evolution and species' capacity for change, human population growth and resource consumption, land-use change and sprawl, climate warming, pollution (air, land, and water), extinction and biodiversity loss, invasive species, tropical deforestation, and environmental protection. Does not count toward the Biology major. *6 credits, MS, Spring—D. Hernandez*

**212. Australia Program: Biology Field Studies and Research** Designed to complement Biology 250, the course teaches methods and approaches to the analysis of biological problems with emphasis on an ecological viewpoint. We will be studying animals and plants in both terrestrial and marine habitats, with a particular focus on the behavioral ecology of animals. *6 credits, MS, Winter—A. Bosacker*

**221. Ecosystem Ecology** This course examines major ecosystems on Earth, including terrestrial, wetland, lake, river, estuarine, and marine systems. Topics include the two major themes of energy flow and production and decomposition, microbial ecology and nutrient transformations, element cycles, ecosystems as a component of the Earth System, and global change. Current applied issues are emphasized as case studies, including clear cutting, rising atmospheric CO<sub>2</sub>, eutrophication of aquatic systems, acid rain, wetland delineation, and biodiversity effects on ecosystems. Prerequisites: Biology 125 and 126, or Geology 110, or Chemistry 123 or 128. Concurrent registration in Biology 222 is required. *6 credits, MS, Fall—D. Hernandez*

**222. Ecosystem Ecology Laboratory** *2 credits, ND, Fall—D. Hernandez*

**232. Human Physiology** Human Physiology seeks to understand the fundamental mechanisms responsible for the diverse functions of the body. Course topics include the function and regulation of the various physiological systems (nervous, circulatory, endocrine, excretory, respiratory, digestive, etc.), biochemistry, cellular physiology, homeostasis and acid-base chemistry. The study of human physiology provides the principle groundwork for internal medicine, pharmacology, and other related health fields. The laboratory includes a variety of experiments focusing on the function and regulation of the human body. Prerequisites: Biology 125 and 126. *6 credits, MS, Winter—F. Jaramillo*

**233. Human Physiology Laboratory** *2 credits, ND, Winter—A. Moore*

**234. Microbiology** A study of the metabolism, genetics, structure and function of microorganisms. While presented in the framework of the concepts of cellular and molecular biology, the emphasis will be on the uniqueness and diversity of the microbial world. Prerequisites: Biology 125 and 126. *6 credits, MS, Not offered in 2009-2010*

**236. Plant Biology** An exploration of structure-function relationships in plants. This course is framed in the context of advances in evolution and genomics, which offer insight into physiological, developmental, morphological, and anatomical adaptations to diverse environments. The biology behind current issues,

including genetically modified organisms, will be investigated. Emphasis is placed on experimental approaches to the studies of plants. Prerequisites: Biology 125 and 126. *6 credits, MS, Spring—S. Singer*

**238. Entomology** Insects are one of the most successful groups of organisms on the planet, playing major roles in all terrestrial and freshwater ecosystems. In addition, since insects are ubiquitous they affect human endeavors on many fronts, both positively (e.g., crop pollination) and negatively (damage to crops and transmitting disease). This class will focus on the biology of insects, including physiology, behavior, and ecology. Many examples will highlight current environmental issues. Prerequisites: Biology 125 and 126. Concurrent registration in Biology 239 required. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**239. Entomology Laboratory** Field and laboratory investigation of living insects. Synoptic examination of the major orders of insects, including evolution of different groups, physiology, structure, and identification. Field labs will focus on insect ecology and collection techniques for making a comprehensive insect collection. *2 credits, ND, Offered in alternate years, Not offered in 2009-2010*

**240. Genetics** A study of the transmission of genetic information between generations of organisms, and of the mechanism of expression of information within an individual organism. The main emphasis will be on the physical and chemical basis of heredity; mutational, transmissional and functional analysis of the genetic material, and gene expression. Prerequisites: Biology 125 and 126 or permission of the instructor. *6 credits, MS, Winter, Spring—S. Singer, J. Wolff*

**241. Genetics Laboratory** *2 credits, ND, Winter, Spring—S. Singer, J. Wolff*

**242. Vertebrate Morphology** Over 500 million years of evolution has produced a rich diversity of structure and functional morphology in vertebrates. We will use comparative methods to help us understand the various selective forces and constraints that produced the vertebrate forms living today. Laboratory dissection of a variety of preserved vertebrates will allow us to examine how these fascinating animals monitor and move through their environment, procure, ingest and circulate nutrients, respire, and reproduce. Prerequisites: Biology 125 and 126. *6 credits, MS, Not offered in 2009-2010*

**243. Vertebrate Morphology Laboratory** *2 credits, ND, Not offered in 2009-2010*

**250. Australia Program: Marine Biology** We will study the biology of marine ecosystems with an emphasis on population and community ecology and the life histories and evolution of marine organisms. We will explore the diverse marine ecosystems of Australia through extensive field work in habitats including temperate oceans, mangrove forests, and tropical coral reefs. *6 credits, MS, Winter—A. Bosacker*

**252. Environmental Animal Physiology** This course explores the physiological adaptations animals employ to survive in a wide variety of environments. Animals maintain physiological functions in the face of environmental extremes in heat, cold, aridity, deep ocean pressure, salinity, and the lack of oxygen in water or at high altitude, to name a few. An organism's ability to cope with environmental extremes has a large impact on the geographic distribution of many species. Associated laboratory will emphasize experimentation and application of physiological concepts in living organisms. Prerequisites: Biology 125 and 126. *6 credits, MS, Fall—M. Rand*

**253. Environmental Animal Physiology Laboratory** *2 credits, ND, Not offered in 2009-2010*

**255. Australia Program: Culture and Environment in Australia** We will consider both the natural history of the Australian landscape and the cultural history of the people who have settled there. We will use readings, writing exercises, meetings with visiting lecturers, and visits to cultural centers. *2 credits, S/CR/NC, ND, Winter—A. Bosacker*

**260. Visiting Speakers Seminar** Meets up to once per week for all three terms. Research presentations by distinguished visiting scholars in various areas of biology. Credit awarded during spring term after attendance of two-thirds of all the presentations. Not open to senior majors. *1 credit for all three terms, S/CR/NC, ND, Fall, Winter, Spring—Staff*

**278. Introduction to Biochemistry** This course presents an overview of the biochemical aspects of energy and information metabolism. This course is intended to provide students with the fundamental biochemical knowledge to support their further studies in biology. Questions such as the following are addressed: What defines a good fuel? How are metabolic pathways constructed and made to occur at rates sufficient to support life? Interwoven throughout the discussion of energy will be consideration of information processing. How do molecules recognize one another? How is the complex metabolic web of the cell regulated? How does this regulation change in response to signals such as hormones or environmental conditions, and to conditions such as exercise, starvation, alcohol consumption or disease states? This course does not fulfill requirements for the Biochemistry concentration. Prerequisites: Biology 125 and 126, Chemistry 123 or 128. *6 credits, MS, Not offered in 2009-2010*

**280. Cell Biology** An examination of the structures and processes that underlie the life of cells, both prokaryotic and eukaryotic. Topics to be covered include energy capture, storage, and utilization; cellular reproduction; organelles, membranes, and other cellular components; and cell-cell communication. Concurrent registration in Biology 281 required. Prerequisites: Biology 125 and 126. *6 credits, MS, Spring—R. Mitra*

**281. Cell Biology Laboratory** The focus of the laboratory will be on current techniques used to study cellular structure and function. Concurrent registration in Biology 280 required. *2 credits, ND, Spring—R. Mitra*

**290. Australia Program: Directed Readings in Coastal Studies** Participants are asked to read selected works that showcase the natural and cultural history of Australia. Understanding of these readings will be evaluated through discussion and written work. *2 credits, ND, Offered in alternate years, Winter—A. Bosacker*

**302. Methods of Teaching Science** This course will explore teaching methods for the life and physical sciences in grades 5-12. Curricular materials and active learning labs will be discussed and developed. In addition, time outside of class will be spent observing and teaching in local science classrooms. Will not count toward a biology major. Prerequisites: Permission of instructor. *6 credits, ND, Not offered in 2009-2010*

**310. Immunology** This course will examine the role of the immune system in defense, allergic reactions, and autoimmunity. Topics to be covered include the structure and function of antibodies, cytokines, the role of the major histocompatibility complex in antigen presentation, cellular immunity, immunodeficiencies, and current techniques used to study immune responses. Prerequisites: Biology 125 and 126. *6 credits, MS, Winter—D. Walser-Kuntz*

**311. Immunology Laboratory** *2 credits, ND, Winter—D. Walser-Kuntz*

**330. Methods in Molecular Biophysics** This course will explore how the tools of physics are used to describe the structure, interaction, and dynamics of biological molecules at the atomic and molecular levels. Topics include the structure and behavior of biological molecules, mass and charge, thermodynamics, hydrodynamics, optics, and diffraction. Using examples from the current literature, we will evaluate how methods such as mass spectrometry, optical spectroscopy, X-ray diffraction, electron microscopy, and nuclear magnetic resonance are used to solve biophysical research problems. Prerequisites: Physics 131 and 132 (Physics 161 and 162 recommended), and Biology 280, 380 or Chemistry 320. *6 credits, MS, Winter—M. Henderson*

**342. Animal Developmental Biology** An analysis of animal development from fertilization to the establishment of the adult body form. Lectures and discussions will examine the key processes of animal embryogenesis, as well as the molecular and cellular mechanisms that control these developmental processes. Prerequisites: Biology 125 and 126. Biology 240 strongly recommended. *6 credits, MS, Winter—J. Wolff*

**343. Animal Developmental Biology Laboratory** Laboratory will introduce descriptive and experimental embryological techniques using a variety of model organisms. *2 credits, ND, Winter—J. Wolff*

**344. Plant Development** A study of the development of vascular plants. Topics including embryogenesis, meristem function, leaf morphogenesis, and reproduction will be investigated through the analysis of primary literature. Emphasis will be placed on the experimental basis for current concepts in plant development ranging from molecular mechanisms to evolution of developmental pathways. Prerequisites: Biology 125 and 126. *6 credits, MS, Not offered in 2009–2010*

**350. Evolution** Principles and history of evolutionary change in wild populations, with consideration of both microevolutionary and macroevolutionary time scales. Topics covered include causes of change in gene frequency, the nature of adaptation, constraints on evolutionary change, the evolution of genes and proteins, rates of speciation and extinction, and the major events in evolutionary history. Prerequisites: Biology 125 and 126. *6 credits, MS, Fall—M. McKone*

**352. Population Ecology** An investigation of the properties of populations and communities. Topics include population growth and regulation, life tables, interspecific and intraspecific competition, predation, parasitism, mutualism, the nature of communities, and biogeography. Prerequisites: Biology 125 and 126; Mathematics 111 or other previous calculus course. Recommended course: Mathematics 215 or equivalent exposure to statistical analysis. Concurrent registration in Biology 353 required. *6 credits, MS, Spring—M. McKone*

**353. Population Ecology Laboratory** *2 credits, ND, Spring—M. McKone*

**354. Human Cutaneous Biology** The course will cover the cellular and molecular biology of human skin in its normal and diseased states as it relates to a clinical presentation. Clinical dermatology and pathology will also be reviewed. The course style will be patterned along the lines as if it were a medical school course. Additionally, students will be introduced to many aspects of successfully negotiating medical school including introductions and possible "field trips" to the Mayo Clinic Medical School and/or University of Minnesota Medical School(s). Prerequisites: Chemistry 233 and two upper division Biology courses (200 or 300-level) and instructor's permission required. *3 credits, S/CR/NC, ND, Spring—C. Crutchfield*

**361. Tropical Rainforest Ecology** The tropical rainforests contain most of the earth's species, but have been less studied than many other biological communities. Recently there has been a dramatic increase in ecological investigations in the tropics, and the goal of this course is to survey the most contemporary and influential published work in rainforest ecology. Topics to be emphasized include the latitudinal gradient in species diversity, evolutionary ecology, and interactions between species. Prerequisites: Biology 352 or other ecology course work and permission of the instructor. *6 credits, MS, Not offered in 2009–2010*

**362. Field Investigation in Tropical Rainforest Ecology** This course begins with a two-week visit in December to the La Selva Biological Station near Puerto Viejo, Costa Rica. The station is located in lowland rainforest and has been the site of many important ecological experiments. While at La Selva, the class will perform extensive field experiments planned during Biology 361. In regular meetings during the term, data will be analyzed and presented in oral and written reports. Prerequisites: Biology 361 and permission of the instructor. Does not count toward the Biology major. *6 credits, MS, Not offered in 2009–2010*

**365. Topics in Neuroscience** We will focus on recent advances in neuroscience. All areas of neuroscience (cellular/molecular, developmental, systems, cognitive, and disease) will be considered. Classical or foundational papers will be used to provide background. Prerequisites: Biology 125 and 126. *6 credits, MS, Not offered in 2009–2010*

**368. Developmental Neurobiology** An examination of the cellular and molecular mechanisms underlying development of the nervous system. We will survey recent studies of a variety of model organisms to explore key steps in neuronal development including neural induction, patterning, specification of neuronal identity, axonal guidance, synapse formation, cell death and regeneration. The laboratory will focus on current techniques used to study neuronal development in invertebrate and vertebrate model systems. Prerequisites: Biology 240 or Biology 280. *6 credits, MS, Fall—J. Wolff*

**369. Developmental Neurobiology Laboratory** *2 credits, ND, Not offered in 2009–2010*

**370. Seminar: Selected Topics in Virology** An examination of selected animal viruses. The course will focus on the most recent developments in HIV-related research, including implications for HIV-treatment and vaccines and the impact of viral infection on the immune system of the host. In addition to studying the structure and replication of particular viruses we will also discuss the current laboratory techniques used in viral research. Prerequisites: Biology 125 and 126. *6 credits, MS, Fall—D. Walser-Kuntz*

**372. Seminar: Selected Topics in Exercise Biochemistry** An examination of how basic biochemical and physiological systems respond to the demands of exercise, and how they are modified in response to training. Prerequisite: Biology 278 or 380. *6 credits, MS, Offered in alternate years, Not offered in 2009–2010*

**373. Behavioral Endocrinology** If it is adaptive for a particular behavior to be exhibited at an appropriate time and in a meaningful context, then we might expect hormonal signaling to play a key role in behavioral regulation. How much of the variability in male and female behavioral patterns is mediated by differences in sex steroid levels? How do circulating hormones early in life affect brain development and subsequent adult behavior? Are seasonal cycles of depression influenced by neuroendocrine mechanisms? These are a few of the questions that we will investigate in an attempt to understand the physiological mediation of behavior. Prerequisites: Biology 125 and 126. *6 credits, MS, Offered in alternate years, Not offered in 2009–2010*

**374. Seminar: Grassland Ecology** Grassland ecosystems cover one third of the Earth's surface and occur on every continent except Antarctica. Grasslands provide habitat for millions of species, play a major role in global carbon and nutrient cycles, and are the primary source of agricultural land, making them an important ecosystem both ecologically and economically. This course will utilize scientific literature to explore the environmental and biological characteristics of the world's grasslands from population dynamics to ecosystem processes. Topics include competition and succession, plant-animal interactions, carbon and nutrient cycling, the role of disturbances such as fire and land use change, and grassland management and restoration. Prerequisites: Biology 125 and 126, and one upper-level course in ecology (Biology 221 or 352) or plant biology (Biology 236) or permission of the instructor. *6 credits, MS, Spring—D. Hernandez*

**376. Seminar: Animal Behavior in the Galápagos** We will explore topics in animal behavior that specifically relate to some of the unusual as well as the usual behavioral patterns exhibited by animals in the Galápagos Islands. One of the goals for this course is to attempt to design procedures for behavioral observation under less than optimal conditions. Wildlife conservation issues will not allow us to manipulate animals and will place serious time constraints on our observations. The challenge will be to design studies using comparative observations while minimizing the disturbance to the wildlife. Prerequisite: Biology 125 and 126 or permission of the instructor. This course is part of the off-campus study winter break Galápagos program. Winter break programs involve two linked classes in fall and winter terms, and this class is the first class in the sequence. *6 credits, MS, Fall—M. Rand*

**377. Animal Behavior in the Galápagos** This course is the second part of a two-term sequence beginning with Biology 376. The Galápagos Islands are one of the few places on earth where large animals (especially birds) do not possess an innate fear of humans. This unusual behavioral pattern coupled with the amazing abundance of the island fauna, creates an extremely unique opportunity to observe, characterize, and measure animal behavior under natural conditions. This two-week course includes a visit to the Galápagos Islands and a short trip to the Ecuadorian Rainforest in December. Regular meetings during the term will be used to present oral and written reports based on our observations in the field. Prerequisites: Biology 376, permission of the instructor. *6 credits, MS, Winter—M. Rand*

**378. The Molecular Basis of Human Disease** This course will examine biochemical defects that underlie human diseases. An analytical approach, based on the primary literature used; emphasis will be placed on critical evaluation of experimental design and data-interpretation. Prerequisites: Biology 380 (or concurrent registration) or Chemistry 320. *6 credits, MS, Not offered in 2009-2010*

**379. Seminar: Behavioral Genetics** Recent advances in molecular biology have allowed researchers to test specific hypotheses concerning the genetic control of behavior. This course will examine information derived from various animal model systems, including humans, using a variety of techniques such as classical genetics, genome databases, transgenics, and behavioral neurobiology. Prerequisite: Biology 240. *6 credits, MS, Spring—M. Rand, S. Zwiefel*

**380. Biochemistry** Biochemistry is an examination of the molecular basis of life processes. The course provides an indepth investigation of metabolic pathways, their interrelationships and regulation, protein structure and function with special emphasis on enzymes. Other topics include the techniques of protein analysis and how they are employed to examine problems of fundamental biochemical importance. This

course meets the requirement for the Biochemistry concentration. Prerequisites: Biology 125 and 126 and Chemistry 233 and 234. *6 credits, MS, Fall—J. Tymoczko*

**381. Biochemistry Laboratory** *2 credits, ND, Fall—N. Henderson*

**382. Molecular Biology** The molecular basis of the structure, replication, stable inheritance, and expression of genetic material illustrated with examples from the primary literature. Topics include: DNA replication and recombination, chromosome stability, DNA mutation and repair, regulation of gene expression, methods of gene identification, and the impact of recombinant DNA technology on human genetics. Laboratory will focus on current techniques in molecular biology including: gene cloning, genome databases, DNA finger printing, DNA sequencing, and the polymerase chain reaction. Prerequisites: Biology 240, Chemistry 233. Concurrent registration in Biology 383 required. *6 credits, MS, Fall—S. Zweifel*

**383. Molecular Biology Laboratory** *2 credits, ND, Fall—S. Zweifel*

**384. Oncogenes and the Molecular Biology of Cancer** An analysis of the biochemical, molecular and cellular processes that result in the transformation of normal cells into cancer cells. An analytical approach, based on the primary literature used and emphasis will be placed on critical evaluation of experimental design and data-interpretation. Prerequisites: Biology 240 or 380. *6 credits, MS, Not offered in 2009-2010*

**385. Microbial Pathology** Microbes are the most abundant organisms on earth, and microbial pathogens have caused human and plant disease epidemics worldwide. This course will focus upon the pathogenic strategy of a variety of well-studied microbes in order to illustrate our understanding of the molecular and cellular nature of microbial disease. We will analyze current and seminal papers in the primary literature focusing on mechanisms employed by microbes to attack hosts. Prerequisites: Biology 125 and 126. *6 credits, MS, Fall—R. Mitra*

**386. Neurobiology** An analysis of the biology of neurons and the nervous system. Topics include the molecular basis of electrical excitability in neurons, transfer of information across synapses, mechanisms of sensation, learning, memory, and behavior. Prerequisites: Biology 125 and 126. *6 credits, MS, Spring—F. Jaramillo*

**387. Neurobiology Laboratory** *2 credits, ND, Spring—F. Jaramillo*

**388. Molecular Mechanisms of Drug Action** This seminar will analyze the mechanism of drug action in prominent diseases. Emphasis will be placed on the molecular changes that promote the selected diseases and how particular drug strategies work to affect enzyme activity, receptor binding, or the synthesis and metabolism of molecules. We will discuss recent advances in the treatment of diseases in which the standards-of-care or promising drug strategies include both chemical and biotherapeutic strategies. The process of drug discovery including the screening of combinatorial libraries and rational drug design will be described. Prerequisites: Biology 280 and Chemistry 233, or Biology 380 or Chemistry 320. *6 credits, MS, Winter—N. Henderson*

**394. Biology Research** Laboratory and/or field investigation associated with an ongoing research program in the department of Biology. The project is undertaken with the direct supervision of a faculty

member. Regular individual meetings, written progress reports, and public presentations should be expected. *1-6 credits, ND, Fall, Winter, Spring—Staff*

**395. Research Experience Seminar in Biology** This seminar course is intended for students who have completed a summer research project or internship in the biological sciences. The intent of the course is to provide students with the opportunity to discuss their research experience, learn from the experiences of other members of the class, read relevant primary literature, and prepare a poster for a student research symposium. Prerequisites: Biology 125 and 126, and permission of the instructor. *3 credits, S/CR/NC, ND, Fall—S. Deel*

**400. Integrative Exercise** Preparation and submission of the written portion of the Integrative Exercise. Continuing course (fall or winter). Oral examination, evaluation of the Integrative Exercise, and participation in visiting speakers seminars (spring). *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

## CHEMISTRY (CHEM)

**Chair:** Associate Professor Deborah Gross

**Professors:** David G. Alberg, Marion E. Cass, Steven M. Drew, Tricia A. Ferrett, William E. Hollingsworth

**Associate Professors:** Joseph Walter Chihade, Deborah Gross, Gretchen E. Hofmeister, Daniela Kohen

**Visiting Assistant Professor:** Michael W. Burand

Chemistry provides the connection between molecular concepts and the complex systems found in nature. Chemistry courses stress the understanding of chemical principles, as well as the experimental basis of the science. The curriculum provides a strong foundation for graduate work in chemistry, biochemistry, and other chemistry-related areas, for positions in industry, for high school teaching, and for studies in the medical and health sciences. The department is on the list of those approved by the American Chemical Society (ACS). For ACS certification students must complete work in chemistry listed under the Professional Requirements section of this catalog.

Prospective chemistry majors should begin their study of mathematics, physics and chemistry in the first year. Majors are encouraged to participate in summer or fall term scientific research programs off campus or in the Chemistry Department Summer Research Program at Carleton.

## THE INTRODUCTORY COURSES

Most first-year students will take Chemistry 123, Principles of Chemistry or Chemistry 128, Principles of Environmental Chemistry. Both are one-term courses designed for students who have had a good high school chemistry preparation. Although taught from slightly different perspectives, all sections of Chemistry 123 or Chemistry 128 will cover the fundamental topics that prepare students for further work in chemistry, biology, geology, or medicine. When scheduling permits, we also offer a section of



Chemistry 123 with problem solving. This smaller section will have additional class meetings for problem solving and review and is appropriate for students who have had a high school chemistry course but want to ease into the study of college-level chemistry.

Students who have not had a high school chemistry course should take Chemistry 122, An Introduction to Chemistry, which is designed to prepare students with little or no prior work in chemistry for further study in chemistry. This course also includes class sessions with problem solving and review.

Students planning to take Chemistry 122, 123, or 128 should take the self-administered chemistry placement evaluation, available on the chemistry department home page. This evaluation covers topics dealing with simple formulas, equations, stoichiometry, gas laws, and the properties of solutions. It also includes a list of topics for you to review before you take the placement exam.

## REQUIREMENTS FOR A MAJOR

Chemistry 123 or 128, 230, 233, 234, 301, 302, 343, 344; one of the following: 320, 328, 334, 348, 350, 351, 353, 354, 359, 360; and one of the following lab courses: 306, 321, 329, 335, 338, 349, 352, 355; Physics: One five-week Newtonian mechanics course, Physics 131, 132, 141, or 142, and one of the following five-week physics courses: 151, 152, 153, 161, or 162; and Mathematics 211. An additional physics course, Physics 228 or 235, is strongly recommended. Chemistry 400 is required of all majors.

## MAJOR UNDER COMBINED PLAN IN ENGINEERING (SEE ALSO ENGINEERING IN INDEX):

In addition to completing the requirements for the chemistry major listed above, the student should also take the following courses required for admission to the engineering schools: Physics 161 and 162 or 228, Mathematics 241, and Computer Science 111. At the discretion of the department, one advanced course may be waived in some instances to allow the student more latitude in selection of courses.

## CHEMISTRY COURSES

**113. Concepts of Chemistry** A one-term chemistry course designed for non-science majors. In this course, we examine what gives rise to the three dimensional shapes of molecules and we explore how the structure and composition of molecules effect chemical reactivity. Our goal is to understand readily observable phenomena (such as the removal of grease by soap, the storage of toxins and drugs in fat tissues, cancer, and viruses) on the molecular level. Topics also include those which address anthropogenic forces on the global environment such as acid rain, nuclear energy, and depletion of the ozone layer. The course includes one four-hour laboratory per week. *6 credits, MS, Not offered in 2009-2010*

**122. An Introduction to Chemistry** An introduction to the fundamentals of chemistry to prepare students to enter subsequent chemistry courses (Chemistry 123 or 128). Atoms and molecules, stoichiometry, and gases will be covered in the course. Although learning through discovery-based processes, small groups, and short laboratory experimentation will occur, this is not a lab course and doesn't fulfill the requirements for medical school. This course assumes competence with simple algebra, but no prior chemistry experience. Students with high school chemistry should probably take Chemistry 123 or 128. (Determined by the self-administered Chemistry Placement Evaluation, Chemistry Home Page). *6 credits, MS, Winter—M. Burand*

**123. Principles of Chemistry** An introduction to chemistry for students who have taken high school chemistry or Chemistry 122. Topics include the electronic structure of atoms, periodicity, molecular geometry, thermodynamics, bonding, equilibrium, reaction kinetics, and acids and bases. Substantial independent project work is included in the lab. Each offering will also focus on a special topic(s) selected by the instructor. Students cannot receive credit for both Chemistry 123 and 128. Prerequisite: Adequate secondary school preparation as indicated by the self-administered Chemistry Placement Evaluation (Chemistry Home Page) or Chemistry 122. *6 credits, MS, Fall, Winter, Spring—M. Burand, S. Drew, D. Kohen*

**128. Principles of Environmental Chemistry** The core topics of chemistry (i.e. thermodynamics, kinetics, equilibrium, and bonding) are central to understanding major environmental topics such as greenhouse warming, ozone depletion, acid-rain deposition, and general chemical contamination in air, water, and soil. These topics and the chemical principles behind them are addressed through an emphasis on the earth's atmosphere. One four-hour laboratory per week. Because this course covers the major topics of Chemistry 123 (but with an environmental emphasis), students cannot receive credit for both Chemistry 123 and 128. Prerequisite: Adequate secondary school preparation as indicated by the self-administered Chemistry Placement Exam (Chemistry Home Page) or Chemistry 122. *6 credits, MS, Spring—W. Hollingsworth*

**230. Equilibrium and Analysis** This course builds on topics from introductory chemistry and deals with quantitative aspects of acid-base and electron-transfer equilibria. Numerical and graphical methods are developed for the examination of these chemical systems. Several modern analytical methods of analysis are introduced including UV spectrophotometry, simultaneous spectrophotometric determinations of mixtures, potentiometry, and flow injection analysis. One laboratory per week. Prerequisite: Chemistry 123 or 128. *6 credits, MS, Fall, Spring—S. Drew, D. Gross*

**233. Organic Chemistry I** Theoretical aspects of carbon chemistry are examined with reference to structure-reactivity relationships, functional groups, stereochemistry, reaction mechanisms and spectroscopy. Laboratory work concentrates on modern techniques of organic chemistry, the synthesis of new compounds, and identification of unknown compounds using chemical and physical methods. One laboratory per week. Prerequisite: Chemistry 123 or 128. *6 credits, MS, Fall, Winter—D. Alberg, G. Hofmeister*

**234. Organic Chemistry II** The chemistry of functional groups is continued from Chemistry 233, and is extended to the multifunctional compounds found in nature, in particular carbohydrates and proteins. The laboratory focuses upon inquiry-based projects and spectroscopic analysis. One laboratory per week. Prerequisite: Chemistry 233. *6 credits, MS, Winter, Spring—D. Alberg, J. Chihade*

**301. Chemical Kinetics Laboratory** A mixed class/lab course with one four hour laboratory and one lecture session per week. In class, the principles of kinetics will be developed with a mechanistic focus. In lab, experimental design and extensive independent project work will be emphasized. Corequisite: Chemistry 343. *2 credits, ND, Fall—S. Drew, D. Kohen*

**302. Quantum Spectroscopy Laboratory** This lab course emphasizes spectroscopic studies relevant to quantum chemistry, including experiments utilizing UV-VIS, infrared absorption spectroscopy, and visible emission spectroscopy. Corequisite: Chemistry 344. *2 credits, ND, Winter—M. Cass, T. Ferrett, W. Hollingsworth*

**306. Spectroscopic Characterization of Chemical Compounds** This lecture/lab course teaches students how to use modern spectroscopic techniques for the structural characterization of molecules. Lecture sessions will cover topics in the theory and practical applications associated with GC-Mass Spectrometry, ESI- Mass Spectrometry, Infrared, and Nuclear Magnetic Resonance Spectroscopy ( $^1\text{H}$ ,  $^{13}\text{C}$ , and 2D experiments). Students will apply all of these techniques in the laboratory for the structural characterization of known and unknown molecules. Lecture sessions for the first five weeks, and one laboratory per week during the full ten-week term. Prerequisites: Chemistry 234 and 344 or consent of instructor. *2 credits, ND, Spring—M. Burand, D. Gross*

**320. Biological Chemistry** This course involves the natural extension of the principles of chemistry to biological systems. The topics to be examined center around the biochemical formation and cleavage of chemical bonds, with an emphasis on the structure and function of the proteins that mediate these processes. Prerequisites: Chemistry 234 and either Chemistry 230 or Biology 380. *6 credits, MS, Spring—J. Chihade*

**321. Biological Chemistry Laboratory** Purification and characterization of proteins and nucleic acids, with a focus on enzyme kinetics and mechanism, macromolecular interactions with small molecules and the basis of specificity in biological systems. One laboratory per week. Corequisite: Chemistry 320. *2 credits, ND, Spring—J. Chihade*

**328. Environmental Analysis** In this course, we will study the chemistry of molecules in the air, water, and soil. Emphasis will be placed on understanding the chemistry in the natural (unpolluted) environment, and the changes which occur due to human activity and pollution. In addition, we will explore the methods which are used to measure pollutants in the environment and their applicability, as well as regulatory issues of relevance to the topics studies. Prerequisites: Chemistry 230 or 233 or consent of the instructor. *6 credits, MS, Not offered in 2009-2010*

**329. Environmental Analysis Laboratory** Credit for the laboratory portion of Chemistry 328. Corequisite: Chemistry 328. *2 credits, ND, Not offered in 2009-2010*

**334. Bioanalytical Chemistry** A variety of techniques for the analysis of biologically relevant molecules are explored in this course, including chromatographic, spectroscopic, and electrochemical methods. Some specific topics to be covered include mass spectrometry of proteins, voltammetric methods for examining neurotransmitters in biological media, enzymatic methods for the determination of glucose, and chromatographic techniques for the analysis of amino acids and fatty acids. Prerequisite: Chemistry 230. *6 credits, MS, Not offered in 2009-2010*

**335. Bioanalytical Chemistry Laboratory** This laboratory provides hands-on experience working with electrospray mass spectrometry, voltammetry, and high performance liquid chromatography as applied to bioanalytical chemical analysis. Co-requisite: Chemistry 334. *2 credits, ND, Not offered in 2009-2010*

**338. Introduction to Computers and Electronics in Chemical Instrumentation** This laboratory serves to introduce students to the general components that make up any instrument useful in chemical analysis. These components include transducers, analog and digital electronic components, data transmission hardware, computers, and appropriate software. The specific topics to be covered are ion selective electrodes, fluorometry, analog and digital electronics, basic data acquisition principles, serial data communication, and LabVIEW programming. Prerequisite: Chemistry 230. *2 credits, ND, Not offered in 2009-2010*

**343. Chemical Thermodynamics** The major topic is chemical thermodynamics, including the First and Second Laws, the conditions for spontaneous change, thermochemistry, and chemical equilibrium. To showcase how chemists utilize energy concepts to solve problems, thermodynamics will be regularly applied to a number of real-world examples and scientific problems. Prerequisite: Chemistry 123 or 128, Mathematics 211; and the following Physics 151, 152, 153, 161 or 162. *6 credits, MS, Fall—D. Kohen*

**344. Quantum Chemistry** This course introduces quantum mechanics with an emphasis on chemical and spectroscopic applications. The focus will be on atomic and molecular quantum behavior involving electrons, rotations, and vibrations. The objective is to develop both a deeper understanding of bonding as well as an appreciation of how spectroscopy provides insight into the microscopic world of molecules. Prerequisites: Chemistry 123 or 128; Mathematics 211 and one of the following: Physics 151, 152, 153, 161 or 162. *6 credits, MS, Winter—W. Hollingsworth*

**345. Statistical Thermodynamics** Statistical mechanics is the field which bridges the gap between the modern microscopic world of quantum mechanics and the classical macroscopic world of thermodynamics. Starting with the allowed quantized energy levels for the different forms of molecular motion and then statistically averaging for a large collection of molecules, partition functions are developed which accurately predict thermodynamic properties such as free energy and entropy. Prerequisites: Chemistry 343 and 344. *2 credits, S/CR/NC, MS, Not offered in 2009–2010*

**348. Introduction to Computational Chemistry** This class will introduce students to computational chemistry with a focus on simulations in chemistry and biology. This course will include hands-on experience in running classical molecular dynamics and quantum chemistry programs, an introduction to methods to simulate large systems, and demonstrations of the use of more sophisticated software to simulate chemical and biological processes. It will also include a survey of the current literature in this area, as well as lecture time in which the background necessary to appreciate this growing area of chemistry will be provided. Prerequisites: Chemistry 343 and 344. Corequisite: Chemistry 349. *6 credits, MS, Spring—D. Kohen*

**349. Computational Chemistry Laboratory** Credit for the laboratory portion of Chemistry 348. Corequisite: Chemistry 348. *2 credits, ND, Spring—D. Kohen*

**350. Chemical and Biosynthesis** This seminar course considers nature's biosynthetic pathways in conjunction with how organic chemists design the chemical synthesis of complex organic molecules. Important metabolic pathways for biochemical syntheses, as well as the methodology of chemical synthesis, will form the focus of the course. Prerequisite: Chemistry 234. *6 credits, MS, Winter—D. Alberg*

**351. Inorganic Chemistry** Symmetry, molecular orbital theory and ligand field theory will provide a framework to explore the bonding, magnetism and spectroscopic properties of coordination complexes. Topics in reactivity (hard and soft acids and bases), bioinorganic chemistry, reaction mechanisms, and organometallic chemistry, will also be introduced. Prerequisite: Chemistry 344. *6 credits, MS, Spring—M. Cass*

**352. Laboratory in Advanced Inorganic Chemistry** Synthesis, purification and spectroscopic characterization of air sensitive and/or chiral transition metal complexes. One laboratory per week. Pre- or corequisite: Chemistry 351 and Chemistry 306. *2 credits, ND, Spring—M. Cass, G. Hofmeister*

**353. Organic Chemistry III** The correlation of structure and reactivity in organic molecular systems is studied through the analysis of reaction mechanisms. Topics will include linear free energy relationships, isotope effects, and molecular orbital theory. We will use these theories to analyze reactions, such as pericyclic, enantioselective, and organometallic transformations. Prerequisites: Chemistry 234 and 343. *6 credits, MS, Not offered in 2009–2010*

**354. Lasers and Spectroscopy** Understanding the principles of lasers in conjunction with the framework provided by spectroscopy provides a powerful way to advance a deeper understanding of the molecular basis of chemical reactivity. Important experimental techniques such as Raman scattering methods and molecular beams are explored in addition to a wide range of specific laser applications. Readings are taken from both texts and literature. Prerequisites: Chemistry 302 and 344. *6 credits, MS, Not offered in 2009–2010*

**355. Lasers and Spectroscopy Laboratory** This project-based lab uses both continuous-wave and pulsed lasers to explore not only the basic principles of laser operation but also spectroscopic applications and excited-state phenomena using techniques such as laser-induced fluorescence and Raman scattering. Corequisite: Chemistry 354. *2 credits, ND, Not offered in 2009–2010*

**359. Molecular Orbital Theory** This course will focus on the construction and understanding of molecular orbital (MO) diagrams using symmetry and energy arguments. Conceptual constructs will be contrasted to computational output to support theoretical tenets. We will begin with the construction of the MO diagrams of small molecules (water, ammonia) and proceed to larger molecules (such as octahedral metal complexes, benzene and organometallic compounds) culminating in dimers and asymmetric molecules using the Hoffmann Fragment Approach. Prerequisites: Chemistry 351 or consent of the instructor. *6 credits, ND, Winter—M. Cass*

**360. Chemical Biology** This seminar course will center on current literature in chemical biology, an emerging field built around the use of small molecules both to gain an understanding of the molecular mechanisms of biological processes and to manipulate them in a defined and predictable fashion. Topics will include glycobiology, proteomics, chemical genetics, molecular recognition, and protein engineering. Prerequisite: Chemistry 234 and Biology 125 or 126. *6 credits, MS, Fall—J. Chibade*

**394. Student-Faculty Research** Projects related to summer research with Carleton chemistry faculty in all areas of chemistry. Activities include: original inquiry, laboratory and/or theoretical work, literature reading, formal writing related to research results, preparing talks or posters for research conferences, or preparing for upcoming summer work. Weekly meetings with a faculty advisor and/or research group are expected. Students doing projects that are not directly tied to Carleton's summer chemistry research program should enroll in Chemistry 291/2 or 391/2. Prerequisite: Permission of the instructor. *1 to 6 credits, ND, Fall, Winter, Spring—Staff*

**400. Integrative Exercise** Three alternatives exist for the department comprehensive exercise. Most students elect to join a discussion group that studies the research of a distinguished chemist or particular research problem in depth. Other students elect to write a long paper based on research in the primary literature, or write a paper expanding on their own research investigations. Most of the work for Chemistry 400 is expected to be accomplished during winter term. Students should enroll for five credits of Chemistry 400 during the winter, receive a "CI" at the end of that term, and then enroll for one credit

during the spring, with the final evaluation and grade being awarded during spring term. *6 credits, S/NC, ND, Winter, Spring—Staff*

## CHINESE

See Asian Languages and Literature.

## CINEMA AND MEDIA STUDIES (CAMS)

**Chairs:** Professor John F. Schott, fall and winter, and Associate Professor Carol Donelan, spring

**Professor:** John F. Schott

**Associate Professor:** Carol Donelan

**Visiting Assistant Professor:** Shawn VanCour

**Visiting Instructor:** Eric Tretbar

**Instructor:** Paul Hager

The Cinema and Media Studies Department major combines the critical study of film and media with hands-on media production, reflecting a liberal arts philosophy in which critical thinking and creative making are mutually informing.

## REQUIREMENTS FOR A MAJOR

Sixty-six credits are required for the major; thirty-six credits in core courses and thirty credits in elective courses.

### I. Core Courses:

a) Two 100-level Introductory Courses (12 credits):

CAMS 110 Introduction to Cinema and Media Studies

CAMS 111 Digital Foundations

b) One 200-level Studio Production Course (6 credits):

CAMS 270 Nonfiction I: Reality Storytelling

CAMS 271 Fiction I: Directorial Vision

CAMS 272 Advanced Editing Techniques (Not offered in 2009–2010)

CAMS 274 Special Projects Workshop (Not offered in 2009–2010)

CAMS 275 Audio Workshop (Not offered in 2009–2010)

CAMS 276 Fiction II: Producing and Directing the Short Film

CAMS 277 Studio Production (Not offered in 2009–2010)

- CAMS 278 Studio Production (Not offered in 2009–2010)
- CAMS 280 We Media: Theories and Practices of Writing Lives, Documenting Community, and Framing Change (Not offered in 2009–2010)
- CAMS 281 Digital Photography
- CAMS 282 Graphic Design: Type + Image + Message
- CAMS 283 Site-Specific Media: Out and About (Not offered in 2009–2010)
- CAMS 289 New Media Seminar in Europe Program: Digital Workshop (Not offered in 2009–2010)
- c) One 200-level History Course (6 credits):
  - CAMS 210 Film History I
  - CAMS 211 Film History II
  - CAMS 241 History of American Broadcasting: From Wireless to the Web
- d) One 300-level Theory Course (6 credits):
  - CAMS 330 Film Theory and Analysis
  - CAMS 340 Media Theory: Objects and Methods (Not offered in 2009–2010)
- e) Integrative Exercise CAMS 400 (6 credits)

Students considering a major in the department are strongly encouraged to take CAMS 110 and 111 by the end of their sophomore year and the core history (CAMS 210, 211, or 241) and theory (CAMS 330 or 340) courses by the end of their junior year.

Cinema and Media Studies offers a predictable range of offerings in media production that varies slightly in alternating years. This sequence of courses ensures that students desiring to do a production-based research project for comps can have completed all preparatory class work by the spring of their junior year. All majors should begin with CAMS 111 Digital Foundations, preferably in their first year. Majors interested in the core fiction sequence--CAMS 271 Fiction I, CAMS 279 Screenwriting, and CAMS 276 Fiction II--should take these courses as a sequence either in their sophomore or junior year. Majors interested in nonfiction production should take CAMS 270 Nonfiction I offered every spring in their sophomore or junior year, and consider an additional project through CAMS 370 Advanced Project Workshop. CAMS 281 Photography and CAMS 282 Graphic Design are offered regularly in the fall and winter, respectively. Students in any medium who have sufficient preparation may enroll in the CAMS 370 Advanced Production Workshop where they develop and execute an advanced project in consultation with the instructor.

## II. Elective Courses

Thirty credits in elective courses are required for the Cinema and Media Studies major. Credit may be obtained by enrolling in departmental and approved extra-departmental courses with the following stipulations:

- a) Any CAMS course not fulfilling a core requirement can serve as an elective course for the CAMS major.
- b) A maximum of eighteen credits in elective CAMS production courses count toward the major.

- CAMS 270 Nonfiction I: Reality Storytelling
- CAMS 271 Fiction I: Directorial Vision
- CAMS 272 Advanced Editing Techniques (Not offered in 2009–2010)

CAMS 274 Special Projects Workshop (Not offered in 2009–2010)  
 CAMS 275 Audio Workshop (Not offered in 2009–2010)  
 CAMS 276 Fiction II: Producing and Directing the Short Film  
 CAMS 277 Studio Production (Not offered in 2009–2010)  
 CAMS 278 Studio Production (Not offered in 2009–2010)  
 CAMS 279 Screenwriting  
 CAMS 280 We Media: Theories and Practices of Writing Lives, Documenting Community, and Framing Change (Not offered in 2009–2010)  
 CAMS 281 Digital Photography  
 CAMS 282 Graphic Design: Type + Image + Message  
 CAMS 283 Site-Specific Media: Out and About (Not offered in 2009–2010)  
 CAMS 289 New Media Seminar in Europe Program: Digital Workshop (Not offered in 2009–2010)  
 CAMS 370 Advanced Production Workshop

c) A maximum of twelve credits in extra-departmental elective courses count toward the major. Extra-departmental elective courses approved for the CAMS major are listed on the Registrar's Website (Schedule of Classes/Enroll page) each term.

ARTH 222 History of Photography (Not offered in 2009–2010)  
 ARTS 238 Photography I  
 ARTS 338 Advanced Photo: Color Photography  
 ARTS 339 Advanced Photo: Digital Imaging  
 CHIN 240 Chinese Cinema (Not offered in 2009–2010)  
 CLAS 140 Old Situations, New Complications: Ancient Texts and Modern Cinema  
 FREN 233 The French Cinema (Not offered in 2009–2010)  
 FREN 250 Mali Program: Film and Society in Mali  
 GERM 216 Studies in German Cinema: Current Issues in Contemporary Film (Not offered in 2009–2010)  
 GERM 219 German Film after World War II (Not offered in 2009–2010)  
 JAPN 231 Japanese Cinema in Translation  
 MUSC 115 Music and Film (Not offered in 2009–2010)  
 POSC 203 Political Communication: Election Campaign Advertising and Public Opinion\*  
 POSC 204 Media and American Politics: Special Election Edition (Not offered in 2009–2010)  
 POSC 220 Politics and Political History in Film (Not offered in 2009–2010)  
 POSC 303 Political Communication: Election Campaign Advertising and Public Opinion\*  
 RUSS 255 Russian Cinema: History and Theory  
 SPAN 250 Spanish Cinema (Not offered in 2009–2010)

## CINEMA AND MEDIA STUDIES COURSES

**110. Introduction to Cinema and Media Studies** Cinema and media are an integral part of modern life that profoundly affect the way we think, see, and understand our world and ourselves. This course provides an introduction to a wide range of modern media, including film, radio, television, video games, the internet, and new mobile media. Content traces the growth and interactions between media over the past 150 years and helps build critical skills for analyzing media technologies, industries, styles and genres,



narrative strategies, and ideologies. Attendance at separate weekly screenings required. *6 credits, AL, Fall, Winter—S. VanCour*

**111. Digital Foundations** Introduces students to the full range of media production tools and forms, including still photography, audio, graphic design, and video. Students will produce a photo essay with audio track; complete a stand-alone audio narrative with music, EFX and telephone interviews; create a weblog and gain a better understanding of graphic design; and produce a short video project. Completed projects will be mounted on each student's weblog. Although participants are welcome to use their PCs and associated software, in CAMS you will learn Apple hardware and software. Students will work with Photoshop, Final Cut Pro, Soundtrack Pro, SoundSlides and WordPress. *6 credits, AL, Fall, Winter, Spring—P. Hager*

**210. Film History I** This course surveys the first half-century of cinema history, focusing on film structure and style as well as transformations in technology, industry and society. Topics include series photography, the nickelodeon boom, local movie-going, Italian super-spectacles, early African American cinema, women film pioneers, abstraction and surrealism, German Expressionism, Soviet silent cinema, Chaplin and Keaton, the advent of sound and color technologies, the Production Code, the American Studio System, Britain and early Hitchcock, Popular Front cinema in France, and early Japanese cinema. Assignments aim to develop skills in close analysis and working with primary sources in researching and writing film history. *6 credits, AL, Winter—C. Donelan*

**211. Film History II** This course surveys cinema history from WW II to the twenty-first century. Our approach is internationalist, based on films from a variety of traditions—from film noir, through European, African, Soviet, and U.S. art cinema, and concluding with Persian post-revolutionary filmmakers and China's "Fifth Generation." Cross-cultural readings span "auteur" cinema in the 1950s through the emergence of global cinema at the end of the twentieth century. Assignments aim to develop awareness of film technology and devices, to provide experience in public presentation and talking about cinema, and in analyzing and writing about complex film structures. *6 credits, AL, Fall—D. Nemeč Ignashev*

**213. Italian Neorealism and Global Cinema** Neorealism is generally associated with a set of films produced by the Italian film industry during the post-World War II years, but filmmakers all over the world have been preoccupied with neorealism's primary concern--representing social reality. In this course, we examine the traditional neorealist films of Rossellini, De Sica and Visconti in relation to relevant theories, the modernist films of Fellini, Pasolini and Antonioni that question or problematize neorealism, and the impact of neorealism on global cinema. Prerequisite: Cinema and Media Studies 110 and 111 or permission of the instructor. *6 credits, AL, Not offered in 2009-2010*

**215. American Film History** In this course, we investigate Hollywood cinema as a unique economic, industrial, aesthetic, and cultural institution. Topics addressed include the experience of movie-going, the nature of Hollywood storytelling, and the roles played by the studio system, the star system, and film genre in the creation of a body of work that functions both as entertainment and as an influential mediator of American experience, identity, and culture. *6 credits, AL, Not offered in 2009-2010*

**217. Border Crossings: Postmodern Perspectives on French and German Cinema** In this course, we will explore the responses of French and German filmmakers to the challenges facing Europe as it redefined itself throughout the twentieth century. Taking Foucault's and Derrida's theories about the center and the margin as a starting point, we will examine such issues as national identity,

marginalization, shifting gender roles and technological change. Filmmakers to be discussed will be Jean-Luc Godard, Jean Renoir, Agnes Varda, Fritz Lang, Rainer W. Fassbinder and Helma Sanders-Brahms. *6 credits, AL, Not offered in 2009-2010*

**226. The Melodramatic Imagination: Visual Storytelling in Popular Media and Fine Art** Melodrama is arguably the dominant visual storytelling mode in American popular culture, existing across popular media, manifesting in films, television shows, magazines, advertising, video games and comics. It is evident in "chick flicks" and action blockbusters, film stills and posters, soap operas, sports shows, commercials, celebrity profiles and newscasts. In addition to exploring the reception and meanings of melodrama in popular film and media, we will investigate the migration of "lowbrow" melodrama into "highbrow" media, including fine art photography, painting and sculpture. Students enrolled in the course will participate in researching and mounting an exhibit in the Carleton Art Gallery. *6 credits, AL, Not offered in 2009-2010*

**228. Avant-Garde Film & Video from Dada to MTV** This class charts avant-garde film, video and multi-media from Salvadore Dali's surrealist cinema in the 1920's to the flowering of video art in the mid-1980's. Key films are read against the progression of art historical styles and "-isms" that informed them. We will take an extended look at Beat Culture in the 1950's as a context for the emergence of the American avant-garde. Expect to view rare original prints at Walker Art Center and make your own experimental film. *6 credits, AL, Fall—J. Schott*

**229. Film Noir: The Dark Side of the American Dream** After Americans grasped the enormity of the Depression and World War II, the glossy fantasies of 30s cinema seemed hollow indeed. During the 40s, the movies, our true national pastime, took a nosedive into pessimism. The result? A collection of exceptional films chocked full of tough guys and bad women lurking in the shadows of nasty urban landscapes. This course applies the tools of formal criticism, intellectual history, and feminist theory to films like *Double Indemnity*, *Out of the Past*, and *Kiss Me Deadly*. *6 credits, AL, Spring—C. Donelan*

**231. Cinema Auteurs: The Films of Ingmar Bergman and Jean-Luc Godard** This seminar explores the audacious films of two cinematic giants, Ingmar Bergman and Jean-Luc Godard, whose work redefined modern cinema. Bergman brought the sexual candor and existential anguish of the modern stage to his films, using the camera as "a dreaded x-ray machine" to peer through flesh to the soul. Godard was an obsessive cinephile who used the camera like a journalist to critique and celebrate both cinema and pop culture with a breath-taking mix of essay, satire and genre conventions. Visiting independent screenwriter/director Eric Tretbar guides this in-depth auteur study. *6 credits, AL, Winter—E. Tretbar*

**241. History of American Broadcasting: From Wireless to the Web** What forces shaped broadcasting's development in the United States? How have our broadcast media changed throughout their history, and what does the future hold? This course surveys over 100 years of American broadcasting, from nineteenth-century wireless telegraphy to early twentieth-century radio broadcasting, the postwar television boom and rise of TV's Classic Network System, and the recent growth of cable, satellite, and internet distribution. Changing styles and genres are linked to shifting technologies, regulations, industry economics, and broader changes in social context. Prerequisite: Cinema and Media Studies 110 recommended but not required. *6 credits, ND, Spring—S. VanCour*

**242. Sound and Music in New Media** This course covers the theory and production of sound and music in radio, electronic soundscapes, electroacoustic music, and music in film and video. The course will focus on the aesthetics, theory, and practice of sound in these media, and students will create sound artworks in a laboratory component, using ProTools and other sound engineering software. Students will produce several audio projects, including a podcast of a radio show, an electronic musique concrete or sound art piece, and a musical accompaniment to a short film or video using pre-existing music. Music reading and/or knowledge of musical recording software is helpful but not required for this course. *6 credits, AL, Spring—R. Rodman*

**248. Creativity and Innovation in Mass Media** What is the nature of creativity and innovation? What are their conditions and possibilities within industrialized mass media systems? Beginning with early critiques of mass media as obstacles to creativity and innovation, we will examine countervailing efforts to position mass media producers as inventive "auteurs," and explore several new approaches developed recently by leading industry scholars. We will analyze the institutional logics of mass media industries and consider the role that medium, genre, control of production, professional training, profit margins, and access to technology, capital, and human resources play in enabling or limiting particular forms of creative expression. *6 credits, ND, Not offered in 2009-2010*

**252. Open the Box: Critical Approaches to Television Studies** How do we define "television" as an object of critical inquiry, and what is the task of television criticism? As television technologies, industries, programming, and audiences have changed in recent decades, so too have approaches pursued by television scholars. This class provides an overview of critical methods in contemporary television studies, including formal analysis of television style and narrative; ideological analysis from psychoanalytic, Marxist, feminist, and cultural studies perspectives; industry analysis of institutional pressures shaping program production; and studies of audiences and fan communities. Students will apply the methods studied in a series of short papers on programs of their choosing. *6 credits, AL, Not offered in 2009-2010*

**253. Sound in the Era of Mechanical Reproduction: From Edison to the iPod** In this class we study the history of sound reproduction, tracing the rise of the phonograph, radio, and sound cinema, the hi-fi revolution, cassette culture, transformations of television sound, video game sound, and new digital audio devices. Emphasis is on the relationships between different audio media and the various technological, economic, aesthetic, and social exigencies that have shaped their historical development. Students will complete semi-regular listening assignments and pursue close analyses of course readings, with critical attention to questions of historiographic method. Students will also participate in a collaborative research project and multimedia presentation. *6 credits, ND, Not offered in 2009-2010*

**254. History and Theory of Emerging Media: From Newspapers to the Net** How do new media come into being? What competing technologies and uses of them are proposed, what hope and fears surround them, and how do they find an enduring place in our society? This course surveys a growing body of historical and theoretical work on processes of media emergence past and present, from the beginnings of the newspaper, telephone, and telegraph, to the cinema, radio, television, internet, and beyond. Final paper required. *6 credits, ND, Winter—S. VanCour*

**255. Sound Studies: Methods and Debates** The recent rise of "visual studies" in the American academy has spurred an interest in a parallel field of "sound studies." Examining scholarship on sound media and auditory culture from a variety of disciplinary and interdisciplinary perspectives, this course explores the

varied subject matter and approaches pursued by major advocates and exemplars of this emerging field. Topics addressed include semiotics of sound and sound-image relations, sound perception and arts of listening, philosophies of fidelity and politics of noise, sound technologies and audio industries, audio engineering and sound art. Final paper or creative project required. *6 credits, AL, Spring—S. VanCour*

**269. New Media Seminar in Europe Program: Understanding New Media** Most broadly, new media may be thought of as the intersection of the arts and the emerging universe of digital tools and distribution strategies. The class explores the history of new media, with particular emphasis on key concepts, genres and critical issues. We explore a wide variety of new media projects available online, and typically visit practicing new media artists in the area. No special computing skills are required, but students wishing to may undertake a creative project as part of the class. *6 credits, AL, Not offered in 2009-2010*

**270. Nonfiction I: Reality Storytelling** Here students develop the ability to turn a nonfiction subject into a compelling, well-told media project. In addition to exploring essential techniques of nonfiction production, we focus on documentary structure and story-forms. Increasingly, students are gathering, shaping and producing knowledge in a variety of media formats. Whether you want to produce social documentary, experimental nonfiction, or a media-based comps project, this class will give you the tools you will need. The class culminates in the production of a ten to fifteen minute project. Prerequisite: Cinema and Media Studies 111 or permission of the instructor. *6 credits, AL, Spring—E. Tretbar*

**271. Fiction I: Directorial Vision** Visiting independent feature film writer-director Eric Tretbar will introduce students to essential skills for directing fiction cinema. In a series of workshop exercises, students will explore the director's process from initial script analysis through shooting and editing. Students will develop and complete sequences exploring contrasting stylistic approaches in acting, directing, shooting, editing and narrative construction. At the center of the course is the goal of effective storytelling and understanding the options directors have for realizing their vision. The course will culminate in a short fiction project chosen by each student in consultation with Professor Tretbar. Prerequisite: Cinema and Media Studies 111, or permission of the instructor. *6 credits, AL, Fall—E. Tretbar*

**272. Advanced Editing Techniques** New digital media are changing the way we produce and distribute art and information. We'll combine critical perspectives with hands-on production with particular focus on multi-media for the web and DVD authoring. Prerequisite: Cinema and Media Studies 111. *6 credits, AL, Not offered in 2009-2010*

**274. Special Projects Workshop** Students with their instructor produce a long-form broadcast-quality nonfiction project. Roughly ten mid- to advanced-level students will work to conceive, research, shoot and edit the film. This is an exceptional opportunity for committed student video producers. Permission of the instructor is required for enrollment. *6 credits, AL, Not offered in 2009-2010*

**275. Audio Workshop** The Audio Workshop introduces students to essential skills in audio storytelling and drama. Students will produce projects in three essential genres: reportorial projects [suitable for news or research reporting], personal narratives (along the lines of *This American Life*), and new audio drama (fiction recorded in our sound booth with actors). Along with essential technical skills, students will engage critical historical and esthetic issues in audio, along with directorial skills like interviewing and directing voice talent. *6 credits, AL, Not offered in 2009-2010*

**276. Fiction II: Producing and Directing the Short Film** This course builds on the skills developed in Cinema and Media Studies 271 Fiction 1, and takes them further in the areas of screenplay analysis, cinematography, casting, production management, and location shooting-skills utilized in the production of a short work of fiction, the focus of this course. Since this is not a screenwriting class, students work from scripts written in Cinema and Media Studies 279 Screenwriting, found elsewhere or provided by the instructor. This year's edition is taught by visiting independent cinema writer-director Eric Tretbar. Prerequisite: Cinema and Media Studies 271, or permission of the instructor; Cinema and Media Studies 279 strongly recommended. *6 credits, AL, Spring—E. Tretbar*

**277. Studio Production** In this class we will explore the full resources of studio production by producing and distributing to the campus a weekly video show. Students will shoot and edit field segments and the studio program which we will publish as a web-based video subscription. The class will construct a permanent set with green-screen graphics background, and explore the logic of studio production including live, three-camera switching. Additionally, we will review the historical evolution of studio broadcasting as a key contemporary media form. Prerequisite: Cinema and Media Studies 111 or permission of the instructor. *6 credits, AL, Not offered in 2009-2010*

**278. Studio Production** In this class we will explore the full resources of studio production by producing and distributing to the campus a weekly video show. Students will shoot and edit field segments and the studio program which we will publish as a web-based video subscription. The class will construct a permanent set with green-screen graphics background, and explore the logic of studio production including live, three-camera switching. Additionally, we will review the historical evolution of studio broadcasting as a key contemporary media form. Prerequisite: Cinema and Media Studies 111 or permission of the instructor. *3 credits, AL, Not offered in 2009-2010*

**279. Screenwriting** "Screenwriting is an architectural, not literary activity."--David Mamet. Screenwriting has baffled many literary giants, including William Faulkner. But the deceptively simple art of cinematic storytelling can be learned--not by formula, but through form. Visiting writer-director Eric Tretbar teaches the principles and universal forms of cinematic storytelling with which students can write unique, challenging, meaningful scripts. Exercises with well-known movies teach students to select and arrange narrative material, analyze and design scenes, and map and analyze story structure. With these basic tools, students design, outline, and write their own short film. Prerequisite: Cinema and Media Studies 271 recommended but not required; or permission of the instructor. *6 credits, AL, Winter—E. Tretbar*

**280. We Media: Theories and Practices of Writing Lives, Documenting Community, and Framing Change** Storytelling is a tool for preserving memory, writing history, learning, entertaining, organizing, and healing. It is in the telling of stories that communities build identities, construct meaning, and make connections with others and the world. In this course we will examine modes and power dimensions of digital storytelling, investigate the role of digitized media used for community organizing and development, and discuss the gendered and racialized digital divide. Students will gain tools to tell their own stories using digital media (video, still images, sound and artwork) and learn Mac-based editing. Students will produce photographic and video work that will be shared on the course blog. *6 credits, AL, Not offered in 2009-2010*

**281. Digital Photography** This is a class for beginning and mid-level photographers who wish to develop an "eye" for still images. Class projects offer a range of critical and theoretical contexts--many related to

visual storytelling--that will sharpen not simply your vision, but your critical vision. Expect to develop an in-depth mastery of Photoshop, the new digital darkroom. Students must provide their own digital camera. Cinema and Media Studies 111 recommended, but not required. *6 credits, AL, Fall—J. Schott*

**282. Graphic Design: Type + Image + Message** Provides students with essential skills for producing and publishing forceful, effective visual communication. We focus on the combination of typography and image in formats such as graphic-intensive print-style publications, posters, still and motion-based typography. Production tools are primarily digital, including Photoshop, Adobe InDesign, Apple iWorks, LiveType and OmniGraffle. Unlike traditional pre-professional graphic design classes that teach a "design vocabulary," this class is predicated on the notion that the best design evolves from one's own specific, real-world design problems. Students read widely in the emerging literature of visual communication and the visualization of information. Prerequisite: Cinema and Media Studies 110 and 111 or permission of the instructor. *6 credits, AL, Winter—J. Schott*

**283. Site-Specific Media: Out and About** Video and photography are coming off the screen, out of the gallery, finding their way into the world through site-specific, installation-style projects. We will take visual projects out of the studio using projection and print techniques that speak and respond to particular locations. Imagine a multi-track movie playing on ten laptops in the Arb; or a film projected on the side of a mobile home with viewers in folding chairs. We will explore VJ software and produce live multi-track visuals to accompany a band performance at the end of the class. This class should be attractive to videographers, musicians, photographers, dancers and others with a speculative, experimental bent. Prerequisite: Cinema and Media Studies 110 and 111 or permission of the instructor. *6 credits, AL, Not offered in 2009-2010*

**289. New Media Seminar in Europe Program: Digital Workshop** This is a "special projects" workshop exploring digital video, photography, audio, camera phones, GPS and the like. Projects change in each edition of the workshop, but in all cases we typically explore core theoretical issues that inform production, visit reference projects typically available online, and then develop a working plan for executing projects. The Workshop is also designed to accommodate students with minimal or baseline production as well as those with more extensive experience. Prerequisites: Cinema and Media Studies 111 or permission of the instructor. *6 credits, AL, Not offered in 2009-2010*

**310. Moviegoing and Film Exhibition in America** How have the sites where movies are screened, the sorts of entertainment programs offered, and the experience of movie going varied over time and in different locations and communities? In this course, we will familiarize ourselves with the various methodologies for doing film history while researching and writing (or producing in media form) the history of movie culture at the local level, making use of primary sources such as newspapers, interviews, and photographs. *6 credits, AL, Fall—C. Donelan*

**330. Film Theory and Analysis** An advanced overview of film theory and criticism, emphasizing the realist and formalist traditions in classical film theory, the ontology of the photography, cinematic, and digital image, issues of authorship and genre, and trends in contemporary film theory, including screen theory, narrative theory, modernity studies, cultural studies, and post-theory. Class time will be spent chiefly in the discussion and debate of a body of common readings and screenings. Prerequisite: Cinema and Media Studies 210 or 211 or permission of the instructor. *6 credits, AL, Fall—C. Donelan*

**340. Media Theory: Objects and Methods** Media form an important and pervasive part of our everyday lives, affecting how we think, act, and communicate with one another, and offering vital resources for understanding world and self. This class surveys approaches used by scholars of print, radio, television, film, and new digital technologies to understand our modern media environment, including narrative theory, ideological analysis, technology studies, production studies, public sphere theory, cultural geography, political economy, globalization theory, convergence theory, and audience studies. Assignments include short written analyses of readings and a self-designed practicum project. No prerequisites. *6 credits, ND, Not offered in 2009–2010*

**370. Advanced Production Workshop** This Workshop is for advanced production students who have taken Cinema and Media Studies 111 Digital Foundations plus an additional Cinema and Media Studies 200-level video production course. This year visiting independent feature film writer-director Eric Tretbar will teach the fundamental properties of motion picture photography (applicable to both digital and film cameras), plus lighting and camera movement techniques used to create more expressive moving images. A series of workshop exercises emphasize basic technical and visual vocabulary. Additionally, students will work on a project of their own developed with Professor Tretbar. Prerequisite: Cinema and Media Studies 111, plus an additional 200-level Cinema and Media Studies production course. *6 credits, AL, Fall—E. Tretbar*

**400. Integrative Exercise** *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

## CLASSICAL LANGUAGES

**Chair:** Professor Clara S. Hardy

**Professors:** Jackson Bryce, Clara S. Hardy, Nancy C. Wilkie, Clayton L. Zimmerman

**Associate Professor:** Stacy N. Beckwith

**Visiting Assistant Professors:** Jorge J. Bravo III, Robert Burdette Hardy III

**Instructor:** Yaron Klein

**Adjunct Instructor:** Shadi Bayadsy

**Scholar in Residence Fellow:** Akira Yatsuhashi

Courses in the Department of Classical Languages cover numerous aspects of the ancient Greco-Roman world. While the majority of our courses focus on the study of Greek and Latin literary, historical, and philosophical texts, many also incorporate evidence from material remains such as art, architecture, archaeological remains of daily life, as well as public and private inscriptions. Courses in the languages (Latin and Greek) are designed to provide students with a thorough introduction to the language and literature of ancient Greece and Rome. Courses taught entirely with readings in English (Classics courses) include those centered around literary genres, Greek and Roman history, and topics such as gender and archaeology. Classics 110, Introduction to Classical Studies, provides an in-depth study of

Periclean Athens and Early Imperial Rome and is a requirement for all majors in the department. Completion of the Greek and Latin sequences, 101, 102, 103, and 204, fulfills the college language requirement.

## REQUIREMENTS FOR THE MAJOR

The Department of Classical Languages offers four majors:

**Major in Classical Studies:** This major is intended for students who want a broad introduction to classical civilization. Students anticipating further work in classics should supplement the requirements of this major with more courses in the ancient languages. Requirements: 30 credits of work in Greek and/or Latin, 24 credits of course work beyond the 102 level in the student's principal language, whether Greek or Latin; six further credits of language courses, either at the upper level of the principal language or at the elementary level in the other language; 36 additional credits in the general area of classical civilization, including Classics 110, 227 and 228. Further courses in the languages may be included in this group. Students must choose a particular focus within the general area of classical civilization and shape their program around it. Normally this will involve a concentration on either Greek or Roman civilization with work in the appropriate language. All majors must take Classics 295 in their junior year, and Classics 394 and Classics 400 in their senior year.

**Major in Greek:** This major is intended for students who want a thorough introduction to the language and literature of Greece; students who intend to go on to graduate work in classics will need to take more work in Latin than this major requires. Requirements: 36 credits in Greek beyond Greek 102. In addition, students must take 30 additional credits in the general area of classical civilization including Classics 110 and 227. Further courses in Greek beyond 102 or Latin at any level may count toward this requirement. All majors must take Classics 295 in their junior year, and Classics 394 and Classics 400 in their senior year.

**Major in Latin:** This major is intended for students who want a thorough introduction to the language and literature of Rome; students who intend to do graduate work in classics will need to take more work in Greek than this major requires. Requirements: 36 credits in Latin beyond Latin 102. In addition, students must take 30 additional credits in the general area of classical civilization including Classics 110 and 228. Further courses in Latin beyond 102 and Greek at any level may count toward this requirement. All majors must take Classics 295 in their junior year, and Classics 394 and Classics 400 in their senior year.

**Major in Classical Languages:** This major is intended for students who plan to pursue graduate work in classics or who want a thorough introduction to the language and literature of both Greece and Rome. Requirements: 30 credits in Latin beyond Latin 102, plus 24 credits in Greek beyond Greek 102; or 30 credits in Greek beyond Greek 102, plus 24 credits in Latin beyond Latin 102. In addition, students must take the following in-translation courses: Classics 110 and either 227 or 228, depending on the language emphasized. All majors must take Classics 295 in their junior year, and Classics 394 and Classics 400 in their senior year.

The College language requirement may be satisfied by completion with a grade of at least C- in any of the Greek or Latin languages numbered 204 or above.



The Classics Departments of Carleton College and St. Olaf College cooperate in a program under which students of either college may elect certain courses on the other campus. This option is especially appropriate for upper level language courses not offered at Carleton. Carleton students should register for St. Olaf courses through the inter-registration process.

The Concentration in Archaeology will interest many students who are attracted to ancient civilization.

### **Certificate of Advanced Study in Foreign Language and Literature or Foreign Language**

**and Area Studies:** In order to receive the Certificate of Advanced Study in Classical Languages students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: six courses, of which at least three will be in the target language at the 200 level or above. Courses remaining may be from the Classics department or from a list of approved courses offered by other departments (philosophy, art, history, political science, etc.) Although courses for the certificate may be taken on a S/CR/NC basis "D" or "CR" level work will not be sufficient to satisfy course requirements.

## **CLASSICS COURSES (CLAS)**

(These courses do not presume knowledge of Greek or Latin)

**100. Ancient Athletics** From Homeric Greece to the Roman Empire, exercise of the body and physical competition played varying roles in Greco-Roman culture, whether regarded as a form of excellence or exciting entertainment. This course will examine the literary and artifactual evidence for athletics in classical antiquity with the aim of understanding its nature and its relation to other aspects of society and culture. *6 credits, HU, Fall—J. Bravo*

**110. Introduction to Classical Studies** This course will examine in depth the two most content-rich focal points of Classical antiquity--Periclean Athens and Early Imperial Rome--since they provide a context for so much of what Classics is about and, just as important, what different ages have imagined antiquity to be about. The course will cover Athens and Rome in roughly equal units, providing different perspectives on the material from the variety of approaches that currently make up the study of the Classics: history, archaeology, anthropology, gender studies, literary criticism, philology, religious studies, etc. *6 credits, HU, Winter—C. Zimmerman*

**112. The Epic in Classical Antiquity** An introduction to the genre of epic poetry from Classical Antiquity. Students will read in translation examples from the Greek, Hellenistic, and Roman traditions in order to trace the development of the major features and themes of this genre and to understand the considerable influence this genre has exerted both during antiquity and thereafter. Authors will include Homer, Apollonius, Virgil, and Lucan. No prerequisites. *6 credits, AL, Not offered in 2009-2010*

**114. Gender and Sexuality in Classical Antiquity** In both ancient Greece and Rome, gender (along with class and citizenship status) largely determined what people did, where they spent their time, and how they related to others. This course will examine the ways in which Greek and Roman societies defined gender categories, and how they used them to think about larger social, political, and religious issues. Readings from epic, lyric, and drama, as well as ancient historical, philosophical, and medical writers. No prerequisites. *6 credits, HU, RAD, Fall—C. Hardy*

**116. Ancient Drama: Truth in Performance** The tragic and comic stage offered the Greeks and Romans a public arena for addressing in an engaging way such fundamental topics as love, family, justice, and the divine. Although the written word has fortunately preserved for us many ancient plays, the proper media for their communication remains, as their authors intended, the stage, the voice, and the body. This course will therefore address a variety of ancient tragedies and comedies with special attention, not only to their themes, but to the manner of their staging and performance. *6 credits, AL, Not offered in 2009-2010*

**117. Archaeology of Greece** The course will concentrate on the Prehistoric Period in Greece, from the first arrival of man to the end of the Bronze Age. A major emphasis will be placed on the Minoan and Mycenaean Periods in Crete and Greece respectively. Along with the study of the culture of this period, the course will include a study of archaeological technique, so that the archaeological evidence can be evaluated. *6 credits, AL, Not offered in 2009-2010*

**118. Archaeology of Greece: 1000-323 BCE** This course surveys the material remains of Greek culture from the Early Iron Age through the Archaic and Classical Periods. Emphasis will be given to the development of art and architecture as material expressions of Greek culture, as well as to the physical and topographical definition of the Greek city-states and their institutions. *6 credits, AL, Winter—J. Bravo*

**125. Love, Death and Destiny: The Ancient Novel** The novel is an unfamiliar but delightful area of Greek and Roman literature, with its heyday in the Roman empire of the second century AD. We will study most of the nine Greek ones, which are romantic short novels about ill-fated lovers and their wild, world-wide adventures. We will also read the two Latin ones, Petronius' *Satyricon* and Apuleius' *Metamorphoses*, or *Golden Ass*, which are rich both in satire and an important spiritual dimension. No prerequisites. Read in English. *6 credits, AL, Not offered in 2009-2010*

**130. Ancient Greek Religion** This course will survey the principal and distinctive elements of ancient Greek religion, including the cults and festivals of the major deities of the Greek pantheon, hero cult, ritual practices such as sacrifice and feasting, civic and Panhellenic festivals, healing sanctuaries, oracles, and mystery religion. The course will depend on an examination of primary evidence, including selected readings from ancient literature, archaeological remains, and illustrations in art. Students will be able not only to recognize and describe the traits of Greek religion, but also to analyze its role in personal identity, social relations, politics, and ideology. *6 credits, AL, Not offered in 2009-2010*

**140. Old Situations, New Complications: Ancient Texts and Modern Cinema** In this class, we will investigate the role ancient genres, such as epic, tragedy, and philosophy, played within the Greco-Roman world by pairing ancient texts with modern films. Through the same process, we will also consider what these works can tell us about our own society. Discussions will include the following topics: Is the idea of the tragic universal? What is the role of the artist in society? Is a movie just entertainment? Authors will include Homer, Aeschylus, Plautus, Bresson, Malick and Cocteau. *6 credits, AL, Spring—A. Yatsubashi*

**227. Greek History: Greek World From the Rise of the City-State to the Rise of the Hellenistic Kingdom** A survey of the civilization of the ancient Greeks, emphasizing the evolution of the city-state as a cohesive social, political, and economic organism. The development of the city-state as a response to the physical environment of Greece will form a component of this study, as will a discussion of the historical method: how do we use the few surviving archaeological remains and little written evidence to reconstruct the history of these people and their institutions? The period covered in depth will run from the

beginning of the city-state ca. 750 BC to the conquests of Alexander the Great (336-323 BC) and the legacy of international monarchies that followed. *6 credits, HU, Not offered in 2009-2010*

**228. Roman History, Republic and Principate** Introduction to the basic facts of political history from the Etruscan period to the early third century AD. Readings in literary works and primary sources with emphasis on historiography and interpretation of evidence. Some attention to art and architecture. Prerequisite: one Carleton course in History, Classics, or Latin. *6 credits, HU, RAD, Spring—J. Bryce*

**229. The Later Roman Empire, Byzantium and Islam** Introduction to the basic facts of political history of the Roman, Byzantine, and Islamic empires from the third to the ninth centuries AD. Readings and discussion of primary texts from the points of view of social, intellectual, and particularly religious history. Some attention to art and architecture; individual projects of research and interpretation. An important goal is to understand the phenomena of Christianity and Islam in their native context, the Mediterranean world of late antiquity. Prerequisite: one Carleton course in history, classics, Greek or Latin. *6 credits, HU, RAD, Not offered in 2009-2010*

**295. Junior Skills Portfolio** A portfolio to be completed by majors in the Department of Classical Languages in the junior year, ensuring their preparation for the senior capstone experience. The portfolio will demonstrate specific skills using basic tools, as outlined in the majors' handbook. *2 credits, S/CR/NC, ND, Winter—C. Hardy*

**394. Senior Seminar** As part of their senior capstone experience, majors in the classics department will formulate a call for papers developing the current year's theme for a colloquium, and following standard guidelines of the field produce proposals ("abstracts") for their own papers to be presented in the winter term. Prerequisite: Classics 295. *3 credits, ND, Fall—Staff*

**400. Senior Symposium** From proposals ("abstracts") developed in Classics 394, departmental majors will compose a twenty minute presentation to be delivered at a symposium on the model of professional conferences. The talks will then be revised into articles to be submitted to a journal of professional style, accepted and edited by the group into a presentable volume. Prerequisite: Classics 394. *3 credits, S/NC, ND, Winter—C. Hardy*

## GREEK COURSES (GRK)

(These courses all involve acquiring or using ancient Greek)

**101. Elementary Greek** Study of essential forms and grammar, with reading of connected passages. *6 credits, ND, Winter—J. Bravo*

**102. Intermediate Greek** Study of essential forms and grammar, with reading of original, unadapted passages. Prerequisite: Greek 101 with a grade of at least C-. *6 credits, ND, Spring—C. Hardy*

**103. Greek Prose** Selected prose readings. The course will emphasize review of grammar and include Greek composition. Prerequisite: Greek 102 with a grade of at least C-. *6 credits, ND, Not offered in 2009-2010*

**204. Greek Tragedy** Selected readings from Greek Tragedy with an introduction to Greek meter. Prerequisite: Greek 103 with a grade of at least C-. Completes the college foreign language requirement. *6 credits, ND, Fall—J. Bravo*

**230. Homer: The Odyssey** Reading of selected portions in Greek and of the entire poem in translation. *6 credits, AL, Not offered in 2009-2010*

**233. Longus' Daphnis and Chloe** Readings of selected portions of the novel in Greek and the entire text in translation. Prerequisites: Greek 204 or equivalent. *6 credits, AL, Winter—A. Yatsubashi*

**244. Plato Symposium** Readings of some of the most significant dialogues in translation, with selections in the original. Prerequisite: Greek 204. *6 credits, AL, Not offered in 2009-2010*

**245. Herodotus** Study in the original Greek of selections from Herodotus' *Histories* and in translation of the entire work. *3 credits, AL, Not offered in 2009-2010*

**248. Ancient Greek Composition** Practice in composing Greek prose. Prerequisites: Greek 103 or any higher-level Greek course. *3 credits, AL, Not offered in 2009-2010*

**304. Greek Tragedy for Advanced Students** Intensive study of one play in the original and the remaining plays in translation. Offered simultaneously with Greek 204, with additional assignments for the advanced students. Prerequisite: Greek 204. *6 credits, AL, Fall—J. Bravo*

**351. Aristophanes** Intensive study of one or two plays in the original and of the remaining plays in translation. *6 credits, AL, Spring—C. Zimmerman*

**353. Greek Epigraphy** Study of selected inscriptions in the original and others in translation. Prerequisite: Greek 204. *3 credits, AL, Not offered in 2009-2010*

## LATIN COURSES (LATN)

(These courses all involve acquiring or using Latin)

**101. Elementary Latin** Study of essential forms and grammar. This course should be elected by all students who have taken less than two years of secondary school Latin or who have not studied the subject for two or more years before entering college. *6 credits, ND, Fall—R. Hardy*

**102. Intermediate Latin** Continuation of essential forms and grammar. Prerequisite: Latin 101 with a grade of at least C-; or placement by examination during New Student Week. *6 credits, ND, Winter—J. Bryce*

**103. Catullus and Other Latin Poets** Readings from the works of great poets in the original Latin, and of further selections in English. Prerequisite: Latin 102 with a grade of at least C-; or appropriate score on the Latin placement exam. *6 credits, ND, Fall, Spring—J. Bravo, C. Zimmerman*

**204. Latin Prose** Review of essential forms and grammar, with introduction to Latin prose through the study of medieval texts, Cicero and elementary Latin prose composition. Prerequisite: Latin 103 with a grade of at least C-. Completes the college foreign language requirement. *6 credits, ND, Winter—R. Hardy*

**240. Lucretius** Selections from the *De Rerum Natura* will be read in Latin, the remainder in translation. In addition to examining the author's style and the poem's literary merits, we will study the tenets of Epicurean philosophy as expressed in the poem and thereby gain a greater appreciation of ancient thought about science, ethics and religion. *6 credits, AL, Not offered in 2009-2010*

**241. Petronius and Apuleius** Selections from the *Satyricon* and/or *Golden Ass* in the original as well as reading the entire works in English translation. 6 credits, AL, Not offered in 2009–2010

**242. Apuleius** Selections from the *Golden Ass* in the original as well as reading the entire work in English translation. Prerequisite: Latin 204. 6 credits, AL, Not offered in 2009–2010

**245. Cicero** Representative readings, in Latin, across the range of Cicero's literary activity, including oratory, philosophy, criticism, and correspondence. Prerequisite: Latin 204 or equivalent. 6 credits, AL, Winter

**248. Latin Composition** Practice in composing Latin prose. Prerequisites: Latin 103 or any higher-level Latin course. 3 credits, AL, Not offered in 2009–2010

**254. Survey of the Latin Silver Age** Readings from representative works of prose and poetry from the Silver Age of Latin literature. Authors will include Pliny, Juvenal, Seneca, Martial, Suetonius, and Tacitus. 6 credits, AL, Not offered in 2009–2010

**255. Tacitus** A survey of the works of the Roman Silver Age historian and rhetorician Gaius Cornelius Tacitus, reading Latin excerpts and selections in English translation. Prerequisite: Latin 204. 6 credits, AL, Not offered in 2009–2010

**258. Seminar: Horace** Selection from Horace's *Odes*, *Epodes*, *Satires* and *Epistles* in Latin and the remaining works in translation. Prerequisite: Latin 204 or equivalent. 6 credits, AL, Not offered in 2009–2010

**259. Seminar: Virgil** Selections from *Eclogues*, *Georgics*, and *Aeneid* in Latin and all of Virgil in English. Offered simultaneously with Latin 359 without the supplemental assignments for advanced students. 6 credits, AL, Spring—J. Bravo

**359. Seminar: Virgil** Selections from *Eclogues*, *Georgics*, and *Aeneid* in Latin and all of Virgil in English. Prerequisite: Latin 204 or equivalent. 6 credits, AL, Not offered in 2009–2010

## COGNITIVE SCIENCE CONCENTRATION (CGSC)

**Director:** Professor Kathleen M. Galotti

Cognitive Science examines different approaches to questions concerning the nature of mind, the representation of knowledge, the acquisition, comprehension, and production of language, the development of learning and intelligence, the use of information to draw inferences and make decisions, and the assessment of "goodness of fit" between purportedly similar systems (e.g., the computer and the mind).

Exploration of some or all of these questions has been and is being undertaken in such disciplines as cognitive psychology, linguistics, philosophy, intelligence, neuroscience, social cognition and others. The concentration in Cognitive Science therefore represents a formal means of bringing together students and faculty in different disciplines who share common interests. We seek to enrich the view provided by any one discipline through an exploration or the methodologies of others.

The concentration is designed for students majoring in psychology, philosophy, computer science, or linguistics (as a special major), although all students are welcome.

## REQUIREMENTS FOR THE CONCENTRATION

To encourage breadth within the concentration, normally no more than four courses taken from a single department may be counted toward the minimum eight required.

### Core Courses: (24 credits-four six-credit courses)

CGSC 130 Introduction to Cognitive Science: How to Build a Mind

One other alternative entry point into the concentration is enrollment in the TRIAD--three linked sections of Psychology 110, Biology 125 and Philosophy 110. TRIAD students may count successful completion as the equivalent of Cognitive Science 130 plus ONE elective course.

300-level Special Topics in Cognitive Science (Note: this course would subsume some of the computer science, linguistics, philosophy or psychology seminars listed below.)

Plus any two of the following courses:

LING 115 Introduction to Theory of Syntax

CGSC/PSYC 232/233 Cognitive Processes and Laboratory

PHIL 210 Logic or CS 111 Introduction to Computer Science

**Elective Courses: (24 credits)** from the following list. At least one must be a 300-level course. Normally, no more than four courses from any one department may be counted toward the concentration.

CGSC 236 Thinking, Reasoning and Decision-Making (Not offered in 2009-2010)

CGSC 380 Seminar in Developmental Psychology: Cognitive Development During the Preschool years (Not offered in 2009-2010)

CGSC 385 Cognitive Development in Middle Childhood (Not offered in 2009-2010)

CGSC 386 Adolescent Cognitive Development: Developing an Identity and Life Plans (Not offered in 2009-2010)

BIOL 365 Topics in Neuroscience (Not offered in 2009-2010)

BIOL 368 Developmental Neurobiology

BIOL 379 Seminar: Behavioral Genetics

BIOL 386 Neurobiology

CGSC 130 How to Build a Mind: An Introduction to Cognitive Science (Not offered in 2009-2010)

CGSC 232 Cognitive Processes

CGSC 233 Laboratory Research Methods in Cognitive Science

CS 254 Automata and Computability

CS 321 Artificial Intelligence

CS 322 Natural Language Processing (Not offered in 2009-2010)

EDUC 234 Educational Psychology

LING 216 Morpho-Syntax

LING 217 Phonetics and Phonology  
 LING 265 Language and Brain  
 LING 270 Language, Speech, and Evolution  
 LING 275 First Language Acquisition (Not offered in 2009–2010)  
 LING 315 Topics in Syntax (Not offered in 2009–2010)  
 LING 317 Topics in Phonology (Not offered in 2009–2010)  
 LING 325 Syntax of an Unfamiliar Language  
 LING 340 Topics in Semantics (Not offered in 2009–2010)  
 MUSC 227 Introduction to the Perception and Cognition of Music  
 PHIL 110 Evolution and Mind  
 PHIL 110 Mind, Matter, Consciousness  
 PHIL 212 Epistemology  
 PHIL 220 Philosophy of Mind (Not offered in 2009–2010)  
 PHIL 253 Philosophy of Cognitive Science (Not offered in 2009–2010)  
 PSYC 216 Behavioral Neuroscience  
 PSYC 220 Sensation and Perception  
 PSYC 234 Psychology of Language  
 PSYC 250 Developmental Psychology (Not offered in 2009–2010)  
 PSYC 258 Social Cognition (Not offered in 2009–2010)  
 PSYC 374 Eyewitness Testimony in Children: Reconstructive Memory (Not offered in 2009–2010)  
 PSYC 375 Language and Deception  
 SOAN 260 Myth, Ritual, and Symbolism (Not offered in 2009–2010)  
 SOAN 274 Language, Culture and Society

## COGNITIVE SCIENCE COURSES

**130. How to Build a Mind: An Introduction to Cognitive Science** Recently, psychologists, linguists, philosophers, biologists, and computer scientists have begun to share the insights their differing perspectives bring to certain issues involving perception, imagery, knowledge representation, thinking and consciousness. This class will give students a broad introduction to the history and practice of this multidisciplinary approach. *6 credits, SS, Not offered in 2009–2010*

**232. Cognitive Processes** *Crosslisted with PSYC.232.* An introduction to the study of mental activity. Topics include attention, pattern recognition and perception, memory, concept formation, categorization, and cognitive development. Some attention to gender and individual differences in cognition, as well as cultural settings for cognitive activities. Prerequisite: Psychology 110 or permission of the instructor. Corequisite: Cognitive Sciences 233. *6 credits, SS, Winter—K. Galotti*

**233. Laboratory Research Methods in Cognitive Science** *Crosslisted with PSYC.233.* Students will participate in the replication and planning of empirical studies, collecting and analyzing data relevant to major cognitive phenomena. Prerequisite: Psychology 110 or permission of the instructor. Corequisite: Psychology 232. *2 credits, ND, Winter—K. Galotti*

**236. Thinking, Reasoning and Decision-Making** An examination of the way people think and reason, both when given formal laboratory tasks and when facing problems and decisions of everyday life. Students consider their own reasoning and decision-making through course exercises. Topics covered

include: models of formal reasoning, decision-making, heuristics and biases in thinking and problem-solving, the development of reasoning ability, moral reasoning, improving thinking, problem-solving and reasoning skills. Prerequisite: Psychology 110 or consent of the instructor. *6 credits, SS, Not offered in 2009-2010*

**380. Seminar in Developmental Psychology: Cognitive Development During the Preschool Years**

We will consider the development of memory, perception, and attention, as well as concepts and categorization, problem-solving and thinking, during the years from two to six. We will focus particularly on how these developments are reflected in children's spontaneous behavior and play. Course requirements will include readings, class discussions, short papers, a final project, and regular observation of preschoolers or kindergarteners. Prerequisites: Psychology 250 or Educational Studies 234 or permission of the instructor. *6 credits, Not offered in 2009-2010*

**385. Cognitive Development in Middle Childhood** We will consider the development of memory, perception, and attention, as well as concepts and categorization, problem-solving and thinking, during the years from six to 11. We will focus particularly on how these developments are reflected in children's academic learning and social relationships. Course requirements will include readings, class discussions, short papers, a final project, and regular observation of school-aged children. Prerequisite: Psychology 250 or Educational Studies 234 or permission of instructor. *6 credits, SS, Not offered in 2009-2010*

**386. Adolescent Cognitive Development: Developing an Identity and Life Plans** An examination of recent literature on how adolescents develop their value system, explore their goals, begin to make life-framing decision, establish new relationships, and discover answers to the question "Who am I?" Course readings will involve primary literature, and the course is discussion-based. Prerequisite: Psychology 250, Educational Studies 234 or consent of the instructor. *6 credits, SS, Fall—K. Galotti*

**396. Directed Research in Cognitive Studies** Senior majors in cognitive studies will work with the director to develop a thesis proposal for their comps project. Prerequisite: Permission of the instructor. *3 credits, ND, Fall—R. Elveton, K. Galotti*

## COMPUTER SCIENCE (CS)

**Chair:** Associate Professor David R. Musicant

**Professors:** Jack Goldfeather, Jeffrey R. Ondich

**Associate Professor:** David R. Musicant

**Assistant Professors:** Amy Csizmar Dalal, David Liben-Nowell

Computer Science studies the computational structures and processes that appear throughout the natural and human worlds. The study of those processes (known as *algorithms*) can lend insight into the functioning of our brains, the structure of our genes, the mechanisms by which people form communities, and many other questions in a wide range of disciplines. At the same time, an understanding of algorithms and the structure of data can help us create a tremendous variety of useful software tools.



Carleton's computer science curriculum is designed to provide students with a balance between theoretical study and the practical application of theory to the design and construction of software.

Since computer science plays a key role in our world, we recommend Introduction to Computer Science (CS 111) for all Carleton students. We also offer introductory-level courses on specific topics, such as Life in the Age of Networks (CS 108).

Those who choose to major in computer science find many opportunities following graduation. Carleton Computer Science graduates who pursue employment in the computing industry find jobs in a many different roles and at a wide variety of companies. In addition to graduate programs in computer science, Carleton CS majors seeking further education have pursued graduate study in areas such as bioinformatics, linguistics, cognitive science, and law.

## REQUIREMENTS FOR A MAJOR

The course requirements are Mathematics 111; Computer Science 111, 201, 202, 204, 208, 251, 252, and 254; and two additional courses from among: Computer Science courses numbered 200 or above, Mathematics 311, and Physics 247. Although they are not required for the CS major, we recommend that our students take as many mathematics and statistics courses as possible. In addition, each CS major must complete an integrative exercise: during fall and winter terms of the senior year, the student will participate on a team of four to seven students working on a faculty-specified project. Potential majors should take Computer Science 111, Mathematics 111, and at least one of Computer Science 201, 202, 204, and 208 by the end of the sophomore year.

Students contemplating graduate study in computer science should consider taking additional courses in both mathematics (ideally the full Calculus sequence plus Mathematics 215 and 232) and computer science. Those interested in computer engineering should consider taking physics courses through Electricity and Magnetism and Electronics.

A guide for majors is available on the Computer Science Web site.

## COMPUTER SCIENCE COURSES

**108. Life in the Age of Networks** This course investigates how the social, technological, and natural worlds are connected, and how the study of networks sheds light on these connections. A network is a collection of entities linked by some relationship: people connected by friendships (e.g. Facebook); web pages connected by hyperlinks; species connected by the predator-prey relationships. We will emphasize the efficient synthesis and processing of large amounts of data in asking questions about networks in a variety of fields. Topics include: how Google works; "six degrees of separation"; species extinction; the spread of fads through society. No background in computer science or programming is required or expected. No prerequisites. Students who have received credit for Computer Science 111 or above are not eligible to enroll in Computer Science 108. *6 credits, MS, Offered in alternate years, Fall—D. Liben-Nowell*

**111. Introduction to Computer Science** This course will introduce you to computer programming and the design of algorithms. By writing programs to solve problems in areas such as image processing, text processing, and simple games, you will learn about recursive and iterative algorithms, complexity analysis, graphics, data representation, software engineering, and object-oriented design. No previous

programming experience is necessary. Students who have received credit for Computer Science 201 or above are not eligible to enroll in Computer Science 111. No prerequisites. *6 credits, MS, Fall, Winter, Spring—Staff*

**201. Data Structures** Think back to your favorite assignment from Introduction to Computer Science. Did you ever get the feeling that "there has to be a better/smarter way to do this problem?" The Data Structures course is all about how to store information intelligently and access it efficiently. How can Google take your query, compare it to billions of web pages, and return the answer in less than one second? How can one store information so as to balance the competing needs for fast data retrieval and fast data modification? To help us answer questions like these, we will analyze and implement stacks, queues, trees, linked lists, graphs and hash tables. Students who have received credit for a course for which Computer Science 201 is a prerequisite are not eligible to enroll in Computer Science 201. Prerequisite: Computer Science 111 or consent of the instructor. *6 credits, MS, Fall, Winter, Spring—Staff*

**202. Mathematics of Computer Science** An introduction to some of the mathematical tools crucial to computer science. Topics include logic and proofs; sets, relations, and functions; elementary complexity theory and recurrence relations; basic probability; counting techniques; and graphs. These mathematical tools will be discussed through their application to various topics in computer science, including error-correcting codes, hashing, cryptography, computer graphics, games, and the structure of the Internet and the web. Prerequisites: Mathematics 111; Computer Science 111. *6 credits, MS, Fall, Spring—D. Liben-Nowell*

**204. Software Design** It's easy to write a mediocre computer program, and lots of people do it. Good programs are quite a bit harder to write, and are correspondingly less common. In this course, we will study techniques, tools, and habits that will improve your chances of writing good software. While working on several medium-sized programming projects, we will investigate code construction techniques, debugging and profiling tools, testing methodologies, UML, principles of object-oriented design, design patterns, and user interface design. Prerequisite: Computer Science 111 or consent of the instructor. *6 credits, MS, Winter—J. Ondich*

**208. Computer Organization and Architecture** Computer processors are extraordinarily complex systems. The fact that they work at all, let alone as reliably as they do, is a monumental achievement of human collaboration. In this course, we will study the structure of computer processors, with attention to digital logic, assembly language, performance evaluation, computer arithmetic, data paths and control, pipelining, and memory hierarchies. Prerequisites: Computer Science 111 or consent of the instructor. *6 credits, MS, Fall—A. Csizmar Dalal*

**231. Computer and Network Security** Hackers, phishers, and spammers---at best they annoy us, at worst they disrupt communication systems, steal identities, bring down corporations, and compromise sensitive systems. In this course, we'll study various aspects of computer and network security, focusing mainly on the technical aspects as well as the social and cultural costs of providing (or not providing) security. Topics include cryptography, authentication and identification schemes, intrusion detection, viruses and worms, spam prevention, firewalls, denial of service, electronic commerce, privacy, and usability. Prerequisite: Computer Science 201, 202 or 204 or 208. *6 credits, MS, Not offered in 2009-2010*

**251. Programming Languages** Are there other types of programming languages besides object-oriented ones? This course will survey a number of different programming paradigms in order to do a comparative

analysis of features and design. Students will gain experience programming in a variety of programming languages, including functional and logical languages such as Scheme and Prolog. Furthermore, the course will examine such topics in programming language construction as syntax and semantics, mechanisms for parameter passing, typing, scoping, and control structures. Prerequisite: Computer Science 201 or consent of the instructor. *6 credits, MS, Fall—D. Musicant*

**252. Algorithms** A course on techniques used in the design and analysis of efficient algorithms. We will cover several major algorithmic design paradigms (greedy algorithms, dynamic programming, divide and conquer, and network flow); applications of those techniques to a variety of domains (natural language processing, economics, computational biology, and data mining, for example); and computational complexity, particularly NP-completeness, including how to cope algorithmically when confronted with intractable problems. Prerequisites: Computer Science 201; Mathematics 111; Computer Science 202 or Mathematics 236. *6 credits, MS, Winter—D. Liben-Nowell*

**254. Automata and Computability** An introduction to the theory of computation, emphasizing an understanding of what problems can and cannot be solved by computers. Topics include formal models of computation, including finite-state automata, pushdown automata, and Turing machines; formal languages, including regular expressions and context-free grammars; and computability and uncomputability. Time permitting, we will discuss computational and mathematical applications, like parsing and Godel's incompleteness theorem. Prerequisites: Computer Science 201; Computer Science 202 or Mathematics 236. *6 credits, MS, Spring—J. Ondich*

**311. Computer Graphics** The raster graphics representation of 2- and 3- dimensional images. Topics include frame buffers, data structures for image storage, geometric transformations, hidden surface algorithms, raytracing, splines, and lighting models. Prerequisites: Computer Science 201, Mathematics 232 or consent of the instructor. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**321. Artificial Intelligence** How can we design computer systems with behavior that seems "intelligent?" This course will examine a number of different approaches to this question, including intelligent agents (simulated with a robot), machine learning (including neural networks and genetic algorithms), and reasoning with uncertainty. We will also examine search methods, with an interest in computer game playing. The coursework is a mix of problem solving and computer programming based on the ideas that we discuss. Prerequisite: Computer Science 201 or consent of the instructor. *6 credits, MS, Offered in alternate years, Spring—D. Musicant*

**322. Natural Language Processing** Computers are poor conversationalists, despite decades of attempts to change that fact. This course will provide an overview of the computational techniques developed in the attempt to enable computers to interpret and respond appropriately to ideas expressed using natural languages (such as English or French) as opposed to formal languages (such as C++ or Lisp). Topics in this course will include parsing, semantic analysis, machine translation, dialogue systems, and statistical methods in speech recognition. Prerequisites: Computer Science 201 and 202 or permission of the instructor. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**324. Data Mining** How does Google understand what it is you're looking for? How does Amazon.com figure out what items you might want to buy? These questions and others are part of machine learning and data mining, two highly related fields at the crossroads of artificial intelligence, database systems, and statistics. Machine learning concerns itself with getting a computer to learn or discover patterns, whereas

data mining focuses this task on large databases. Much of the material will be presented through primary source research papers, and the content will include techniques such as classification, clustering, association rules, web mining, collaborative filtering, and others. Prerequisite: Computer Science 201 or consent of the instructor. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**331. Computer Networks** From the hotspots in coffee shops to the Internet in our homes, computer networking has increasingly pervaded our everyday lives. In this course, we'll study the technical details of computer networks, from local-area to wide-area networks, from the individual connections between machines to networked applications both new and old. Topics include the TCP/IP protocol stack, the OSI reference model, network architecture, protocols and their implementations, routing security, the structure of the Internet, DNS, and emerging applications such as VoIP and peer-to-peer networking. Prerequisite: Computer Science 208 or consent of the instructor. *6 credits, MS, Offered in alternate years, Fall—A. Csizmar-Dalal*

**332. Operating Systems** The thing that we call a computer is actually a complex collection of interacting devices. To ensure that these devices work together effectively without excessive human intervention, people have developed operating systems software that coordinates the behavior of the devices and gives programmers ways to control those devices. This course will address the fundamental problems that operating systems need to solve, including those concerned with process management, file organization, memory management, and input/output control. We will also study the structure of the Linux operating system. Prerequisites: Computer Science 208 or consent of the instructor. *6 credits, MS, Offered in alternate years, Spring—J. Ondich*

**334. Database Systems** Database systems are used in almost every aspect of computing, from storing data for websites to maintaining financial information for large corporations. Intrinsically, what is a database system and how does it work? This course takes a two-pronged approach to studying database systems. From a systems perspective, we will look at the low-level details of how a database system works internally, studying such topics as file organization, indexing, sorting techniques, and query optimization. From a theory perspective, we will examine the fundamental ideas behind database systems, such as normal forms and relational algebra. Prerequisite: Computer Science 201 (127) or consent of the instructor. *6 credits, MS, Offered in alternate years, Winter—D. Musicant*

**400. Integrative Exercise** Senior Computer Science majors work in teams (typically four to seven students per team) on faculty-specified topics. Required of all senior majors. Prerequisite: Senior standing, Mathematics 121, Computer Science 111, 201, 202 (or Mathematics 236); one course from among Computer Science 204 or 208; two courses from among Computer Science 251, 252 and 254; one course from among Computer Science courses numbered 260 or above or Mathematics 311. *6 credits, S/NC, ND, Fall, Winter—Staff*

## **OTHER COURSES PERTINENT TO COMPUTER SCIENCE:**

Physics 247 Digital Electronics

Physics 343 Electronics

## CROSS-CULTURAL STUDIES CONCENTRATION (CCST)

**Director:** Professor Sigrun D. Leonhard

**Committee Members:** Scott D. Carpenter, Clifford E. Clark, Jr., Van Dusenbery, Michael Hemesath, Gao Hong, Roger R. Jackson, Sigrun D. Leonhard, Arjendu K. Pattanayak, Kathryn Sparling, Qiguang Zhao

The Cross-Cultural Studies Concentration objectives are: 1) to bring together American and international students in a program of study and interaction that will prepare them to live and work productively in a culture different from their own; 2) to provide a forum for studying problems and issues, such as pollution, disease, and human rights, that cut across traditional national or cultural boundaries and that tend to be excluded in traditional disciplines or area studies; 3) to enable students to come to a sharper understanding of their own and their academic focus culture by making comparisons explicit; 4) to create an arena for faculty whose work focuses on different parts of the world to address common issues and problems in a comparative, collaborative framework.

### REQUIREMENTS FOR THE CONCENTRATION:

Language is fundamental to understanding other societies and it is therefore fundamental to the concentration. Each concentrator will fulfill the Carleton language requirement in the language of the focus area, or will study in a language-intensive program in the focus area. Upper level language study is encouraged.

Concentrators will select a nation or region of the world on which to focus their cultural and linguistic study. This area will then be examined from three out of the following four perspectives:

- In binary comparison with another culture
- In regional perspective (i.e., beyond national borders)
- In relation to global issues
- Relating to ethnic diversity and diaspora

#### Core courses:

- CCST 100: Growing Up Cross-Culturally (recommended but not required)
- CCST 275: I'm a Stranger Here Myself
- SOAN 231: Transnational Migration and Diasporic Communities

#### Electives:

Four courses from at least three of the four comparative categories listed above, to be selected from the list of pertinent courses available on the department Web site. Students who have participated in the first-year seminar, Growing Up Cross-Culturally, are required to take only three additional courses from any three categories.

American students will also participate in an approved international program (one or more terms), in an area where a language related to their focus is spoken. International students are exempt from this

requirement since Carleton is an off-campus experience for them, but they are also encouraged to go off campus.

## CROSS-CULTURAL STUDIES COURSES

**100. Growing Up Cross-Culturally** First-year students interested in this program should enroll in this seminar. The course is recommended but not required for the concentration and it will count as one of the electives. From cradle to grave, cultural assumptions shape our own sense of who we are. This course is designed to enable American and international students to compare how their own and other societies view birth, infancy, adolescence, marriage, adulthood, and old age. Using children's books, child-rearing manuals, movies, and ethnographies, we will explore some of the assumptions in different parts of the globe about what it means to "grow up." *6 credits, S/CR/NC, RAD, ND, Fall—C. Clark, G. Hong, S. Leonhard, S. Pattanayak*

**275. I'm A Stranger Here Myself** Designed for students who are returning from off-campus studies or who have lived abroad, and for anyone who has had the experience of being an outsider, this course will explore theories and models of intercultural competence and intercultural transition. Using the actual experience of the students in class as its evidence, it will first develop theories about the nature of intercultural contact and then test their usefulness by applying them to the analysis of specific historical and literary evidence. *6 credits, RAD, ND, Winter—S. Leonhard*

Pertinent courses are available in a wide range of disciplines, including: Art History, Economics, History, Music, Area Studies, Political Science, Religion, and Sociology and Anthropology. For questions about particular courses, please check the department Web site or contact the director.

### Binary Comparison:

ARTS 275 Australia/New Zealand Program: Physical and Cultural Environment of Australia and New Zealand (Not offered in 2009–2010)

ASLN 231 Intercultural Texts: Japanese and Indian Women Writing Abroad (Not offered in 2009–2010)

FREN 235 Francophone Literature of Africa and the Caribbean (Not offered in 2009–2010)

POSC 326 America's China Policy\* (Not offered in 2009–2010)

### Regional Perspective:

AMST 240 The Midwest and the American Imagination

ARTH 164 Buddhist Art (Not offered in 2009–2010)

FREN 241 Marginality and Renaissance in Francophone America

HEBR 222 Discovering Literary Tel Aviv and Jerusalem

HIST 137 Before Europe: The Early Medieval World, 250-c. 1050

HIST 139 Foundations of Modern Europe

HIST 140 Modern Europe 1789-1914 (Not offered in 2009–2010)

HIST 141 Europe in the Twentieth Century

HIST 169 Colonial Latin America 1492-1810

HIST 170 Modern Latin America 1810-Present

HIST 180 An Historical Survey of East Africa  
 HIST 182 A Survey of Southern African History (Not offered in 2009–2010)  
 HIST 204 Crusade, Contact and Exchange in the Medieval Mediterranean (Not offered in 2009–2010)  
 HIST 232 Renaissance Worlds in France and Italy (Not offered in 2009–2010)  
 HIST 233 Cultures of Empire: Byzantium, 710-1453 (Not offered in 2009–2010)  
 HIST 236 Women's Lives in Pre-Modern Europe  
 HIST 253 Bureaucracy, Law, and Religion in East Asia (Not offered in 2009–2010)  
 HIST 259 Women in South Asia: Histories, Narratives, and Representation (Not offered in 2009–2010)  
 HIST 260 The Making of the Modern Middle East (Not offered in 2009–2010)  
 HIST 265 Central Asia in the Modern Age  
 HIST 283 Farm and Forest: African Environmental History (Not offered in 2009–2010)  
 LTAM 200 Issues in Latin American Studies  
 MUSC 243 Music of the Caribbean (Not offered in 2009–2010)  
 POSC 221 Latin American Politics (Not offered in 2009–2010)  
 POSC 241 Ethnic Conflict (Not offered in 2009–2010)  
 POSC 263 European Political Economy (Not offered in 2009–2010)  
 POSC 322 Political Economy of Latin America\*  
 POSC 383 Maastricht Program: Politics of the European Union (Not offered in 2009–2010)  
 RELG 150 Religions of South Asia  
 RELG 251 Theravada Buddhism (Not offered in 2009–2010)  
 RELG 253 Tibetan Buddhism (Not offered in 2009–2010)  
 SOAN 250 Ethnography of Latin America (Not offered in 2009–2010)  
 SOAN 256 Ethnography of Africa  
 SOAN 259 Comparative Issues in Native North America (Not offered in 2009–2010)  
 SPAN 207 Exploring Hispanic Culture (Not offered in 2009–2010)  
 SPAN 238 Images of the Indian in Spanish American Literature (Not offered in 2009–2010)  
 SPAN 242 Introduction to Latin American Literature  
 SPAN 255 Women Dramatists in Latin America: Staging Conflicts (Not offered in 2009–2010)  
 SPAN 260 Forces of Nature  
 SPAN 336 Genealogies of the Modern: Turn of the Century Latin America

Global Issues:

BIOL 190 Global Change Biology  
 BIOL 212 Australia Program: Biology Field Studies and Research  
 BIOL 221 Ecosystem Ecology  
 BIOL 352 Population Ecology  
 BIOL 361 Tropical Rainforest Ecology (Not offered in 2009–2010)  
 CHEM 328 Environmental Analysis (Not offered in 2009–2010)  
 ECON 224 Cambridge Program: Multinational Financial Management  
 ECON 245 Economics of Inequality (Not offered in 2009–2010)  
 ECON 281 International Finance (Not offered in 2009–2010)  
 ENTS 112 Conservation Biology (Not offered in 2009–2010)

ENTS 215 Environmental Ethics  
 ENTS 244 Biodiversity Conservation and Development (Not offered in 2009–2010)  
 HIST 360 Muslims and Modernity  
 MUSC 111 Western Art Music and Western Civilization  
 MUSC 210 Medieval and Renaissance Music  
 MUSC 245 Music of Africa (Not offered in 2009–2010)  
 PHIL 242 Environmental Ethics (Not offered in 2009–2010)  
 POSC 120 Comparative Political Regimes  
 POSC 245 Comparative Environmental Politics and Policy (Not offered in 2009–2010)  
 POSC 259 Justice Among Nations  
 POSC 265 Politics of Global Economic Relations  
 POSC 268 International Environmental Politics and Policies  
 POSC 281 Global Society: An Approach to World Politics  
 POSC 355 Contemporary Feminist Thought: Identity, Culture and Rights\* (Not offered in 2009–2010)  
 POSC 358 Comparative Social Movements\* (Not offered in 2009–2010)  
 POSC 360 Political Economy Seminar\* (Not offered in 2009–2010)  
 PSYC 384 Psychology of Prejudice  
 RELG 111 Judaism, Christianity, Islam (Not offered in 2009–2010)  
 RELG 121 Introduction to Christianity (Not offered in 2009–2010)  
 RELG 227 Liberation Theologies (Not offered in 2009–2010)  
 RELG 258 Women and Buddhism (Not offered in 2009–2010)  
 RELG 263 Sufism (Not offered in 2009–2010)  
 SOAN 226 Anthropology of Gender  
 SOAN 234 Ecology, Economy, and Culture (Not offered in 2009–2010)  
 SOAN 262 Anthropology of Health and Illness  
 SOAN 302 Anthropology and Indigenous Rights

Ethnic Diversity and Diaspora:

AMST 115 Introduction to American Studies: The Immigrant Experience  
 AMST 115 Introduction to American Studies: Placing Identities  
 AMST 127 Introduction to U.S. Latino/a Studies (Not offered in 2009–2010)  
 AMST 239 Introduction to Asian American Studies  
 ASLN 231 Intercultural Texts: Japanese and Indian Women Writing Abroad (Not offered in 2009–2010)  
 EDUC 353 Schooling and Opportunity in American Society  
 ENGL 119 Introduction to U.S. Latino/a Literature (Not offered in 2009–2010)  
 ENGL 235 Asian American Literature (Not offered in 2009–2010)  
 ENGL 339 Contemporary American Playwrights of Color (Not offered in 2009–2010)  
 FREN 243 Topics in Cultural Studies: Cinema and Society  
 HIST 276 The African Diaspora in Latin America  
 HIST 322 Civil Rights and Black Power  
 HIST 360 Muslims and Modernity  
 POSC 355 Contemporary Feminist Thought: Identity, Culture and Rights\* (Not offered in 2009–



- 2010)
- PSYC 384 Psychology of Prejudice
- RELG 130 Native American Religions (Not offered in 2009–2010)
- RELG 243 Native American Religious Freedom
- RELG 271 Religious and Moral Issues of the Holocaust (Not offered in 2009–2010)
- SOAN 259 Comparative Issues in Native North America (Not offered in 2009–2010)
- SOAN 302 Anthropology and Indigenous Rights
- SPAN 238 Images of the Indian in Spanish American Literature (Not offered in 2009–2010)
- SPAN 326 Writers in Exile (Not offered in 2009–2010)
- SPAN 340 Latin American Prose: Dictatorships and Revolution in the Latin American Narrative (Not offered in 2009–2010)
- SPAN 344 Women Writers in Latin America: Challenging Gender and Genre (Not offered in 2009–2010)
- SPAN 350 Recent Trends in Latin American Narrative: Pop Culture and Testimony (Not offered in 2009–2010)

## EAST ASIAN STUDIES CONCENTRATION

**Director:** Associate Professor Noboru Tomonari

With the world's most populous nation and some of its largest economies, East Asia is a region of growing significance. It consists of areas encompassed by present day China, Japan, and Korea (and sometimes also Mongolia, Myanmar, Siberia, and Vietnam). The concentration consists of a program of study combining language training, off-campus study, required core courses in various disciplines, and supporting courses, including a designated capstone course. The underlying logic of the concentration seeks to highlight both the similarities and differences in the societies and cultures of East Asia and to generate increased understanding of a vital part of the modern world.

### REQUIREMENTS FOR THE CONCENTRATION:

The East Asian Studies Concentration requires a total of 42 credits, with at least 6 credits drawn from each of the three Asian Studies distribution areas (Arts and Literature, Humanities, Social Sciences)

18 credits in core courses, drawn from at least two of the three Asian Studies distribution areas

24 credits from additional courses, drawn from at least two of the three Asian Studies distribution areas, and including a designated East Asia-related capstone course.

Courses taken on off-campus programs may be applied to the concentration.

Language courses below 228 may not be applied.

Normally, at least one term of off-campus study in East Asia

One year of study of an East Asian language, or its equivalent. For languages offered at Carleton, this will involve completion of a language through 103, or its equivalent. For languages not offered at Carleton, it will involve completion of the equivalent of 103.

**Core Courses:** 18 credits from among the following; courses must be from at least two distribution areas

ARTH 165 Japanese Art and Culture  
 ARTH 166 Chinese Art and Culture (Not offered in 2009-2010)  
 CHIN 282 Tianjin Program: Chinese Civilization (Not offered in 2009-2010)  
 HIST 151 History of Modern Japan (Not offered in 2009-2010)  
 HIST 152 History of Imperial China (Not offered in 2009-2010)  
 HIST 153 History of Modern China  
 JAPN 237 Literature and Arts of Japan: 1333-1868 in Translation (Not offered in 2009-2010)  
 JAPN 240 Literature and Society of Modern Japan in Translation  
 RELG 151 Religions in Chinese Culture  
 RELG 152 Religions in Japanese Culture  
 SOAN 284 Anthropology of China (Not offered in 2009-2010)  
 SOAN 286 Anthropology of East Asia (Not offered in 2009-2010)

**Supporting Courses:** 24 credits from among the following; courses must be from at least two distribution areas.

ARTH 164 Buddhist Art (Not offered in 2009-2010)  
 ARTH 209 Chinese Painting (Not offered in 2009-2010)  
 ARTH 220 Gender and Genre in the Floating World: Japanese Prints  
 ASLN 111 Writing Systems (Not offered in 2009-2010)  
 ASLN 237 Tao of Wisdom in Asian Literature (Not offered in 2009-2010)  
 ASLN 260 Historical Linguistics  
 CHIN 115 The Taoist Way of Health and Longevity, *Taichi and Other Forms*  
 CHIN 212 Tianjin Program: Chinese Culture (Not offered in 2009-2010)  
 CHIN 235 Beauty, Good and Evil in Chinese Literature (Not offered in 2009-2010)  
 CHIN 240 Chinese Cinema (Not offered in 2009-2010)  
 CHIN 248 The Structure of Chinese (Not offered in 2009-2010)  
 CHIN 347 Advanced Reading in Contemporary Chinese Prose: Newspapers  
 CHIN 349 Advanced Chinese: Social Commentary (Not offered in 2009-2010)  
 CHIN 350 Advanced Chinese: Poems and Stories (Not offered in 2009-2010)  
 CHIN 356 Modern and Contemporary Women Writers (Not offered in 2009-2010)  
 CHIN 358 Chinese Idiom Stories  
 CHIN 360 Classical Chinese  
 ECON 240 Microeconomics of Development  
 HIST 253 Bureaucracy, Law and Religion in East Asia (Not offered in 2009-2010)  
 HIST 254 Colonialism in East Asia  
 HIST 255 Press and Culture in East Asia  
 JAPN 230 Topics in Pre-Modern Literature in Translation (Not offered in 2009-2010)  
 JAPN 231 Japanese Cinema in Translation  
 JAPN 232 Autobiography in Modern Japan in Translation (Not offered in 2009-2010)

- JAPN 234 Modern Japanese Novel in Translation: Mothers/Daughters Fathers/Sons (Not offered in 2009-2010)
- JAPN 236 Classical Japanese Fiction: The Tale of Genji and Its World in Translation (Not offered in 2009-2010)
- JAPN 242 Japanese Poetry in Translation (Not offered in 2009-2010)
- JAPN 243 The Other in Modern Japanese Literature and Society in Translation (Not offered in 2009-2010)
- JAPN 345 Advanced Reading in Modern Japanese Literature: The Short Story (Not offered in 2009-2010)
- JAPN 346 Advanced Readings in Modern Japanese Literature: Poetry and Drama (Not offered in 2009-2010)
- JAPN 347 Advanced Reading in Contemporary Japanese Prose: Newspapers (Not offered in 2009-2010)
- JAPN 348 Advanced Conversation and Composition
- JAPN 349 Advanced Readings in Contemporary Japanese Prose
- JAPN 351 Advanced Japanese through Documentary Film (Not offered in 2009-2010)
- JAPN 352 Advanced Japanese Through Manga and Contemporary Materials (Not offered in 2009-2010)
- POSC 239 The Diplomat's Craft: Three Case Studies
- POSC 326 America's China Policy (Not offered in 2009-2010)
- POSC 329 Vietnam, Iraq War and American Policy (Not offered in 2009-2010)
- POSC 345 Guerillas, Warlords and Bandits: The Art of Asymmetric War
- POSC 378 Beijing Program: Chinese Social and Political Institutions (Not offered in 2009-2010)
- POSC 379 Beijing Program: Chinese Decision Making (Not offered in 2009-2010)
- POSC 381 Beijing Program: Political Economy of China (Not offered in 2009-2010)
- POSC 382 Beijing Program: Chinese Economics in Transition (Not offered in 2009-2010)
- RELG 255 Social Engagement in Asian Religions
- RELG 258 Women and Buddhism
- RELG 350 Emptiness (Not offered in 2009-2010)
- RELG 358 Zen, Nationalism and Orientalism (Not offered in 2009-2010)

**Capstone Course:** For 2009-2010, the designated capstone course is: to be announced

## ECONOMICS (ECON)

**Chair:** Professor Michael Hemesath

**Professors:** Michael Hemesath, Mark T. Kanazawa, Martha White Paas, Stephen H. Strand, Jenny Bourne Wahl

**Associate Professor:** Nathan D. Grawe

**Assistant Professors:** Meherun Ahmed, Lauren Feiler, Pavel Kapinos, Radek Szulga

**Visiting Instructors:** Steven Dehmer, Misty Heggeness, Clint Pecenka, Uttam Sharma, Melissa K. Whitley

**Post-Doctoral Fellow:** Aaron M. Swoboda

Economics analyzes the ways in which resources can be most effectively organized to meet the changing goals of a society. Courses in the department combine theoretical and applied economics as a basis for developing and evaluating alternative public policies for entire economies and for the institutions and organizations within an economy. Department courses give a broad and practical perspective for those considering careers in law, government, business, education, journalism or social service; they also meet the needs of students seeking graduate work in economics, business administration, and public affairs. The basic introductory courses, 110 and 111, are prerequisites to most advanced courses; they offer a good foundation for further work in economics, but they have also been designed for students who have not yet selected majors and for those in other majors seeking an introduction to the analysis of economic theory and policies. Note: Either course in the principles sequence, Economics 110 or 111, can be taken first. Independent study (291 or 391) for those with special research interests can be taken with any faculty member.

## REQUIREMENTS FOR A MAJOR

All economics majors are required to successfully complete the two introductory courses (110 and 111), the three core courses (330, 331, and 332), the integrative exercise (400), and 30 additional credits in economics at the 200 level or above. Unless specifically noted otherwise, all economics courses at the 200-level and above have both Economics 110 and 111 as prerequisites. Mathematics 215 (or 275) is a prerequisite for 332 and is also required.

Mathematics 111 or its equivalent is a prerequisite for Economics 330. Any student intending graduate work in economics should also take Mathematics 121, 211, and 232. Courses teaching additional skills such as computer science, advanced rhetoric, and analysis of political and social policies are highly recommended.

## ECONOMICS COURSES

**110. Principles of Macroeconomics** This course gives students a foundation in the general principles of economics as a basis for effective citizenship and, when combined with 111, as a preparation for all advanced study in economics. Topics include analysis of the measurement, level, and distribution of national income; the concepts of inflation and depression; the role and structure of the banking system; fiscal and monetary stabilization techniques; implications of and limits to economic growth; and international economic relations. *6 credits, SS, Fall, Winter, Spring—R. Kapinos, M. Paas, S. Strand, M. Whitley*

**111. Principles of Microeconomics** This course gives the students a foundation in the general principles of economics as a basis for effective citizenship and, when combined with 110, as a preparation for all advanced study in economics. Topics include consumer choice theory; the formation of prices under competition, monopoly, and other market structures; the determination of wages, profits, and income from capital; the distribution of income; and an analysis of policy directed towards problems of public finance, pollution, natural resources, and public goods. *6 credits, SS, Fall, Winter, Spring—L. Feiler, U. Sharma, J. Wabl, M. Whitley*

**221. Cambridge Program: Contemporary British Economy** This course studies the theoretical and policy debates in Britain from the 1930s to the present and the development of the structure of the British economy and institutions during that period. Prerequisites: Economics 110 and 111. *4 credits, SS, Summer—Non-Carleton Faculty*

**222. Cambridge Program: The Industrial Revolution in Britain** This course studies the development of the British economy during the Industrial Revolution, with special attention paid to the role of agriculture, foreign trade, capital accumulation, population growth, and technological innovation. A week-long trip to sites of the Industrial Revolution and excursions to other locations of historical significance are an important aspect of this course. Prerequisites: Economics 110 and 111. *4 credits, SS, Summer—R. Szulga*

**223. Cambridge Program: The Life of J. M. Keynes** This course will examine the life and times of J. M. Keynes. In addition to examining the economic ideas of Keynes, students will examine the social and political milieu in Britain in the first half of the twentieth century. *4 credits, S/CR/NC, SS, Summer—R. Szulga*

**224. Cambridge Program: Multinational Financial Management** This course studies the challenges that multinational companies face in the global environment. After covering the basics of exchange rate determination, the course will examine hedging against exchange rate volatility with swaps and options. It then addresses several aspects of measurement and management of exchange rate risk. Prerequisite: Economics 110 and 111. *4 credits, SS, Summer—R. Szulga*

**232. American Economic History: A Cliometric Approach** An introduction to the growth of the American economy from colonial times to the present with emphasis on the nineteenth century. Topics include technical change, the choice of production technology, income distribution, demographic transition, factor markets, and the role of institutions. Debates in economic history such as the economic viability of antebellum slavery, the integration of capital markets, the role of railroads in the growth process, and the economic impact of the New Deal are evaluated with an emphasis on empirical evidence. May be counted toward the History major. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**233. European Economic History** A comparative study of dynamic economic components in the growth of western European countries, with particular attention to Great Britain, from the sixteenth to the twentieth century. Topics include the methodology of economic history, agriculture, technology, population, foreign trade, the role of the state, and monetary systems. Prerequisites: Economics 110 and 111. *6 credits, SS, Winter—M. Paas*

**236. Economics of the European Union** The evolution of economic and monetary union in Europe has been underway for over 50 years. This course examines the economics of the customs union, common market, and monetary union that characterize this period in European history. Microeconomic aspects of European labor, capital and product markets, as well as national monetary and fiscal policies are discussed. Emphasis is given to tracing in an historical context the economic theories and policies that have been central in creating the present state of the European Union. Prerequisites: Economics 110 and 111. *6 credits, SS, Spring—S. Strand*

**240. Microeconomics of Development** This course explores household behavior in developing countries. We will cover areas including fertility decisions, health and mortality, investment in education,

the intra-household allocation of resources, household structure, and the marriage market. We will also look at the characteristics of land, labor, and credit markets, particularly technology adoption; land tenure and tenancy arrangements; the role of agrarian institutions in the development process; and the impacts of alternative politics and strategies in developing countries. The course complements Economics 241. Prerequisites: Economics 110 and 111. *6 credits, SS, Winter—M. Heggeness*

**241. Growth and Development** Macroeconomic issues, such as growth and distribution, that arise within developing countries will be examined in this course. The course complements Economics 240. Prerequisite: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**243. Economic Demography** This course explores topics in population studies, or demography, from an economic perspective. Core demographic variables, such as fertility, mortality, and migration, are both consequences and determinants of economic factors. We will cover basic demographic concepts and measures, and we will use economic theory to understand the relationship between economics and demography. Potential topics covered include: the dynamics of fertility and child bearing decisions, marriage markets, migration, household composition, intergenerational mobility, and societal shifts in age structure. Prerequisites: Economics 110 and 111. *6 credits, SS, Winter—M. Heggeness*

**245. Economics of Inequality** As economies develop beyond the point of meeting basic needs, more emphasis is placed on the distribution of resources. This course surveys different elements and measures of economic inequality. We look at race and gender discrimination, industry wage differentials, educational inequality, and changes in inequality within these groups. Because the effects of inequality can be mitigated by movements between economic classes, we also study mobility both within and across generations. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**250. History of Economic Ideas** A survey of the evolution of economic thought from the seventeenth century to the present, with emphasis on the intellectual and historical background which influenced economists. Prerequisites: Economics 110 and 111. *6 credits, SS, Fall—M. Paas*

**251. The Economics of the Arts and Culture** This course examines the growth and structure of the arts in the United States since the 1920s. Using the theory of contracts and the logic of economic organization, we will examine the creative industries and the properties that make them special. We will also examine the theory of public goods and of intellectual property rights along with the study of cultural industries, public policy for the arts and cultural heritage preservation. Students will have the opportunity to study one cultural industry in a research paper. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**260. Managerial Economics I** Managerial Economics provides students with the opportunity to apply knowledge of micro- and macro-economic principles to decision-making in the real world. This course emphasizes accounting and the accounting systems which provide data to decision-makers, giving particular attention to the relevance of accounting data to economic decision-making. An introduction to spreadsheet program will be an integral part of the course, which concludes with an introduction to some basic decision-making techniques (e.g. break-even analysis, naive forecasting models) that use accounting data. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**261. Managerial Economics II** This course continues the student's introduction to practical decision-making techniques used by economists and managers. Building on material presented in Economics 260,

topics surveyed in this course include demand and cost curve analysis as well as the implications of alternative pricing and production choices. Among the analytical techniques used are linear programming, econometrics, calculus, and game theory. Prerequisites: Economics 110 and 111. *6 credits, SS, Fall—S. Strand*

**262. The Economics of Sports** In recent years, the sports business in the United States has grown into a multibillion-dollar industry. Understanding the sports business from an economic viewpoint is the subject of this course. Topics will include player compensation, revenue-sharing, salary caps, free agency, tournaments, salary discrimination, professional franchise valuation, league competitiveness, college athletics, and the economics of sports stadiums and arenas. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009–2010*

**264. Health Economics** An economic analysis of the nature of demand for different types of health services, the supply of health services, the supply of those services by different providers, the health care industry, market failures in providing health care, and alternative health care delivery systems. Proposals for national health insurance will be discussed. Prerequisites: Economics 110 and 111. *6 credits, SS, Spring—S. Dehmer*

**265. Game Theory and Economic Applications** Game theory is the study of purposeful behavior in strategic situations. It serves as a framework for analysis that can be applied to everyday decisions, such as working with a study group and cleaning your room, as well as to a variety of economic issues, including contract negotiations and firms' output decisions. In this class, modern game theoretic tools will be primarily applied to economic situations, but we will also draw on examples from other realms. Prerequisites: Economics 110 and 111. *6 credits, SS, Spring—L. Feiler*

**266. Experimental Economics** Controlled experiments are a useful tool for testing and improving upon economic theory. This course will provide an introduction to experimental methodology, with an emphasis on design and hypothesis testing. We will examine experimental results across a wide range of economic topics, including individual decision making, auctions, public goods, and asset markets. Students will participate in experiments, as well as design and conduct their own studies. Prerequisites: Economics 110 and 111. *6 credits, SS, Fall—L. Feiler*

**267. Behavioral Economics** Why do some observations of consumer behavior contradict the predictions of economic theory? By combining psychological and economic models of behavior, behavioral economists develop alternatives to standard economic theory to explain observed behavioral anomalies. This course will examine questions such as whether addictions can be considered rational, why people hold losing stocks longer than theory predicts, why most dieters are unsuccessful and why people don't save enough money for retirement. Topics covered may include expected utility theory, bounded rationality, prospect theory, hyperbolic discounting and rational addiction. *6 credits, SS, Winter—M. Whitler*

**268. Economics of Cost Benefit Analysis** Cost-benefit analysis is a tool commonly used by economists and policy makers to compare and choose among competing policy options. This course will cover the basic theory and empirical techniques necessary to quantify and aggregate the impacts of government policy, especially as related to the environment. Topics covered include the time value of money; uncertainty; sensitivity analysis; option value; contingent valuation; hedonic estimation; basic research design. Throughout the course case studies will be used to elucidate and bring life to the theoretical concepts. Some statistics background will be useful. *6 credits, SS, Not offered in 2009–2010*

**270. Economics of the Public Sector** This course provides a theoretical and empirical examination of the government's role in the U.S. economy. Emphasis is placed on policy analysis using the criteria of efficiency and equity. Topics include rationales for government intervention; analysis of alternative public expenditure programs from a partial and/or general equilibrium framework; the incidence of various types of taxes; models of collective choice; cost-benefit analysis; intergovernmental fiscal relations. Prerequisites: Economics 110 and 111. *6 credits, SS, Fall—J. Wabl*

**271. Economics of Natural Resources and the Environment** This course focuses on environmental economics, energy economics, and the relationship between them. Economic incentives for pollution abatement, the industrial organization of energy production, optimal depletion rates of energy sources, and the environmental and economic consequences of alternate energy sources are analyzed. Prerequisite: Economics 111. *6 credits, SS, Spring—A. Swoboda*

**273. Water and Western Economic Development** This course examines a number of important aspects of water as a legal/political/economic factor in the development of the western United States. The topics include western water law, the evolution of water supply institutions, state and local water planning, the role of the federal government, and a number of current water problems, including surface and groundwater pollution, impediments to market transfers of water, and state/regional/international conflicts over water. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**274. Labor Economics** Why do some people choose to work and others do not? Why are some people paid higher wages than others? What are the economic benefits of education for the individual and for society? How do government policies, such as subsidized child care, the Earned Income Tax Credit and the income tax influence whether people work and the number of hours they choose to work? These are some of the questions examined in labor economics. This course will focus on the labor supply and human capital decisions of individuals and households. Prerequisites: Economics 110 and 111. *6 credits, SS, Spring—M. Whitley*

**275. Law and Economics** Legal rules and institutions influence people's behavior. By setting acceptable levels of pollution, structuring guidelines for contract negotiations, deciding who should pay for the costs of an accident, and determining punishment for crimes, courts and legislatures create incentives. How do economic considerations factor into legal rules, and how do laws affect economic output and distribution? In this class, we use court cases, experiments, and current legal controversies to explore such issues. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**276. Money and Banking** This course examines the role of money and monetary institutions in determination of income, employment, and prices in domestic and world economy. It also examines the role of commercial banking and financial markets in a market-based economy. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**278. Industrial Organization and Firm Behavior** This course analyzes the firm's marketing and pricing problems, its conduct, and the resulting economic performance, given the nature of the demand for its products, its buying markets, the nature of its unit costs, and the structure of its selling markets. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**280. International Trade** A study of international trade theories and their policy implications. Classical and neo-classical trade models, the gains from trade, the terms of trade and the distribution of income,



world trade patterns, international factor movements, tariffs, and the impact of commercial policy on developing and developed countries are analyzed. Prerequisites: Economics 110 and 111. *6 credits, SS, Fall—M. Hemesath*

**281. International Finance** This course studies theories of the multi-faceted interaction between the balance of international payments and foreign exchange market and the general levels of domestic prices, employment and economic activity. Topics include the balance of payments, foreign exchange markets, adjustment mechanisms in international payments, macroeconomic policies for internal and external balance, and international monetary systems. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**282. Investment Finance** The main objective of this course is to investigate various aspects of modern investment theory and develop basic techniques for applying this theoretical framework to the real-world data. Topics covered include: portfolio and asset pricing theories; fixed-income security management; derivatives with the primary focus on option pricing. The class will develop and actively use univariate calculus for theory-building and statistical techniques for data analysis. *6 credits, SS, Winter—P. Kapinos*

**330. Intermediate Price Theory** An analysis of the forces determining relative prices within the framework of production and distribution. This class is normally taken by juniors. Sophomores considering enrolling should speak to the instructor. Prerequisites: Economics 110 and 111, Mathematics 111 or its equivalent. *6 credits, SS, Fall, Winter—S. Strand*

**331. Intermediate Macro Theory** Analysis of the forces determining the general level of output, employment, and prices with special emphasis on the role of money and on interest rate determination. This class is normally taken by juniors. Sophomores considering enrolling should speak to the instructor. Prerequisites: Economics 110 and 111, 330 or consent of instructor. *6 credits, SS, Winter, Spring—P. Kapinos*

**332. Econometrics** This course is an introduction to the statistical methods used by economists to test hypotheses and to study and quantify economic relationships. The course emphasizes both statistical theory and practical application through analysis of economic data sets using statistical software. Topics include two-variable and multiple regression, interval estimation and hypothesis testing, discrete and continuous structural change, parameter restrictions, model construction, heteroscedasticity, autocorrelation, and multicollinearity. This course is normally taken by juniors. Sophomores considering enrolling should speak to the instructor. Prerequisite: Mathematics 111 and either Mathematics 215 or 275. Prerequisites: Economics 110 and 111. *6 credits, SS, Fall, Spring—M. Kanazawa*

**395. Advanced Topics in Health Economics** An economic analysis of the nature of demand for different types of health services, the supply of those services by different providers, the health care industry, market failures in providing health care, and alternative health care delivery systems. Prerequisites: Economics 330, 331, and 332 or concurrent enrollment in 332. *6 credits, SS, Fall—M. Hemesath*

**395. Advanced Topics in Sports Economics** An in-depth analysis of economic issues involving professional and amateur sports leagues and collegiate athletic programs. A variety of issues will be examined including the structuring of labor contracts, superstar compensation, cartelization and price-fixing, cross-subsidization and antitrust treatment of sports franchises. Prerequisites: Economics 330, 331 and 332 or concurrent enrollment in 332. *6 credits, SS, Fall—M. Kanazawa*

**395. Economics of Land, Water and the Environment** This seminar examines a wide range of issues relating to the economics of natural resources and how their use affects the environment. Issues include not only narrow economic allocation decisions and the policy implications, but also larger issues of property rights definition, contractual arrangement, public choice, and institutional development. New approaches in these areas have proven highly fruitful when applied to a variety of natural resources including water, farmlands, minerals, oil, timber, grazing land and wildlife. Prerequisites: Economics 330, 331 and 332 or concurrent enrollment in 332. *6 credits, SS, Fall—A. Swoboda*

**400. Integrative Exercise** *6 credits, S/NC, ND, Winter, Spring—M. Hemesath, M. Kanazawa, A. Swoboda*

## EDUCATIONAL STUDIES (EDUC)

**Chair:** Professor Deborah Appleman

**Professor:** Deborah Appleman

**Visiting Professor:** Steve Jongewaard

**Visiting Assistant Professor:** Cathy Tower Oehmke

**Visiting Instructors:** Jessica Dokter Tierney, Ann Leming

**Scholar In Residence:** Anita Chikkatur

Guided by the assumption that an understanding of educational values, policies, and practices is a legitimate and important part of liberal arts studies, Carleton offers a program of courses which, with the exception of student teaching, are open to all students and can be counted toward meeting distribution requirements in social sciences. No major is offered; however, we do offer an interdisciplinary concentration for those students who are especially interested in educational studies but not necessarily in public school teaching.

Students may qualify for 5-12 teaching licensure in the State of Minnesota in communication arts, mathematics, earth and space science, life science, and social studies. 7-12 licensure is offered in chemistry and physics. K-12 licensure is offered in world languages (French, German, Spanish) and visual arts. Earning licensure requires: completion of an approved Carleton major, other subject area courses not required by the Carleton major and/or specific courses within the major, a specified program of educational studies courses (see the Teacher Education Handbook), and student teaching in the major field, usually in a "13th Term."

Students interested in pursuing teaching licensure should obtain a handbook from the department office and should consult with a member of the education faculty early in their sophomore year. There may be occasional courses offered at St. Olaf through the inter-registration process. Students are encouraged to make formal application for admission to the teacher education program during the spring term of their sophomore year.

Carleton's licensure programs are approved by the Board of Teaching of the Minnesota Department of Education.

## EDUCATIONAL STUDIES COURSES

**110. Introduction to Educational Studies** This course will focus on education as a multidisciplinary field of study. We will explore the meanings of education within individual lives and institutional contexts, learn to critically examine the assumptions that writers, psychologists, sociologists and philosophers bring to the study of education, and read texts from a variety of disciplines. What has "education" meant in the past? What does "education" mean in contemporary American society? What might "education" mean to people with differing circumstances and perspectives? And what should "education" mean in the future? Open only to first- and second-year students. *6 credits, SS, Fall, Winter—A. Chikkatur, J. Dockter*

**225. Issues in Urban Education** This course will explore the unique qualities that make city schools places of great richness and diversity, as well as places that face financial challenges and declining enrollment. We will explore race, culture, language, and curricular developments in many cities in the United States that have placed urban schools in the forefront of innovative educational leadership. We will read and discuss research on the importance of outreach to communities around a school. Other topics for class reading include the effect of funding inequities on urban schools, political ramifications and their direct effect on children, and the effect of tracking on all students. Prerequisite: one previous educational studies course. *6 credits, SS, Not offered in 2009–2010*

**234. Educational Psychology** Human development and learning theories are studied in relation to the teaching-learning process and the sociocultural contexts of schools. Three hours outside of class per week are devoted to observing learning activities in public school elementary and secondary classrooms and working with students. No prerequisite. *6 credits, SS, Fall—D. Appleman*

**238. Multicultural Education: Race, Gender and Education** This course focuses on the respect for human diversity, especially as these relate to various racial, cultural and economic groups, and to women. It includes lectures and discussions intended to aid students in relating to a wide variety of persons, cultures, and life styles. *6 credits, SS, RAD, Winter—A. Chikkatur*

**240. Philosophies of Education** What is the nature and purpose of education? In what ways should educational institutions support, challenge, or transform predominant social values? What is ethical educational policy and practice? Such questions are considered in light of a variety of classical and contemporary philosophic perspectives. Students will define a personal philosophy of education and assess its implications for current educational theory and practice, in addition to their own educational development. *6 credits, SS, Not offered in 2009–2010*

**242. Developing Education Policy for Access & Equity** This course is designed to engage students in an exploration of the promise of our democracy to educate everyone for the Common Good. It seeks a critical understanding of the so-called achievement gap. Students will look at public schools in the United States and determine how well they are interpreting and executing this mandate to create citizens both willing and able to sustain and improve the Republic. We will also look at TIMMS, PISA, OECD and other international data to compare our schooling system to systems in other countries. *6 credits, SS, Fall—S. Jongewaard*

**254. Teaching Exceptional Students** This course considers the identification, planning, non-discriminatory testing and instruction of exceptional students. The course includes the topics: the needs and rights of exceptional students, speech/language impaired students, hearing impaired students, visually impaired students, physically impaired students, gifted and talented students, learning disabled students, and emotionally disturbed students. Prerequisite: Educational Studies 234. *3 credits, ND, Spring—A. Leming*

**330. Politics of Reading Education** The debate over the best way to teach children to read has raged for decades in the U.S. This seminar will take the National Reading Panel Report (2000) as the entry point into the world of reading instruction, reading research, and the history of both. It will consider the role of politics in the teaching of reading, in the definition of "research-based," and in the selection of instructional materials. It will also consider the impact that all of this has on teachers and students. *6 credits, SS, Not offered in 2009-2010*

**332. Reading, Writing and Teaching for Social Change** Literature can motivate us to change. It can widen our world view. This course will involve reading fiction, poetry, and memoirs that present stories and images in such a compelling way that we see the world differently after having read them. Often it is empathy that is the basis for effective action. This empathy can come from a well-written short story as well as an essay. It need not be didactic. We will look at the works of James Welch, Zora Neale Hurston, Martin, Espada, Cheri Register and others as models of literature that creates such empathy and thus motivates students to act. We will be doing creative writing on themes from the literature as well as planning effective ways to use such literature in the classroom. *6 credits, ND, Not offered in 2009-2010*

**336. History of African American Education** The course will explore the history of African-Americans from slave codes prohibiting literacy instruction to the challenges of contemporary urban schools. One strand will be biographical and institutional, examining the thinking of key educational leaders and the programs they created. Another focus will be on the ideological underpinnings and legal reasoning of public policies such as "separate, but equal," desegregation, and the consideration of race in college admissions. The course will use primary sources and data to compare the barriers, opportunities and achievements of African-Americans with those of other racial and ethnic groups in the United States. *6 credits, SS, RAD, Not offered in 2009-2010*

**340. Race, Immigration and Urban Schools** This course explores the important role that public schools, particularly in urban areas, have played in the American national imagination as the way to socialize students about what it means to be American and to prepare them to participate as citizens in a democracy. Focusing on two periods of high rates of immigration into the U.S. (1890-1920 and 1965-present), the course examines how public schools have attempted to Americanize newly arrived immigrant children as well as to socialize racial minority children into the American mainstream. *6 credits, SS, RAD, Spring—A. Chikkatur*

**344. Teenage Wasteland: Adolescence and the American High School** Is adolescence real or invented? How does the American high school affect the nature of American adolescence? How does adolescence affect the characteristics of middle and high schools? In addition to treating the concept historically, this interdisciplinary course focuses on psychological, sociological, and literary views of adolescence in and out of the classroom. We will also analyze how adolescence is represented in popular culture, including television, film, and music. Prerequisite: 100 or 200 level education course. *6 credits, SS, Spring—D. Appleman*

**345. Methods of Teaching Art** This course explores approaches to teaching art in education including the purposes, standards, materials, and methods for addressing the socio-emotional, creative, and curricular needs of children and adolescents. *6 credits, ND, Not offered in 2009–2010*

**346. Methods of Teaching Modern World Languages** The course will provide practical, hands-on experience in the teaching of foreign languages and develop the skills to enter the teaching profession. The course will include the study of theoretical perspectives and practical strategies for planning and implementing an effective language program. Students will learn about classroom management, foreign language teaching methods, strategies for teaching reading, writing, speaking and listening in a foreign language, and second language acquisition research. Students will reflect on the role of teaching in their professional development, observe and teach in public school classrooms, and review relevant texts. Prerequisites: Senior standing, Educational Studies 234, and permission of instructor. *6 credits, ND, Not offered in 2009–2010*

**347. Methods of Teaching Science** This course will explore teaching methods for the life and physical sciences in grades 5–12. Curricular materials and active learning labs will be discussed and developed. In addition, time outside of class will be spent observing and teaching in local science classrooms. Will not count toward a biology major. Prerequisites: Permission of instructor. *6 credits, ND, Not offered in 2009–2010*

**348. Methods of Teaching Social Studies** Structure, methodology, strategies, and materials for teaching sociology-anthropology, psychology, economics, political science, geography and history in grades 5–12. Prerequisites: Senior standing and permission of the instructor. *6 credits, ND, Not offered in 2009–2010*

**350. Methods of Teaching Mathematics** *Crosslisted with MATH 349.* Methods of teaching mathematics in grades 7–12. Issues in contemporary mathematics education. Regular visits to school classrooms and teaching a class are required. Prerequisite: Junior or senior standing and permission of the instructor. *6 credits, ND, Not offered in 2009–2010*

**353. Schooling and Opportunity in American Society** This course is concerned with both the role of schools in society and the impact of society on schools. It deals with race, ethnicity, sex, social class and other factors which influence school achievement, and also examines the widespread assumption that the expansion of schooling can increase equality of opportunity in society. *6 credits, SS, Winter—Staff*

**355, 356. Student Teaching** Fulltime teaching in middle and high school under supervision. Prerequisites: 13th term licensure candidate, special methods in teaching area, and permission of instructor. *6 credits, S/CR/NC, ND, Fall—D. Appleman, Staff*

**360. Gender, Sexuality and Schooling** This course explores how gender and sexuality are socially constructed in school settings. Using a variety of feminist cultural texts ranging from empirical studies to popular films, we will focus on how masculinities, femininities and queer identities are formed and performed in the context of school, and how notions of gender and sexuality inform interactions between teachers, students and administrators. In addition, we will address how race, class, age and nation complicate gender and sexuality identities. Specific topics to be covered include sex education, teachers' work, sex/gender segregation, and the experiences of students. *6 credits, SS, RAD, Not offered in 2009–2010*

**379. Methods of Literacy Instruction** *Crosslisted with ENGL 379.* This course introduces students to a variety of approaches and perspective in teaching English language arts in grades 5–12. We will explore

methodologies and issues surrounding the teaching of reading, literature, language and composition in middle and high schools. In addition to the usual course components of reading, writing, and discussion approximately one day per week outside of class time will be devoted to observation and mini-teaching in 5-12 grade English classes in the Twin Cities. Prerequisites: Senior English major, permission of the instructor and Educational Studies 234. *6 credits, ND, Not offered in 2009-2010*

**380. Ethics and Education** This course will explore the ethical issues that face educators, parents, and volunteers as they attempt to guard the physical safety and nurture the educational well being of kids in schools. The course will introduce students to a range of ethical theories. It will be organized around a set of specific topics including: indoctrination and other forms of manipulation, systems of reward and punishment, verbal abuse and bullying, confidentiality and other problems of privacy, emotionally-charged curricula and teaching strategies, enforcement of school rules, and responsibility for school safety. The course will use case method to engage the issues and spur discussion. *6 credits, SS, Not offered in 2009-2010*

**385. Schooling and Communities: A Practicum for Teacher Candidates** This course provides licensure candidates with an opportunity to work directly in schools and community organizations related to schools and to reflect on that experience in a classroom setting. Prerequisites: Acceptance into teacher education program and registration for fall student teaching. *3 credits, ND, Spring—Staff*

**386. Teaching Reading in the Content Areas** This course is required for all students pursuing teacher licensure, regardless of content area. The course provides a theoretical and practical foundation for helping secondary teachers learn to provide specific instructional support for secondary readers. The course will cover instruction in phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Theoretical instruction will be combined with a clinical tutoring experience. Prerequisite: Educational Studies 234 and acceptance in Teacher Licensure Program. *3 credits, ND, Spring—C. Oehmke*

**395. Senior Seminar** This is a research and design seminar for educational studies concentrators. It focuses on a contemporary issue in American education. Recent seminars have been on educational reform and reformers, service learning, literacy leaders in education, education and the emotions, and personal essays about education. Some off campus work with public school students and teachers is an integral part of the seminar. Prerequisite: Educational Studies concentrator or permission of the instructor. *6 credits, SS, Spring—D. Appleman*

## EDUCATIONAL STUDIES CONCENTRATION

**Director:** Professor Deborah Appleman

The Educational Studies Concentration provides an interdisciplinary approach to the study of education as an individual pursuit, an institutional venture, and a societal problem. The concentration aims to develop thoughtful, skillful and imaginative students of the psychology, cultural history, and politics of education. Students will pursue the study of education as both a disabusing and an enabling liberal art, one which reveals the constraints of socialization and informs alternative visions of self and community.

The concentration is appropriate for students of all majors interested in the stewardship of teaching and learning.

## REQUIREMENTS FOR THE CONCENTRATION

All students will be required to take a minimum of seven courses: three core courses, three supporting courses and a senior seminar.

### Core Courses:

EDUC 110 Introduction to Educational Studies  
 EDUC 234 Educational Psychology  
 and one of the following three:  
 EDUC 225 Issues in Urban Education (Not offered in 2009-2010)  
 EDUC 240 Philosophies of Education (Not offered in 2009-2010)  
 EDUC 353 Schooling and Opportunity in American Society

**Supporting Courses:** Select one course from each of the three clusters; these courses must be from three different departments. The courses listed below are suggestions. We can neither control nor predict when courses from other departments are offered. If you have difficulty enrolling in a course for a particular cluster, please see the concentration coordinator to discuss other courses that might fulfill the requirement.

### Cluster I (Learning, Cognition and Development)

EDUC 344 Teenage Wasteland: Adolescence and the American High School  
 PSYC 210 Psychology of Learning  
 CGSC 236 Thinking, Reasoning, and Decision-Making (Not offered in 2009-2010)  
 PSYC 250 Developmental Psychology (Not offered in 2009-2010)  
 CGSC 380 Seminar in Developmental Psychology: Cognitive Development During the Preschool Years (Not offered in 2009-2010)  
 CGSC 385 Cognitive Development in Middle Childhood (Not offered in 2009-2010)  
 CGSC 386 Adolescent Cognitive Development: Developing an Identity and Life Plans

### Cluster II (Schooling in a Diverse Society)

EDUC 238 Multicultural Education  
 EDUC 336 History of African American Education (Not offered in 2009-2010)  
 EDUC 360 Gender, Sexuality, and Schooling (Not offered in 2009-2010)  
 HIST 220 African American History I  
 HIST 221 African American History II (Not offered in 2009-2010)  
 PSYC 384 Psychology of Prejudice  
 RELG 140 Religion and American Culture (Not offered in 2009-2010)

### Cluster III (Education and Inequality)

EDUC 225 Issues in Urban Education (Not offered in 2009-2010)  
 EDUC 340 Race, Immigration and Urban Schools  
 EDUC 353 Schooling and Opportunity in American Society  
 POSC 306 Racial and Ethnic Politics (Not offered in 2009-2010)

POSC 308 Poverty and Public Policy (Not offered in 2009-2010)

SOAN 220 Class, Power and Inequality in America (Not offered in 2009-2010)

**Senior Seminar:** EDUC 395 Senior Seminar

## ENGLISH (ENGL)

**Chair:** Professor Michael J. Kowalewski

**Professor Emeriti:** Keith Harrison, James McDonnell,

**Professors:** Nancy J. Cho, Susan Jaret McKinstry, Michael J. Kowalewski, Elizabeth McKinsey, Kofi Owusu, Timothy J. Raylor, Gregory Blake Smith, Constance H. Walker

**Associate Professors:** Adriana Estill, Gregory G. Hewett, George G. Shuffelton

**Assistant Professors:** Peter Balaam, Arnab Chakladar, Pierre Hecker, Jessica L. Leiman

**Senior Lecturers:** Elizabeth Ciner, Carol A. Rutz

**Visiting Instructors:** Dennis Cass, Doug McGill, Mary Schier

## GENERAL INFORMATION

Courses numbered from 100 to 290 (introductory courses) are designed for non-majors and prospective majors alike. With the exception of English 200, Methods of Interpretation, they have no prerequisites. Literature courses numbered 300 and above (upper-level courses) normally require as a prerequisite ONE course numbered 110-299 or the written permission of the instructor. Prerequisites for upper-level courses in writing (English 370, 371 and 375) are as noted below. Courses that fulfill the "advanced seminar requirement" have as a prerequisite English 200 and the completion of at least two 300-level courses. First year students normally do not enroll in courses numbered 300 or above.

Students wishing to prepare for public school teaching should consult with the chair of the department and the Department of Educational Studies as soon as possible.

Students considering graduate study in English should be aware that most graduate schools require one or two ancient or modern languages.

## REQUIREMENTS FOR A MAJOR

A. Sixty-six credits in English (not including English 100, 109, 290) distributed as follows:

1. English 110, 111 and 112, preferably taken in this sequence before entering upper-level courses.
2. English 200, for which any *two* of the following-English 110, 111, 112-are prerequisites, preferably taken in the sophomore year. Not open to first-year students.



3. At least 36 credits in courses numbered 300-395 taken at Carleton, including six credits in each of the following four groups. One course (6 credits) may be at the 200 level (excluding English 200).

**Group I:** Medieval and Renaissance Literature

244, Shakespeare I, 300, Chaucer I: *The Canterbury Tales*; 301, The Courtly Chaucer; 309, Renaissance Selves; 310, Shakespeare II; 381, Staging the Early Modern City, 1400-1650

**Group II:** Restoration and Eighteenth Century Literature

313, *The Faerie Queene*; 314, *Paradise Lost*; 318, Gothic Spirit; 319, The Rise of the Novel; 322, The Art of Jane Austen; 329, Inventing "America": The Literature of the Colonial U.S.; 395, Seductive Fictions

**Group III:** Nineteenth Century British and American Literature

American Studies 230, The American Sublime; English 239, American Best Sellers; 240, Transatlantic Romanticism; 323, English Romantic Poets; 327, Victorian Novel; 328, Victorian Poetry; 331, American Transcendentalism; 336, Romance to Novel: Poe, Hawthorne, James; 337, Art and Argument in U.S. Literary Realism

**Group IV:** Modernist and Contemporary Literature

American Studies 240, The Midwest and the American Imagination; English 227, Borderlands: Places and People; 234, Literature of the American South; 235, Asian American Literature; 236, American Nature Writing; 243, Text and Film; 250, Modern Indian Fiction; 251, Modern Indian Fiction II; 252, Caribbean Fiction; 330, Literature of the American West; 332, Studies in American Literature: Faulkner, Hemingway, and Fitzgerald; 334, Postmodern American Fiction; 335, Postcolonial Literature; 339, Contemporary American Playwrights of Color; 395, Toni Morrison; 395, Dissenting Americans; Theater 242, Twentieth Century American Drama; 252/352, African-American Theater History

4. An advanced seminar (English 362 or 395) to be taken during the senior year or the second or third term of the junior year, after having completed English 200 and at least two 300-level courses.

5. An integrative exercise. A senior may choose:

a. *Colloquium Option:* A group option in which participants discuss, analyze and write about a thematically coherent list of literary works.

b. *Research Essay Option:* An extended essay on a topic of the student's own devising

c. *Creative Option:* Creation of a work of literary art. Open only to students who have completed at least two creative writing courses (one of which must be at the 300 level) by the end of Fall term senior year. (For the class of 2010, only one creative writing class will be required.)

d. *Project Option:* Creation of an individual or group multidisciplinary project.

6. Six credits in literature other than English, read either in translation or, preferably, in the original language.

Double-majors considering completing the integrative exercise during the junior year will need written approval from the departmental chair.

## Workshops in Writing

The Department of English offers workshop courses in the writing of fiction, poetry, memoir, and the essay for those students who wish to gain experience in writing. Students are encouraged to submit their work to college publications such as *The Lens*, *manuscript*, the *Clap*, and *Carleton Progressive*.

Writers on the Carleton faculty include poet Gregory Hewett and novelist Gregory Blake Smith. In addition to those courses offered by regular faculty members, the department brings visiting writers to campus to read and to conduct workshops in their specialties. Visitors in recent years have included playwright Tony Kushner, memoirists Richard Rodriguez and Patricia Hampl, poets Robert Creeley, Carolyn Forché, Sharon Olds, and Andrew Hudgins, nature writers Dan O'Brien and David Rains Wallace, and fiction-writers Jane Hamilton, Ann Beattie, Maxine Hong Kingston, and Marilynne Robinson.

## The Writing Requirement

Part I of the College's Writing Requirement may be fulfilled by taking an English course designated as a Writing Rich (WR) course. Typically, these courses are at the 100-level (e.g., English 100, 109, 110, 111, 112, etc.)

## ENGLISH COURSES

**099. Summer Writing Program** Emphasizing a writing process approach, the Summer Writing Program helps high school seniors learn to compose academic papers that are similar to those they will write in college. Students read both contemporary and traditional literature from classic texts by writers such as Plato and Shakespeare to a variety of modern short stories, essays, and poems by authors such as August Wilson, Margaret Atwood, James Baldwin, Alice Walker, and Adrienne Rich. This literature then becomes the focus of their papers. Students write every day, and although occasional creative writing exercises are included, the main emphasis of the course will be on expository prose. Cannot be used for the Writing Requirement. *6 credits, S/CR/NC, ND, Summer—Staff*

**100. Puritans in Love: Pleasure and Press in New England** Disparaged at home as Protestants of "the hotter sort," the New England Calvinists had hearts less controlled than we may expect. With emphasis on the skills of writing effective analytical essays, this course will trace how conflicts between "high" and "lower" forms of love, high ideals and grinding realities, shaped Puritan poetry and narratives of settlement, captivity, witchcraft, and racial conflict. Readings will be drawn from Bradstreet, Taylor, Mather, Rowlandson, Hawthorne, and Dickinson. *6 credits, S/CR/NC, AL, Fall—P. Balaam*

**100. Novel, Nation, Self** With an emphasis on critical reading and writing in an academic context, this course will examine how contemporary writers from a range of global locations approach the question of the writing of the self and of the nation. Reading novels from both familiar and unfamiliar cultural contexts we will examine closely our practices of reading, and the cultural expectations and assumptions that underlie them. *6 credits, S/CR/NC, AL, Fall—A. Chakladar*

**100. Imagining a Self** This course examines how first-person narrators present, define, defend, and construct the self. We will read an assortment of autobiographical and fictional works, focusing on the critical issues that the first-person speaker "I" raises. In particular, we will consider the risks and rewards of narrative self-exposure, the relationship between autobiography and the novel, and the apparent

intimacy between first-person narrators and their readers. Authors will include James Boswell, Charlotte Bronte, Harriet Jacobs, Sylvia Plath, and Dave Eggers. *6 credits, S/CR/NC, AL, Fall—J. Leiman*

**100. "His dark materials": Milton, Shelley and Pullman** We will read Mary Shelley's *Frankenstein* and Philip Pullman's *His Dark Materials* as responses to and radical revisions of Milton's *Paradise Lost*. *6 credits, S/CR/NC, AL, Fall—C. Walker*

**100. Reading, Interpreting and Writing** We will read, interpret, and write about short stories, poems, and plays from *The Norton Introduction to Literature*. We will, for example, read short stories by Atwood, Baldwin, Bambara, Chekhov, Gordimer, Garcia Marquez, Hawthorne, Joyce, and Poe; poems by Brooks, Barrett Browning, Coleridge, Dickinson, Lorde, Pound, and Rich; and plays by Sophocles, Wilde, Tennessee Williams, and August Wilson. *6 credits, S/CR/NC, AL, Fall—K. Owusu*

**109. Writing Seminar** Focusing on rhetorical choices and writing strategies, we will seek to read critically and write persuasively about contemporary issues of "globalization." We will use recent journalism and scholarly articles, as well as our own experiences, as a springboard for discussion of issues of distinctive cultures, consumerism, national sovereignty, sustainability and ethics in the face of increasing economic interdependence and instant communication in our "globalized" world. Students will write and revise several major essays and give a final class presentation. *6 credits, ND, Fall—E. McKinsey*

**109. Writing Seminar** This course will help students develop and refine skills in argumentation, rhetoric and writing through reading, writing practice, peer critique and personal consultation with the instructor. Class readings will be varied and will include both fiction and nonfiction. *6 credits, ND, Fall—M. Schier*

**109. Writing Seminar** Devoted exclusively to the study and practice of clear and persuasive prose, this course is designed to introduce students to the fundamental organizational and argumentative skills they need to write effectively at Carleton. Specifically, the course aims to teach students to read critically and analyze thoroughly the evidence and arguments with which they engage; to consider audience, purpose, and context in the construction of a rhetorical strategy; to state an arguable thesis and develop it into a persuasive argument with coherence, logic, and evidence; and to develop effective writing habits. *6 credits, ND, Fall—T. Raylor, P. Balaam*

**109. Writing Seminar** Writing makes thinking visible. In this course, we will use individual research projects as well as readings to develop skills in reflection, reporting, oral presentation, and persuasion. Close collaboration with librarians will help students establish a research environment for this course and, one hopes, for future courses as well. Students should expect to write often, participate in peer review, and become critical readers of their own work. *6 credits, ND, Fall, Winter—C. Rutz*

**109. Writing Seminar** Exploring the theme of "Writing Place," this course introduces students to the fundamental organizational and argumentative skills they need to write effectively at Carleton. We will read and discuss essays about place, and engage the theme of place through a variety of writing assignments. The course aims to teach students to read critically and carefully; to consider audience, purpose, and context in the construction of a rhetorical strategy; to state an arguable thesis and develop it into a persuasive argument; and to develop effective writing habits. Drafting, revising, and peer writing workshops will be emphasized. *6 credits, ND, Fall—N. Cho*

**110. English Literature, I** Chaucer, Shakespeare, Milton and lyric poets of the sixteenth and seventeenth centuries. Required of English majors. *6 credits, AL, Fall, Winter—Staff*

**111. English Literature, II** Neoclassic, Romantic, and Victorian literature. Required of English majors. 6 credits, AL, Fall, Winter, Spring—Staff

**112. Introduction to American Literature** American literature to 1914 with an emphasis on the periods of Romanticism and Realism. 6 credits, AL, Fall, Winter, Spring—Staff

**114. Introduction to Medieval Narrative** This class will focus on three of the most popular and closely connected modes of narrative enjoyed by medieval audiences: the epic, the romance, and the saint's life. Readings, drawn primarily from the English and French traditions, will include *Beowulf*, *The Song of Roland*, the Arthurian romances of Chrétien de Troyes, and legends of St. Alexis and St. Margaret. We will consider how each narrative mode influenced the other, as we encounter warriors and lovers who suffer like saints, and saints who triumph like warriors and lovers. Readings will be in translation or highly accessible modernizations. 6 credits, AL, Not offered in 2009-2010

**117. African American Literature** This course provides an overview of African American literature. We will pay particular attention to the tradition of African American literary expression and the individual talent that brings depth and diversity to that tradition. Authors to be read include Baldwin, Baraka, Brooks, Ed Bullins, Douglass, Du Bois, Dunbar, Nikki Giovanni, Hayden, Hughes, Weldon Johnson, Locke, McKay, Morrison, Toomer, Wheatley, and Wilson. 6 credits, AL, Winter—K. Owusu

**118. Introduction to Poetry** We will look at the whole kingdom of poetry, exploring how poets use form, tone, sound, imagery, rhythm, and subject matter to create what Wallace Stevens called the "supreme fiction." Examples will be drawn from around the world, from Sappho to spoken word. Participation in discussion is mandatory; essay assignments will ask you to provide close readings of particular works; a couple of assignments will focus on the writing of poems so as to give you a full understanding of this ancient and living art. 6 credits, AL, Winter—A. Estill

**119. Introduction to U.S. Latino/a Literature** We will begin by examining the forefathers and mothers of Latino/a literature: the nineteenth century texts of exile, struggles for Latin American independence, and southwestern resistance and accommodation. The early twentieth century offers new genres: immigrant novels and popular poetry that reveal the nascent Latino identities rooted in (or formed in opposition to) U.S. ethics and ideals. Finally we will read a sampling of the many excellent contemporary authors who are transforming the face of American literature. 6 credits, AL, RAD, Not offered in 2009-2010

**120. Introduction to Literary Modernism** "On or about December 1910 human character changed," Virginia Woolf once observed, and indeed, something *did* happen at the beginning of the twentieth century that changed the course of literature forever. We will look at the great poets and novelists of modernism--Yeats, Joyce, Eliot, Faulkner among many others--and try to come to terms with the literary movement that helped shape the consciousness of the twentieth century. 6 credits, AL, Spring—G. Smith

**144. Shakespeare I** *Crosslisted with ENGL 244.* A chronological survey of the whole of Shakespeare's career, covering all genres and periods, this course explores the nature of Shakespeare's genius and the scope of his art. Particular attention is paid to the relationship between literature and stagecraft ("page to stage"). By tackling the complexities of prosody, of textual transmission, and of Shakespeare's highly figurative and metaphorical language, the course will help you further develop your abilities to think critically and write analytically about literature. Note: English majors or potential English majors should register for ENGL 244. 6 credits, AL, Fall—P. Hecker

**200. Methods of Interpretation** This course is required of students majoring in English. It will deal with practical and theoretical issues in literary analysis and contemporary criticism. Prerequisites: English 110 and 111. Not open to first year students. *6 credits, AL, Winter, Spring—A. Estill, S. Jaret McKinstry*

**220. Arts of Oral Presentation** Instruction and practice in being a speaker and an audience in formal and informal settings. *3 credits, S/CR/NC, ND, Winter, Spring—M. Kowalewski, T. Raylor*

**227. Borderlands: Places and People** The borderlands provide a powerful metaphoric vehicle for discussing contemporary cultural expression. We will engage this metaphor through a broad chronological and generic range of American literary and visual texts. Gloria Anzaldúa's *Borderlands/La Frontera* and John Sayles's *Lone Star* will initiate our discussion through their reflections on the U.S.-Mexico border and its production of border identities. We will then address additional narratives that defy racial, gender, sexual, ethnic, cultural, or religious classification. Finally, we will consider the ways in which individual hybrid, mestizo, or border identities are related to particular understandings of the nature of place and community. Group IV. *6 credits, AL, Not offered in 2009-2010*

**234. Literature of the American South** We will focus on masterpieces of the "Southern Renaissance" of the early and mid-twentieth century, and place them into the context of American regionalism and particularly the culture of the South, the legacy of slavery and race relations, social and gender roles, and the modernist movement in literature. Authors will include Allen Tate, Jean Toomer, William Faulkner, Robert Penn Warren, Zora Neale Hurston, Eudora Welty, Katherine Anne Porter, William Percy, and others. Group IV. *6 credits, AL, Not offered in 2009-2010*

**235. Asian American Literature** This course is an introduction to major works and authors of fiction, drama, and poetry from about 1900 to the present. We will trace the development of Asian American literary traditions while exploring the rich diversity of recent voices in the field. Authors to be read include Carlos Bulosan, Sui Sin Far, Philip Kan Gotanda, Maxine Hong Kingston, Jhumpa Lahiri, Milton Murayama, Chang-rae Lee, Li-young Lee, and John Okada. Group IV. *6 credits, AL, RAD, Not offered in 2009-2010*

**236. American Nature Writing** A study of the environmental imagination in American literature. We will explore the relationship between literature and the natural sciences and examine questions of style, narrative, and representation in the light of larger social, ethical, and political concerns about the environment. Authors read will include Thoreau, Muir, Jeffers, Abbey, and Leopold. Students will write a creative Natural History essay as part of the course requirements. Group IV. *6 credits, AL, Fall—M. Kowalewski*

**239. American Best-Sellers** A book's popularity is itself a kind of criticism, complex evidence that the best-seller in question expressed the hopes and fears of people who found them nowhere else so forcibly put. In this course--a literary, historical, and cultural exploration of best-selling nineteenth century American fiction--we will seek to understand not only which books became popular, but why they did, how their formal qualities and particular engagements moved contemporary readers to buy and read them so avidly. Page-turners, barn-burners, and tear-jerkers, nine of them, by Rowson, Cooper, Stowe, Alger, Burroughs, Zane Grey, Wharton. Group III. *6 credits, AL, Not offered in 2009-2010*

**240. Transatlantic Romanticism** Heroes and demons, revolutionaries and explorers, the Sublime and the Abyss, and of course Nature, will be among the subjects of this interdisciplinary, multi-genre course on the international cultural, intellectual, and political movement that became known as Romanticism, a

movement whose reverberations continue to be felt strongly today. Among the works and authors to be studied: *Frankenstein* and *The Last of the Mohicans*; Wordsworth and Whitman; *The Sorrows of Young Werther* and *Confessions of an English Opium Eater*; Poe and Coleridge; the Brothers Grimm and Hawthorne; Beethoven and Chopin; the Hudson River School and Turner; Goya and Verdi; Rousseau and Thoreau. Group III. 6 credits, AL, Winter—G. Hewett

**243. Text and Film** Each text selected for this course will be paired with its filmic adaptation for a series of discussions focused on narrative structures, points of view, frames of reference, and textual (in) fidelity. We will read the following texts and watch their film versions: Wright's *Native Son*, Malcolm X and Haley's *The Autobiography of Malcolm X*, Naylor's *The Women of Brewster Place*, Walker's *The Color Purple*, McMillan's *Waiting to Exhale*, and Mosley's *Devil in a Blue Dress*. Group IV. 6 credits, AL, Spring—K. Owusu

**244. Shakespeare I** *Crosslisted with ENGL 144.* A chronological survey of the whole of Shakespeare's career, covering all genres and periods, this course explores the nature of Shakespeare's genius and the scope of his art. Particular attention is paid to the relationship between literature and stagecraft ("page to stage"). By tackling the complexities of prosody, of textual transmission, and of Shakespeare's highly figurative and metaphorical language, the course will help you further develop your abilities to think critically and write analytically about literature. Note: English majors or potential English majors should register for ENGL 244. Group I. 6 credits, AL, Fall—P. Hecker

**250. Modern Indian Fiction** In this course we will follow the various paths that the novel in India has taken since the early twentieth century. Reading both works composed in English and some in translation we will probe in particular the ways in which questions of language and national/cultural identity are constructed and critiqued in the Indian novel. We will read some of the most celebrated Indian writers of the last 100 years as well as some who are not as well-known as they should be. The course will also introduce you to some fundamental concepts in postcolonial studies. Group IV. 6 credits, AL, RAD, Not offered in 2009-2010

**251. Modern Indian Fiction II: 1980-Present** This course will focus on Indian fiction by writers who come to prominence after 1980. The period is inaugurated by the monumental publication of Salman Rushdie's *Midnight's Children* in 1981, and part of the course objectives will be to track the explosion of Indian writing in English in the decades that follow. The course will also examine Indian fiction in translation from other languages in the same period and consider the question of the ways in which these traditions intersect, and whether it is possible to speak of Indian Literature as a singular category. Group IV. 6 credits, AL, RAD, Spring—A. Chakladar

**252. Caribbean Fiction** This course will examine Anglophone fiction in the Caribbean from the late colonial period through our contemporary moment. We will examine major developments in form and language as well as the writing of identity, personal and (trans)national. We will read works by canonical writers such as V.S Naipaul, George Lamming and Jamaica Kincaid, as well as by lesser known contemporary writers. Group IV. 6 credits, AL, RAD, Winter—A. Chakladar

**259. Advanced Essay Writing** Designed for students who are relatively comfortable with their papers but who would like to attempt more challenging approaches, this course will concentrate on alternative essay-forms and encompass a wide variety of possibilities--from the 'false thesis' to dialogues and 'prismatic' composition. We will explore ways of holding a reader's attention, the rhythm and music of effective expository prose and writing for a general audience. Alert listening will be emphasized, as well as

constructive criticism by the class-members of each other's drafts. The basis for assessment will be an 8-10 page paper on a topic of the student's choice. *3 credits, AL, Fall—K. Harrison*

**260. Introduction to Creative Writing** This course offers blocks of intensive training in poetry, prose fiction, and what has recently been termed "creative non-fiction." The primary objective is to come to an understanding of the varying and at times overlapping capabilities of these three genres and to produce works in each. Discussion of each participant's writing is the central mode of instruction. This will be supplemented by examples from published writers and some theoretical essays on the creative process. *6 credits, S/CR/NC, AL, Winter, Spring—G. Hewett*

**270. The Crafts of Writing: The Short Story** An introduction to the writing of the short story. Each student will write and have discussed in class three stories (from 1,500 to 4,000 words in length) and give constructive suggestions about the stories written by other members of the class. Students are expected to write brief critiques of each story written by their classmates. *6 credits, S/CR/NC, AL, Fall, Winter—G. Smith*

**271. The Crafts of Writing: Poetry** This course concerns itself with the development of poetic vision as much as craft. Through intensive writing and revision of poetry, supplemented by reading and discussion of contemporary poetry and poetics, each member of the group will form a body of work and a statement that stakes a poetic claim. The objective is to begin to discover how each of us fits or does not fit into the modern poetical tradition and the diverse contemporary poetry scene, so as to free us from solipsism and vague notions of the powers of poetry. *6 credits, S/CR/NC, AL, Winter—G. Hewett*

**272. Truth vs. Power: A Journey in Journalism** Journalism is in turmoil today. Bold experimentation is needed to meet such dramatic new challenges to journalism as the Internet, the decline of newspapers, multilingual readerships, and global crises requiring activism more than "objectivity." The class will move between a theoretical focus -- exploring journalism's basic theories and often-contradictory methods, purposes and aims-- and a practical focus inviting students to strive towards their highest journalistic ideals. Students will be challenged to blend journalism's indispensable norms of factual accuracy, fairness and quality writing with new technologies such as blogging, podcasting, videocasting, social networking and RSS feeds. *6 credits, AL, Fall—D. McGill*

**280. Crafts of Writing: Creative Non-fiction** Do you like it when true things happen? Would you like to take those true things and make them sound truer than true? Would you like to use words while doing that? In this course, students will write a rant, a reported essay, and also explore a creative non-fiction form of their choosing. Class time will be spent on live writing assignments, giving and receiving feedback, learning basic research techniques, and having discussions about things that seem trivial right up until the moment that their ultimate significance is revealed. *6 credits, S/CR/NC, AL, Spring—D. Cass*

**291. Ireland Program: Representing Ireland** Students will design an independent project using research, writing, and images to supplement the courses and display their knowledge of Irish literature and culture. *4 credits, S/CR/NC, ND, Summer—S. Jaret McKinstry*

**291. London Program: Independent Project** In consultation with the director, students will design an independent research project that will be conducted on-site in London. Nearly any aspect of London life, past or present, may make a suitable subject of study. Students will meet in workshop groups and present their projects at the end of term or after our return to Carleton. *4 credits, S/CR/NC, ND, Spring—G. Shuffelton*

**300. Chaucer I: *The Canterbury Tales*** A study of *The Canterbury Tales* in Middle English (no previous knowledge assumed), concentrating on the pilgrims as narrating subjects, and Chaucer's legendary status as the "Father" of English literature. Group I. 6 credits, AL, Not offered in 2009-2010

**301. The Courtly Chaucer** None of the 493 documents in the *Chaucer Life Records* mention his poetry; most describe his activities as a courtier and royal administrator. This course seeks to reconcile this courtly Chaucer with his writing prior to the *Canterbury Tales*. As we read his early dream visions, we will immerse ourselves in the courtly cultures Chaucer learned by reading French and Italian works in translation, and by examining the art and manners of the English court. The final weeks will be spent reading his finished masterpiece, *Troilus and Criseyde*, sometimes called "the first novel in English." Group I. 6 credits, AL, Winter—G. Shuffelton

**309. Renaissance Selves** What is a "self?" And where do our ideas of it come from? Some scholars have argued that modern notions of individuality, subjectivity, interiority, and of performative "self-fashioning" emerged during the Renaissance; others respond that this is not history, but myth. We'll join the debate by reading the major scholarly contributions (including work by Burkhardt and Greenblatt); by studying (in translation) the texts around which the argument revolves—Castiglione's *Courtier*, Machiavelli's *Prince*, Montaigne's *Essays*; and by examining exemplars of the literary genres most directly associated with the expression of selfhood: autobiography (Anne Clifford), essay (Bacon), and lyric poem (Sidney, Shakespeare). Prerequisite: one course numbered 110-175 or written permission of the instructor. Group I. 6 credits, AL, Spring—T. Raylor

**310. Shakespeare II** Continuing the work begun in Shakespeare I, this course delves deeper into the Shakespeare canon. More difficult and obscure plays are studied alongside some of the more famous ones. While focusing principally on the plays themselves as works of art, the course also explores their social, intellectual, and theatrical contexts, as well as the variety of critical response they have engendered. Prerequisite: English 144 or 244. Group I. 6 credits, AL, Not offered in 2009-2010

**313. Major Works of the English Renaissance: *The Faerie Queene*** A study of Spenser's romance epic. Group II. 3 credits, AL, Fall—T. Raylor

**314. Major Works of the English Renaissance: *Paradise Lost*** An examination of Milton's masterwork. Group II. 3 credits, AL, Fall—T. Raylor

**318. The Gothic Spirit** The eighteenth and early nineteenth century saw the rise of the Gothic, a genre populated by brooding hero-villains, vulnerable virgins, mad monks, ghosts, and monsters. In this course, we will examine the conventions and concerns of the Gothic, as we address its preoccupation with terror, sex, madness, and the supernatural. We will locate this genre within its historical and literary context, considering its excesses in light of the political and cultural anxieties of the age, and exploring the relationship between Gothicism, sensibility, and Romanticism. Reading will include novels, verse, and drama by Walpole, Radcliffe, Austen, Lewis, Byron, and Mary Shelley. Group II. 6 credits, AL, Not offered in 2009-2010

**319. The Rise of the Novel** A study of the origin and development of the English novel throughout the long eighteenth century. We will situate the early novel within its historical and cultural context, paying particular attention to its concern with courtship and marriage, writing and reading, the real and the fantastic. We will also consider eighteenth century debates about the social function of novels and the



dangers of reading fiction. Authors will include Behn, Defoe, Richardson, Fielding, Sterne and Radcliffe. Group II. 6 credits, AL, Winter—J. Leiman

**322. The Art of Jane Austen** All of Jane Austen's fiction will be read; the works she did not complete or choose to publish during her lifetime will be studied in an attempt to understand the art of her mature comic masterpieces, *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, and *Persuasion*. Group II. 6 credits, AL, Spring—C. Walker

**323. English Romantic Poets** "It is impossible to read the compositions of the most celebrated writers of the present day without being startled with the electric life which burns within their words"-P. B. Shelley. Readings in Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and their contemporaries. Group III. 6 credits, AL, Fall—C. Walker

**327. Victorian Novel** This course will study some of the major novels of the nineteenth century, examining their concern with social debates over the public and the private, crime and the law, the collective and the individual, and the masculine and the feminine. Group III. 6 credits, AL, Winter—S. Jaret McKinstry

**328. Victorian Poetry** A study of Victorian poetry with particular emphasis on Pre-Raphaelite poetry and paintings. Group III. 6 credits, AL, Not offered in 2009-2010

**329. Inventing** A transcultural study of the literature produced in the seventeenth and eighteenth century expansion of European powers into North America, with emphasis on narratives of contact, the New England settlements, and literary responses to the Revolution and founding of the U.S. Group II. 6 credits, AL, Winter—P. Balaam

**330. Literature of the American West** Wallace Stegner once described the West as "the geography of hope" in the American imagination. Despite various dystopian urban pressures, the region still conjures up images of wide vistas and sunburned optimism. We will explore this paradox by examining both popular mythic conceptions of the West (primarily in film) and more searching literary treatments of the same area. We will explore how writers such as Twain, Cather, Stegner, Castillo, and Cormac McCarthy have dealt with the geographical diversity and multiethnic history of the West. Films will include *The Searchers*, *McCabe and Mrs. Miller*, *Unforgiven*, and *Lone Star*. Group IV. 6 credits, AL, Not offered in 2009-2010

**331. American Transcendentalism** The roots and aims, friends and some enemies, of this nineteenth century reform movement, with particular attention to its literary aspects and its legacy in U.S. cultural history. Major works of Emerson, Thoreau, Margaret Fuller as well as of lesser figures. We will weigh the movement's contributions to religious and social reform and examine its politics, especially its relation to slavery and abolitionism, feminism, and the environment. Group III. 6 credits, AL, Not offered in 2009-2010

**332. Studies in American Literature: Faulkner, Hemingway, and Fitzgerald** An intensive study of the novels and short fiction of William Faulkner, Ernest Hemingway, and F. Scott Fitzgerald. The course will focus on the ethos of experimentation and the "homemade" quality of these innovative stylists who shaped the course of American modernism. Works read will be primarily from the twenties and thirties and will include *The Sound and the Fury*, *In Our Time*, *Light in August*, *The Great Gatsby*, *The Sun Also Rises*, and *Go Down, Moses*. Group IV. 6 credits, AL, Spring—M. Kowalewski

**334. Studies in American Literature: The Postmodern American Novel** We will get lost in the funhouse of postmodern fiction, in whose mirrored rooms we will encounter Maxwell's Demon, a depressed Crazy Kat, and the icy imagination of the King of Zembla. (Time will be budgeted for side-excursions into pastiche, dreck, and indeterminacy.) Authors read will include Nabokov, Pynchon, Bartheleme, and Delillo. Group IV. 6 credits, AL, Not offered in 2009-2010

**335. Postcolonial Literature** In Joseph Conrad's *Heart of Darkness* Marlow notes, "The conquest of the earth, which mostly means the taking it away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much. What redeems it is the idea only." In this class we will explore both the ways in which this "idea" has been written about in European fictions about empire, and some responses to it from those on the receiving end. In particular, we will probe the ways in which the cultural identity of both the colonizer and the colonized are created, staged and written under colonialism and its aftermath. Group IV. 6 credits, AL, RAD, Fall—A. Chakladar

**336. Romance to Novel: Poe, Hawthorne, James** Major works of these crucial U.S. writers in cultural contexts between 1830 and 1900. What did the nineteenth-century U.S. have to offer the ambitious, socially observant writer of fiction? What did U.S. audiences expect in a book? Attention to the gothic, Romanticism, psychological realism, and the emergence of the "international theme." Several tales and some literary theory from each, with longer works including *Pym*, *Blithedale Romance*, *House of Seven Gables*, and *Portrait of a Lady*. Group III. 6 credits, AL, Not offered in 2009-2010

**337. Art and Argument in U.S. Literary Realism** From the 1870s to World War I, the realists produced novels they hoped would be aesthetically superior to those of the past as well as deeply responsive to the rapid social and moral changes of the era. Readings will be drawn from the fiction and theory of Twain, Howells, James, Crane, Jewett, Gilman, Wharton, Dreiser, and Du Bois. Group III. 6 credits, AL, Spring—P. Balaam

**339. Contemporary American Playwrights of Color** This course will examine a diverse selection of plays from the 1970s to the present with an attempt to understand how different theatrical venues frame our understanding of ethnic identity. Playwrights and performers to be studied include Ntozake Shange, George C. Wolfe, Luis Valdez, David Henry Hwang, August Wilson, Philip Gotanda, Wakako Yamauchi, Maria Irene Fornes, Suzan-Lori Parks, and Ann Deavere Smith. There will be occasional video screenings and we will attend live theatrical performances when possible. Group IV. 6 credits, AL, RAD, Not offered in 2009-2010

**349. Ireland Program: Ireland in Place** The course explores Irish culture, history, politics, and art through a study of modern and contemporary Irish literature. In Mayo, the group will read classic Irish poetry and short stories, including works by W.B. Yeats and Seamus O'Kelly; in Dublin, students will read Joyce, as well as works by Dubliners Frank O'Connor, Eavan Boland, Patrick Kavanah, and others; in Belfast, students will read contemporary Belfast writers including Seamus Heaney, Ciaran Carson, Glenn Patterson, Seamus Deane, and Brian Friel. The group will meet with writers in Belfast and Dublin, as well as attend plays, readings, and lectures. 6 credits, AL, Summer—S. Jaret McKinstry

**362. Narrative Theory** "Does the world really present itself to perception in the form of well-made stories?" asks Hayden White (historiographer). To try to answer that question, we will read contemporary narrative theory and analyze various literary texts and films. This course fulfills the advanced seminar requirement. Prerequisite: English 200. 6 credits, AL, Not offered in 2009-2010

**365. British Comedy** A study of the elements of comedy--plot, character, dialogue, wit and humor--in British comic plays, poems, novels and films. Authors will include Shakespeare, Congreve, Austen, Wilde and Stoppard. *6 credits, AL, Winter—C. Walker*

**370. Advanced Crafts of Writing: The Short Story** An advanced course in the writing of fiction. Students are expected to write brief critiques of each story written by their classmates. Students must submit a story to the English Department Office prior to registration. Final enrollment is based on the quality of the submitted work. May be repeated for credit. *6 credits, S/CR/NC, AL, Spring—G. Smith*

**371. Advanced Crafts of Writing: Poetry** For students with some experience in writing poetry. We will take a workshop approach that develops the individual poet's craft and vision. Readings and exercises will be used to explore the poet's individual range and expand ideas about what poetic language can do. The goal of this course is for each poet to create a sequence of eight poems unified by technique, subject matter, form, or sensibility as well as eight experimental poems. A group public reading will be scheduled. Students must submit three poems to the English Department Office prior to registration. Final enrollment is based on the quality of the submitted work. *6 credits, S/CR/NC, AL, Spring—G. Hewett*

**379. Methods of Literacy Instruction** *Crosslisted with EDUC 379.* This course introduces students to a variety of approaches and perspective in teaching English language arts in grades 5-12. We will explore methodologies and issues surrounding the teaching of reading, literature, language and composition in middle and high schools. In addition to the usual course components of reading, writing, and discussion approximately one day per week outside of class time will be devoted to observation and mini-teaching in 5-12 grade English classes in the Twin Cities. Prerequisites: Senior English major, permission of the instructor and Educational Studies 234. *6 credits, ND, Not offered in 2009-2010*

**380. London Program: London Theater** Students will attend productions of classical and contemporary plays in London and Stratford-on-Avon (about two per week) and do related reading. Class discussions will focus on dramatic genres and themes, production and direction decisions, acting styles, and design. Guest speakers will include actors, critics, and directors. Students will keep a theater journal and develop entries into full reviews of plays. *6 credits, AL, Spring—G. Shuffelton*

**381. London Program: Staging the Early Modern City, 1400-1650** Modern city life is often imagined as a kind of theater, with citizens highly conscious of seeing and being seen, and a freedom that allows newcomers to cast off old identities. This course will trace the roots of these ideas in the literature of late medieval and early modern England, considering examples of the city used as a theater and representations of the city in theater. Readings will include selections from the cycle plays put on by medieval craft guilds, the civic pageants celebrating royal triumphs, and the vibrant drama of Elizabethan and Jacobean London. Group I. *6 credits, AL, Spring—G. Shuffelton*

**384. Ireland Program: James Joyce's *Ulysses* and *Dubliners*** James Joyce wanted "to write a novel about Dublin so complete that if the city one day suddenly disappeared from the earth, it could be reconstructed out of my book." Did he succeed? Students will study *Ulysses* with Professor Declan Kiberd, an internationally renowned expert on Joyce and Irish literature, editor of the Penguin edition of *Ulysses*, and author of two major critical studies: *Inventing Ireland* and *Irish Classics*. Group IV. *6 credits, AL, Summer—S. Jaret McKinstry*

**395. Dissenting Americans: Literature, Authority, and Social Change** This course examines the rich tradition of cultural critique that has helped to define American literature. What does it mean to write as a "dissenting American"? How are political debates shaped by genre and the writer's craft? Different historical moments will inform our readings of paired authors: Henry David Thoreau, Rebecca Harding Davis, Stephen Crane, Charles Chesnutt, John Okada, Ralph Ellison, Lorraine Hansberry, Arthur Miller, Tennessee Williams, Alice Childress, Audre Lord, Chay Yew, and Anna Deavere Smith. Students are expected to be careful readers of criticism as well as literature, and will do a major research paper. *6 credits, AL, Winter—N. Cho*

**395. Seductive Fictions** Stories of virtue in distress and innocence ruined preoccupied English novelists of the eighteenth and nineteenth centuries. This course will focus on the English seduction novel, considering the following questions: What was the allure of the seduction plot? What does it reveal about sexual relations, femininity and masculinity, power, and class during this period? How does the seduction plot address and provoke concerns about novel-reading itself during a time when the novel was considered both an instrument of education and an agent of moral corruption? Authors may include: Eliza Haywood, Samuel Richardson, Choderlos de Laclos, Thomas Hardy, and Bram Stoker. *6 credits, AL, Spring—J. Leiman*

**395. Toni Morrison: Nobel Laureate** We will read Morrison's nonfiction collection, *Playing in the Dark*, and her fiction (*The Bluest Eye*, *Sula*, *Song of Solomon*, *Tar Baby*, *Beloved*, *Jazz*, *Paradise*, and *Love*) and discuss the impact of this writer and critic on African American and American literature and letters. Group IV. *6 credits, AL, Fall—K. Owusu*

**400. Integrative Exercise** Senior English majors may fulfill the integrative exercise by completing one of the four options: the Colloquium Option (a group option in which participants discuss, analyze and write about a thematically coherent list of literary works); the Research Essay Option (an extended essay on a topic of the student's own devising; the Creative Option (creation of a work of literary art); or the Project Option (creation of an individual or group multidisciplinary project). The Research Essay Option is open to students who have completed a senior seminar in the major by the end of Fall term senior year. The Creative Option is open only to students who have completed at least two creative writing courses (one of which must be at the 300 level) by the end of Fall term senior year. For the class of 2010, only one creative writing class will be required. *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

## OTHER COURSES PERTINENT TO ENGLISH

AMST 230 The American Sublime: Landscape, Character and National Destiny in Nineteenth Century America

AMST 240 The Midwest and the American Imagination

THEA 242 Twentieth Century American Drama

## ENVIRONMENTAL AND TECHNOLOGY STUDIES CONCENTRATION

**Director:** Professor Mark T. Kanazawa

The Environmental and Technology Studies Concentration brings faculty and students together from a broad range of academic departments and backgrounds to address scientific, economic, ethical, social, political, historical and aesthetic dimensions of the environment. This truly integrated, multidisciplinary commitment emphasizes not only critical thinking, but also hands-on laboratory and field research reaching across all divisions of the College. It values and facilitates opportunities for research projects, internships and other work experiences, and off-campus studies. The ENTS concentration is open to students in all majors. Concentrators are strongly advised to declare the concentration during spring term of their sophomore year, at which time they will be assigned an ENTS faculty advisor. The Environmental and Technology Studies Concentration is available for the class of 2010 only.

### REQUIREMENTS FOR THE CONCENTRATION

Total required credits: forty-five to forty-eight, of which no more than eighteen credits can be 100-level courses. These credits are to be earned in the following categories.

1. Introductory course: (6 credits)

BIOL 190 Global Change Biology

CHEM 128 Principles of Environmental Chemistry

ENTS 112 Conservation Biology (Not offered in 2009-2010)

GEOL 120 Introduction to Environmental Geology (Not offered in 2009-2010)

2. Electives: (36 credits) 12 credits from each of three categories (Environmental Perspectives, Environmental Science, and Society and Policy) NOTE: the introductory course cannot be counted toward this requirement.

a. Environmental Perspectives:

ARTS 113 Field Drawing

ARTS 212 Australia/New Zealand Program: Mixed-Media Drawing (Not offered in 2009-2010)

ARTS 275 Australia/New Zealand Program: Physical and Cultural Environment of Australia and New Zealand (Not offered in 2009-2010)

ENGL 236 American Nature Writing

ENGL 330 Literature of the American West (Not offered in 2009-2010)

HIST 195 American Environmental History

HIST 283 Farm and Forest: African Environmental History (Not offered in 2009-2010)

HIST 306 Topics in Environmental History: America's National Parks (Not offered in 2009-2010)

HIST 395 Themes in World Environmental History  
 PHIL 234 Aesthetics  
 PHIL 242 Environmental Ethics (Not offered in 2009–2010)  
 POSC 211 Environment and the Evolution of Rules: Designing Institutions to Solve Political Problems (Not offered in 2009–2010)  
 POSC 257 American Environmental Thought (Not offered in 2009–2010)  
 RELG 228 Christian Ethics  
 RELG 243 Native American Religious Freedom  
 RELG 356 Buddhism and Ecology  
 SOAN 234 Ecology, Economy, and Culture (Not offered in 2009–2010)  
 SPAN 260 Forces of Nature

b. Environmental Science:

BIOL 190 Global Change Biology  
 BIOL 221 Ecosystem Ecology  
 BIOL 222 Ecosystem Ecology Laboratory  
 BIOL 236 Plant Biology  
 BIOL 238 Entomology (Not offered in 2009–2010)  
 BIOL 239 Entomology Laboratory (Not offered in 2009–2010)  
 BIOL 250 Australia Program: Marine Biology  
 BIOL 352 Population Ecology  
 BIOL 353 Population Ecology Laboratory  
 BIOL 361 Tropical Rainforest Ecology (Not offered in 2009–2010)  
 CHEM 128 Principles of Environmental Chemistry  
 CHEM 328 Environmental Analysis (Not offered in 2009–2010)  
 CHEM 329 Environmental Analysis Laboratory (Not offered in 2009–2010)  
 ENTS 112 Conservation Biology (Not offered in 2009–2010)  
 ENTS 120 Introduction to Geospatial Analysis  
 ENTS 254 Topics in Landscape Ecology (Not offered in 2009–2010)  
 GEOL 210 Geomorphology  
 GEOL 258 Geology of Soils (Not offered in 2009–2010)  
 GEOL 340 Hydrology (Not offered in 2009–2010)  
 GEOL 370 Geochemistry of Natural Waters  
 PHYS 152 Introduction to Physics: Environmental Physics  
 SOAN 234 Ecology, Economy, and Culture (Not offered in 2009–2010)

c. Society and Policy:

ECON 271 Economics of Natural Resources and the Environment  
 ECON 273 Water and Western Economic Development (Not offered in 2009–2010)  
 ENTS 244 Biodiversity Conservation and Development (Not offered in 2009–2010)  
 ENTS 245 Field Investigation of Biodiversity Conservation and Development (Not offered in 2009–2010)  
 POSC 211 Environment and the Evolution of Rules: Designing Institutions to Solve Political Problems (Not offered in 2009–2010)

POSC 245 Comparative Environmental Politics and Policy (Not offered in 2009–2010)

POSC 268 International Environmental Politics and Policies

POSC 333 Sustainability Science\* (Not offered in 2009–2010)

SOAN 234 Ecology, Economy, and Culture (Not offered in 2009–2010)

SOAN 266 Urban Sociology (Not offered in 2009–2010)

3. ENTS 398 Senior Colloquium: Capstone Project Proposal (2 credits)

4. ENTS 391 Senior Capstone Project (4 credits)

5. a.) At least six credits must be earned in a lab science course;

BIOL 221 Ecosystem Ecology

BIOL 222 Ecosystem Ecology Laboratory

BIOL 238 Entomology (Not offered in 2009–2010)

BIOL 239 Entomology Laboratory (Not offered in 2009–2010)

BIOL 352 Population Ecology

BIOL 353 Population Ecology Laboratory

BIOL 361 Tropical Rainforest Ecology (Not offered in 2009–2010)

BIOL 362 Field Investigation in Tropical Rainforest Ecology (Not offered in 2009–2010)

CHEM 128 Principles of Environmental Chemistry

CHEM 328 Environmental Analysis (Not offered in 2009–2010)

CHEM 329 Environmental Analysis Laboratory (Not offered in 2009–2010)

GEOL 120 Introduction to Environmental Geology (Not offered in 2009–2010)

GEOL 210 Geomorphology

GEOL 258 Geology of Soils (Not offered in 2009–2010)

GEOL 340 Hydrology (Not offered in 2009–2010)

GEOL 370 Geochemistry of Natural Waters

PHYS 152 Introduction to Physics: Environmental Physics

b.) At least six credits must be earned in a course with a primarily international perspective:

ARTS 275 Australia/New Zealand Program: Physical and Cultural Environment of Australia and New Zealand (Not offered in 2009–2010)

GEOL 370 Geochemistry of Natural Waters

HIST 283 Farm and Forest: African Environmental History (Not offered in 2009–2010)

POSC 245 Comparative Environmental Politics and Policy (Not offered in 2009–2010)

RELG 356 Buddhism and Ecology

SOAN 234 Ecology, Economy, and Culture (Not offered in 2009–2010)

6. Note: Environmental and Technology Studies 100 courses do NOT count toward the concentration.

## **ENVIRONMENTAL STUDIES (ENTS)**

**Director:** Professor Mark Kanazawa

**Associate Professor:** Kimberly Smith

**Assistant Professors:** Tsegaye Nega, George Vrtis

**Adjunct Instructor:** Wei-Hsin Fu

**Mellon Post-Doctoral Fellow:** Aaron Swoboda

**Committee Members:** Cameron Davidson, Adrienne Falcón, Tricia Ferrett, Deborah Gross, Bereket Haileab, Daniel Hernandez, William E. Hollingsworth, David Hougen-Eitzman, Michael J. Kowalewski, Tun Myint, Beverly Nagel, Mary E. Savina, Joel Weisberg

The central mission of Carleton's Environmental Studies Program is to educate the next generation of environmental scholars and professionals in the fundamental scientific, ecological, social, ethical, political, and economic forces that govern environmental issues and the long-term quality and viability of society. The complexities of environmental problems dictate that study of the environment be based in multiple disciplines to provide students with skill sets and knowledge bases in the following areas: scientific principles as applied to the environment, the political, economic, social and cultural dimensions of environmental problems, the historical and ethical context for environmental problems and policy, and literary and artistic explorations of the environment. Students who major in Environmental Studies can gain a broad knowledge base in the natural sciences, social sciences and the humanities, which is intended to help them understand the complex environmental issues faced by societies around the world.

The major is designed to help students make connections across these key knowledge bases, which traditionally have been pursued largely in disciplinary isolation. In order to facilitate making these connections, the major is organized into a multidisciplinary set of core courses and four more narrowly defined areas of concentration, called foci. Students are required to complete all of the core courses and to select one of the foci as an area of concentration. The four foci, described in more detail below, are *Food and Agriculture*, *Conservation and Development*, *Landscapes and Perception*, and *Water Resources*. These foci are designed to provide students with both breadth and depth of knowledge in these topical fields.

The Environmental Studies major prepares students for meaningful involvement in a wide array of environmental and governmental organizations, as well as for graduate study in many environmental fields, law, public policy, and other areas of inquiry.

## REQUIREMENTS FOR A MAJOR

In most cases, majors must complete 63 credits in the course categories listed below, which includes nine credits devoted to a group-based comprehensive exercise. This comprehensive exercise is described in detail on the Environmental Studies website. In exceptional circumstances, majors may do an individual comprehensive exercise for six credits, in which case they must complete 60 credits for the major.

**I. Introductory Course (6 credits):** Pick any **one** of the following:

BIOL 126 Energy Flow in Biological Systems

BIOL 190 Global Change Biology

CHEM 128 Principles of Environmental Chemistry

ENTS 112 Conservation Biology (Not offered in 2009–2010)



GEOL 120 Introduction to Environmental Geology (Not offered in 2009–2010)

**II. Quantitative Methods (6 credits):** Pick **either** of the following:

ENTS 120 Introduction to Geospatial Analysis

MATH 215 Introduction to Statistics

**III. Core Courses (18 credits):** Take **all** of the following:BIOL 221 Ecosystem Ecology

ENTS 271 Environmental Economics and Policy

HIST 195 American Environmental History

**IV. Focus Electives (24 credits):** All students must choose an area of specialization, or focus. Completion of a focus requires taking two courses in the natural sciences and two non-science courses. Focus requirements are listed below:

**(1)Food and Agriculture**

(i) Environmental Science: Take any two of the following:

BIOL 236 Plant Biology

BIOL 238 Entomology (Not offered in 2009–2010)

ENTS 260 Comparative Agroecology

ENTS 288 Abrupt Climate Change

GEOL 258 Geology of Soils (Not offered in 2009–2010)

GEOL 340 Hydrology (Not offered in 2009–2010)

(ii) Society, Culture and Policy: Take any two of the following:

ECON 271 Economics of Natural Resources and the Environment

ECON 273 Water and Western Economic Development (Not offered in 2009–2010)

ECON 395 Economics of Land, Water and the Environment

ENTS 215 Environmental Ethics

POSC 268 International Environmental Politics and Policies

POSC 333 Sustainability Science\* (Not offered in 2009–2010)

**(2) Conservation and Development**

(i)Environmental Science: Take any two of the following:

BIOL 250 Australia Program: Marine Biology

BIOL 350 Evolution

BIOL 352 Population Ecology

BIOL 361 Tropical Rainforest Ecology (Not offered in 2009–2010)

ENTS 254 Topics in Landscape Ecology (Not offered in 2009–2010)

ENTS 288 Abrupt Climate Change

(ii) Society, Culture & Policy: Take any two of the following:

ECON 240 Microeconomics of Development

ECON 243 Economic Demography

ECON 271 Economics of Natural Resources and the Environment

ECON 395 Economics of Land, Water and the Environment  
 ENTS 215 Environmental Ethics  
 ENTS 244 Biodiversity Conservation and Development (Not offered in 2009–2010)  
 HIST 306 Topics in Environmental History: America's National Parks (Not offered in 2009–2010)  
 POSC 211 Environment and the Evolution of Rules: Designing Institutions to Solve Political Problems (Not offered in 2009–2010)  
 POSC 268 International Environmental Politics and Policies  
 POSC 333 Sustainability Science\* (Not offered in 2009–2010)  
 SOAN 210 Introduction to Demographic Methods  
 SOAN 229 Demography of the Family  
 SOAN 234 Ecology, Economy, and Culture (Not offered in 2009–2010)  
 SOAN 302 Anthropology and Indigenous Rights

### **(3) Landscapes and Perception**

(i) Environmental Science: Take any two of the following:

ENTS 254 Topics in Landscape Ecology (Not offered in 2009–2010)  
 ENTS 260 Comparative Agroecology  
 GEOL 210 Geomorphology  
 GEOL 258 Geology of Soils (Not offered in 2009–2010)

(ii) Society, Culture and Policy: Take any two of the following:

AMST 230 The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America  
 ARTS 113 Field Drawing  
 ARTS 212 Australia/New Zealand Program: Mixed-Media Drawing (Not offered in 2009–2010)  
 ENGL 236 American Nature Writing  
 ENTS 215 Environmental Ethics  
 HIST 306 Topics in Environmental History: America's National Parks (Not offered in 2009–2010)  
 HIST 395 Themes in World Environmental History  
 PHIL 234 Aesthetics  
 POSC 257 American Environmental Thought (Not offered in 2009–2010)  
 RELG 243 Native American Religious Freedom  
 RELG 356 Buddhism and Ecology  
 SOAN 234 Ecology, Economy, and Culture (Not offered in 2009–2010)  
 SOAN 266 Urban Sociology (Not offered in 2009–2010)  
 SPAN 260 Forces of Nature

**(4) Water Resources**(i) Environmental Science: Take any two of the following:

CHEM 328 Environmental Analysis (Not offered in 2009–2010)  
 ENTS 288 Abrupt Climate Change  
 GEOL 210 Geomorphology  
 GEOL 340 Hydrology (Not offered in 2009–2010)  
 GEOL 370 Geochemistry of Natural Waters

(ii) Society, Culture and Policy: Take any two of the following:

ECON 271 Economics of Natural Resources and the Environment

ECON 273 Water and Western Economic Development (Not offered in 2009–2010)

ECON 395 Economics of Land, Water and the Environment

HIST 306 Topics in Environmental History: America's National Parks (Not offered in 2009–2010)

POSC 211 Environment and the Evolution of Rules: Designing Institutions to Solve Political Problems (Not offered in 2009–2010)

POSC 333 Sustainability Science\* (Not offered in 2009–2010)

**V. Senior Seminar/Comprehensive Exercise (9 credits):** Most students will take a 3-credit senior seminar, which is normally offered fall term, and then pursue a 6-credit group-based comprehensive exercise the following term. In exceptional circumstances, students may pursue an individual comprehensive exercise.

ENTS 395 Senior Seminar

ENTS 400 Integrative Exercise

ENTS 400 Integrative Exercise: Individual option

## ENVIRONMENTAL STUDIES COURSES

**100. Science, Technology and Public Policy** Science and technology have led to profound effects upon public life over the past century. This course will study the social and political impacts of scientific and technological developments on modern life. We will investigate particular cases drawn from across the sciences, such as genetics, energy production and consumption, nuclear weapons, and the information revolution. The relationship between government, the public, and the science/technology enterprise will be examined. What is, and what should be the role of the practitioners themselves? *6 credits, S/CR/NC, ND, Fall—J. Weisberg*

**112. Conservation Biology** The current global rate of extinction of species is probably unprecedented in the history of the world, and the rate will increase dramatically in the coming decades. Conservation biology is a new synthetic discipline that emerged in the early 1980s to simultaneously address the scientific and social dimension of biodiversity conservation. The course presents an overview of the founding principles of conservation biology by examining the historic and present-day causes of species extinction, the biological bases central to species conservation, and the social dimension of conservation for sustainable management of biological diversity. *6 credits, MS, Not offered in 2009–2010*

**120. Introduction to Geospatial Analysis** Spatial data analysis using Geographic Information Systems (GIS), remote sensing, global positioning, and related technologies are increasingly important for understanding and analyzing a wide range of biophysical, social, and economic phenomena. This course serves as an overview and introduction to the concepts, algorithms, issues, and methods in describing, analyzing, and modeling geospatial data over a range of application areas. *6 credits, MS, Fall—T. Nega*

**180. Basic Principles of Sustainable Design** A holistic and integrated look at the fundamental and interdependent aspects of architecture and sustainable design, the impacts our buildings and choices have on the environment and ecology of the planet, and what we can do to mitigate those impacts. This course will provide students with a basic holistic knowledge of microclimate and siting, energy and resource

efficiency, water, waste reduction, materials, and biological influences in sustainable design. *3 credits, ND, Not offered in 2009-2010*

**215. Environmental Ethics** This course is an introduction to the central ethical debates in environmental policy and practice, as well as some of the major traditions of environmental thought. It investigates such questions as whether we can have moral duties towards animals, ecosystems, or future generations; what is the ethical basis for wilderness preservation; and what is the relationship between environmentalism and social justice. *6 credits, ND, Spring—K. Smith*

**244. Biodiversity Conservation and Development** How can the need for intensive human social and economic development be reconciled with the conservation of biodiversity? This course explores the wide range of actions that people take at a local, national, and international level to address this question. We will use political ecology and conservation biology as theoretical frameworks to examine the role of traditional and indigenous approaches to biodiversity conservation as well as contemporary debates about integrated conservation development across a spectrum of cultures in North America, Africa, Latin America, and Asia. Prerequisite: Sociology/Anthropology 110, 111, or permission of instructor. *6 credits, SS, Not offered in 2009-2010*

**245. Field Investigation of Biodiversity Conservation and Development** This course is the second part of a two-term course sequence beginning with Environmental and Technology Studies 244. The first part of the course consists of a two-week field trip to Tanzania investigating the relationship between biodiversity conservation efforts and meeting the livelihood of local communities. The course will conclude on campus, meeting once a week to enable students to analyze, write a report, and give oral presentation on topics chosen fall term and researched during the field trip. Prerequisite: Environmental and Technology Studies 244. *6 credits, SS, Not offered in 2009-2010*

**254. Topics in Landscape Ecology** Landscape ecology is an interdisciplinary field that combines the spatial approach of the geographer with the functional approach of the ecologist to understand the ways in which landscape composition and structure affects ecological processes, species abundance, and distribution. Topics include collecting and referencing spatial data at broad scales, Geographic Information Systems (GIS), landscape metrics, simulating change in landscape pattern, landscape connectivity and meta-population dynamics, and reserve design. Prerequisites: Biology 125 and 126. *6 credits, MS, Not offered in 2009-2010*

**260. Comparative Agroecology** As the world human population continues to expand, while at the same time the arable land base and fossil fuel supply shrink, the need for a sustainable food system is imperative. This course explores factors influencing food production and distribution at both local and national levels, with an eye towards how these factors affect choices made by the ultimate stewards of the land - the farmers. While the course focuses on the scientific aspects of agroecosystem sustainability, comparisons will be made among various production models both in the U.S. and China, bringing in social, economic and policy issues. Prerequisites: Biology 125 or 126 or Chemistry 123 or 128 or Geology 110 or 120 and permission of the instructor. This course is part of the OCS winter break China program, involving two linked courses in fall and winter terms, this class is the first class in the sequence. *6 credits, MS, Fall—D. Hougen-Eitzman*

**261. Field Investigation in Comparative Agroecology** This course is the second part of a two-term course sequence beginning with Environmental and Technology Studies 260. The course begins with a

two-week visit in December to Beijing and Sichuan province. Field work will include visits to Chinese farms at the forefront of an incipient sustainable agriculture movement in China, as well as discussions with Chinese sustainable agriculture researchers. In regular weekly meetings during the winter term on campus, data will be analyzed and presented in oral and written reports. Prerequisite: Environmental and Technology Studies 260. *6 credits, MS, Winter—D. Hougén-Eitzman*

**271. Environmental Economics and Policy** This course will explore the economic and political institutions affecting the environment. The major questions of the course will be: When are individual economic incentives not aligned with society's environmental interests? How can policies and regulations be changed to best accomplish environmental goals? Will the economic development of economies like India and China lead to more or less environmental destruction? How can we best balance costs and benefits over long time horizons as we must in issues of non-renewable resource management and climate change? Topics to be discussed may include: climate change, agriculture, transportation, energy efficiency, population growth, and water. *6 credits, SS, Winter—A. Swoboda*

**288. Abrupt Climate Change** The field of abrupt climate change seeks to understand very fast changes, or "tipping points," in historical climate records. Course topics will include interpretation of historical climate data, methods of measuring abrupt changes in ancient climates, theories for abrupt change, the role of complex earth systems, and the connection to current trends in global climate change. The course will also directly address our future vulnerability to abrupt climate change through cases studies of past human civilizations (Mayans, Anasazi). Prerequisites: One introductory course in Biology (125 or 126), Chemistry (123 or 128), Geology (110 or 120), or Physics (two five-week courses from 131-162). *6 credits, MS, Fall—T. Ferrett*

**301. Science and Society** Science today is hardwired into virtually every aspect of our lives and the world we inhabit so much so that there is no 'space' outside science. Our societies can equally well die of the production of science (e.g., global warming, species extinction) or safeguard itself from them. In such a context, how we understand science and with what tools is a key question. The aim of this course is to explore major approaches for understanding and explaining scientific knowledge and the implications of these approaches for understanding the place and importance of science in an age of global environmentalism. Prerequisite: Sociology/Anthropology 110, 111, or permission of instructor. *6 credits, ND, Not offered in 2009-2010*

**391. Senior Capstone Project** Execution of project described in a proposal prepared the prior fall term. Only approved projects will be supported. Projects will be presented in public. Prerequisite: Environmental and Technology Studies 398. *4 credits, S/CR/NC, ND, Winter, Spring—Staff*

**395. Senior Seminar** This seminar is a topic-based course whose purpose is to prepare ENTS majors for doing the research for their comprehensive exercise. It is a required course for all ENTS majors choosing the group comps option. Prerequisites: Biology 221, ENTS 271, History 195, ENTS 120 OR Mathematics 215. *3 credits, ND, Not offered in 2009-2010*

**398. Senior Colloquium: Urban Biodiversity Conservation** Urbanization is one of the largest-scale drivers in altering biodiversity and ecosystem functioning from local to global scales. This seminar will explore the environmental and social forces that drive urbanization and the prospects for a sustainable metropolis through a series of case studies that consider why and how urban places can be made greener.

Issues explored include green corridors, protected areas, and social inequality in accessing open space. 2 credits, ND, Fall—*T. Nega*

**400. Integrative Exercise** In this course, ENTS majors complete a group-based comprehensive exercise. Each group is expected to research and execute a group project on the topic chosen by the group, under the guidance of an ENTS faculty member. Toward the end of winter term, all groups present their research at a Symposium sponsored by ENTS. Prerequisite: ENTS 395. 6 credits, S/NC, ND, *Not offered in 2009-2010*

## EUROPEAN STUDIES CONCENTRATION (EUST)

**Director:** Associate Professor William North

The European Studies concentration provides an intellectual meeting ground for students interested in exploring of Europe from a variety of disciplinary and interdisciplinary perspectives. Drawing courses from a number of different departments, the program in European Studies allows students to integrate their study of a European language and an off-campus experience in Europe with a coherent set of courses on campus to achieve a greater understanding of both the new and the old Europes.

### REQUIREMENTS FOR THE CONCENTRATION

1. EUST 110: Introduction to European Studies: The Age of Cathedrals
2. Four transnational supporting courses that a) approach a theme or issue from a pan-European perspective OR b) compare European countries or regions OR c) compare Europe (or parts of Europe) with another part of the world. These courses will engage in an examination of such overarching issues as the relation between individual and community, cultural and linguistic diversity, and globalization. The list below is not exhaustive; students should consult with the concentration director regarding other courses that may fulfill this requirement.

ARTH 101 Introduction to Art History I

ARTH 102 Introduction to Art History II

ARTH 170 Printmaking: The First Media Revolution

ARTH 223 Women in Art (Not offered in 2009–2010)

CAMS 211 Film History II

CAMS 217 Border Crossings: Postmodern Perspectives on French and German Cinema (Not offered in 2009–2010)

ECON 233 European Economic History

ECON 236 Economics of the European Union

ECON 250 History of Economic Ideas

ENGL 114 Introduction to Medieval Narrative (Not offered in 2009–2010)

ENGL 309 Renaissance Selves

FREN 249 Paris Program: European Identities: Paris and Berlin

FREN 349 Paris Program: European Identities: Paris and Berlin

FREN 360 Topics in French Studies: Algeria-France (Not offered in 2009–2010)  
 GERM 230 From Gutenberg to Gates: The History and Practice of Printing  
 HIST 110 Music and Politics in Europe Since Wagner  
 HIST 139 Foundations of Modern Europe  
 HIST 140 Modern Europe 1789-1914 (Not offered in 2009–2010)  
 HIST 141 Europe in the Twentieth Century  
 HIST 230 Institutional Structure and Culture in the Middle Ages  
 HIST 232 Renaissance Worlds in France and Italy (Not offered in 2009–2010)  
 HIST 233 Cultures of Empire: Byzantium, 710-1453 (Not offered in 2009–2010)  
 HIST 236 Women's Lives in Pre-Modern Europe  
 HIST 237 The Enlightenment (Not offered in 2009–2010)  
 HIST 238 Topics in Medieval History: Church, Papacy and Empire (Not offered in 2009–2010)  
 HIST 249 Modern Central Europe (Not offered in 2009–2010)  
 HIST 333 Iconoclasm (Not offered in 2009–2010)  
 HIST 395 Dictatorships in Modern Europe  
 MUSC 111 Western Art Music and Western Civilization  
 MUSC 120 Introduction to Opera (Not offered in 2009–2010)  
 MUSC 122 Symphonies from Mozart to Mahler  
 MUSC 210 Medieval and Renaissance Music  
 MUSC 211 Baroque and Classical Music  
 MUSC 312 Romantic Music  
 PHIL 220 Heidegger and Contemporary Philosophy  
 PHIL 272 Modern Philosophy  
 PHIL 274 Existentialism (Not offered in 2009–2010)  
 POSC 120 Comparative Political Regimes  
 POSC 263 European Political Economy (Not offered in 2009–2010)  
 POSC 268 International Environmental Politics and Policies  
 POSC 352 Political Theory of Alexis de Tocqueville\* (Not offered in 2009–2010)  
 POSC 358 Comparative Social Movements\* (Not offered in 2009–2010)  
 POSC 383 Maastricht Program: Politics of the European Union (Not offered in 2009–2010)  
 RELG 231 Protestant Thought (Not offered in 2009–2010)  
 RELG 329 Theology, Pluralism, and Culture (Not offered in 2009–2010)  
 RELG 380 Radical Critiques of Christianity

3. Two country-specific supporting courses in the participating disciplines, each of which focuses on a particular European country or region. Country-specific courses need not address pan-European issues, but students will be expected to bring a comparative awareness of Europe to their learning experience.

ARTH 230 The Sistine Chapel (Not offered in 2009–2010)  
 ARTH 234 Italian Renaissance Art  
 ARTH 238 Rembrandt, Vermeer and Netherlandish Art (Not offered in 2009–2010)  
 CAMS 213 Italian Neorealism and Global Cinema (Not offered in 2009–2010)  
 ENGL 110 English Literature, I  
 ENGL 111 English Literature, II  
 ENGL 144 Shakespeare I

- ENGL 244 Shakespeare I
- ENGL 300 Chaucer I: *The Canterbury Tales* (Not offered in 2009–2010)
- ENGL 301 The Courtly Chaucer
- ENGL 310 Shakespeare II (Not offered in 2009–2010)
- ENGL 313 Major Works of the English Renaissance: *The Faerie Queene*
- ENGL 314 Major Works of the English Renaissance: *Paradise Lost*
- ENGL 318 The Gothic Spirit (Not offered in 2009–2010)
- ENGL 319 The Rise of the Novel
- ENGL 322 The Art of Jane Austen
- ENGL 323 English Romantic Poets
- ENGL 365 British Comedy
- ENGL 380 London Program: London Theater
- ENGL 381 London Program: Staging the Early Modern City, 1400-1650
- FREN 233 The French Cinema (Not offered in 2009–2010)
- FREN 240 Introduction to French and Francophone Literatures: Sexuality and Sagacity
- FREN 241 Marginality and Renaissance in Francophone America
- FREN 243 Topics in Cultural Studies: Cinema and Society
- FREN 246 Paris Program: City of Wonders: Paris in the Arts
- FREN 340 Arts of Brevity: Short Fiction (Not offered in 2009–2010)
- FREN 341 Madame Bovary and Her Avatars (Not offered in 2009–2010)
- FREN 351 Topics in Sixteenth Century Literature: Metamorphoses: Love, War and Monsters in Early Modern France (Not offered in 2009–2010)
- FREN 352 The Court and its Dissenters (Not offered in 2009–2010)
- GERM 205 Berlin Program: Intermediate Composition and Conversation
- GERM 207 Young Adult Literature
- GERM 216 Studies in German Cinema: Current Issues in Contemporary Film (Not offered in 2009–2010)
- GERM 231 Damsels, Dwarfs, and Dragons: Medieval German Literature (Not offered in 2009–2010)
- GERM 244 Berlin Program: Theater in Berlin
- GERM 247 Fairy Tales, Myths, and Legends
- GERM 260 Community and the Individual: German Literature and Life, 1780-1900 (Not offered in 2009–2010)
- GERM 295 Berlin: The German Metropolis (Not offered in 2009–2010)
- GERM 312 Rilke and His Circle (Not offered in 2009–2010)
- GERM 346 Viennese Culture on Site (Not offered in 2009–2010)
- GERM 351 The Age of Goethe
- GERM 355 Topics in German Drama: Twentieth Century Theatrical Experiments (Not offered in 2009–2010)
- HIST 110 The Russian Revolutions of 1917
- HIST 235 Dante's Italy
- HIST 238 The World of Bede (Not offered in 2009–2010)
- HIST 239 Britain, c. 1485-1834: From Sceptred Isle to Satanic Mills
- HIST 240 Imperial Russia (Not offered in 2009–2010)



HIST 241 Russia through Wars and Revolutions  
 HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France  
 HIST 245 Ireland: The Origin of the Troubles (Not offered in 2009–2010)  
 HIST 248 Berlin Program: Monuments and Memory: A Cultural History of Berlin  
 HIST 250 Modern Germany  
 HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2009–2010)  
 RUSS 150 Contemporary Russian Culture and Society  
 RUSS 205 Russian in Cultural Contexts  
 RUSS 227 Moscow Program: Russia East and West (Not offered in 2009–2010)  
 RUSS 228 Moscow Program: Russia North and South  
 RUSS 244 Russian Literature in Translation: The Novel to 1917 (Not offered in 2009–2010)  
 RUSS 255 Russian Cinema: History and Theory  
 RUSS 266 Dostoevsky (Not offered in 2009–2010)  
 RUSS 267 War and Peace (Not offered in 2009–2010)  
 RUSS 268 Russian Fiction of the Soviet Period (Not offered in 2009–2010)  
 RUSS 332 Reading a Russian Novel (Not offered in 2009–2010)  
 RUSS 334 Russian Poetry (Not offered in 2009–2010)  
 RUSS 336 Pushkin  
 RUSS 345 Russian Cultural Idioms of the Nineteenth Century (Not offered in 2009–2010)  
 RUSS 351 Chekhov (Not offered in 2009–2010)  
 RUSS 395 Senior Seminar: The Cult of Stalin  
 SPAN 209 Madrid Program: Current News  
 SPAN 240 Introduction to Spanish Literature (Not offered in 2009–2010)  
 SPAN 244 Spain Today: Recent Changes through Narrative and Film  
 SPAN 247 Madrid Program: Spanish Art from El Greco to Picasso  
 SPAN 250 Spanish Cinema (Not offered in 2009–2010)  
 SPAN 256 Lorca, Buñuel, and Dalí: Poetry, Film, and Painting in Spain (Not offered in 2009–2010)  
 SPAN 301 Tragedy (Not offered in 2009–2010)  
 SPAN 320 New Spanish Voices (Not offered in 2009–2010)  
 SPAN 328 The Roaring Twenties (Not offered in 2009–2010)  
 SPAN 330 The Invention of the Modern Novel: Cervantes' Don Quijote (Not offered in 2009–2010)  
 SPAN 349 Madrid Program: Theory and Practice of Urban Life  
 SPAN 358 Topics in Hispanic Literature: The Spanish Civil War

4. Proficiency (as defined by the College) in a European language other than English. Students are encouraged to take language courses beyond the minimum requirement.

FREN 204 Intermediate French  
 GERM 204 Intermediate German  
 RUSS 204 Intermediate Russian  
 SPAN 204 Intermediate Spanish

5. EUST 398: Senior Colloquium.

6. Concentrators must normally participate in an off-campus study program in Europe.

7. The overall balance of courses must include a reasonable mix of disciplines and course levels (100s, 200s, 300s). While this balance will be established for each individual student in consultation with the concentration coordinator, no more than half of the required minimum of courses may be in one department, and at least half of the required minimum of courses must be above the 100-level. The total number of credits required to complete the concentration is 45.

## EUROPEAN STUDIES COURSES

**110. Introduction to European Studies: The Age of Cathedrals** Arising over a period of two medieval centuries, the cathedrals of Europe symbolize at once faith, power, local identity, and technological and artistic achievement. Later generations commemorated them in literature and art, destroyed them in their political and religious zeal, and restored them (and continue to restore them) out of a different sort of political zeal as well as a sense of duty to preserve a national and European cultural inheritance. In this course, we seek to understand the cathedral and its enduring legacy in France from a variety of interdisciplinary perspectives and using a variety of media and sources. *6 credits, HU, Fall—W. North*

**398. Senior Colloquium** Culminates in a final oral presentation that will allow concentrators to synthesize and reflect upon their diverse European studies, including on-campus and off-campus classwork, internships, and cross-cultural experiences. *3 credits, ND, Spring—L. Goering*

## FRENCH (FREN)

### FRENCH AND FRANCOPHONE STUDIES (FRST)

**Chairs:** Professors Chérif Keïta, fall and spring, Dana J. Strand, winter

**Professors:** Scott D. Carpenter, Chérif Keïta, Éva Pósfay, Dana J. Strand, Cathy M. Yandell

**Visiting Assistant Professor:** Stephanie M. Cox

**Visiting Lecturer:** Annick Fritz-Smead

**Senior Lecturers:** Christine Lac, Cynthia Luck Shearer

## GENERAL INFORMATION

The French and Francophone Studies Department sees language as fundamental to the study of literatures and cultures. Committed to helping students attain proficiency in the language sequence (FREN 101-204), the Department strives at all levels to introduce students to the rich and complex endeavors of literary and cultural analysis. Operating study abroad programs in Mali and Paris, we provide opportunities for using and enhancing these skills *in situ*, broadening horizons while also training students in one of the world's major languages. Our programs in literary and cultural studies are appropriate for students wishing to do advanced work in French or who hope to use French language or important critical skills in future careers or studies.

**Language Courses:** Language courses 101, 102, 103, 204 are a sequential series of courses designed to prepare the student in the basic language skills (listening, speaking, reading, and writing) through the study of grammar, literature, and culture, and/or to provide the foundation for pursuing advanced work in language and literature. French 206 and 309 are designed to develop the student's spoken and written mastery of the language through compositions and intensive oral work based on cultural and literary topics. Admission to these courses is determined either by appropriate high school CEEB or Carleton placement test scores, or by completion of the previous course in the sequence with a grade of C- or better.

**Literature Courses:** We examine literary works for both their aesthetic and human values. Our literature courses have a number of goals: to refine and expand students' linguistic ability, to broaden their cultural understanding, to improve their ability to engage in literary analysis, to enhance their knowledge of literary history and criticism, and to help students better understand themselves and the human condition. In our discussions, we address universal themes and concerns, but we also try to uncover what is peculiarly French or Francophone about the works.

### **Requirements for an Arts and Literature Track**

The Arts and Literature Track consists of intensive work in language, and literature, and may include courses in film or other arts. All courses in the Arts and Literature Track are conducted in French.

Sixty-nine credits beyond French 204 including:

1. Core courses: French 309, Beyond Words: The Fine Art of Writing in French

Literary and Cultural Studies 245, Introduction to Critical Methods: Structure, Gender, Culture, (usually taken in the junior year)

2. Fifty-four credits in departmental electives. Students should generally begin with courses at the 200-level (French 206, 240, 241, 243, etc.), but at least thirty-six credits at the 300-level (French 309 and French 400 do not count in this category).

All courses conducted in French on the Paris and Mali programs may be applied to this category, as long as the requisite number of 300-level credits is attained.

3. Integrative Exercise: During their senior year students will expand and deepen an essay in French from one of their advanced courses in the major. Normally, but not always, the director for this project will be the professor from that course. This essay may be completed during any term, but must be finished early in the spring term, when an oral presentation (in English) of the work will be presented. The integrative exercise counts for three credits.

### **Requirements for a Cultural Studies Track**

The Cultural Studies Track is interdisciplinary in nature: students will take courses in French and Francophone literature and other media, but also in such fields as history, art history, political science, etc. Courses outside the department will generally not be taught in French.

Sixty-nine credits beyond French 204 including the following (please note that any given course will not count in more than one category):

1. Literature and language: At least five French language or literature courses, four of which must be at the 300-level, and one of which must be French 309, *Beyond Words: The Fine Art of Writing in French*
2. At least one course in cultural studies: Such as: 243, *Topics in Cultural Studies*; 249/349, *Paris Program: European Identities: Paris and Berlin*; 250, *Mali Program*; *Film and Society in Mali*
3. At least one course in history or methodology: Such as: LCST 245, *Introduction to Critical Methods: Structure, Gender Culture*, FREN 251, *Mali Program: Negotiating the Past: The Challenges of Nation-building in Mali*; HIST 234, *France in the Making, 987-1460*; HIST 237, *The Enlightenment*
4. Elective courses: Up to three additional courses in FREN or from other departments or programs (see pre-approved courses under the concentration in French and Francophone Studies), with director's approval.
5. Capstone seminar: This senior seminar (usually, but not always, French 395) is an advanced interdisciplinary seminar focused on a particular topic and the methodology used for its study.
6. The Integrative Exercise: During their senior year students will expand and deepen an essay in French from one of their advanced courses in the major. Normally, but not always, the director for this project will be the professor from that course. This essay may be completed during any term, but must be finished early in the spring term, when an oral presentation (in English) of the work will be presented. Although the initial paper may have been written in English, the essay for the integrative exercise will be in French. The integrative exercise counts for three credits.

A special major in Romance Languages (a combination of French and Spanish language and literature) is available by petition through the Academic Standing Committee. The integrative exercise counts for three credits.

**Concentration:** See separate section for French and Francophone Studies Concentration.

**Programs Abroad:** Participation in a Carleton or in another approved foreign study program is highly recommended for students majoring or concentrating in the above areas. The department operates programs in Paris and in Mali, but non-Carleton programs are available, too. Students interested in study abroad should consult the section on international off-campus programs, and discuss alternatives with faculty in French and with the Director of Off-Campus Studies.

**Certificate of Advanced Study in Foreign Language and Literature:** In order to receive the Certificate of Advanced Study in French, students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: 36 credits completed with a grade of C- or better in French beyond 103, including at least two upper-level literature courses (300-395). Although courses for the certificate may be taken on a S/CR/NC basis, "D" or "CR" level work will not be sufficient to satisfy course requirements. No more than 12 credits from non-Carleton off-campus studies programs may be applied toward the certificate.

**Language House:** Students have the opportunity to immerse themselves in the language by living in the Language House. The Associate is a native speaker, and students organize and participate in numerous cultural activities in the Language House.

## FRENCH AND FRANCOPHONE STUDIES COURSES

**101. Elementary French** This course introduces the basic structures of the French language, everyday vocabulary and cultural situations. Students practice all four skills (reading, writing, listening, and speaking) in French. Taught five days a week in French. Prerequisite: none (Placement score for students with previous experience in French). *6 credits, ND, Fall—Staff*

**102. Elementary French** This course introduces complex sentences and various tenses through short literary and cultural texts. Students practice all four skills (reading, writing, listening, and speaking) in French. Taught five days a week in French. Prerequisite: French 101 or placement score. *6 credits, ND, Winter—Staff*

**103. Intermediate French** This course reviews basic and complex sentence patterns in greater depth through the discussion of authentic short stories. Students practice all four skills (reading, writing, listening, and speaking) in French. Taught five days a week in French. Prerequisite: French 102 or placement score. *6 credits, ND, Fall, Spring—Staff*

**204. Intermediate French** Through discussion of book-length literary and cultural texts (film, etc.), and including in-depth grammar review, this course aims to help students acquire greater skill and confidence in both oral and written expression. Taught three days a week in French. Prerequisite: French 103 or placement score. *6 credits, ND, Fall, Winter—Staff*

**206. The Media: A Multifaceted Approach** By way of various French and Francophone media, this course aims to increase your knowledge of France and the Francophone world, as well as improve your oral and written expression. In addition to the reading of various newspaper and magazine articles from diverse sources (France, Canada, Morocco, etc.) you will engage with such resources as film, radio and television. *6 credits, ND, Spring—A. Fritz-Smead*

**208. Paris Program: Conversation and Composition** Focusing on topics of current interest in French society, this course is designed to help students gain ease and proficiency in spoken and written French. The course will be taught and supervised by local instructors assisted by recent graduates of the Program in French as a Foreign Language. In addition to regular in-class activities, the graduate assistants will meet with students for tutorials and discussion groups. Conducted in French. *6 credits, AL, Spring—Non-Carleton Faculty*

**210. Coffee and News** Keep up your French while learning about current issues in France, as well as world issues from a French perspective. Class meets once a week for an hour. Requirements include reading specific sections of leading French newspapers, (*Le Monde*, *Libération*, etc.) on the internet, and then meeting once a week to exchange ideas over coffee with a small group of students. Prerequisite: French 204 or permission of the instructor. *2 credits, S/CR/NC, ND, Fall, Winter, Spring—S. Cox*

**232. Renaissance Worlds in France and Italy** *Crosslisted with HIST 232.* Enthusiasm, artistry, invention, exploration, inquiry... How do these stereotypical notions of Renaissance culture play out in texts and images of the period? Through a range of sources (fourteenth–sixteenth centuries) we will use literary and historical approaches to explore selected issues of the period, including the nature of education and the idea of the self; women, gender and society; artistic production as a mode of knowing; and the exploration of other worlds. *6 credits, ND, Not offered in 2009–2010*

**233. The French Cinema** In this overview of the major trends in French cinema, we will consider the intersections of the political, social, cultural, and artistic dimensions of films by a number of different French directors. Discussions will focus on such questions as the following: In what ways has French cinema mobilized (or undermined) national myths? What role has film played in mediating the French historical memory? How have French films dealt with the nation's (colonial) others? Course materials will incorporate critical theory and cultural readings. Taught in English with all films subtitled. *6 credits, AL, Not offered in 2009-2010*

**235. Francophone Literature of Africa and the Caribbean** Reading and discussion of literary works, with analysis of social, historical and political issues. Conducted in English. *6 credits, AL, RAD, Not offered in 2009-2010*

**240. Introduction to French and Francophone Literatures: Sexuality and Sagacity** What is the relationship between sexuality and knowledge? We will attempt to answer this question through novels, poetry and plays of such authors as Ronsard, Baudelaire, Gide, Sade, Sartre, Kundera and Nimier, as well as films of Téchiné and Kassovitz. This course serves as an introduction to the study of French and Francophone literatures and aims to develop students' skills in analysis and discussion in French. Prerequisite: French 204 or the equivalent. *6 credits, AL, Fall—C. Yandell*

**241. Marginality and Renaissance in Francophone America** This course will examine the Francophone presence in Quebec, Louisiana and Acadia through works of novels, plays, songs, films and folktales. As isolation played an important role in the survival of the French language, it also enhanced the marginality of its speakers. We will examine the Acadians, the Cajuns, the Algonquians, and the Québécois, focusing on the relation to the dominant culture and/or language through fiction and non-fiction works, including films outside class time. We will investigate the potential survival, renaissance or disappearance of these cultures. Conducted in French. *6 credits, AL, Winter—S. Cox*

**243. Topics in Cultural Studies: Cinema and Society** According to the French director, Bertrand Tavernier, "Filmmakers are the seismographs of their age. They bear witness, even unconsciously, to everything that surrounds them." In this course we will use films to gain a window onto French culture and society as they have evolved throughout the twentieth and twenty-first centuries. Discussions will be based on interdisciplinary readings and screenings of films by major (and some minor) French filmmakers. Prerequisite: French 204 or the equivalent. *6 credits, AL, Spring—D. Strand*

**245. Francophone Literature of Africa and the Caribbean** Reading and discussion of literary works, with analysis of social, historical and political issues. Prerequisite: French 204. *6 credits, AL, RAD, Not offered in 2009-2010*

**246. Paris Program: City of Wonders: Paris in the Arts** Home of some of the finest and best-known museums in the world, Paris has long been recognized as a center for artistic activity. Students will have the opportunity to study French art of the last two centuries onsite: in-class lectures and discussions will be complemented by guided visits to the unparalleled collections of the Louvre, the Musée d'Orsay, the Centre Pompidou, local art galleries, and other appropriate destinations. Special attention will be paid to the program theme. Conducted in French. *6 credits, AL, Spring—Non-Carleton Faculty*

**249. Paris Program: European Identities: Paris and Berlin** Paris is a world capital, a crossroads of cultures, races, classes, and languages. This vibrancy is related to France's central role in the European Union, the evolution of which has produced tremendous changes within its member nations. The

transformation of Europe has strained national and regional identities, and this strain can be "read" in various forms of expression, including literature, art, monuments, and public events. Studying the particular cases of Paris and Berlin--a "field trip" to the German capital is planned--students will examine the ways in which France is (re)defining itself within the context of an evolving Europe. Conducted in French. *6 credits, AL, Spring*—*S. Carpenter*

**250. Mali Program: Film and Society in Mali** This course will concentrate on the dynamics of traditional orality within the art of cinema in Mali. Feature films and documentaries by award-winning filmmakers such as Soulemane Cissé, Cheick Oumar Sissoko, Adama Drabo, Dany Kouyaté, and Abderrahmane Sissako will be screened and analyzed. Discussions with some of these filmmakers will introduce the student to the challenges and success of filmmaking in economically-challenged countries such as Mali and Burkina Faso. *6 credits, AL, Winter*—*C. Keita*

**251. Mali Program: Negotiating the Past: The Challenges of Nation-building in Mali** This course will look at various issues in Malian history (ancient and modern) and the process of political and economic change. A component of this course will be an introduction to conversational Bambara, the lingua franca of Mali. *4 credits, AL, Winter*—*C. Keita*

**252. Mali Program: Literature and Society in Mali** This course will focus on the theme of social change in different genres of Malian literature, from the colonial period to the present. By studying oral and written works by traditional and modern poets, novelists, and playwrights such as Seydou Badian and Massa Makan Diabaté, Moussa Konaté, and Amadou Hampaté Bâ, the student will get an understanding of issues such as education, marriage, and traditional vs. modern political power in contemporary Malian society. Meeting will be arranged with many writers and oral performers. *6 credits, AL, Winter*—*C. Keita*

**290. Mali Program: Directed Reading** *2 credits, S/CR/NC, ND, Winter*—*C. Keita*

**308. France and the African Imagination** This course will look at the presence of France and its capital Paris in the imaginary landscape of a number of prominent African writers, filmmakers and musicians such as Bernard Dadié ( Côte d' Ivorie), Ousmane Sembène (Senegal), Calixthe Béyala (Cameroun), Alain Mabanckou (Congo-Brazzaville), Salif Keita (Mali) and others. The history of Franco-African relations will be used as a background for our analysis of these works. Conducted in French. *6 credits, AL, Fall*—*C. Keita*

**309. Beyond Words: The Fine Art of Writing in French** In this course we analyze and use the many linguistic and rhetorical devices the French language offers us. To do so, we study, translate and emulate various types of texts and develop our sense of style in French. In order to contextualize language use, we work on functional projects, which may include subtitling of films, translating picture books, composing an academic paper, or creating a website. Overall, we will focus on developing a continued appreciation for words and language. Required for the major in French. Prerequisite: at least one course above French 204. *6 credits, AL, Spring*—*C. Lac*

**340. Arts of Brevity: Short Fiction** The rise of newspapers and magazines in the nineteenth century promotes a variety of short genres that will remain popular to the present day: short stories, prose poetry, vignettes, theatrical scenes. In this short course (first five weeks of the term) we'll study short works by such authors as Diderot, Sand, Balzac, Mérimée, Flaubert, Allais, Tardieu, Le Clézio. Conducted in

French. Prerequisite: French 204; recommended preparation: French 206, 240, or 241. *3 credits, AL, Not offered in 2009-2010*

**341. Madame Bovary and Her Avatars** Decried as scandalous, heralded as the first "modern" novel, Gustave Flaubert's *Madame Bovary* (published in 1857) sparked debate, spawned both detractors and followers, and became a permanent fixture in French culture and even the French language. In this five-week course we will read the novel, study its cultural context and impact, and see how it has been variously re-interpreted in film and other media. Conducted in French. Prerequisite: French 204; recommended preparation: French 206, 240, or 241. *3 credits, AL, Not offered in 2009-2010*

**349. Paris Program: European Identities: Paris and Berlin** Paris is a world capital, a crossroads of cultures, races, classes, and languages. This vibrancy is related to France's central role in the European Union, the evolution of which has produced tremendous changes within its member nations. The transformation of Europe has strained national and regional identities, and this strain can be "read" in various forms of expression, including literature, art, monuments, and public events. Studying the particular cases of Paris and Berlin--a "field trip" to the German capital is planned--students will examine the ways in which France is (re)defining itself within the context of an evolving Europe. Conducted in French. *6 credits, AL, Spring—S. Carpenter*

**351. Topics in Sixteenth Century Literature: Metamorphoses: Love, War and Monsters in Early Modern France** The French Renaissance continues to intrigue students and critics by its propensity for paradox, ambiguity, and contradiction. Just as literature and the arts reached new levels of aesthetic achievement, the bloodiest civil war in French history was taking shape. Lyric poetry, bawdy tales, essays and chronicles depict beautiful bodies and monsters, war and peace, hatred and love. Through such authors as Rabelais, Marguerite de Navarre, Ronsard, Louise Labé and Montaigne, as well as artistic and musical works, we will investigate the multiple worlds of French renaissance culture. Recommended preparation: French 240-level course or the equivalent. *6 credits, AL, Not offered in 2009-2010*

**352. The Court and its Dissenters** Seventeenth-century France is often touted as the pinnacle of French grandeur. Under Louis XIV's absolutist rule, France supported an astounding number of normative measures--from founding academies to policing codes of behavior--designed to help the French nation to become a political, economic and cultural world power. But in the midst of all these pressures towards normativeness, could one express any dissent in the age of Versailles? To answer this question we will examine the creative (and irreverent) strategies used by a whole range of authors such as Molière, Racine, Lafayette, Fènelon, and many more. Conducted in French. Recommended preparation: French 240-level course or equivalent. *6 credits, AL, Not offered in 2009-2010*

**360. Topics in French Studies: Algeria-France** For the historian Benjamin Stora, the close and complex bond between France and Algeria is like a marriage, plagued by inequality and betrayal, and doomed to a violent divorce the repercussions of which are still being felt on either side of the Mediterranean. In this interdisciplinary course we will explore the 175-year relationship between Algeria and France through literary and historical texts and film. The course syllabus may include works by Assia Djebar, Albert Camus, Brigitte Rouan, Benjamin Stora, Tahar Djaout, Gillo Pontecorvo, Frantz Fanon, and Jacques Derrida. Taught in French. Prerequisites: 200-level French literature course or equivalent. *6 credits, AL, Not offered in 2009-2010*



**361. Identity in Progress in Quebec** In this course, we will examine the *québécois* quest for identity through novels, plays, films and folktales from the twentieth century. With the objective to understand Quebec's contemporary culture, we will try to answer the following questions: How can bilingualism divide a country? Why did French-Canadians feel like second-class citizens in the 1950s? What happened to the indigenous populations in the debate of cultural distinctiveness? Why did Quebec's women's movement fare better than in France? Finally, we will discuss the impact of immigrant writings on the issue of identity. Conducted in French. *6 credits, AL, Spring—S. Cox*

**395. Imagined Geographies: Place & Identity in Contemporary France** For some observers in France, a country in which notions of citizenship are directly tied to a shared sense of history grounded in place, the pluralizing effect of globalization poses a threat that puts the future existence of the nation in peril. In this course, we will adopt an interdisciplinary approach to exploring questions of transnationalism in France, drawing upon the perspectives of cultural critics (such as Said, Appadurai and Balibar) and creative writers and filmmakers (for example, Leïla Sebbar, Claire Denis, and Tahar Ben Jelloun). Conducted in French. Recommended preparation: French 240 or equivalent. *6 credits, AL, Winter—D. Strand*

**400. Integrative Exercise** During their senior year students will expand and deepen an essay in French from one of their advanced courses in the major. Normally, but not always, the director for this project will be the professor from that course. This essay may be completed during any term, but must be finished early in the Spring term, when an oral presentation (in English) of the work will be presented. *3 credits, SNC, ND, Fall, Winter, Spring—S. Carpenter, C. Keïta*

## FRENCH AND FRANCOPHONE STUDIES CONCENTRATION

**Director:** Professor Dana Strand

The French and Francophone Studies Concentration unites a diversity of disciplinary approaches to France while extending the notion of French and Francophone Studies beyond the specific territorial and linguistic boundaries of France and Parisian French. Relying on a solid language training, courses offered in French literature of France, Francophone literature of Africa and the Caribbean, film studies, social, political and art history, and economics, will afford a synthetic view of the evolution and impact of French cultural institutions. The majors most organically connected with French Studies are French, history, anthropology, art history, and political science, although students majoring in other disciplines may also concentrate in French and Francophone Studies.

### REQUIREMENTS FOR THE CONCENTRATION

**Language Requirement:** French 204 or equivalent

**Two Supporting Courses:**

FREN 232 Renaissance Worlds in France and Italy (Not offered in 2009–2010)

FREN 243 Topics in Cultural Studies: Cinema and Society

FREN 249/349 Paris Program: European Identities: Paris and Berlin  
 FREN 250 Mali Program: Film and Society in Mali  
 HIST 139 Foundations of Modern Europe  
 HIST 232 Renaissance Worlds in France and Italy (Not offered in 2009-2010)  
 HIST 234 France in the Making, 987-1460\* (Not offered in 2009-2010)  
 HIST 237 The Enlightenment (Not offered in 2009-2010)  
 HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2009-2010)  
 LCST 245 Introduction to Critical Methods: Structure, Gender, Culture

#### **Four Core Courses: Two from Group I, one from Groups II and III**

##### **Group I: French and Francophone Literature**

FREN 240 Sexuality and Sagacity  
 FREN 241 Marginality and Renaissance in Francophone America  
 FREN 243 Topics in Cultural Studies: Cinema and Society  
 FREN 245 Francophone Literature of Africa and the Caribbean (Not offered in 2009-2010)  
 FREN 249/349 Paris Program: European Identities: Paris and Berlin\*  
 FREN 351 Topics in Sixteenth Century Literature: Metamorphoses: Love, War and Monsters in Early Modern France (Not offered in 2009-2010)  
 FREN 352 The Court and Its Dissenters (Not offered in 2009-2010)  
 FREN 360 Topics in French Studies: Algeria-France (Not offered in 2009-2010)

##### **Group II History and Art History**

FREN 246 Paris Program: City of Wonders: Paris in the Arts  
 FREN 251 Mali Program: Negotiating the Past: The Challenges of Nation-building in Mali  
 HIST 137 Before Europe: The Early Medieval World 250c-1050  
 HIST 139 Foundations of Modern Europe\*  
 HIST 141 Europe in the Twentieth Century  
 HIST 232 Renaissance Worlds in France and Italy (Not offered in 2009-2010)  
 HIST 234 France in the Making, 987-1460\* (Not offered in 2009-2010)  
 HIST 236 Women's Lives in Pre-Modern Europe  
 HIST 237 The Enlightenment\* (Not offered in 2009-2010)  
 HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France  
 HIST 330 Gender, Ethics and Power in Medieval France\* (Not offered in 2009-2010)

\*This course qualifies for Group II if not taken to fulfill the supporting course requirement.

##### **Group III: Social Sciences: Anthropology, Economics, Political Science**

ECON 233 European Economic History  
 FREN 233 Cinema and Society  
 CAMS 217 Border Crossings: Postmodern Perspective on French and German Cinema (Not offered in 2009-2010)  
 POSC 251 Modern Political Philosophy  
 POSC 352 Political Theory of Alexis de Tocqueville (Not offered in 2009-2010)  
 SOAN 256 Ethnography of Africa

**Senior Seminar:** FREN 395 Imagined Geographies, Place and Identity in Contemporary France

For courses other than those in the French department, students will be expected to do source reading in French, but papers and exams will be written in English. Check with the director for other on or off-campus courses that may count for the concentration.

## GEOLOGY (GEOL)

**Chair:** Professor Cameron Davidson

**Professors:** Cameron Davidson, Mary E. Savina

**Associate Professors:** Clinton A. Cowan, Bereket Haileab

**Assistant Professor:** Sarah J. Titus

**Visiting Instructors:** Bryn Benford, Paul R. Riley, Kevin Toshio Uno

Students who discover in themselves a sense of excitement about the environment, mountains, climate change, volcanoes, fossils, rivers and earthquakes, will find a good home in the Carleton Geology Department. Founded by Dr. Laurence M. Gould, former President of the College and one of the first geologists to explore Antarctica, the geology department retains a spirit of exploration and adventure. Fieldwork in the out of doors is central to our curriculum. The interests and goals of geology students are diverse; more than three-fourths go to graduate school as preparation for careers in academia, environmental sciences, science journalism, industry, and the public sector at the local through federal levels. A degree in Geology has also proved to be a good foundation for graduate study and work in conservation, architecture, engineering, resource economics, environmental education, and resource management. Typical of Carleton, our graduates can also be found in almost any profession.

The geology curriculum is flexible, rigorous, and rooted in the traditions of a liberal arts education. Junior and senior majors in other natural sciences are welcome to enroll in geology courses numbered 200 and above without the introductory geology prerequisite with permission of the instructor.

### REQUIREMENTS FOR A MAJOR

In addition to any introductory geology course that includes a laboratory section, students must take 36 credits from the 200- and 300-level Geology course offerings. The requirement for introductory geology may be waived for juniors who come to geology from another science major. Six credits toward the major can be counted from any single off-campus program where appropriate, with a maximum of twelve credits toward the major from all off-campus programs. Each student must complete six credits of Geology 400, Integrative Exercise and attend seminars associated with comps fall, winter and spring terms senior year (students planning to spend a term off-campus during senior year should attend the appropriate seminars during junior year). Each student must also complete six credits of Physics from courses numbered 131 and above; six credits of Chemistry from courses numbered 123 and above; and twelve credits of Mathematics from courses numbered 111 and above; Computer Science courses numbered 111 and above

may count for six credits of the mathematics requirement. Geology students should take three or four 200-level courses before taking 300-level courses. Geology majors are encouraged to participate in a recognized field camp and take part in summer research opportunities. These requirements for the geology major are considered to be minimal; students planning a career in geology or the earth sciences should take several additional courses in mathematics and other sciences as well as geology. Students interested in earth science education should discuss their plans with Ms. Savina because a number of specific courses must be taken for teacher certification.

## GEOLOGY COURSES

**100. Geology in the Field** This course is an introduction to the fundamental principles of geology through first-hand field work. The great majority of our time will be spent outdoors at nearby sites of geological interest. Using field observations, descriptions, data-gathering, hypothesis-testing, and interpreting, supplemented by lab work and reading, students will gradually piece together the most important elements of the long and complex geologic history of southern Minnesota. Two weekend field trips will be included. Evaluation will be based on weekly reports and an end-of-term summary report and presentation. *6 credits, S/CR/NC, MS, Fall—C. Davidson*

**110. Introduction to Geology** An introduction to the study of earth systems, physical processes operating on the earth, and the history of the earth. Field trips, including an all-day trip, and laboratories included. Not open to students who have taken Geology 120. *6 credits, MS, Fall, Spring—Staff*

**120. Introduction to Environmental Geology** An introduction to geology emphasizing environmental health and humankind's use and abuse of soil, water, fuels, and other resources. Field trips and laboratories included. Not open to students who have taken Geology 100 or 110. *6 credits, MS, Not offered in 2009-2010*

**190. Energy and the Environment** This course focuses on the scientific evidence of climate change and how human behavior impacts the composition of the atmosphere through the burning of fossil fuels. We also explore the potential of reducing or eliminating carbon from the energy stream. Students work in groups to research and present the scientific, economic, political, legal, and/or social consequences/implications of 1) global warming, 2) our current energy system, and 3) alternative energy systems in three related case studies. Writing briefs, oral presentations and panel discussions are emphasized. Does not count toward the Geology major. *6 credits, MS, Not offered in 2009-2010*

**210. Geomorphology** Study of the geological processes and factors which influence the origin and development of the surficial features of the earth. Laboratories and field trips included. Prerequisite: One introductory geology course (110 or 120), or consent of the instructor. *6 credits, MS, Fall—M. Savina*

**220. Tectonics** This course focuses on understanding the plate tectonics paradigm and its application to all types of plate boundaries. We will explore the historical development of the paradigm, geophysical tools used for imaging the structure of the Earth and determining plate motions, and possible driving mechanisms of this global system. Students will independently explore a particular tectonic plate in detail throughout the term. Laboratories included. Prerequisite: One introductory geology course. *6 credits, MS, Winter—Staff*

**230. Paleobiology** Fossils: their anatomy and classification, evolution, and ecology. Special emphasis on the paleobiology of marine invertebrates. Field trips and laboratories included. Prerequisite: One introductory geology course (110, or 120, ENTS 110 or an introductory biology course), or consent of the instructor. *6 credits, MS, Spring—C. Cowan*

**250. Mineralogy** The study of the chemical and physical properties of minerals, their geologic occurrence and associations. Topics include crystallography, crystal chemistry, x-ray analysis, phase equilibria, classification, optical mineralogy, and environments of formation. Laboratories are included. Prerequisite: One introductory geology course (110 or 120), or Chemistry 123 or 128. *6 credits, MS, Fall—B. Haileab*

**255. Petrology** An introduction to the fundamental physical, chemical and tectonic principles that are relevant to the formation of igneous and metamorphic rocks. Labs emphasize description and interpretation of the origin of rocks based on hand specimen and thin section study. Field trips and laboratories are included. Prerequisite: Geology 250. *6 credits, MS, Spring—C. Davidson*

**258. Geology of Soils** The study of soil formation, and physical and chemical properties of soils especially as related to geomorphology and land use. Laboratories and field trips will emphasize how to describe and interpret soils. Prerequisite: One introductory geology course (110 or 120). *6 credits, MS, Not offered in 2009-2010*

**281. Geology in New Zealand: Plate Tectonic Evolution of New Zealand** This course covers the overarching geology of New Zealand, and at various sites along the program route we will analyze field relationships and read the appropriate scientific literature (and discuss the geology with local experts) to piece together the tectonic evolution of New Zealand. Students will write a short paper that summarizes their understanding, focusing on how the sites visited on this program fit into the larger tectonic story. *4 credits, MS, Winter—C. Cowan*

**282. Geology in New Zealand: Geologic Mapping and Field Observations** In this course, we will focus on learning and applying geological field skills. We will map structured areas, log stratigraphic sections, and generally hone our skills of observation on a variety of field problems. *4 credits, MS, Winter—C. Cowan*

**283. Geology in New Zealand: Modern Geological Processes as Analogues for the Rock Record** We will study modern systems with a view to understanding the volcanic, sedimentary and geomorphologic history of New Zealand. These may include various sites throughout the program, such as volcanic systems-hot springs, modern marine-estuarine settings, and terraced fluvial-alluvial systems. *4 credits, MS, Winter—C. Cowan*

**284. Geology in New Zealand: New Zealand Cultural Studies** This will include visits to cultural sites and museums, guest lectures, and an introductory lesson in Maori pronunciation. *2 credits, S/CR/NC, MS, Winter—C. Cowan*

**292. Geology in New Zealand: Research Project on New Zealand Geology** Participants will work in small teams to develop and execute research projects related to various aspects of our investigations of New Zealand. *4 credits, ND, Winter—C. Cowan*

**340. Hydrology** A seminar on major principles of ground and surface water hydrology and their application to contemporary hydrologic problems. The course will draw considerably on student-directed

investigation of critical areas of study in hydrology. Prerequisites: Geology 210 or junior/senior standing in one of the physical sciences. *6 credits, ND, Not offered in 2009–2010*

**360. Sedimentology and Stratigraphy** This course is based on field examination of outcrops of Lower Paleozoic sedimentary rock. We will interpret the processes involved in the creation, movement, and deposition of these ancient sediments, and try to determine their paleoenvironments. Also of interest are the transformation of these sediments into rock and the analysis and correlation of strata. Weekly laboratories, one overnight trip, and one Saturday trip are required. Please note the late laboratory times for this course. Both paleobiology and geomorphology prepare students for work in sedimentology. This course is intended for upperclass Geology majors, and much of the work is done in teams. Prerequisite: Three 200-level Geology courses. *6 credits, MS, Fall—C. Cowan*

**365. Structural Geology** This course focuses on rock deformation at scales ranging from the collision of continents to the movement of individual atoms within crystals. We will examine structures that develop within different layers of the Earth's lithosphere and discuss how and why these structures form. Reading, discussion, and presentation of scientific literature is expected throughout the term as we focus on deformation and tectonics in a single region. Laboratories and one weekend field trip are included. Prerequisite: One introductory geology course, six credits of Physics numbered 131 and above is recommended. *6 credits, MS, Winter—C. Davidson*

**370. Geochemistry of Natural Waters** The main goal of this course is to introduce and tie together the several diverse disciplines that must be brought to bear on hydrogeochemical problems today. This course will explore: principles of geochemistry, applications of chemical thermodynamics to geologic problems, mineral solubility, stability diagrams, chemical aspects of sedimentary rocks, geochemical tracers, radiogenic isotopes and principles of stable isotope fractionation. Laboratories included. Prerequisite: Chemistry 123 or instructor's consent. *6 credits, ND, Winter—B. Haileab*

**400. Integrative Exercise** Each senior geology major must take a total of six credits of Geology 400. One of the credits will be awarded in the spring term for the preparation and delivery of a formal talk and attendance at the talks or other seniors. The other five credits must be taken in the fall and/or winter terms. Credits can be divided between those two terms or all five credits may be taken in the same term. All seniors must attend the Geology 400 seminars which will meet weekly fall and winter term. Geology 400 is a continuing course, and the grade will not be awarded until the end of spring term. *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

## GERMAN (GERM)

**Chair:** Professor John Roger Paas

**Professor Emeritus:** Julie A. Klassen

**Professors:** Sigrun D. Leonhard, John Roger Paas, Anne C. Ulmer

**Visiting Assistant Professor:** Kai Herklotz

In our changing global environment, communication is the key to understanding other peoples and cultures. Our goal in German is to provide students with the proficiency needed to read German works in the original and/or to live and study in a German-speaking country. Since the fall of the Wall and the establishment of the European Union as an economic and political power, the question of German identity has again come to the forefront, and German philosophical and literary foundations are crucial to an understanding of the country and to the role it plays in the world. Our upper-level courses introduce students to important writers and thinkers such as Goethe, Schiller, Kafka, Brecht, and Bachmann, as well as to the German cinema and past and current cultural trends.

**Language Courses:** Language courses 101, 102, 103, and 204 are a sequential series of courses designed to prepare the student in the basic language skills (listening, speaking, reading, and writing) through the study of grammar, literature, and culture, and to provide the foundation for pursuing advanced work in language and literature. German 205 (taught overseas), 206, and 207 are designed to develop the student's spoken and written mastery of the language through compositions and intensive oral work based on cultural and literary topics. Admission to these courses is determined either by appropriate CEEB or placement test scores, or by completion of the previous course in the sequence with a grade of C- or better.

**Literature/Cultural Courses:** We examine a wide range of works for both their aesthetic and human values. Our literature courses have a number of goals: to refine and expand students' linguistic ability, to give students access to some of the greatest works of literature, to broaden their cultural understanding, to improve their ability to engage in critical analysis, and to help them better understand themselves and the human condition. In class discussions attention is focused on universal themes and concerns within the broad context of German culture. In all courses numbered above 250 the readings and discussions will be in German. The prerequisite for these courses is German 204 or the permission of the instructor.

In all courses numbered above 250 the readings and discussions will be in German. The prerequisite for these courses is German 204 or the permission of the instructor.

## REQUIREMENTS FOR A MAJOR

Sixty-six credits including one language class (German 205, 206 or 207); Literary and Cultural Studies 245 (best taken during the junior year); normally German 231; three literature/culture courses in German; and the integrative exercise. Courses 101, 102, 103, 204 and 210 do not count toward the major. In addition to the major at least six credits are required in literature other than German, read in the original language or in translation. Majors are encouraged to take other related courses in fields such as history, philosophy, religion, classics, and art or music history, in order to gain further perspectives in their literary studies. A special major involving German literature and another discipline may sometimes be arranged upon consultation with the department.

**Programs Abroad:** Participation in a Carleton or in another approved foreign study program is highly recommended for students majoring in German. Students interested in a program abroad that is not affiliated with Carleton should consult with a faculty member in German and with the Director of Off-Campus Studies.

**Language Houses:** Students have the opportunity to immerse themselves in the language by living in the Language House where they can organize and participate in numerous cultural activities. Each year a language associate from Germany resides in the house.

**Certificate of Advanced Study in Foreign Language and Literature:** In order to receive the Certificate of Advanced Study in German students must complete with a grade of C- or better in the following: 36 credits beyond 103, of which at least twenty-four will be taught in the target language; two of those four courses may be advanced language courses (205, 206 or 207). The remaining courses may be from the German section or from a list of approved courses offered by other departments (philosophy, history, linguistics, music, etc.) Although courses for the certificate may be taken on a S/CR/NC basis, "CR" level work will not be sufficient to satisfy course requirements. No more than twelve credits from non-Carleton off-campus studies programs may be applied toward the certificate.

## GERMAN COURSES

**100. Views of Reality: Understanding Literary Works of the Past** Views of reality constantly change over time and find their expression in art and literature. This course will focus on European views of reality in the eighteenth century, a century of contentment as well as revolution. Works by such authors as Goethe, Voltaire, Schiller and Pope will be studied within their historical and social context. Readings and discussion in English. *6 credits, S/CR/NC, AL, Fall—R. Paas*

**101. Elementary German** This course stresses a firm understanding of the basic structural patterns of the German language through reading, writing, speaking, and listening drills. For students with no previous knowledge of German or for those whose test scores indicate that this is the appropriate level of placement. *6 credits, ND, Fall—Staff*

**102. Elementary German** Further study of the basic structural patterns of the German language. Prerequisite: German 101, or appropriate placement score. *6 credits, ND, Winter—Staff*

**103. Intermediate German** Completion of the study of basic structural patterns of the German language, and the reading and discussion of a longer literary work. Prerequisite: German 102. *6 credits, ND, Spring—Staff*

**204. Intermediate German** Critical reading and discussion of selected German plays, short stories and/or films. Prerequisite: German 103 or appropriate placement score. *6 credits, ND, Fall—Staff*

**205. Berlin Program: Intermediate Composition and Conversation** This course, taught by a native speaker, will focus on students' reading, writing, and speaking abilities. The class format will feature mainly discussions with grammar exercises interspersed as needed. Students will write frequent papers and correct these papers themselves. *6 credits, ND, Fall—K. Herklotz*

**206. Composition and Conversation** Short texts, films, video clips and other cultural materials serve as the basis for discussions of contemporary German and Austrian culture. Prerequisite: German 204 or the equivalent. *6 credits, ND, Not offered in 2009-2010*

**207. Young Adult Literature** The best current German-language literature for teen-aged readers treats serious topics with wit and sensitivity. These texts, many of which have won prizes, are linguistically



accessible and written with flair. Readings and class discussions will be in German. Prerequisite: German 204 or the equivalent. *6 credits, ND, Spring—A. Ulmer*

**210. Coffee and the News** This course is intended as a refresher course for students who have completed the basic language sequence and/or taken part in the German program. Practice in writing and speaking German. Prerequisite: German 204 or the equivalent. *2 credits, S/CR/NC, ND, Fall, Winter, Spring—A. Ulmer*

**216. Studies in German Cinema: Current Issues in Contemporary Film** This course will be an introduction to Austrian and German film from the 1970s to the present. We will watch one or two films a week, and focus class discussions on such issues as the Third Reich and its impact on contemporary Germany (Fassbinder, Syberberg, Sanders-Brahms), the American dream in German culture (Wenders, Herzog), minorities in Germany (Fassbinder, Ottinger), literature into film (Schlöndorff), the role of women (Fassbinder, Sanders-Brahms, Ottinger, Dörrie) and other topics. We will discuss different genres, the notion of auteur cinema, and film in its double role of reflection and co-creator of ideology. *6 credits, AL, Not offered in 2009-2010*

**219. German Film after World War II** This course introduces postwar German cinema, emphasizing films in their socio-historical contexts while also providing an introduction to theoretical approaches and analytical tools for film analysis. Topics include: Remembering the Holocaust and WWII; terrorism; socialism and utopia; Berlin films and reunification; as well as race and migration. We will discuss a wide range of genres and styles, from New German Cinema to Turkish German comedy, from documentary to socialist musical. We will watch one or two films per week, accompanied by readings on specific films, German film history, and film analysis. All readings and class discussion in English. *6 credits, AL, Not offered in 2009-2010*

**230. From Gutenberg to Gates: The History and Practice of Printing** Gutenberg's invention of printing with movable type has had a far-reaching impact on the political, social, and intellectual development in the Western World. A similarly profound revolution is taking place today with the use of computers. This course focuses on the major developments in printing since 1450 against the relevant historical and social background. In addition to lectures and discussions there is a weekly "lab," in which students will gain first-hand knowledge of such techniques as woodcutting, engraving, etching, lithography, bookbinding, and papermaking. In English translation. *6 credits, S/CR/NC, AL, Spring—R. Paas*

**231. Damsels, Dwarfs, and Dragons: Medieval German Literature** Around the year 1200 German poets wrote some of the most lasting works in the Western literary tradition. It was a time of courtly love and Arthurian romances, and themes vary widely from love and honor to revenge and murder. Special attention is given to the poetry of Walther von der Vogelweide and two major epics: *The Nibelungenlied* and Gottfried von Strassburg's *Tristan and Isolde*. In English translation. *6 credits, AL, Not offered in 2009-2010*

**244. Berlin Program: Theater in Berlin** This course will be structured around the theater productions of the fall 2009 season in Berlin. (A few films will be included). The class will read six to eight plays from different literary and historical periods, study their historical and literary context, and also see them performed in the theater. *6 credits, AL, Fall—K. Herklotz*

**246. Rebels, Revolutionaries, and Misfits** This course focuses on several German literary figures from the nineteenth and twentieth centuries who either were outsiders during their lifetimes or who actively fought against the establishment. The authors to be studied include Franz Kafka, Thomas Mann, Bertolt

Brecht, Heinrich von Kleist, and Georg Büchner. In English translation. *6 credits, AL, Not offered in 2009-2010*

**247. Fairy Tales, Myths, and Legends** From bedtime stories to Disney films to video games, narratives familiar to us as fairy tales, myths and legends are ever present. This course examines tales in multiple forms, including versions of oral tales, literary tales, feature and animated film, and popular culture manifestations. While the course has a special emphasis on the German tradition, we will also examine many stories (in all their forms) in traditions that have been in dialogue with European traditions, including the *Arabian Nights*, Disney films, and anime. In several cases we will also read contemporary literary rewritings of familiar tales. All readings and class discussion in English. *6 credits, AL, Winter—K. Herklotz*

**250. Introduction to Jewish German Culture** The tragedy of the Holocaust in the twentieth century often has overshadowed the long and lively history of German Jewish culture. This course will trace the historical development of a diverse and complex German Jewish culture and the multiple ways in which it is intertwined with German mainstream culture--from the Middle Ages to the revival of German Jewish culture in post-unification Germany and in the New Europe. The readings (in English) include overviews of historical periods; the literary, political, and philosophical texts by major German Jewish authors; autobiographies; the literature of witness and survival; and film. *6 credits, HU, Not offered in 2009-2010*

**260. Community and the Individual: German Literature and Life, 1780-1900** This survey of German literature examines significant works of prose, poetry, and drama in their cultural contexts, by authors ranging from Goethe and Novalis to Storm and Rilke. Besides gaining a sense of genre traditions and literary epochs, participants will also explore the tensions between individuals and the changing social and political order. Specific factors to be considered include the artist's role in society, high culture versus popular culture, German identity, censorship, and the dreams of nationhood. Prerequisite: German 204 or the equivalent. *6 credits, AL, Not offered in 2009-2010*

**295. Berlin: The German Metropolis** Today Berlin is at the center of unified Germany and an evermore-united Europe. This course will trace the significance of Berlin for both Germany and Europe, taking a historical as well as comparative approach. Representations of Berlin in theoretical essays, literature, art and film, as well as Berlin as site of history, will provide the starting point from which we will explore many facets of twentieth century modernity, German-Jewish history, the Cold War, and the New Europe. Readings and discussions are in German. Prerequisite: German 204 or equivalent. *6 credits, AL, Not offered in 2009-2010*

**312. Rilke and His Circle** Rainer Maria Rilke, perhaps the foremost poet of his century, lived among a variety of artists, thinkers, and writers. Among them are Rodin, Lou Andreas-Salome, and the Worpswede group of artists. We will follow the threads of Rilke's life and poetry, and see where they lead us. The course will center on Rilke's poetry and prose fiction, but will also include correspondence, and the works of some of Rilke's associates. Class discussions and primary readings will be in German (sometimes with English translations provided); some secondary readings may be in English. Prerequisites: German 204 or equivalent. *6 credits, AL, Not offered in 2009-2010*

**345. Vienna: Dream and Reality** The course will examine the beginnings of Modernism in Austrian culture, music, theater, philosophy, art and architecture, focusing on literature within its wider context. We will look at such thinkers and artists as Freud, Wittgenstein, Schnitzler, Hofmannsthal, Hermann

Bahr, Karl Kraus, Robert Musil and Peter Altenberg; as well as the great musicians, architects and painters of the time. We will survey the history and culture of the period between 1870 and 1930, with our primary focus on the period from around 1890-1920. Lectures and discussions will be in German. Prerequisite: German 204 or the equivalent. *6 credits, AL, Not offered in 2009-2010*

**346. Viennese Culture on Site** The first part of the course consists of a field trip to Vienna, Austria. We will spend two weeks going to museums and seeing the architecture and art we have discussed in German 345, including many works by such artists as Loos, Klimt, Schele and Kokoschka. The course will conclude on campus when students will give oral presentations on topics selected in the fall term and investigated during the winter break trip. Prerequisite: German 345. *6 credits, AL, Not offered in 2009-2010*

**351. The Age of Goethe** The literary movements of Enlightenment, Storm and Stress, and Classicism as seen through selected works of Goethe, Schiller, Lessing and Herder. Prerequisite: German 204 or the equivalent. *6 credits, AL, Winter—S. Leonhard*

**355. Topics in German Drama: Twentieth Century Theatrical Experiments** We will read and discuss in German a range of plays which push the limits of theatrical possibilities. Possible playwrights include Georg Kaiser, Bert Brecht, Wolfgang Borchert, Rolf Hochhuth, Peter Handke, Heiner Müller, Thomas Bernhard, and perhaps a twenty-first century writer. Videos of play productions and our own dramatic readings of scenes will help us explore some of the century's theories of acting and staging. Prerequisite: German 204 or the equivalent. *6 credits, AL, Not offered in 2009-2010*

**400. Integrative Exercise** Examining an aspect of German literature across eras or genres. *6 credits, S/NC, ND, Fall, Winter—Staff*

## HEBREW (HEBR)

**Chair:** Professor Clara Hardy

**Associate Professor:** Stacy N. Beckwith

**Adjunct Instructor:** Sjado Bayadsy

## HEBREW COURSES

**101, 102, 103. Elementary Modern Hebrew** Think beyond the Bible! Modern Hebrew is a vital language in several fields from international relations to the sciences. This sequence is for students with no previous knowledge of Hebrew or for students with some religious school background. Placement is determined by a written test and oral interview. We will continually integrate listening, speaking, reading, and writing in Hebrew, incorporating popular Israeli music, radio, and films into level appropriate class activities and assignments. Term long projects include Karaoke in Hebrew and publishing in-class magazines in Hebrew on topics related to Israel, the Middle East, and Judaic Studies. *6 credits, ND, Fall, Winter, Spring—S. Bayadsy, S. Beckwith*

**204. Intermediate Modern Hebrew** In this course students will strengthen their command of modern conversational, literary and newspaper Hebrew. As in the elementary sequence, we will continually integrate listening, speaking, reading, and writing in Hebrew. Popular Israeli music, broadcasts, internet sources, and films will complement the course's goals. Class projects include a term long research paper on a topic related to Israel, the Middle East, or Judaic Studies. Students will create a poster in Hebrew to illustrate their research. They will discuss this with other Hebrew speakers on campus at a class poster session toward the end of the course. *6 credits, ND, Winter—S. Beckwith*

**222. Discovering Literary Tel Aviv and Jerusalem** This course delves into Israel's two major cities, comparing their history and character. How are Tel Aviv's founding Zionist ideals and the Middle Eastern realities that challenged them portrayed in Hebrew literature? Our literary and cultural studies engagement with Tel Aviv will prepare students for our similar exploration of Jerusalem with its much longer multicultural history. How have places in both cities inspired literary reflections on national identity and memory? How have Israeli authors reciprocally influenced people's views of these urban spaces and their national resonance? This course is part of the OCS Winter Break program, which involves two linked classes in fall and winter terms; this class is the first class in the sequence. In translation. *6 credits, AL, RAD, Fall—S. Beckwith*

**223. Faith and Fiction: Exploring Israeli National Identity** This course is the second part of a two-term sequence beginning with Hebrew 222. Israel research on-site in Tel Aviv and Jerusalem during winter break. It is anticipated that research projects will be shared in a public symposium at the end of the term. Prerequisite: Hebrew 222 or Religion 222. *6 credits, AL, RAD, Winter—S. Beckwith*

**241. Israel in A. B. Yehoshua's Literature** Since 1962 A.B. Yehoshua has been one of Israel's most prolific, politically engaged, and internationally significant authors. A combination of Middle Eastern and Sephardic (medieval Spanish) Jewish family roots and a Western Zionist education has fueled provocative literary interpretations of the Jewish State's historical origins and many internal fault lines. We will examine Yehoshua's portrayals of Jewish ethnic and religious diversity and of Zionist national consciousness in medieval through modern Mediterranean and European contexts pre-1948. We will then view Israel's domestic East/ West, Jewish/ Palestinian, and religious/ secular divides through an artistic lens of exceptional, debatable historical scope. In English translation. *6 credits, AL, RAD, Spring—S. Beckwith*

## HISTORY (HIST)

**Chair:** Professor Anna Rachel Igra

**Professors:** Clifford E. Clark, Jr., Anna Rachel Igra, Adeeb Khalid, Harry McKinley Williams

**Associate Professors:** Victoria Morse, William North, Susannah R. Ottaway, Parna Sengupta, Seungjoo Yoon, Serena R. Zabin

**Assistant Professors:** Andrew B. Fisher, David G. Tompkins, George H. Vrtis

**Mellon Post-Doctoral Fellow:** Brendan LaRocque

**Visiting Instructor:** Oswald Masebo

The objectives of the History major have both a general educational aspect and an aspect that is more narrowly professional. On one level, work in the major develops skills of research, analysis, and expression; on another level, it introduces the student to some of the major civilizations that human beings have created during the past three thousand years; on still another level, majoring in History confronts students with specific problems of interpreting the past--the conflict of opinions among historians and the difficulties of reconstructing past societies from their sources.

In view of the variety of departmental offerings, no specific combination of courses can be considered the ideal program. If you choose History as a major you have, in effect, to design your own mix of courses to meet these objectives. The department offers a few guidelines, even fewer requirements, and the services of a departmental advisor. Still, most of the choice is up to you; it should reflect your particular interests and abilities, and perhaps also your career plans.

See History Department Web site.

**REQUIREMENTS FOR A MAJOR**

A total of 72 credits (66 credits, class of 2010 only) from courses taken in the history department. First year seminars (History 110s) and the comprehensive exercise both count toward the total number of credits. Certain courses offered outside the history department may count toward the major; consult the department chair for specific information. Courses in ancient history are also taught in the Classics department and count toward the History major.

**Primary Field**

Courses must be taken in at least three of the following seven fields: 1) United States, 2) Ancient and Medieval, 3) Early Modern and Modern Europe, 4) the Middle East and Asia, 5) Africa and Its Diaspora, 6) Latin America, and 7) the Atlantic World. Students choosing fields 1-4 as their primary field will take four courses; those choosing 5-7 may take four courses in that field, or take three courses in the field and one additional course that is of relevance to the field. This additional course will be chosen in consultation with the adviser.

**Self-designed Thematic Field Option**

In consultation with the faculty, students may also propose a self-designed thematic field as their primary field (e.g., Gender and History, Colonialism). Interested students should consult the department for further details and procedures.

**Additional Requirements**

In addition to four courses in a primary field, all majors must also take at least two courses in each of two secondary fields. The History major must complete a research seminar (History 395) normally in the primary field, the History Colloquium (History 298) and the senior integrative exercise (History 400) Class of 2010 only. Beginning with the class of 2011, seniors will be required to take 3 credits of History 400 fall term, 3 credits of History 400 winter term and History 398; Advanced Historical Writing. See History Comps web-page.

It is recommended that students planning to major in history take History 110 and one or two other courses during their first year. History majors who are interested in study and research in a major library should consider the Newberry Library Seminar program. Other interesting off-campus programs and graduate studies programs and information can be found in the history department lobby and at the following sites: History Department Resources page or Off-Campus Studies Office.

### Courses from other departments

(may be included in the sixty-six credits total).

AMST 115 Introduction to American Studies

CLAS 227 Greek History: The Greek World From the Rise of the City-State to the Rise of the Hellenistic Kingdoms (Not offered in 2009-2010)

CLAS 228 Roman History, Republic and Principate

CLAS 229 The Later Roman Empire, Byzantium and Islam (Not offered in 2009-2010)

ECON 232 American Economic History: A Cliometric Approach (Not offered in 2009-2010)

ECON 233 European Economic History

RELG 140 Religion and American Culture (Not offered in 2009-2010)

Please ask history department chair or your adviser about any courses in African/African American Studies, American Studies, Asian Studies, Classics, Latin American Studies, Religion, Women's Studies, or other special courses offered by an historian in another department if you wish to have these courses to apply toward the history major.

## HISTORY COURSES

Courses numbered below 200 are open to first year students. First year students may register in courses numbered 200 and above with a signed permission slip from the instructor.

**110. The Chinese Revolution of 1949** For the last half century the communist regime in China has made an indelible mark on the society comprising a quarter of the world's population. This seminar will examine various interpretations of different aspects and phases of Chinese life between the 1920s and 1990s. The emphasis will be on historical analysis of documentary sources. Students are introduced to materials in translation on the Chinese Revolution consisting of government publications, biographies memoirs, personal letters, journalistic reports, travelogues, and novels. Topics include political ideology, class and gender, nationalism, agricultural development, and mobilization of intellectuals. *6 credits, HU, RAD, Fall—S. Yoon*

**110. Gandhi and Nationalism in India** This seminar examines the nationalist movements which swept through South Asia in the nineteenth and twentieth centuries. Most prominent was the anti-colonial struggle led by Mohandas K. Gandhi, centered on the practices of non-violence and civil disobedience, to help bring down the mightiest empire in the world. This period also saw numerous other powerful nationalist currents emerge, including many based on Islamic ideas and symbols. We will examine the historical forces and the people which comprised these movements, in an effort to understand the

complex and intriguing ways in which Gandhi's movement intersected, combined, and conflicted with other nationalist trends. *6 credits, HU, Fall—B. LaRocque*

**110. The Russian Revolutions of 1917** An examination of the Russian revolutions of 1917 from a variety of intellectual and political viewpoints using both eyewitness and scholarly accounts. *6 credits, HU, Fall—A. Khalid*

**110. Music and Politics in Europe Since Wagner** This course examines the often fraught, complicated relationship between music and politics from the mid-nineteenth century through the mid-twentieth. Our field of inquiry will include all of Europe, but will particularly focus on Germany, Poland, and the Soviet Union. We will look at several composers and their legacies in considerable detail, including Beethoven, Wagner, and Shostakovich. While much of our attention will be devoted to "high" or "serious" music, we will explore developments in popular music as well. *6 credits, HU, Winter—D. Tompkins*

**110. Black Slaves, White Masters: Historians and Slavery** This seminar explores the place of slavery in American historiography in the half-century following U.B. Phillips's *American Negro Slavery* (1918). It probes the complexities of the master-slave relationship as well as integrates the methods and skills of the historian regarding questions of culture, gender, economics, and resistance. *6 credits, HU, RAD, Fall—H. Williams*

**110. Drunks and Teetotalers: Alcohol and American Society** From its earliest days as a nation, the use and abuse of alcohol in the U.S. has been hotly debated. This course will examine historians' attempts to understand alcohol's powerful impact on American politics, society, and social reform. Using original source materials from the times, this course will focus on colonial rebellions, the temperance movement, immigration and the rise of saloons and saloon politics, the debate over prohibition, and the contemporary reforms of Alcoholics Anonymous, and MADD (Mothers Against Drunk Drivers). *6 credits, HU, Fall—C. Clark*

**110. Conquest and Survival in Indigenous Mexico** The sixteenth century Spanish conquest of the native "empires" of Mexico and its long-term consequences. How disruptive was the conquest for indigenous societies? Did the downfall of indigenous empires and city-states signal the demise of indigenous culture? We will examine and discuss the views of the combatants themselves and later interpretations of historians. *6 credits, HU, RAD, Fall—A. Fisher*

**120. Rethinking the American Experience: American Social History, 1607-1865** A survey of the American experience from before Christopher Columbus' arrival through the Civil War. Some of the topics we will cover include: contact between Native and European cultures; the development of the thirteen mainland British colonies; British, French, and Spanish imperial conflicts over the Americas; slavery; the American Revolution; religious *awakenings*; antebellum politics; and the Civil War. *6 credits, HU, Winter—S. Zabin*

**121. Rethinking the American Experience: American Social History, 1865-1945** This course offers a survey of the American experience from the end of the Civil War through World War II. Although we will cover a large number of major historical developments—including Reconstruction, the Progressive movement, World War I, the Great Depression, the New Deal and World War II--the course will seek to emphasize the various beliefs, values, and understanding that informed Americans' choices throughout these periods. In countless ways, the legacy of their lives continues to shape ours today, and so we will

seek to understand the connections (and sometimes the disconnections) between Americans past and present. *6 credits, HU, Spring—H. Williams*

**130. The Formation of Christian Thought** This course surveys the development of Christian thought in the Latin West and Greek East from the first to the fifth centuries, the period when many of the authoritative intellectual traditions of both medieval Europe and Byzantium were created. Among the themes/problems to be explored: the contribution of late ancient philosophy to Christian thought; Christian attitudes towards non-Christian belief and culture (pagan and Jewish); the interpretation of the Bible; the development of heresy and orthodoxy; and the relationship between theology, asceticism, and the development of the church as an institution. *6 credits, HU, Spring—W. North*

**137. Before Europe: The Early Medieval World, 250-c. 1050** This course examines the formation of western Christendom from its origins in the Christian Roman Empire to its consolidation in the eleventh century. As we move from Merovingian Gaul, Lombard Italy, and Anglo-Saxon England to the Carolingian Empire and its successor kingdoms in Germany, France, and Italy, we will examine such issues as the cultural and political legacy of the Roman and Carolingian worlds; the nature and forms of secular and sacred power; gender roles and relations; ethnic and social identity; and the forms, patterns and meaning of communication (political, economic, ritual, literary, religious) both inside and outside early medieval Europe. *6 credits, HU, Fall—W. North*

**139. Foundations of Modern Europe** A narrative and survey of the early modern period (fifteenth through eighteenth centuries). The course examines the Renaissance, Reformation, Contact with the Americas, the Scientific Revolution and Enlightenment. We compare the development of states and societies across Western Europe, with particularly close examination of the history of Spain. *6 credits, HU, Fall—S. Ottaway*

**140. Modern Europe 1789-1914** An introduction in the age of political and social revolutions. Emphasis is given to the impact of industrialization, the rise of national consciousness, and the search for progress through the great liberal and socialist movements, and ultimately the drive for global domination and development, students are invited but not required to take HIST 141 as a follow-up to this course. *6 credits, HU, Not offered in 2009-2010*

**141. Europe in the Twentieth Century** A survey of the major political, socio-economic, and intellectual developments of twentieth century Europe. Special emphasis will be placed on the rise of urban masses and private economic power and the attempts to integrate these new forces into a stable political system. *6 credits, HU, Spring—D. Tompkins*

**151. History of Modern Japan** This course explores the modern transformation of Japanese society, politics, economy, and culture from the Meiji Restoration of 1868 to the present. It is designed to provide students with an opportunity to explore basic issues and problems relating to modern Japanese history and international relations. Topics include the intellectual crisis of the late Tokugawa period, the Meiji Constitution, the development of an imperial democracy, class and gender, the rise of Japanese fascism, the Pacific War, and postwar developments. *6 credits, HU, Not offered in 2009-2010*

**152. History of Imperial China** An introduction to the history of China from its beginnings to the end of the last dynasty in 1911, providing an overview of traditional Chinese thought, culture, institutions, and society. Students examine the development of philosophy and religion, achievements in art and literature,



and social and economic change. This course also considers foreign conquest dynasties, Chinese expansion into Inner Asia, and China's relations with the West. *6 credits, HU, RAD, Not offered in 2009-2010*

**153. History of Modern China** This course, a continuation of History 152 (History of Imperial China), offers a critical survey of the modern transformation of politics, economy, society, and culture in Chinese history from the eighteenth century to the present. Topics include neo-Confucianism, the bureaucracy, the repudiation of civil society, the interaction with the West, peasant rebellions, nationalism, party politics, the dynamics of Communist rule, and alternative Chinese societies both inside and outside Mainland China. *6 credits, HU, RAD, Spring—S. Yoon*

**160. History of Classical India** This course will look at classical Indian civilization by examining the interconnectedness of its political and social institutions, religions, and material life. We begin with the Indus Valley civilization (2500 BC) and end with the Turkish Sultanate in Northern India (1525 AD). Ancient India has recently become the object of intense political debate; we will consider the implications of current debates and the challenges and methods of reconstructing India's history. *6 credits, HU, Not offered in 2009-2010*

**161. History of Modern India** A survey of the modern history of the Indian sub-continent from the establishment of the Mughal Court in North India (1525 AD) to the present including the Indian Ocean trade, the Southern independent kingdoms, British colonial rule, nationalism and post-colonial South Asia. Students will be asked to consider the differences between the early modern, colonial, and national states and empires on the subcontinent. *6 credits, HU, RAD, Not offered in 2009-2010*

**167. History of Modern South Asia** This course examines the history of South Asia from the beginning of the early modern era to the present. We will explore forms of government, types of economies, and art and culture, and examine the role of religions in South Asian societies, including Islam, Hinduism, and Buddhism. We will pay special attention to the decline of early modern indigenous empires, the expansion of European colonialism, and the development of nationalism. Topics including the role of political violence and non-violence, conceptions of masculinity and femininity, caste, class, and race will also form part of our material. *6 credits, HU, Winter—B. LaRocque*

**169. Colonial Latin America 1492-1810** How did peoples from the Americas, the Iberian Peninsula, and Africa contribute to the creation of new colonial societies in Latin America and the Caribbean? The course examines the bewildering spectrum of indigenous societies Europeans and Africans encountered in the Americas, then turns to the introduction and proliferation of Hispanic institutions and culture, the development of mature colonial societies, and the increasing tensions and internal contradictions that plagued the region by the late eighteenth century. It asks how the colonized population managed to survive, adapt, and resist imperial pressures and examines the creation of new collective identities. *6 credits, HU, RAD, Fall—A. Fisher*

**170. Modern Latin America 1810-Present** This course focuses on the legacy of colonial rule and asks how nascent nation-states dealt with new challenges of political legitimacy, economic development, and the rights of citizens. Case studies from the experiences of individual nations will highlight concerns still pertinent today: the ongoing struggle to extend meaningful political participation and the benefits of economic growth to the majority of the region's inhabitants, popular struggles for political, economic, and cultural rights, and the emergence of a civic society. *6 credits, HU, RAD, Winter—A. Fisher*

**180. An Historical Survey of East Africa** This course will survey the history of Eastern Africa from 1000 BC to the present. Topics to be covered include the development of settled communities and states; the economic and cultural networks that have linked the Indian Ocean with the interior; the East African slave trade; comparative colonialism; anti-colonial resistance; African nationalism; and post-colonial developments. We will cover the region that today comprises the countries of Tanzania, Kenya, and Uganda. *6 credits, HU, Fall—O. Masebo*

**182. A Survey of Southern African History** This course will review the history of southern Africa from the Late Neolithic period to the twentieth century. The development of a multiracial society; the impact of the mineral/industrial revolution in the nineteenth century; and the growth of African resistance and nationalism up to the present will be the focal points. *6 credits, HU, Not offered in 2009-2010*

**195. American Environmental History** This course examines the changing relationship between humankind and the natural world in the portion of North America that is now the United States. We will begin with a consideration of Native American subsistence strategies and ideas about nature, and then turn to the arrival of Europeans, colonialism, industrialization, increasing urbanization, and the conservation and environmental movements, among other major eco-historical developments. As we explore these developments, we will focus on the deeper ecological implications of human activities, cultural patterns and intellectual currents. One goal of the course will be to provide an historical context for understanding contemporary environmental issues. *6 credits, HU, Spring—G. Vrtis*

**200. The Zen of Asian and Western Woodworking** This course will contrast traditional Chinese and Japanese philosophies of woodworking to those used in England and the U.S. through readings, museum visits, and hands-on projects in the woodshop. The focus will be on the history of the design and construction of furniture using traditional hand tools. Particular attention will be paid to the impact of Ming Dynasty furniture design on the furniture constructed in colonial America. We will also explore some of the complexities of cultural borrowing and cultural difference. Students will be responsible both for writing essays and for completing several small projects made out of wood. *6 credits, HU, Not offered in 2009-2010*

**204. Crusade, Contact and Exchange in the Medieval Mediterranean** The theory that the focus of affairs in Europe turned northwards after the Muslim conquests of North Africa and Spain has been highly influential in shaping courses on medieval Europe. More recently, however, attention has focused on the rich culture of contact among the peoples of the Mediterranean throughout the medieval period. Through lectures and critical discussion of primary sources, this course will explore the many faces of this contact, including trade, warfare, political ties, missions, and artistic and intellectual influences. Our primary focus will be on the Christian European experience, but we will also study Jewish, Muslim and Byzantine sources. *6 credits, HU, RAD, Not offered in 2009-2010*

**208. The Atlantic World: Columbus to the Age of Revolutions, 1492-1792** In the late fifteenth century, the Atlantic ocean became a vast highway linking Spain, France, Britain, and the Netherlands to the Americas and Africa. This course will examine the lives of the men and women who inhabited this new world from the time of Columbus to the eighteenth-century revolutions in Haiti and North America. We will focus on the links between continents rather than the geographic segments. Topics will include the destruction and reconfiguration of indigenous societies; slavery and other forms of servitude; religion; war; and the construction of ideas of empire. Students considering a concentration in Atlantic History are particularly encouraged to enroll. Emphasis on primary sources. *6 credits, HU, Fall—S. Zabin*

**211. More than Pilgrims: Colonial British America** An intensive exploration of particular topics in early American history in its context as part of an Atlantic world. Topics will include voluntary and involuntary migration from Europe and Africa, personal, political, and military relationships between Europeans and Native Americans, the pattern of colonial settlement and politics, concepts of family and community, strategies of cultural adaptation and resistance, slavery, religion, the making of racial, rank, and gender ideologies, and the development of British and American identities. *6 credits, HU, Not offered in 2009-2010*

**212. The Era of the American Revolution** This class will examine the American Revolution as both a process and a phenomenon. It will consider the relationship of the American Revolution to social, cultural, economic, political, and ideological change in the lives of Americans from the founding fathers to the disenfranchised, focusing on the period 1750-1800. The central question of the course is this: how revolutionary was the Revolution? *6 credits, HU, Not offered in 2009-2010*

**213. The Age of Jefferson** This course will examine the social, political and cultural history of the period 1783-1830 with special consideration of the framing and ratification of the Constitution and the defining of the "United States." Historians contend that the period covered by this course is the key era of social transformation in American history. To assess this hypothesis, we will examine changes in race, gender, and class relations within the context of economic and geographical expansion and religious revitalization. We will explore paradoxes of American democracy and citizenship as they developed in the early Republic. Previous knowledge of American history will be assumed. *6 credits, HU, Spring—S. Zabin*

**217. From Ragtime to Football: U.S. History in the 1890s** The 1890s were a period of turmoil. From the closing of the frontier west to the debates over imperialism, immigrants, ragtime music, and football, Americans tried to come to terms with the changing standards and social relationships of the modern world. Using original sources from the period, this course will explore the various debates over war, women's roles, sports, art, music, politics, and popular culture in the 1890s. *6 credits, HU, Spring—C. Clark*

**220. African American History I** This survey begins with the pre-enslavement history of African Americans in West Africa. It proceeds to the transition of the slave from an African to an African American either directly or indirectly through the institution of slavery until 1865. Special attention will be given to black female activists, organizations, and philosophies proposing solutions to the African-American and Euro-American dilemma in the antebellum period. *6 credits, HU, RAD, Winter—H. Williams*

**221. African American History II** The transition from slavery to freedom; the post-Reconstruction erosion of civil rights and the ascendancy of Booker T. Washington; protest organizations and mass migration before and during World War I; the postwar resurgence of black nationalism; African Americans in the Great Depression and World War II; roots of the modern Civil Rights movement, and black female activism. *6 credits, HU, RAD, Not offered in 2009-2010*

**222. U.S. Women's History to 1877** Gender, race, and class shaped women's participation in the arenas of work, family life, culture, and politics in the United States from the colonial period to the late nineteenth century. We will examine diverse women's experiences of colonization, industrialization, slavery and Reconstruction, religion, sexuality and reproduction, and social reform. Readings will include both primary and secondary sources, as well as historiographic articles outlining major frameworks and debates in the field of women's history. *6 credits, HU, RAD, Not offered in 2009-2010*

**223. U.S. Women's History Since 1877** In the twentieth century women participated in the redefinition of politics and the state, sexuality and family life, and work and leisure as the United States became a modern, largely urban society. We will explore how the dimensions of race, class, ethnicity, and sexuality shaped diverse women's experiences of these historical changes. Topics will include: immigration, the expansion of the welfare system and the consumer economy, labor force segmentation and the world wars, and women's activism in civil rights, labor, peace and feminist movements. *6 credits, HU, RAD, Not offered in 2009-2010*

**226. U.S. Consumer Culture** In the period after 1880, the growth of a mass consumer society recast issues of identity, gender, race, class, family, and political life. We will explore the development of consumer culture through such topics as advertising and mass media, the body and sexuality, consumerist politics in the labor movement, and the response to the Americanization of consumption abroad. We will read contemporary critics such as Thorstein Veblen, as well as historians engaged in weighing the possibilities of abundance against the growth of corporate power. *6 credits, HU, Fall—A. Igra*

**227. The American West** This course explores the history of a large and seemingly unruly swath of North America, the lands lying west of the Missouri River. For many people, the American West tends to conjure up familiar images: Indians riding hard after buffalo, wagon trains winding their way west along river valleys, bedraggled goldseekers, Custer's last stand along the Little Bighorn, cowboys and the open range, Populist stump-speakers, hardscrabble cities, towering mountains, majestic national parks, and many more. This course will examine these images--these iconic western stories--and the complex historical developments they both represent from pre-history through the twentieth century. *6 credits, HU, Not offered in 2009-2010*

**228. American Indian History** This course offers an introduction to the history of American Indian societies from prehistory to the end of the nineteenth century. It will focus on the major issues and events that defined and shaped Indian peoples' lives, including their deep roots in North America, the dynamics of Indian-European encounters, the impact of Euro-American expansion, the process of removal, and the programs to "Americanize" Indian peoples. Throughout the course, we will examine how Indians struggled to retain a sense of their historic cultures and political autonomy, even as they confronted and adapted to the powerful forces unleashed by Euro-American society. *6 credits, HU, RAD, Not offered in 2009-2010*

**229. Gender and Work in U.S. History** Historically work has been a central location for the constitution of gender identities for both men and women; at the same time, cultural notions of gender have shaped the labor market. We will investigate the roles of race, class, and ethnicity in shaping multiple sexual divisions of labor and the ways in which terms such as skill, bread-winning and work itself were gendered. Topics will include domestic labor, slavery, industrialization, labor market segmentation, protective legislation, and the labor movement. *6 credits, HU, RAD, Not offered in 2009-2010*

**230. Institutional Structure and Culture in the Middle Ages** From churches to monasteries to universities to guilds, the medieval world was full of institutions that faced hard questions: How best to structure power and authority? What is our place in the wider world? How is our collective identity and ethos achieved, maintained, or transformed? How does the institution as a material community relate to the institution's mission and culture? What are the ideals and techniques of leadership? What do success and failure look like? Through theoretical readings and case studies, students will investigate medieval

responses to these challenges, while analyzing the complex dynamics of institutional life more generally. 6 credits, HU, Winter—W. North

**232. Renaissance Worlds in France and Italy** *Crosslisted with FREN 232.* Enthusiasm, artistry, invention, exploration, inquiry... How do these stereotypical notions of Renaissance culture play out in texts and images of the period? Through a range of sources (fourteenth–sixteenth centuries) we will use literary and historical approaches to explore selected issues of the period, including the nature of education and the idea of the self; women, gender and society; artistic production as a mode of knowing; and the exploration of other worlds. 6 credits, ND, *Not offered in 2009–2010*

**233. Cultures of Empire: Byzantium, 710-1453** Heir to the Roman Empire, Byzantium proved to be one of the most enduring and fascinating polities of the medieval world. Through written and visual evidence, we will examine the central features of Byzantine history and culture from the period of Iconoclasm to the Empire's fall to the Ottoman Turks in 1453, concentrating on the nature and function of imperial rule; Byzantine aesthetics and religiosity; Byzantium's relations with the Latin West and Islam; and the changing nature of the Byzantine thought world. No prerequisites, but HIST 130 and/or CLAS 229 will be useful preparation. 6 credits, HU, RAD, *Not offered in 2009–2010*

**235. Dante's Italy** Italy at the end of the Middle Ages was an intricate patchwork of small states woven together by a vibrant and distinctive culture. We will examine the politics, law, economic life, culture, and spirituality of the independent city states like Florence and Milan, the Papal States (centered on Rome), and the Kingdom of Naples through texts, including selected works by Dante, buildings and city plans, and works of art. Our goal will be to develop a vivid sense of what life was like in the Italy of Dante, Boccaccio, Giotto, and Petrarch. 6 credits, HU, Spring—V. Morse

**236. Women's Lives in Pre-Modern Europe** Did women have a Renaissance? Were women increasingly relegated to a separate sphere from men: "domesticated" into the household? Or, on the contrary, is the history of European women characterized by fundamental continuities? This course seeks to answer these questions through an exploration of women's place in the family and economy, laws and cultural assumptions about women, and women's role in religion. Throughout the term, we will be focusing not only on writings about women, but primarily on sources written by women themselves, as we seek a fuller understanding of the nature of European women's lives before the modern era. 6 credits, HU, Spring—S. Ottaway

**237. The Enlightenment** This course focuses on the texts of Enlightenment thinkers, including Locke, Montesquieu, Voltaire, Diderot, Rousseau, Kant and Mesmer. Emphasis will be on French thinkers and the effect of the Enlightenment on French society. The course covers the impact of the Enlightenment on science, religion, politics and the position of women. Students will have the opportunity to read the philosophies in French. 6 credits, HU, *Not offered in 2009–2010*

**238. Topics in Medieval History: Church, Papacy and Empire** Over the course of the late eleventh century, the foundations of medieval society began to shake as monks and clerics, kings and princes, lay men and women, challenged the traditional order of European society, demanding purity, freedom, and justice for their church and the reform of institutions grown corrupt. Yet the traditional order had its defenders, too. In this course we will examine their intellectual and political struggles as they debate such issues as clerical marriage and purity, institutional corruption, the relationship of Church and King, the

meaning of canon law, the concept of just war, and the power of the pope within the Church. *3 credits, HU, Not offered in 2009-2010*

**238. The World of Bede** This course will examine the works and world of the Venerable Bede (c. 673-731), one of the great Christian thinkers and historians of the Middle Ages and a key witness to the history of early medieval Ireland and Anglo-Saxon England. Through close study of Bede's *Ecclesiastical History of the English People* and other contemporary sources, we shall address such issues as Christian vs. Germanic rulership; the nature of religious conversion in early medieval societies; monasticism and conceptions of sanctity; Ireland and England as outposts of classical and Christian culture; and the problems of historical thought and writing in the early Middle Ages. *3 credits, HU, Not offered in 2009-2010*

**239. Britain, c. 1485-1834: From Sceptred Isle to Satanic Mills** This course traces the political, intellectual, economic and social history of the British Isles from the Tudor era to the Industrial Revolution. As we move from the world of Shakespeare to that of Jane Austen, we will follow changing British identities, the development of Atlantic slavery (and the subsequent move to emancipation), and revolutions in the political world. At the same time, we identify the origins and consequences of the fundamental economic and demographic changes associated with the demographic transition and industrialization. *6 credits, HU, Spring—S. Ottaway*

**240. Imperial Russia** This course provides an introduction to the Russian imperial state as it evolved over centuries. We will focus on the immense diversity of the empire and the structures of domination and legitimacy that held it together. Major topics covered include imperial ideology, serfdom, the intelligentsia, and political opposition. *6 credits, HU, Not offered in 2009-2010*

**241. Russia through Wars and Revolutions** The lands of the Russian empire underwent massive transformations in the tumultuous decades that separated the accession of Nicholas II (1894) from the death of Stalin (1953). This course will explore many of these changes, with special attention paid to the social and political impact of wars (the Russo-Japanese War, World War I, the Civil War, and the Great Patriotic War) and revolutions (of 1905 and 1917), the ideological conflicts they engendered, and the comparative historical context in which they transpired. *6 credits, HU, Winter—A. Khalid*

**242. Russia Since 1953** We will explore the history of Russia and other former Soviet states in the period after the death of Stalin. We will investigate the nature of the late Soviet state and explore the different trajectories Russia and other post-Soviet states have followed since the end of the Soviet Union. *6 credits, HU, Not offered in 2009-2010*

**243. The Peasants are Revolting! Society and Politics in the Making of Modern France** Political propaganda of the French Revolutionary period tells a simple story of downtrodden peasants exploited by callous nobles, but what exactly was the relationship between the political transformations of France from the Renaissance through the French Revolution and the social, religious, and cultural tensions that characterized the era? This course explores the connections and conflicts between popular and elite culture as we survey French history from the sixteenth through early nineteenth centuries, making comparisons to social and political developments in other European countries along the way. *6 credits, HU, Spring—S. Ottaway*

**245. Ireland: The Origin of the Troubles** The religious and political tensions and violence that have characterized modern Irish history have deep roots in centuries of troubled relations between Ireland and England. This course examines Irish history with a special focus on Anglo-Irish relations from Tudor

colonization through the Great Hunger of the nineteenth century. We will also be examining the very different ways in which Irish history is told by nationalist and revisionist scholars. *6 credits, HU, Not offered in 2009-2010*

**248. Berlin Program: Monuments and Memory: A Cultural History of Berlin** Berlin is the center of a transnational space both German-speaking and vibrantly multicultural. This course will examine Berlin's complicated history and culture through its monuments, museums, and other sites of commemoration. Using Berlin as our text, we will gain insights into the significant historical events that shaped the society and culture of Germany's capital city. Where relevant, we will discuss developments in Germany and Central Europe more generally, and incorporate visits to nearby cities into the course. *6 credits, HU, Fall—D. Tompkins*

**249. Modern Central Europe** An examination of the political, social, and cultural history of Central Europe from 1848 to the present day. We will explore the evolution of state and civil society in the multicultural/multinational regions of the present-day Czech Republic, Slovakia, Poland, Hungary, as well as eastern Germany and Austria. Much of the course will focus on the common experiences of authoritarianism, anti-Semitism, fascism/Nazism, and especially the Communist era and its dissolution. *6 credits, HU, Not offered in 2009-2010*

**250. Modern Germany** This course offers a comprehensive examination of German history in the nineteenth and twentieth centuries. We will look at the German-speaking peoples of Central Europe through the prism of politics, society, culture, and the economy. Through a range of readings, we will grapple with the many complex and contentious issues that have made German history such an interesting area of intellectual inquiry. *6 credits, HU, Winter—D. Tompkins*

**253. Bureaucracy, Law, and Religion in East Asia** One tends to interpret East Asian polity in terms of rule by person rather than rule by law and of the unity between politics and religion. Students will examine the validity of these traditional conceptualizations through an analysis of the intricate interactions between bureaucratic behaviors, legal parameters, and religious orientations as evolved in the East Asian historical societies from its beginnings to the present. Students will discuss the relationships between autocracy and bureaucracy, church and state, aristocracy and literati ideals, eunuch prerogatives, samurai ethics, and yangban protocols, with a focus on various bureaucratic configurations (public, private, ecclesiastical, parallel, and interstitial). *6 credits, HU, Not offered in 2009-2010*

**254. Colonialism in East Asia** This course explores the colonialisms in East Asia, both internal and external. Students examine Chinese, Inner Asian, Japanese, and European colonialisms from the seventeenth century to the present. Geographically, students cover borderlands of East Asian empires (Tibet, Xinjiang, Mongolia, Manchuria, Fujian, Yunnan, Canton, Vietnam, Taiwan, Korea, Okinawa, and Hokkaido). Methodologically, students eschew power-politics and an historical studies of "frontier" regions in order to analyze everyday aspects of colonial arrangements and communities in different historical moments from the bottom up. Topics include ethnic identities, racial discourses, colonial settlements, opium regimes, violence and memory (e.g. Nanjing massacre), and forced labor migrations (e.g. comfort women). *6 credits, HU, Winter—S. Yoon*

**255. Press and Culture in East Asia** What are the major distribution paths through which news and opinions are disseminated? Many believe that the modern press is one of the social and cultural bases within civil society and that it is not just a medium but a shaper of opinion in the public sphere. Students

will test the validity of such claims by examining how the press reshaped printing and book culture in East Asia. Students will analyze communication circuits that link authors, journalists, shippers, booksellers, itinerant storytellers, readers, and listeners. Sources will be drawn from official gazettes, newsletters, pamphlets, handbills, rumor mills, pictorials, and cartoons. *6 credits, HU, Spring—S. Yoon*

**259. Women in South Asia: Histories, Narratives, and Representation** The objective of this course is to survey the historical institutions, practices and traditions that defined the position of women in India. We will examine the laws and religious traditions related to women in South Asia including marriage, inheritance, *sati* and *pardah*. We will also read a variety of women's writings including the poetry of buddhist nuns and medieval women saints, as well as stories and memoirs from the colonial and post-colonial period. The purpose of the course is to understand women in India as both the object and subject of history. *6 credits, HU, RAD, Not offered in 2009-2010*

**260. The Making of the Modern Middle East** A survey of major political and social developments from the fifteenth century to the beginning of World War I. Topics include: state and society, the military and bureaucracy, religious minorities (Jews and Christians), and women in premodern Muslim societies; the encounter with modernity. *6 credits, HU, Not offered in 2009-2010—A. Khalid*

**262. Post-colonial South Asia, 1947-Present** This course will examine the questions and issues that faced post-independence India, Pakistan, Bangladesh and Sri Lanka. We will examine both the similarities and differences in how different nations dealt with the imprint of colonialism, the struggle for democracy, the relationship between religion and politics, women's movements; ecological movements, demands for regional autonomy and globalization. We will use a wide range of primary and secondary sources as well as theoretical texts to illuminate the specificities of post-colonial modernity. *6 credits, HU, Not offered in 2009-2010*

**265. Central Asia in the Modern Age** Central Asia--the region encompassing the post-Soviet states of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, and the Xinjiang region of the People's Republic of China--is often considered one of the most exotic in the world, but it has experienced all the excesses of the modern age. After a basic introduction to the long-term history of the steppe, this course will concentrate on exploring the history of the region since its conquest by the Russian and Chinese empires. We will discuss the interaction of external and local forces as we explore transformations in the realms of politics, society, culture, and religion. *6 credits, HU, Fall—A. Khalid*

**266. History of Islam in India** The countries of South Asia --particularly India, Pakistan and Bangladesh--are collectively home to the world's largest Muslim population. This course will examine the history and significance of the expansion of Islam into the Indian subcontinent, with an emphasis on topics including poetry and art, trade, Islamic concepts of law and justice, mysticism, and popular religion. We will study the development of specifically Indian forms of Islam, with a focus on the interaction of Muslims with non-Muslim communities. We will also examine the wide variety of socio-political movements which emerged among Muslim communities in the colonial and post-colonial eras. *6 credits, HU, Spring—B. LaRocque*

**267. History of Modern Turkey** We will focus on the last years of the Ottoman Empire and on the emergence of different ideologies, such as nationalism and Islamism, and how these ideologies played out during the first years of the Turkish Republic. We will concentrate on the Turkish-Greek population exchange and the status of religious minorities, then on the present, and then on the vital role of the



military, secularism, and the rise of political Islam, the Kurdish question, and Turkey's road to the European Union. Finally we will also touch on how history, religion, and current events are played out on literature, film, and music. *6 credits, HU, Not offered in 2009-2010*

**272. The Emergence of Modern Mexico** This course examines the origins and development of Mexican nationalism from the early nineteenth century to the present day. Central to this course will be the question of how national identity and culture was contested and negotiated across racial, class, regional and gender divides. We will also attempt to deconstruct the cultural project of "lo mexicano" most closely associated with the decades immediately following the Mexican Revolution (1910-1917). *6 credits, HU, Not offered in 2009-2010*

**273. Go-Betweens and Rebels in the Andean World** This course examines the dynamics of imperial rule in the vertical world of the Andes from the time of the Inca, through Spanish rule, and beyond. Of particular interest will be the myriad roles played by indigenous intermediaries who bridged the social, political and cultural gap between their communities and the state. While critical for maintaining the imperial order, these individuals also served as a galvanizing source of popular resistance against the state. Emphasis will be placed on the reading of translated primary sources written by a diverse group of Andean cultural intermediaries and rebels. *6 credits, HU, Spring—A. Fisher*

**276. The African Diaspora in Latin America** A study of the participation of peoples of African descent in the creation of Latin American societies and culture. After an examination of the Atlantic slave trade, the course will survey the institution of African slavery in colonial societies with particular attention given to urban versus rural slavery, slave resistance and rebellion, maroon communities, gender relations, manumission, and cultural continuities and innovations. The course concludes with a consideration of the experiences of freed peoples in post-abolition societies and the historical legacy of slavery. Some background knowledge of Latin American history is recommended. *6 credits, HU, RAD, Spring—A. Fisher*

**277. Human Rights, the Cold War and United States Foreign Policy in Central America** Over the course of the Cold War, Central America endured one of the worst records of human rights violations in the world. This course investigates the multiple factors behind this catastrophe, including the role of U.S. foreign policy. Of particular interest will be the powerful humanitarian response the crisis generated both within the United States and in the larger international community, and how such organizations sought to uncover the truth about human rights abuses, negotiate peace, and less successfully, implement justice in the region. *6 credits, HU, Not offered in 2009-2010*

**278. Religious Orthodoxy and Deviance in New Spain** Largely through the prism of inquisition sources, this course explores popular religion in the Viceroyalty of New Spain and its relationship to Catholic orthodoxy. Central themes will include ideas about conversion, resistance, local religion, and religious tolerance. Among other topics, we will study crypto-Judaism, the conversion of indigenous people to Catholicism, diabolism, popular saints, witchcraft and mysticism. The course will also explore the methodological challenges involved in using inquisition sources for the study of religion. *6 credits, HU, RAD, Not offered in 2009-2010*

**279. American Intellectual History** A study of selected moments in the history of ideas from Puritanism to Pragmatism. The major focus will be on the classic writing of William Bradford, Anne Hutchinson, Jonathan Boucher, William Bartram, Henry David Thoreau, Oliver Wendell Holmes, William James and John Dewey. Students will examine the ideas of one writer in depth and analyze that writer's attempt to

shape public policy. Using Louis Menand's Prize-winning "The Metaphysical Club," we will explore the attempt of post-Civil War thinkers to craft a social philosophy for the modern world of industry and science. *6 credits, HU, Not offered in 2009-2010*

**283. Farm and Forest: African Environmental History** We will explore the complex interaction between the African physical world of "nature" (plants, soils, water, climate) and "culture" or human society over time, from the pre-colonial through the colonial period to the present. We also seek to understand the meanings (including cultural and symbolic meanings) associated with the African natural world, both for African societies and for non-Africans who have lived, worked, or been engaged with the continent. We will delve into controversies about land use, population growth, wildlife conservation, desertification and other topics. Each student will gain insight into a particular issue or case study through an independent research project. *6 credits, HU, RAD, Not offered in 2009-2010*

**285. Topics in Historical Ethics: The Ethics of Service** In this course we will discuss the ethical questions that arise when students engage in service and learning in contexts of difference. Taking our examples from the Peace Corps; Teach for America; internships in developing countries and off-campus study, we will read and discuss diverse perspectives on the ways that power and privilege relate to service and altruism. We will place our discussion in historical perspective (including the histories of empire and colonization) while considering its implications for today's world. This course will be based on discussion and will welcome all points of view. *3 credits, S/CR/NC, HU, Not offered in 2009-2010*

**298. Junior-year History Colloquium** In the junior year, majors must take six-credit reading and discussion course taught each year by different members of the department faculty. The general purpose of History 298 is to help students reach a more sophisticated understanding of the nature of history as a discipline and of the approaches and methods of historians. A major who is considering off-campus study in the junior year should consult with their adviser on when to take History 298. *6 credits, ND, Fall, Winter—A. Khalid, S. Zabin*

**306. Topics in Environmental History: America's National Parks** Each year, this course will focus on a major issue in North American or world environmental history. To many Americans, the National Park system includes some of America's most treasured landscapes. The Grand Canyon, Yosemite, Yellowstone--these and other icons of the National Park Service have been described as America's great public cathedrals. But those "cathedrals" have been under siege for generations, increasingly overrun by visitors and fought over by all sorts of interests. This course will examine the history of these developments from the founding of Yellowstone to the present. Prerequisite: History 195, one prior history course, or consent of the instructor. *6 credits, HU, Not offered in 2009-2010*

**322. Civil Rights and Black Power** This seminar frames the life and death of the civil rights and black power movements as rich experiments in political, social, cultural, religious, and intellectual theory and practice envisioned to create a racially liberal American state. *6 credits, HU, RAD, Winter—H. Williams*

**324. The Concord Intellectuals** The social and intellectual history of the American Renaissance with focus on selected works of Emerson, Thoreau, Amos Bronson Alcott, and Margaret Fuller. Special emphasis will be placed on the one common denominator uniting these intellectuals: their devotion to the possibilities of democracy. Prerequisite: History 120 or consent of the instructor. *6 credits, HU, Not offered in 2009-2010*

**330. Gender, Ethics and Power in Medieval France** What comprised the ethical fabric of medieval France? How was it created and understood over the generations? This course explores the ways in which men and women from the twelfth through the fifteenth centuries explored essential questions about their society: What was love? What factors shaped relations between men and women? How did one know right from wrong? What are the obligations between men and women, rich and poor, knight and lord, merchant and seller, humans and God? What kinds of violence were just, why, and for whom? *6 credits, HU, Not offered in 2009-2010*

**333. Iconoclasm** What roles do images play in society? What are these images thought to be and to do? Why, at particular moments, have certain groups attempted to do away with images either completely or in specific settings? How do images create and threaten communities and how is the management of the visual integrated with and shaped by other values, structures, and objectives? This course will examine these questions by looking in depth at iconoclasm in Byzantium and in Protestant Europe and by examining theoretical discussions of images, vision, and cognition from the fourth-sixteenth centuries. Discussion intensive with a research component. *6 credits, HU, Not offered in 2009-2010*

**353. Intellectuals and the State Power in East Asia** A course to explore issues concerning the evolving relations between intellectuals and the state power in East Asia with an emphasis on developing the skills to analyze primary sources. *6 credits, HU, Not offered in 2009-2010*

**360. Muslims and Modernity** Through readings in primary sources in translation, we will discuss the major intellectual and cultural movements that have influenced Muslim thinkers from the nineteenth century on. Topics include modernism, nationalism, socialism, and fundamentalism. Prerequisite: at least one prior course in the history of the Middle East or Central Asia or Islam. *6 credits, HU, RAD, Spring—A. Khalid*

**386. Disease, Health, and Healing in Modern African History** In this course, we will examine the history of disease, health, and healing in the context of changing economic, cultural, and political relations in Africa. Topics to be discussed include African medical ideas and practices, therapeutic pluralism, colonial medicine, social/public responses to disease, patient experiences, and controversies surrounding HIV/AIDS. We will pay attention to questions of power, agency, and gender as we discuss these topics. The course will highlight the key themes, historiographies, and methodologies in the history of disease, health, and healing in modern African history. *6 credits, HU, Fall—O. Masebo*

**395. Themes in World Environmental History** In the rapidly growing field of environmental history, one trend is becoming clear: some of the most ambitious and insightful work is now moving beyond the nation-state and pushing hard against long-standing conceptual boundaries. From Asia to the Americas, from colonialism to industrialization--innovative historians are rethinking our understanding of the past by turning attention to the ecological dimensions of global human processes and patterns. This course will consider several of these developments over the last several centuries. The requirements for this course will include extensive reading and a major research paper. *6 credits, HU, Spring—G. Vrtis*

**395. Transnational Black History Since 1945** An interdisciplinary seminar, this course places postwar U.S. black history in transnational context by examining flows of people, information, and images with parallel liberation movements in the Third World, including Ghana, Cuba, and what Vijay Prashad theorizes as the "darker nations." Major research paper required. *6 credits, HU, Fall—H. Williams*

**395. The Progressive Era** Was the Progressive Era progressive? It was a period of social reform, labor activism and woman suffrage, but also of Jim Crow, corporate capitalism, and U.S. imperialism. These are among the topics that can be explored in research papers in this contradictory era. We will begin by reading a brief text that surveys the major subject areas and relevant historiography of the period. The course will center on the writing of a 25-30 page paper based on primary research, which will be read and critiqued by members of the seminar. *6 credits, HU, Spring—A. Igra*

**395. Dictatorships in Modern Europe** This seminar examines the various European dictatorships of the twentieth century. We will discuss the applicability of the term "dictatorship" to the fascist and stalinist states and their societies, and then broadly engage the main historiographical debates on totalitarianism. We will focus specifically on the establishment of these regimes and the leadership and political structures that emerged, as well as recent literature on women, everyday life and mentalities, and high and popular culture. A major research paper is required, including peer review of students' ideas and writing. *6 credits, HU, Spring—D. Tompkins*

**400. Integrative Exercise** Required of all seniors majoring in history. Registration in this course is contingent upon prior approval of a research proposal. *6 credits, S/NC, ND, Winter—C. Clark, A. Igra, V. Morse*

## INTERDISCIPLINARY STUDIES

**099. Summer Science Institute** This course consists of three one-week seminars with faculty from various departments in the sciences. Topics change from year to year, depending on faculty interests. Classes consist of a mix of lecture, hands-on activities, problem sets, and completion of an independent research project. For high school juniors and seniors. *6 credits, S/CR/NC, ND, Summer—Staff*

**198. Focus Colloquium** This colloquium is designed to give students participating in the Focusing on Cultivating Scientists program an opportunity to learn and use skills in scientific study, reasoning, and modeling. The topics of this project-based colloquium will vary each term, and allow students to develop competencies in areas relevant to multiple science disciplines. *2 credits, S/CR/NC, ND, Fall, Winter, Spring—E. Egge*

**209. Writing Science** This course will explore how scientists communicate. Focused on communication expected in the sciences. The assignments will range among math and natural science disciplines, using data, graphics and text for a variety of purposes. Students should expect reading, writing, and speaking assignments tailored to a variety of audiences, including professional scientific audiences and the broader community. This course is intended for students who have taken at least one introductory mathematics or natural science course. *6 credits, ND, Not offered in 2009-2010*

**261. Economic and Social Justice** Traditionally economists have focused primarily on the material well-being of individuals as a measure of their welfare, but philosophers and others have found this material focus limiting, arguing that utility maximization does not do justice to the complexity of human beings. This reading course will examine various definitions of social justice and the impact of these different concepts on economic objectives, outcomes and policies. Attendance and class participation are mandatory for credit. *2 credits, S/CR/NC, ND, Winter—M. Hemesath*

**263. Uses and Abuses of Behavioral Research** We will explore ethical dilemmas that arise during the conduct of scientific studies (e.g. treatment of participants) and dilemmas that arise in the application or use of scientific findings. We will examine these issues by first exploring our own ethical decision making practices (e.g. principles that guide our decisions and actions); then we'll consider similar and unique challenges faced by scientists attempting to balance personal and professional goals with ethical principles; then we'll discuss examples of experiments that raise ethical questions (e.g. how did scientists deal with those dilemmas); and end with real world uses and applications of scientific findings. *2 credits, S/CR/NC, ND, Not offered in 2009-2010*

## INTERNATIONAL RELATIONS MAJOR

See Political Science.

## JAPANESE

See Asian Languages and Literatures.

## JUDAIC STUDIES

**Directors:** Associate Professor Stacy Beckwith

Judaic Studies at Carleton provides students with the opportunity to explore aspects of Jewish civilization in its historical and contemporary manifestations from the perspectives of a variety of modern disciplines. Judaic Studies examines Jewish history, thought, literature and social life as dimensions of the unique experience of the Jewish people within humanity's diverse cultural endeavors.

Students may petition for a special major in Judaic Studies, or take a concentrated program within a major in Religion. Judaic Studies courses are offered on a regular basis by the Religion Department. From year to year, courses pertinent to Judaic Studies may be offered within other departments as well. For Hebrew course descriptions, refer to listings for Hebrew.

### OTHER COURSES PERTINENT TO JUDAIC STUDIES:

HEBR 101, 102, 103 Elementary Modern Hebrew

HEBR 204 Intermediate Modern Hebrew

HEBR 222 Discovering Literary Tel Aviv and Jerusalem

HEBR 223 Research on Israel

HEBR 241 Israel in A. B. Yehoshua's Literature

HEBR 291 and 391 Independent Study

RELG 100 Faith, Hope and Love: Religious Responses to Human Suffering

RELG 120 Introduction to Judaism

RELG 124 Jews and the American Experience (Not offered in 2009-2010)

RELG 222 State of Judaism in the State of Israel

RELG 223 Research on Israel

RELG 234 Way of Wisdom: Job and Ecclesiastes (Not offered in 2009-2010)

RELG 269 Jewish Ethics (Not offered in 2009-2010)

RELG 271 Religious and Moral Issues of Holocaust (Not offered in 2009-2010)

RELG 291 and 391 Independent Study

RELG 327 Genesis (Not offered in 2009-2010)

RELG 328 Contemporary Jewish Theology (Not offered in 2009-2010)

Students interested in Judaic Studies at Carleton or in off-campus programs in Judaica should consult with the Director of Judaic Studies.

See also Hebrew.

## LATIN AMERICAN STUDIES (LTAM)

**Director:** Associate Professor Al Montero

**Committee Members:** Becky J. Boling, Jorge Brioso, José Cerna-Bazán, Adriana Estill, Adrienne Falcón, Andrew B. Fisher, Jerome Levi, Silvia L. López, Alfred P. Montero, Beverly Nagel, Diane Pearsall, Yansi Perez

The Latin American Studies Program provides a framework for studying the diverse societies of Latin America. With its cultural mosaic shaped by the meeting of Native American, European, African, and Asian peoples, and its profound geographic, social, and economic variations, Latin America presents rich opportunities for interdisciplinary and cross-cultural study. By drawing upon the perspectives and methodologies of several disciplines, students are challenged to pursue a deeper understanding of the cultures, institutions, and experiences of Latin Americans. The program provides a forum for examining the intersection of issues of politics, economic development, ethnicity, gender, religion, and cultural expression.

## REQUIREMENTS FOR A MAJOR

Students complete a minimum of sixty-six credits in approved courses for the major. Majors must also demonstrate competence in Spanish by completing Spanish 205 or equivalent.

**Required Courses:** (The following core courses are required of all majors):

HIST 170 Modern Latin America, 1810-present

LTAM 200 Issues in Latin American Studies

LTAM 400 Integrative Exercise

In addition, majors are required to complete: Two 300-level Latin American literature courses, One 300-level History or Social Science course focused on Latin America, and 30 additional credits of electives from the list below.

Students are strongly encouraged to complete the 300-level history or social science course prior to writing their integrative exercise, and to select a 300-level course in a discipline appropriate to the focus of their anticipated comps topic. Students who complete this requirement with a 300-level history course must take at least one approved social science course as an elective.

Up to 27 credits from work in approved off-campus programs may be counted as electives for the major. Students may count up to 12 credits in comparative and/or U.S. Latino courses as electives. These courses are indicated by an asterisk on the list below. No more than four courses (twenty-four credits) in any one discipline may apply to the major.

## LATIN AMERICAN STUDIES COURSES

**200. Issues in Latin American Studies** This required course for Latin American Studies concentrators and majors explores issues pertinent to the study of Latin America, including an examination of what constitutes Latin American area studies and Latin America itself, the history of the field, the perception in and outside of academia, the way such perceptions shape public policy, the contributions of Latin America to the arts, culture, economics, and the changing nature of Latin American Studies in the face of globalization. Designed by the faculty in Latin American Studies, the course will include regular guest lectures from among these faculty. *6 credits, ND, Spring—S. López*

**370. Brazil Culture and Politics** This course will focus in depth on political and historical patterns of Brazil's economic, social, and cultural development from colonial times to its current democracy. The Brazil case study offers a wealth of lessons concerning the contradictions and possibilities of economic, social, and cultural development in the world today. We will explore these lessons through literature, music, architecture, and the arts as they speak to the perils of the country's insertion into global capitalism and to its political history which reflects the difficulties of creating and deepening democracy and building centers of political authority in the context of growing social inequalities and industrialization. Prerequisites: Latin American Studies 200. *6 credits, ND, Not offered in 2009-2010*

**371. Brazil Research Seminar** Brazil research on-site in Rio de Janeiro and São Paulo during winter break. Writing and presentation of research projects during winter term. Prerequisite: Latin American Studies 370. *6 credits, ND, Not offered in 2009-2010*

**398. Latin American Forum** This colloquium will explore specific issues or works in Latin American Studies through discussion of a common reading, public presentation, project, and/or performance that constitute the annual Latin American Forum. Students will be required to attend two meetings during the term to discuss the common reading or other material and must attend, without exception, ALL events of the Forum which take place during fourth week of spring term (on Friday afternoon and Saturday morning). A short integrative essay or report will be required at the end of the term. Intended as capstone for Latin American Studies concentrators. *2 credits, S/CR/NC, ND, Spring—S. López*

**400. Integrative Exercise** Satisfactory completion of the major includes the writing of a thesis which attempts to integrate at least two of the various disciplines studied. A proposal must be submitted for approval early in the fall term of the senior year. The thesis in its final form is due no later than the end of the first week of spring term. An oral defense of the thesis is required. *6 credits, S/NC, ND, Fall, Winter, Spring—J. Cerna-Bazán, S. López*

## OTHER COURSES PERTINENT TO LATIN AMERICAN STUDIES

ECON 240 Microeconomics of Development

HIST 169 Colonial Latin America 1492-1810

HIST 170 Modern Latin America 1810-Present

HIST 272 The Emergence of Modern Mexico (Not offered in 2009–2010)

HIST 273 Go-Betweens and Rebels in the Andean World

HIST 276 The African Diaspora in Latin America

HIST 278 Religious Orthodoxy and Deviance in New Spain (Not offered in 2009–2010)

MUSC 243 Music of the Caribbean (Not offered in 2009–2010)

POSC 221 Latin American Politics (Not offered in 2009–2010)

POSC 233 Corruption, Authoritarianism, and Democracy

POSC 322 Political Economy of Latin America\*

RELG 227 Liberation Theologies (Not offered in 2009–2010)

RELG 282 The World Turned Upside Down: Carnival in Cross-Cultural Perspective (Not offered in 2009–2010)

RELG 284 The Virgin of Guadalupe (Not offered in 2009–2010)

SOAN 234 Ecology, Economy, and Culture (Not offered in 2009–2010)

SOAN 250 Ethnography of Latin America (Not offered in 2009–2010)

SOAN 251 Guatemala Prog: Resource Mgmt, Community Developmnt & Soc Change in Guatemala & Chiapas

SOAN 259 Comparative Issues in Native North America (Not offered in 2009–2010)

SOAN 295 Guatemala Program: Field Methods and Individual Research Project

SOAN 302 Anthropology and Indigenous Rights

SPAN 207 Exploring Hispanic Culture (Not offered in 2009–2010)

SPAN 238 Images of the Indian in Spanish American Literature (Not offered in 2009–2010)

SPAN 242 Introduction to Latin American Literature

SPAN 255 Women Dramatists in Latin America: Staging Conflicts (Not offered in 2009–2010)

SPAN 259 Mexico Program: Images of Mexico in Literature and Popular Culture

SPAN 260 Forces of Nature

SPAN 262 Myth and History in Central American Literature

SPAN 263 History of Human Rights



SPAN 326 Writers in Exile (Not offered in 2009–2010)

SPAN 336 Genealogies of the Modern: Turn of the Century Latin America

SPAN 340 Latin American Prose: Dictatorships and Revolution in the Latin American Narrative  
(Not offered in 2009–2010)

SPAN 344 Women Writers in Latin America: Challenging Gender and Genre (Not offered in  
2009–2010)

SPAN 350 Recent Trends in Latin American Narrative: Pop Culture and Testimony (Not offered in  
2009–2010)

SPAN 353 History and Subjectivity in Latin American Poetry

SPAN 356 The Cuban Revolution and the Revolution of Literature

SPAN 358 Topics in Hispanic Literature: The Spanish Civil War

## LATIN AMERICAN STUDIES CONCENTRATION

**Directors:** Associate Professor Alfred P. Montero

The Latin American Studies Concentration provides students with a framework for developing a deeper understanding of Latin American history, society, and culture from an interdisciplinary perspective, and is intended to complement a disciplinary major. Concentrators pursue a program of study combining language training with courses in the humanities and social sciences, culminating in a capstone experience, the Latin American Forum.

### REQUIREMENTS FOR THE CONCENTRATION

HIST 170 Modern Latin America, 1810–present

LTAM 200 Issues in Latin American Studies

LTAM 398 Latin American Forum

One additional survey course, selected from:

POSC 221 Latin American Politics (Not offered in 2009–2010)

SOAN 250 Ethnography of Latin America (Not offered in 2009–2010)

SPAN 242 Introduction to Latin American Literature

And 30 credits in electives

Concentrators must also complete Spanish 204 or equivalent. Electives may be chosen from the following list, with at least 12 credits drawn from arts and literature and twelve from social sciences and history. No more than three courses from the student's major may apply to the concentration, and no more than three in the same discipline. Up to twelve credits may be comparative or Latino in focus (AMST 226, ECON 240, 241, POSC 233, RELG 227, SOAN 234, 259, 302). Up to 18 credits from approved off-campus programs may be counted as electives.

**Elective Courses:****Group I: Arts and Literature**

- AMST 226 Latinas in Hollywood  
 MUSC 243 Music of the Caribbean (Not offered in 2009–2010)  
 SPAN 207 Exploring Hispanic Culture (Not offered in 2009–2010)  
 SPAN 238 Images of the Indian in Spanish American Literature (Not offered in 2009–2010)  
 SPAN 242 Introduction to Latin American Literature  
 SPAN 243 Latin American Theater in Translation: Nation, Power, Gender (Not offered in 2009–2010)  
 SPAN 255 Women Dramatists in Latin America: Staging Conflicts (Not offered in 2009–2010)  
 SPAN 259 Mexico Program: Images of Mexico in Literature and Popular Culture  
 SPAN 260 Forces of Nature  
 SPAN 262 Myth and History in Central American Literature  
 SPAN 263 History of Human Rights  
 SPAN 326 Writers in Exile (Not offered in 2009–2010)  
 SPAN 336 Genealogies of the Modern: Turn of the Century Latin America  
 SPAN 340 Latin American Prose: Dictatorships and Revolution in the Latin American Narrative (Not offered in 2009–2010)  
 SPAN 342 Latin American Theater: Nation, Power, Gender  
 SPAN 344 Women Writers in Latin America: Challenging Gender and Genre (Not offered in 2009–2010)  
 SPAN 350 Recent Trends in Latin American Narrative: Pop Culture and Testimony (Not offered in 2009–2010)  
 SPAN 353 History and Subjectivity in Latin American Poetry  
 SPAN 356 The Cuban Revolution and the Revolution of Literature  
 SPAN 358 Topics in Hispanic Literature: The Spanish Civil War

**Group II: Social Sciences and Humanities**

- ECON 240 Microeconomics of Development  
 ECON 241 Growth and Development (Not offered in 2009–2010)  
 HIST 169 Colonial Latin America 1492-1810  
 HIST 170 Modern Latin America 1810-Present  
 HIST 272 The Emergence of Modern Mexico (Not offered in 2009–2010)  
 HIST 273 Go-Betweens and Rebels in the Andean World  
 HIST 276 The African Diaspora in Latin America  
 POSC 221 Latin American Politics (Not offered in 2009–2010)  
 POSC 233 Corruption, Authoritarianism, and Democracy  
 POSC 322 Political Economy of Latin America\*  
 RELG 227 Liberation Theologies (Not offered in 2009–2010)  
 RELG 282 The World Turned Upside Down: Carnival in Cross-Cultural Perspective (Not offered in 2009–2010)  
 RELG 284 The Virgin of Guadalupe (Not offered in 2009–2010)  
 SOAN 234 Ecology, Economy, and Culture (Not offered in 2009–2010)

SOAN 250 Ethnography of Latin America (Not offered in 2009–2010)

SOAN 259 Comparative Issues in Native North America (Not offered in 2009–2010)

SOAN 302 Anthropology and Indigenous Rights

## LINGUISTICS (LING)

**Director:** Professor Michael J. Flynn

**Professor:** Michael J. Flynn

**Assistant Professor:** Catherine Rose Fortin

**Visiting Assistant Professor:** Cherlon Ussery

Linguistics is the study of the remarkable capacity of human beings to learn, use and manipulate the stunningly complex and orderly systems we call languages. Carleton offers a range of courses on this topic. In addition to those listed below, see those listed under the Cognitive Science Concentration. There is not a regular major in Linguistics, but a special major is possible. We also offer a joint major with a number of other departments. Please see our Web page for up to date information.

### LINGUISTICS COURSES

**110. Introduction to Linguistics** The capacity to acquire and use natural languages such as English is surely one of the more remarkable features of human nature. In this course, we explore several aspects of this ability. Topics include the sound systems of natural languages principles that regulate word order (and what these reveal about the nature of the mind), the course of language acquisition in children, and some of what is known about how knowledge of language is realized in the human brain. No prerequisite. *6 credits, SS, Fall, Winter, Spring—M. Flynn, C. Fortin*

**115. Introduction to the Theory of Syntax** This course is organized to enable the student to actively participate in the construction of a rather elaborate theory of the nature of human cognitive capacity to acquire and use natural languages. In particular, we concentrate on one aspect of that capacity: the unconscious acquisition of a grammar that enables a speaker of a language to produce and recognize sentences that have not been previously encountered. In the first part of the course, we concentrate on gathering notation and terminology intended to allow an explicit and manageable description. In the second part, we depend on written and oral student contributions in a cooperative enterprise of theory construction. No prerequisite. *6 credits, SS, Fall, Winter—C. Fortin, C. Ussery*

**170. Linguistics of the Japanese Writing System** The Japanese writing system is often said to be the most complicated in the world, even as Japan has among the very highest literacy rates. In this course, we will closely examine this extraordinary aspect of Japanese society, including its history, relationship with the spoken language, psychological processing, and neural implementation. Finally, we will examine the controversy concerning the use of kanji, its political ramifications, and look at how the Japanese are responding to various pressures on the system. Experience with Japanese is not necessary. *6 credits, SS, Not offered in 2009–2010*

**180. The Structure of Japanese** This course will examine some aspects of Japanese from the viewpoint of linguistic theory. It is not conducted in Japanese, nor is it a course in which students will learn Japanese. Instead, we will look at the language in the same way that a biologist might look at a complicated organism, as an interesting object of study. We will examine its history, aspects of its structure, its use in social and artistic contexts, as well as its extraordinary writing system. Some knowledge of Japanese would be helpful, but is not required. No knowledge of linguistics will be presupposed. No prerequisites. *6 credits, SS, Not offered in 2009-2010*

**216. Morpho-Syntax** Morphology is the study of the principles that regulate the construction of words in natural languages. Syntax examines the structure of sentences. The goal of this course is to help the participants become skilled managers of both theories. Prerequisite: Linguistics 115. *6 credits, SS, Spring—C. Fortin*

**217. Phonetics and Phonology** Although no two utterances are ever exactly the same, we humans don't function like tape recorders; we overlook distinctions to which mechanical recording devices are sensitive, and we "hear" contrasts which are objectively not there. What we (think we) hear is determined by the sound system of the language we speak. This course examines the sound systems of human languages, focusing on how speech sounds are produced and perceived, and how these units come to be organized into a systematic network in the minds of speakers of languages. Prerequisite: Linguistics 110. *6 credits, SS, Winter—C. Ussery*

**265. Language and Brain** Topics include: the history of the field, agrammatism, fluent aphasia, acquired dyslexias, the role of the non-dominant hemisphere, bilingualism, and subcortical structures. Prerequisite: Linguistics 110. *6 credits, SS, Fall—M. Flynn*

**270. Language, Speech, and Evolution** Languages can be thought of as abstract devices that link signals and messages. For the signal part, the vast majority of human languages use speech. Speech production and speech perception are both very complicated, probably unique to human beings, and "tuned" to each other in interesting ways. In this course we will have a close look at the relevant mechanisms, with the goal of approaching the question of how this remarkable system could have arisen in our species. Prerequisite: Linguistics 110 or 115 or permission of the instructor. *6 credits, SS, Winter—M. Flynn*

**275. First Language Acquisition** Humans are unique among animals in that we are able to attain native speaker competency in any language(s) we receive a sufficient amount of exposure to during our development. The path of acquisition is remarkably stable regardless of the language(s) being acquired, and is believed to yield insights into the nature of human language. In this course, we explore children's capacity to acquire language, with a focus on its implications for linguistic theory. Topics include acquisition of phonology, morphology, syntax, and semantics, and acquisition in extraordinary circumstances. Prerequisite: Linguistics 110 or 115. *6 credits, SS, Not offered in 2009-2010*

**280. Field Methods in Linguistics** This course will introduce students to techniques of linguistic research and analysis through direct work with a native speaker of a language not taught at Carleton. Students will learn techniques for eliciting, organizing, describing, and analyzing data in an ethically responsible and scientifically rigorous manner. Our goal is to develop a description of the language -- primarily, aspects of its phonology, morphology, and syntax -- through working exclusively with a native

speaker. Each student will investigate some aspect of the language in depth, culminating in a class presentation and research report. Prerequisite: Linguistics 110 or 115. *6 credits, SS, Not offered in 2009–2010*

**301. Language Survey** Each participant in this course works up linguistically sophisticated description of a language other than English. Prerequisite: Linguistics 217. *3 credits, SS, Not offered in 2009–2010*

**315. Topics in Syntax** More on syntax. Particular topics vary by year and student interest. Prerequisite: Linguistics 215. *6 credits, SS, Not offered in 2009–2010*

**317. Topics in Phonology** More on phonology, with special attention to issues involving the evolution of sound systems and their development in children. Prerequisite: Linguistics 217. *6 credits, SS, Not offered in 2009–2010*

**325. Syntax of an Unfamiliar Language** In this course we examine, with the help of a native speaker consultant, the syntax of a language deliberately chosen for its being unfamiliar to all the participants. Our goals will be to construct a coherent and theoretically respectable account of principles of the grammar of this language, and to understand what our account reveals about the structure of human language generally. Each student will investigate some aspect of the syntax of the language in depth, culminating in a class presentation and research report. Prerequisite: Linguistics 216. *6 credits, SS, Fall—C. Fortin*

**340. Topics in Semantics** Semantics is the study of meaning (broadly construed) in language. In this course we explore several objects of inquiry within the field of semantics, including compositional semantics (i.e., the computation of meaning over syntactic structures), lexical semantics, argument structure, and pragmatics. Prerequisite: Linguistics 216. *6 credits, SS, Not offered in 2009–2010*

**399. Senior Thesis** *3 credits, S/CR/NC, ND, Fall—M. Flynn*

## OTHER COURSES PERTINENT TO LINGUISTICS:

ASLN 111 Writing Systems (Not offered in 2009–2010)

ASLN 260 Historical Linguistics

CS 202 Mathematics of Computer Science

CS 254 Automata and Computability

PHIL 210 Logic

PSYC 234 Psychology of Language

SOAN 274 Language, Culture and Society

## LITERARY AND CULTURAL STUDIES (LCST)

**245. Introduction to Critical Methods: Structure, Gender, Culture** What does it mean to interpret? What questions do we ask of texts and images, and how do we go about finding our answers? In this course we will examine a number of strategies for reading works (such as novels, stories, images, films), drawing on a variety of national traditions. Topics include rhetoric, translation, post-structuralism, cultural studies, and gender studies. *6 credits, AL, Winter—S. Carpenter*

## MATHEMATICS

**Chairs:** Professors Stephen F. Kennedy, fall, Samuel E. Patterson, winter and spring

**Professors:** Laura M. Chihara, Jack Goldfeather, Deanna Beth Haunsperger, Stephen F. Kennedy, Mark Krusemeyer, Gail S. Nelson, Jeffrey R. Ondich, Samuel E. Patterson

**Visiting Professor:** Ted Vessey

**Associate Professors:** Robert P. Dobrow, Eric S. Egge

**Assistant Professors:** Katherine R. St. Clair, Helen Wong

**Visiting Instructors:** Jonathan Armel, Jonathan Hibbard

Mathematics is an art, a pure science, a language, and an analytical tool for the natural and social sciences, a means of exploring philosophical questions, and a beautiful edifice that is a tribute to human creativity. The mathematic curriculum is designed to provide essential skills for students in a variety of disciplines and to provide mathematics majors with a deep understanding of mathematics as it has evolved over the past two thousand years and how it is practiced today.

### REQUIREMENTS FOR A MAJOR

The course requirements are Mathematics 101 or 111, 121, 211, 232, 236 and six advanced courses from among: Mathematics courses numbered above 236 and Computer Science 252, 254. Potential majors with especially strong preparation may petition the department for exemption from the Mathematics 232 and/or 236 requirement(s). Mathematics majors are strongly encouraged to take Computer Science 111, preferably during their first two years. Concepts and skills from Computer Science 111 can be particularly valuable in advanced mathematics courses.

At least three of the following five areas of mathematics must be represented by the six advanced courses.

Algebra: Mathematics 312, 332, 342, 352

Analysis: Mathematics 251, 321, 331, 351

Applied Mathematics: Mathematics 241, 265, 275, 315, 341

Discrete Structures: Mathematics 295, 333, Computer Science 252, 254

Geometry and Topology: Mathematics 244, 344, 354

In addition, each senior major must complete an integrative exercise which consists of a group research project. Majors are required to participate in the mathematical life of the department by attending colloquia, comps presentations, and other activities.

There are many patterns of courses for the major depending upon a student's mathematical interests and career goals. A guide for majors, which supplies information about suitable patterns of courses, is available on the Mathematics department web site. Those planning to attend graduate school should consider acquiring a reading knowledge of at least one of the following languages: French, German or Russian.

In order to meet State of Minnesota certification requirements, prospective secondary school teachers must take Mathematics 265, 275, 244 (recommended) or 344, and 349. A computer science course is also strongly recommended.

**Major under Combined Plan in Engineering** (see Engineering in index):

In addition to completing requirements for the mathematics major listed above including Mathematics 241 and 341, the student should take the following courses required for admission to engineering schools: Two terms of 100-level Physics, Chemistry 123, 230, and Computer Science 111.

**Mathematics Skills Center:**

This Center offers extra assistance to students in lower-level mathematics courses and other courses requiring basic mathematical skills.

## MATHEMATICS COURSES

**100. Mathematics and Democracy** Mathematics has a substantive role to play in the implementation of democracy. How do we ensure equitable representation? How do we fairly divide finite resources (and share responsibilities and burdens)? How do we ensure that the results of our elections reflect the popular will? Social scientists and mathematicians have turned some powerful mathematical tools onto the investigation of such questions in recent years. We will study some of that work with the dual goals of gaining appreciation for the power and elegance of the mathematical approach to problem-solving and understanding at a deeper level how to construct a just society. *6 credits, S/CR/NC, MS, Fall—S. Kennedy*

**101. Calculus with Problem Solving** An introduction to the central ideas of calculus with review and practice of those skills needed for the continued study of calculus. Problem solving strategies will be emphasized. (Meets Monday through Friday). Not open to students who have received credit for Math 111. *6 credits, MS, Fall—E. Egge*

**106. Introduction to Mathematics** This course is designed to provide an understanding of fundamental concepts, and examples of applications, of mathematics. It attempts to provide insights into the nature of mathematics and its relation to other branches of knowledge, and helps students develop skill in mathematical reasoning. No prerequisites. *6 credits, MS, Spring—M. Krusemeyer*

**111. Introduction to Calculus** An introduction to the differential and integral calculus. Derivatives, antiderivatives, the definite integral, applications, and the fundamental theorem of calculus. Requires placement via the Calculus Placement Exam 1, see Mathematics web page. Not open to students who have received credit for Mathematics 101. *6 credits, MS, Fall, Winter, Spring—Staff*

**115. Statistics: Concepts and Applications** Introduction to statistical concepts with emphasis on understanding and interpretation of statistical information, especially in the context of media reports and scholarly articles. Examples taken from a wide-range of areas such as public policy, health and medicine, and the social and natural sciences. Computationally less intensive than Math 215. Students will learn how to use statistical software. Topics include: Uncertainty and variability, statistical graphs, types of studies, correlation and linear regression, two-way tables, and inference. Not open to students who have already received credit for Math 211, Math 215 or Psychology 200/201. *6 credits, MS, Fall, Spring—L. Chihara, K. St. Clair*

**121. Calculus II** Integration techniques, improper integrals, the calculus of the logarithmic, exponential and inverse trigonometric functions, applications, Taylor polynomials and infinite series. Prerequisite: Mathematics 101, 111 or placement via Calculus Placement Exam #2. *6 credits, MS, Fall, Winter, Spring—Staff*

**206. A Tour of Mathematics** A series of eight lectures intended for students considering a Mathematics major. The emphasis will be on presenting various striking ideas, concepts and results in modern mathematics, rather than on developing extensive knowledge or techniques in any particular subject area. *1 credits, S/CR/NC, MS, Winter—Staff*

**211. Introduction to Multivariable Calculus** Vectors, curves, partial derivatives, gradient, multiple and iterated integrals, line integrals, Green's theorem. Prerequisite: Mathematics 121 or 131 or placement via Calculus Placement Exam #3. *6 credits, MS, Fall, Winter, Spring—Staff*

**215. Introduction to Statistics** Introduction to statistics and data analysis. Practical aspects of statistics, including extensive use of statistical software, interpretation and communication of results, will be emphasized. Topics include: exploratory data analysis, correlation and linear regression, design of experiments, basic probability, the normal distribution, sampling distributions, estimation, hypothesis testing, and two-way tables. Not open to students who have already received credit for Math 115 or Math 275. Students who have received MS credit for Psychology 200/201 cannot receive MS credit for Math 215. Students who have taken Math 211 are encouraged to consider the more advanced Math 265-275 probability-statistics sequence. *6 credits, MS, Fall, Winter, Spring—Staff*

**232. Linear Algebra** Vector spaces, linear transformations, determinants, inner products and orthogonality, eigenvectors and eigenvalues; connections with multivariable calculus. Prerequisite: Mathematics 211. *6 credits, MS, Fall, Winter, Spring—J. Armel, J. Goldfeather, S. Patterson, H. Wong*

**236. Mathematical Structures** Basic concepts and techniques used throughout mathematics. Topics include logic, mathematical induction and other methods of proof, problem solving, sets, cardinality, equivalence relations, functions and relations, and the axiom of choice. Other topics may include: algebraic structures, graph theory, and basic combinatorics. Prerequisite: Mathematics 232 or consent of the instructor. *6 credits, MS, Fall, Winter, Spring—D. Haunsperger, E. Egge, M. Krusemeyer*

**241. Ordinary Differential Equations** An introduction to ordinary differential equations, including techniques for finding solutions, conditions under which solutions exist, and some qualitative analysis. Prerequisites: Mathematics 232 or permission of the instructor. *6 credits, MS, Winter—M. Krusemeyer*

**244. Geometries** Euclidean geometry from an advanced perspective; projective, hyperbolic, inversive, and/or other geometries. In addition to foundations, various topics such as transformation and convexity will be treated. Recommended for prospective secondary school teachers. Prerequisite: Mathematics 236. *6 credits, MS, Offered in alternate years, Fall—S. Kennedy*

**245. Applied Regression Analysis** A second course in statistics covering simple linear regression, multiple regression and ANOVA, and logistic regression. Exploratory graphical methods, model building and model checking techniques will be emphasized with extensive use of statistical software to analyze real-life data. Prerequisites: Mathematics 215 (or equivalent) or 275. *6 credits, MS, Winter, Spring—L. Chihara, R. Dobrow*



**251. Chaotic Dynamics** An exploration of the behavior of non-linear dynamical systems. Topics include one-dimensional dynamics, Sarkovskii's Theorem, chaos, symbolic dynamics, fractals, Mandelbrot and Julia sets. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**265. Probability** Introduction to probability and its applications. Topics include discrete probability, random variables, independence, joint and conditional distributions, expectation, limit laws and properties of common probability distributions. Prerequisite: Mathematics 211. *6 credits, MS, Fall—L. Chihara, K. St. Clair*

**275. Introduction to Statistical Inference** Introduction to mathematical statistics. The mathematics underlying fundamental statistical concepts will be covered as well as applications of these ideas to real-life data. Topics include: confidence intervals, hypothesis testing, parameter estimation, maximum likelihood, goodness of fit tests and regressions. A statistical software package will be used to analyze data sets. Prerequisite: Mathematics 265. *6 credits, MS, Winter—K. St. Clair*

**295. Seminar in Set Theory** Introduction to set-theoretic foundations of mathematics. The axiom system of Zermelo-Fraenkel, cardinal and ordinal numbers, and the Axiom of Choice. As time permits, additional topics may include construction of the real numbers, transfinite induction, or consistency/independence proofs. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS, Spring—G. Nelson*

**312. Elementary Theory of Numbers** Properties of the integers. Topics include the Euclidean algorithm, classical unsolved problems in number theory, prime factorization, Diophantine equations, congruences, divisibility, Euler's phi function and other multiplicative functions, primitive roots, and quadratic reciprocity. Other topics may include integers as sums of squares, continued fractions, distribution of primes, integers in extension fields, p-adic numbers. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**315. Topics in Probability & Statistics: Introduction to Stochastic Processes** Random walk, Markov chains, Poisson process, Brownian motion, with applications. Prerequisite: Mathematics 265. *6 credits, MS, Spring—R. Dobrow*

**321. Real Analysis I** A systematic study of concepts basic to calculus, such as topology of the real numbers, limits, differentiation, integration, convergence of sequences, and series of functions. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS, Fall—G. Nelson*

**331. Real Analysis II** Further topics in analysis such as measure theory, Lebesgue integration or Banach and Hilbert spaces. Prerequisite: Mathematics 321 or consent of the instructor. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**332. Advanced Linear Algebra** Selected topics beyond the material of Mathematics 232. Topics may include the Cayley-Hamilton theorem, the spectral theorem, factorizations, canonical forms, determinant functions, estimation of eigenvalues, inner product spaces, dual vector spaces, unitary and Hermitian matrices, operators, infinite-dimensional spaces, and various applications. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS, Offered in alternate years, Fall—J. Goldfeather*

**333. Combinatorial Theory** The study of structures involving finite sets. Counting techniques, including generating functions, recurrence relations, and the inclusion-exclusion principle; existence criteria,

including Ramsey's theorem and the pigeonhole principle. Some combinatorial identities and bijective proofs. Other topics may include graph and/or network theory, Hall's ("marriage") theorem, partitions, and hypergeometric series. Prerequisite: Mathematics 236 or permission of instructor. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**341. Fourier Series and Boundary Value Problems** Fourier series and their applications to boundary value problems in partial differential equations. Topics include separation of variables, orthogonal sets of functions, representations of functions in series of orthogonal functions, Fourier transforms, and uniqueness of solutions. Prerequisite: Mathematics 241. *6 credits, MS, Spring—S. Patterson*

**342. Abstract Algebra I** Introduction to algebraic structures, including groups, rings, and fields. Homomorphisms and quotient structures, polynomials, unique factorization. Other topics may include applications such as Burnside's counting theorem, symmetry groups, polynomial equations, or geometric constructions. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS, Winter—E. Egge*

**344. Differential Geometry** Local and global theory of curves, Frenet formulas. Local theory of surfaces, normal curvature, geodesics, Gaussian and mean curvatures, Theorema Egregium. Riemannian geometry. Prerequisite: Mathematics 236 or consent of the instructor. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**349. Methods of Teaching Mathematics** *Crosslisted with EDUC 350.* Methods of teaching mathematics in grades 7-12. Issues in contemporary mathematics education. Regular visits to school classrooms and teaching a class are required. Prerequisite: Junior or senior standing and permission of the instructor. *6 credits, ND, Not offered in 2009-2010*

**351. Functions of a Complex Variable** Algebra and geometry of complex numbers, analytic functions, complex integration, series, residues, applications. Prerequisite: Mathematics 211. *6 credits, MS, Offered in alternate years, Spring—S. Patterson*

**352. Abstract Algebra II** An intensive study of one or more of the types of algebraic systems studied in Mathematics 342. Prerequisite: Mathematics 342 or consent of the instructor. *6 credits, MS, Offered in alternate years, Spring—M. Krusemeyer*

**354. Topology** An introduction to the topology of surfaces. We will cover basic point-set, geometric and algebraic topology. Topics include continuity, connectedness and compactness; triangulations and classification of surfaces; topological invariants (Euler characteristic); homology. Prerequisite: Mathematics 236. *6 credits, MS, Offered in alternate years, Winter—H. Wong*

**395. Seminar in Mathematics** *6 credits, MS, Winter—J. Armel*

**400. Integrative Exercise** A supervised small-group research project for senior mathematics majors. Required of all senior majors. Prerequisite: Mathematics 236 and successful completion of three courses from among: Mathematics courses numbered above 236, Computer Science 252, Computer Science 254. *3 credits, S/NC, ND, Fall, Winter, Spring—Staff*

## MEDIEVAL AND RENAISSANCE STUDIES

## CONCENTRATION

**Directors:** Associate Professors Victoria Morse and William North

The Medieval and Renaissance Studies Concentration encourages students interested in the cultures and kingdoms that flourished from Late Antiquity through the Renaissance to deepen their understanding of these periods through an interdisciplinary program of study. Heirs to ancient empires, the societies of Europe, Byzantium, and the Muslim world each offer fascinating opportunities to watch societies cope with timeless problems of power, identity, and belief. The concentration is open to students in ANY major who wish to expand their knowledge of this important and fascinating period of human history.

A total of 42 credits (usually 7 courses) is required for the concentration: 18 credits in "Core" courses, 18 credits in "Supporting" courses; and a capstone seminar. In addition to the seminars listed below, students may count--with prior approval of both the course instructor and the concentration coordinator's--other advanced seminars in which the concentrator's research focuses on a topic within the period covered by the concentration

Optional Off-Campus Programs: Off-campus study can be an important part of the concentration. Students interested in study abroad as part of the concentration are advised to consult with their academic advisers in deciding when to go off-campus and with the concentration coordinators to discuss the range of programs available and potential programs of study. Courses taken abroad may count for up to two "core" courses (12 credits) and two "supporting courses" (12 credits).

## REQUIREMENTS FOR THE CONCENTRATION

**Core Courses** (3 courses/18 credits required):

- ARBC 231 Classical Arabic Literature (adab) in the Making
- ARCN 246 Archaeological Methodology (Not offered in 2009–2010)
- ARTH 101 Introduction to Art History I
- ARTH 155 Islamic Art and Architecture (Not offered in 2009–2010)
- ARTH 234 Italian Renaissance Art
- ARTH 285 Postwar Italian Culture: From Neo-Realism to the Open Work
- CLAS 229 The Later Roman Empire, Byzantium and Islam (Not offered in 2009–2010)
- ENGL 110 English Literature, I
- ENGL 114 Introduction to Medieval Narrative (Not offered in 2009–2010)
- ENGL 144 Shakespeare I
- ENGL 244 Shakespeare I
- ENGL 300 Chaucer I: *The Canterbury Tales* (Not offered in 2009–2010)
- ENGL 301 The Courtly Chaucer
- ENGL 309 Renaissance Selves
- ENGL 310 Shakespeare II (Not offered in 2009–2010)
- ENGL 313 Major Works of the English Renaissance: *The Faerie Queene*
- ENGL 314 Major Works of the English Renaissance: *Paradise Lost*
- FREN 351 Topics in Sixteenth Century Literature: Metamorphoses: Love, War and Monsters in Early Modern France (Not offered in 2009–2010)

HIST 130 The Formation of Christian Thought  
 HIST 137 Before Europe: The Early Medieval World, 250-c. 1050  
 HIST 139 Foundations of Modern Europe  
 HIST 204 Crusade, Contact and Exchange in the Medieval Mediterranean (Not offered in 2009–2010)  
 HIST 230 Institutional Structure and Culture in the Middle Ages  
 HIST 232 Renaissance Worlds in France and Italy (Not offered in 2009–2010)  
 HIST 233 Cultures of Empire: Byzantium, 710-1453 (Not offered in 2009–2010)  
 HIST 235 Dante's Italy  
 HIST 236 Women's Lives in Pre-Modern Europe  
 HIST 239 Britain, c. 1485-1834: From Sceptred Isle to Satanic Mills  
 HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France  
 HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2009–2010)  
 LATN 241 Petronius and Apuleius (Not offered in 2009–2010)  
 MUSC 210 Medieval and Renaissance Music  
 RELG 122 Introduction to Islam  
 RELG 163 The Qur'an  
 RELG 231 Protestant Thought (Not offered in 2009–2010)  
 RELG 263 Sufism (Not offered in 2009–2010)

**Supporting Courses (18 credits required):**

(Note: all courses listed as "core courses" also qualify as "supporting courses.")

ARCN 246 Archaeological Methodology (Not offered in 2009–2010)  
 ARTH 155 Islamic Art and Architecture (Not offered in 2009–2010)  
 ARTH 170 Printmaking: The First Media Revolution  
 ARTH 230 The Sistine Chapel (Not offered in 2009–2010)  
 ARTH 233 Van Eyck, Bosch, Bruegel: Their Visual Culture (Not offered in 2009–2010)  
 ARTH 238 Rembrandt, Vermeer and Netherlandish Art (Not offered in 2009–2010)  
 ARTH 285 Postwar Italian Culture: From Neo-Realism to the Open Work  
 CLAS 229 The Later Roman Empire, Byzantium and Islam (Not offered in 2009–2010)  
 ENGL 110 English Literature, I  
 ENGL 114 Introduction to Medieval Narrative (Not offered in 2009–2010)  
 ENGL 144 Shakespeare I  
 ENGL 244 Shakespeare I  
 ENGL 301 The Courtly Chaucer  
 ENGL 310 Shakespeare II (Not offered in 2009–2010)  
 ENGL 313 Major Works of the English Renaissance: *The Faerie Queene*  
 ENGL 314 Major Works of the English Renaissance: *Paradise Lost*  
 ENGL 381 London Program: Staging the Early Modern City, 1400-1650  
 EUST 110 Introduction to European Studies: The Age of Cathedrals  
 FREN 351 Topics in Sixteenth Century Literature: Metamorphoses: Love, War and Monsters in Early Modern France (Not offered in 2009–2010)  
 GERM 230 From Gutenberg to Gates: The History and Practice of Printing  
 GERM 231 Damsels, Dwarfs, and Dragons: Medieval German Literature (Not offered in 2009–

- 2010)
- HIST 137 Before Europe: The Early Medieval World, 250-c. 1050
- HIST 139 Foundations of Modern Europe
- HIST 204 Crusade, Contact and Exchange in the Medieval Mediterranean (Not offered in 2009–2010)
- HIST 232 Renaissance Worlds in France and Italy (Not offered in 2009–2010)
- HIST 233 Cultures of Empire: Byzantium, 710-1453 (Not offered in 2009–2010)
- HIST 235 Dante's Italy
- HIST 236 Women's Lives in Pre-Modern Europe
- HIST 238 Topics in Medieval History: Church, Papacy and Empire (Not offered in 2009–2010)
- HIST 238 The World of Bede (Not offered in 2009–2010)
- HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France
- HIST 245 Ireland: The Origin of the Troubles (Not offered in 2009–2010)
- HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2009–2010)
- LATN 241 Petronius and Apuleius (Not offered in 2009–2010)
- MUSC 210 Medieval and Renaissance Music
- POSC 250 Ancient Political Philosophy (Not offered in 2009–2010)
- RELG 122 Introduction to Islam
- RELG 263 Sufism (Not offered in 2009–2010)
- SPAN 330 The Invention of the Modern Novel: Cervantes' Don Quijote (Not offered in 2009–2010)
- Capstone Seminars** (one course required): ARCN 395 Archaeology Capstone Seminar
- ENGL 309 Renaissance Selves
- FREN 351 Topics in Sixteenth Century Literature: Metamorphoses: Love, War and Monsters in Early Modern France (Not offered in 2009–2010)
- HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2009–2010)
- HIST 333 Iconoclasm (Not offered in 2009–2010)

## MUSIC (MUSC)

**Chair:** Professor Hector L. Valdivia

**Professors:** Lawrence L. Archbold, Lawrence E. Burnett, Stephen K. Kelly, Justin M. London, Ronald W. Rodman, Melinda Russell, Hector L. Valdivia

**Assistant Professors:** Alexander Freeman, Nicola Melville

**Visiting Assistant Professor:** Morgan James Luker

**Senior Lecturers:** Benjamin Allen, Jackson Bryce, Lynn Deichert, John Ellinger, Elizabeth M. Ericksen, Mary Budd Horozaniecki, Kenneth Huber, Merilee I. Klemp, Mark Krusemeyer, Mary Boyd Martz, Nina Olsen, Rick Penning, David Saunders, David Singley, Marcia R. Widman

**Lecturers:** Gwen Anderson, Laura Caviani, Kevin Clements, Janean Hall, Gao Hong, Martha Jamsa, Jay L. Johnson, Constance K. M. Martin, Elinor Niemisto, Thomas Rosenberg, David Whetstone

**Adjunct Instructors:** Patricia Kent, Mark Kreitzer, Judith Mason, Matthew McCright, Zachary W. Pellefier

### **General Information**

The Department of Music at Carleton College enrolls several hundred students every term, both majors and non-majors, in a curriculum that offers a balanced, integrated approach to the areas of performance, composition, theory, history, and ethnomusicology. Though students arrive at Carleton with a wide range of musical background and ability, all are encouraged to broaden, deepen, enrich and improve their engagement with music. In addition to music-making experiences in our performing ensembles and private lessons, the Department offers an array of classroom courses that range from those designed specifically for the introductory level student to advanced seminars for majors.

### **Courses in Applied Music**

All students regardless of major may study an instrument or voice at beginning through advanced levels, and may participate in the department's musical ensembles by placement or audition. For students not majoring in music: 1) a maximum of 36 credits in applied music may be counted toward the credits required for graduation; 2) a maximum of 12 non-graded credits for Music 185-199 may be counted toward graduation. For majors there is no credit limit.

**155-169, 255-269 Orchestral and Band Instruments** Studies or technical development, including scales, arpeggios, etudes and exercises appropriate to the student's needs. For technical and musical development, sonatas, concertos and shorter pieces are chosen from all musical periods.

**170-174, 270-274 Instruments of Early Music** Studies to develop technique and a varied selection of works from the Renaissance and Baroque periods. With some instruments, works from the Romantic and Modern period are also studied.

**175-179, 275-279. Instruments of Jazz and Popular Music**

**180-184, 280-284 Instruments of World and Folk Music**

### **Registration and Fees for Applied Music Lessons**

Registration for applied music lessons must be included in the student's official registration. The comprehensive fee does not include the cost of private instruction, and special fees are charged as described elsewhere. Fees are not refundable for late drops except when a late drop is made for medical reasons or in similar emergency situations. In such cases, the student must consult with the Music Department. In the following listing, Music 150-184, 285, and 385 are for two credits, Music 250-284, 286, and 386 are for four credits. Permission of the instructor is required for registration for four credits.

## REQUIREMENTS FOR A MAJOR

The goal of the Major in Music at Carleton is to give students grounding in all aspects of the study of music: performance, composition, theory, history, and ethnomusicology. In addition to excellent preparation for graduate study in any of these fields, successful completion of the major provides a basic musical competency, enriches students' other coursework at the College, and enhances their experiences in applied studies.

Students intending to major in music should consult with the Music Major Adviser, Professor Lawrence Archbold, early in their college career since the theory and history courses follow one another in a preferred sequence. 72 credits are required for a major in music. All majors must take the following core courses:

18 credits: Music Theory (Music 200, 201, 202)

12 credits: Music History (Music 211, 312)

6 credits: Ethnomusicology (Music 140, 141, 243, 245, 246, 247 or 248)

6 credits: Composition (Music 220; 285/286 cannot substitute for 220)

6 credits: Music of the Twentieth-Century I/II (Music 203/303)

2 credits: Senior Colloquium (Music 398)

4 credits: Integrative Exercise (Music 400)

8 credits: Applied Music for the Major (Music 385, 386 or Music 299)

4 credits; Ensemble Participation (Music 185, 187, 189, 190, 191, 192, 193, 194, 195), of which at least two credits are in one of the following conducted ensembles: 185, 187, 189, 190

6 credits: Music Electives (from any Music course except First-Year Seminars).

Courses offered for a grade must be taken for a grade to apply to the major: i.e., courses cannot be taken S/CR/NC.

### Performance Requirement

Every music major must, at least on one occasion, give a public performance of a piece worked on with one of the major's applied music instructors. This performance must be a solo, not a group, performance and might take place during a studio recital or common time recital, a junior or senior solo recital, or some other event sponsored by the Music Department.

## MUSIC COURSES

**100. The Philosophy of Music** What Is Music? Are there any sounds that couldn't ever be considered music? What exactly is a "musical composition," especially in the age of recorded music and sampling? How is music meaningful? Can music tell a story? Express an emotion? Convey a proposition? And if music can do any of these things, how does it do it? To explore these questions, we will discuss readings

by contemporary musicians and philosophers, and musical examples ranging from Mozart to Muddy Waters and from Beethoven to the Beatles. *6 credits, S/CR/NC, AL, Fall—J. London*

**101. Music Fundamentals** A course designed for students with minimal or no music background as preparation for other music courses and/or applied music study. The course covers the fundamentals of music including note reading in treble and bass clefs, rhythms, meter, scales, intervals, key signatures, chords, basic harmony and musical forms. The class will make regular use of the music computer lab for assignments. *3 credits, AL, Spring—J. Ellinger*

**102. Basic Musicianship** This course will enable students to develop proficiency in aural and music reading skills. Open to all students, but especially recommended for students who are considering a major in music or enrolling in voice lessons and choir. *3 credits, AL, Fall—L. Burnett*

**108. Introduction to Music Technology** A course designed to use the computer as a musical instrument. Studying the low level details of the MIDI language, standard MIDI files, MIDI sequencing and digital audio techniques, projects will focus on getting the computer to play music expressively, with all the nuances of a human performance: rhythm, dynamics, articulation, and tempo; producing original arrangements of music written in Excel spreadsheets using the raw MIDI language and then rendered on the computer as standard MIDI files; and will involve the musical realization of an original musical score or arrangement from notation to MIDI to digital audio to effects processing and mastering on an audio CD. The class will make use of the music computer lab for projects. Open to all students with an interest in music or computers. Prerequisite: Ability to read music. *6 credits, ND, Winter—J. Ellinger*

**110. The Music of Bach, Beethoven, and Brahms** This course will provide a brief introduction to music theory concepts relevant to eighteenth- and nineteenth-century western art music and utilize that knowledge to better understand the music of the "Three B's": Bach, Beethoven, and Brahms. Prerequisite: the ability to read music. *6 credits, AL, Not offered in 2009-2010*

**111. Western Art Music and Western Civilization** An introduction to the history of western art music from the Middle Ages to the present. The emphasis is on the various styles of the western tradition (Medieval, Renaissance, Baroque, Classical, Romantic, and Modern) and their relationships with other aspects of European and Euro-American high culture. Representative compositions from each of these periods will be studied through reading and guided listening. No prerequisite: the ability to read music is not necessary. *6 credits, AL, Winter—L. Archbold*

**115. Music and Film** This course explores the history and development of film music along with theories of how music contributes to the meaning of moving images and narrative scenes. The primary focus of the course will be on film music in the U.S., but notable film scores from Europe and Asia will also be discussed. The film music history covers historical periods from the pre-cinematic Vaudeville era through the postmodern films of the early twenty-first century. Cross-cutting this chronological history will be discussion of film musicals as a separate genre. Ability to read music not required. *6 credits, AL, Not offered in 2009-2010*

**117. Introduction to Composition** Two class meetings and one individual session per week. In contrast to Music 220, this class does not require a background in music theory. It is designed for the person who has an interest in exploring the process of writing music. Class meetings will introduce techniques of composition and present structured exercises. Individual sessions will focus on the student's own projects.



Class assignments will involve the opportunity to use computer/midi/synthesizer technologies. Prerequisite: the ability to read music. *6 credits, S/CR/NC, AL, Spring—A. Freeman*

**120. Introduction to Opera** A survey of opera and its history with special emphasis on four major works, one each by Mozart, Bizet, Wagner, and Stravinsky. Operas will be studied through video presentation, listening, and readings. Librettos available in translation; ability to read music not required. *6 credits, AL, Not offered in 2009-2010*

**121. Music and Text: Songs from Beethoven to Ben Folds** This course will provide an overview of the song cycle genre from its beginning up to and including some popular albums. Our goal is to enhance listening and analytical skills through reading and listening assignments, in-class discussions, and analyses. Ability to read music not required. *6 credits, AL, Spring—A. Freeman*

**122. Symphonies from Mozart to Mahler** A survey of orchestral symphonies and related genres from the late eighteenth through the late nineteenth centuries with emphasis on the works of Mozart, Beethoven, Berlioz, Schubert, Schumann, Brahms, Mahler, and others. Symphonies will be studied through listening and readings; connections to other aspects of nineteenth-century European culture will be explored. Ability to read music not required. *6 credits, AL, Spring—L. Archbold*

**124. Survey of Piano Music** A survey of the changing styles, forms, and performance practices in solo piano music from the eighteenth century to the present. Emphasis will be on the development of compositional and performance practices through studying composers and performers of keyboard music. Prerequisite: the ability to read piano scores. *2 credits, AL, Not offered in 2009-2010*

**125. The Piano: Uses and Abuses** From the royal courtrooms of eighteenth-century Europe, through the rise of the bourgeoisie, to controversial and conceptual art of the twentieth century, the piano is inextricably linked to the important compositional and social trends of western music over the last three hundred years. It is at the center of social intercourse in the nineteenth century; it is the target of humor, destruction and abuse in film, pop music and performance art of the twentieth century. This class will examine the people, music, and cultural trends that have made the piano such a ubiquitous and central figure in music history. *6 credits, AL, Fall—N. Melville*

**128. Conducting** The course covers the fundamentals of conducting such as beat patterns, baton technique, score reading, cueing, fermatas, and releases. The class will function as an ensemble, and each student will conduct short assignments once each week, or as frequently as possible. Near the end of the term each student will form a small volunteer ensemble for a final conducting project. Prerequisite: ability to read music and active participation in a major faculty-coached ensemble, or permission of the instructor. *2 credits, AL, Not offered in 2009-2010*

**130. The History of Jazz** A survey of jazz from its beginnings to the present day focusing on the performer/composers and their music. No prerequisite. *6 credits, AL, Fall, Winter—S. Kelly*

**131. The Blues From the Delta to Chicago** A history of the Delta blues and its influence on later blues and popular music styles, tracing its movement from the Mississippi Delta in the 1920s to Chess Records and the Chicago Blues of the 1940s and 50s (especially Howlin' Wolf and Muddy Waters). Music and musicians discussed will include the classic blues singers of the 1920s, early country music (Jimmie Rodgers), and the legacy of Robert Johnson. Issues of authenticity and "ownership" of both the music and its cultural legacy will also be discussed. The course involves readings, listening assignments, and some

transcriptions of early recorded blues. No prerequisite, although the ability to read music is helpful. 6 credits, AL, Not offered in 2009-2010

**137. Spiritual Hymns and Gospel Music: Aspects of African-American Music Traditions** The survey of African-American hymns, spirituals and gospel music in the worship service and on the concert stage. The course of study will place the music and its creators within the historical, social, and cultural contexts of life in the United States, from the earliest days to the present. This framework will provide an appreciation for how the music tells the story of African-Americans, how the music affects audiences throughout the world, and how the traditions influence other musical expressions. The approach of the study is performance based with particular attention to the similarities and differences of musical forms, styles and performance practices of western art music. No prerequisite. 6 credits, AL, RAD, Not offered in 2009-2010

**140. Introduction to World Music I** A survey of the world's musical traditions, usually including areas of Africa, Indonesia, the Middle East, Europe, and China. Both traditional and popular music will be considered, with emphasis on developing listening skills, and on understanding relationships between musical cultures, roles of music in social life, and varieties of change in musical style and practice. Ability to read music is not necessary. No prerequisite. 6 credits, AL, RAD, Spring—Staff

**141. Introduction to World Music II** A survey of the world's musical traditions, usually including music of India, Japan, native and transplanted traditions in North and South America, and selected European traditions. Both traditional and popular music will be considered, with emphasis on developing listening skills, and on understanding relationships between musical cultures, roles of music in social life, and varieties of change in musical style and practice. Ability to read music is not necessary. No prerequisite. 6 credits, AL, RAD, Not offered in 2009-2010

**142. Latin American Popular Music** Examines Latin American popular musics within their social, political and cultural contexts. Genres include tango, samba, vallenato, nueva canción, tropicália, rock nacional and funk carioca; themes include music and the nation, music and dictatorship, the crisis of cultural inclusion and exclusion in contemporary Latin America. Understanding how these musics are framed by broader assumptions regarding race, class, gender and ethnicity at multiple levels will be a key concern. Our focused listening will be complemented with analytical, critical and contextual readings, including relevant selections from Latin American literature in translation and occasional film screening. No musical experience is required. 6 credits, AL, RAD, Spring—M. Luker

**150. Piano** Applied study on the instrument, with attention to both musical and technical development. Students will study appropriate works from the Baroque, Classical, Romantic, and Modern periods, with special reference to a composer's individual notation, technical challenges and stylistic interpretation. 2 credits, AL, Fall, Winter, Spring—K. Huber, M. McCright, N. Melville, M. Widman

**151. Voice** A study of voice production, breathing, tone development, diction, and pronunciation. Selection (according to the individual voice) of Italian, German, French, and English songs of the Classic, Romantic, and Modern periods. Arias and songs from operas, oratorios, musical theater and popular songs from Western and non-Western traditions. In addition, one studio class per week. 2 credits, AL, Fall, Winter, Spring—B. Allen, L. Burnett, P. Kent, M. Martz, R. Penning

**152. Guitar** Studies for the development of technique appropriate to the needs of the student. Music is chosen from all musical periods including folk picking, blues, ragtime, popular and classical styles.

Students with no prior experience or lessons should take one term of class guitar (Music 197). *2 credits, AL, Fall, Winter, Spring—J. Ellinger*

**155. Violin** *2 credits, AL, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

**156. Viola** *2 credits, AL, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

**157. Cello** *2 credits, AL, Fall, Winter, Spring—Staff*

**158. Double Bass** *2 credits, AL, Fall, Winter, Spring—C. Martin*

**159. Flute** *2 credits, AL, Fall, Winter, Spring—M. Jamsa*

**160-01. Oboe** *2 credits, AL, Fall, Winter, Spring—M. Klemp*

**160-02. English Horn** *2 credits, AL, Fall, Winter, Spring—M. Klemp*

**161. Clarinet** *2 credits, AL, Fall, Winter, Spring—N. Olsen*

**162. Saxophone** *2 credits, AL, Fall, Winter, Spring—D. Saunders*

**163. Bassoon** *2 credits, AL, Fall, Winter, Spring—J. Bryce*

**164. French Horn** *2 credits, AL, Fall, Winter, Spring—G. Anderson*

**165. Trumpet** *2 credits, AL, Fall, Winter, Spring—L. Deichert*

**166-01. Trombone** *2 credits, AL, Fall, Winter, Spring—R. Rodman*

**166-02. Euphonium** *2 credits, AL, Fall, Winter, Spring—R. Rodman*

**167. Tuba** *2 credits, AL, Fall, Winter, Spring—R. Rodman*

**168. Orchestral Percussion** Instruction on orchestral percussion instruments such as snare drum, mallets, and tympani. Equipment available for registered students. *2 credits, AL, Fall, Winter, Spring—J. Johnson*

**169. Harp** Studies to develop technique and a varied selection of works from the Renaissance and Baroque periods. Works from the Romantic and Modern periods are also studied. *2 credits, AL, Fall, Winter, Spring—E. Niemisto*

**170. Harpsichord** *2 credits, AL, Fall, Winter, Spring—J. Hall*

**171. Organ** Basic piano skills required. *2 credits, AL, Fall, Winter, Spring—L. Archbold, J. Hall*

**174. Recorder** *2 credits, AL, Fall, Winter, Spring—M. Krusemeyer, J. Mason*

**175. Jazz Piano** Study the tools for learning the jazz "language." Learn to improvise through scale and mode study, transcription, and composition. Turn chord symbols into chord voicings and accompaniment. Explore the blues, jazz "standards," and today's music. Three years piano required. Materials: staff paper and portable tape player. *2 credits, AL, Fall, Winter, Spring—L. Caviani*

**176. Jazz Double Bass** Instruction in Jazz Double Bass technique and theory. *2 credits, AL, Fall, Winter, Spring—K. Clements*

- 177. Jazz and Blues Guitar** Study of chord voicings, accompanimental techniques, and solo guitar performance in the jazz idiom. Prerequisites: previous study of guitar and the ability to read music, or the permission of the instructor. Students must provide their own instruments. *2 credits, AL, Fall, Winter, Spring—D. Singley*
- 178. Drum Set Instruction** Drum Set Instruction on/in jazz and popular drumming styles which use the standard drum set. Equipment available for registered students. *2 credits, AL, Fall, Winter, Spring—J. Johnson*
- 179. Jazz Improvisation** The study of the basic grammar and syntax of jazz improvisation styles, including transcribing solos, chord/scale materials and melodic patterns. *2 credits, AL, Fall, Winter, Spring—L. Caviani, L. Deichert, D. Saunders, D. Singley*
- 180. Raga: Vocal or Instrumental Study of Hindustani Music** Beginning, intermediate, and advanced students of voice, guitar, violin, flute, clarinet, etc., approach raga from their current level of musicianship. In all cases, traditional practical instruction is complemented by some theoretical and philosophical exploration of the underpinnings of the music. *2 credits, AL, Fall, Winter, Spring—D. Whetstone*
- 181. Sitar** Beginning through advanced study of sitar in the gayaki ang style of Ustad Vilayat Khan. Previous musical experience is not necessary. Sitar is provided. *2 credits, AL, Fall, Winter, Spring—D. Whetstone*
- 182. Chinese Musical Instruments** Beginning through advanced study on traditional Chinese instruments, pipa (Chinese lute), erhu (Chinese violin), guzheng (Chinese zither), zhongruan (Chinese moon guitar), hulusi, bawu and dizi (Chinese bamboo flutes). *2 credits, AL, Fall, Winter, Spring—G. Hong*
- 183. Ethnic Drumming Instruction** Ethnic drumming instruction in various ethnic drumming styles including West African (Ghanian instruments), Cuban (congas), North Indian (tabla) and Middle Eastern (dumbek). Equipment available for registered students. *2 credits, AL, Fall, Winter, Spring—J. Johnson*
- 184. American Folk Instruments** Beginning to advanced study of technique and improvisational styles on American folk instruments. Students may study 5-string banjo (bluegrass or clawhammer style), bluegrass guitar, resonator guitar, fiddle (violin, viola, cello), bass, mandolin, mandola or mandocello. Students must provide their own instruments. *2 credits, AL, Fall, Winter, Spring—M. Kreitzer*
- 185. Carleton Choir: Bella Cantemus and Men's Chorus** The Carleton Choir, the cornerstone of the choral program, is a select mixed chorus of Carleton students. Each term, the ensemble presents a concert of short and extended works from the large bodies of classical, ethnic and cultural repertoires, including works for mixed, women and men's voices. Concerts are sometimes repeated off campus. Students must have good vocal skills, basic sight reading ability, and a high degree of interest in performing quality choral music. Admission is by audition. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—L. Burnett*
- 186. Carleton Singers** The Carleton Singers is a small, highly select vocal group dedicated to performing a cappella choral music of all periods and styles. The Singers collaborate and perform with the Carleton Choir. Membership is offered to students who demonstrate exceptional vocal and musical skills. The need to balance all parts (Soprano, Alto, Tenor and Bass) dictates the size of the ensemble. With few exceptions, membership is for the full year. Admission by audition. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—L. Burnett*

**187. Carleton Orchestra** The Carleton Orchestra performs large symphonic masterpieces, such as Beethoven, Stravinsky and Bernstein. Concerti with students and faculty soloists, and smaller works for string and wind ensembles are also performed. Occasional sight-reading sessions. Admission by audition. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—H. Valdivia*

**189. Carleton Symphony Band** The Carleton Symphony Band performs music selected from the standard repertory, including compositions by Holst, Grainger, Nelybel, and Sousa. Regular sight-reading sessions. Admission by audition. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—R. Rodman*

**190. Carleton Jazz Ensemble** The study and performance of the styles of important figures in jazz band repertory such as Basie, Kenton, Ellington, Herman, Rich, and Evans as well as current trends in contemporary jazz band compositions. Repertory will be selected from published works and student original compositions and arrangements. Admission by audition. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—D. Singley*

**191. African Karimba Ensemble** This ensemble focuses on the 15-key Shona (Zimbabwe) karimba (sometimes called a "thumb piano"). Students learn the fundamentals of solo and group playing on the karimba and study selections from the instrument's traditional repertoire. No musical training or experience is necessary. *1 credits, S/CR/NC, AL, Not offered in 2009-2010*

**192. African Drum Ensemble** The ensemble will use indigenous instruments and an African approach to musical training in order to learn and perform rhythms and songs from West Africa. Prerequisite: Music 199 and/or permission of the instructor. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—J. Johnson*

**193. African Mbira Ensemble** An ensemble of 22-key Shona (Zimbabwe) mbira dza vadzimu. Playing techniques, improvisational practices, and traditional repertoire will be taught. Prerequisite: Music 191. *1 credits, S/CR/NC, AL, Not offered in 2009-2010*

**194. Chamber Music** Small groups, formed by at least three students, will participate in the study and performance of keyboard and instrumental chamber music, non-western, or small jazz ensemble repertory, coached weekly by music faculty. Students must be registered and may not audit or participate in more than one group. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—N. Melville*

**195. Pro Musica Singers** The Pro Musica Singers is a small vocal ensemble that performs Medieval and Renaissance as well as contemporary classical compositions. The ensemble performs on and off campus throughout the academic year, culminating in a full spring-term concert. Students must have strong vocal skills and sight reading ability, and a high degree of interest in early and contemporary classical music. Placement is by audition. Concurrent enrollment in the Carleton Choir is highly recommended, though not required. *1 credits, S/CR/NC, AL, Not offered in 2009-2010*

**195. Jubilee Singers** The Carleton Jubilee Singers expands on the famed Fisk Jubilee Singers model, and performs traditional African and Black American spirituals and gospel music a cappella. The ensemble performs on and off campus through out the academic year, culminating in a full spring term concert. Students must have strong vocal skills, a good ear, basic sight reading ability, and a high degree of interest in Black sacred music traditions. Placement is by audition. Concurrent enrollment in the Carleton Choir is highly recommended, though not required. *1 credits, S/CR/NC, AL, Not offered in 2009-2010*

**195. Vocal Jazz Ensemble** The Carleton Vocal Jazz Ensemble is styled after popular vocal jazz groups such as Manhattan Transfer and New York Voices, and will perform works from the jazz and pop idioms. A jazz rhythm section accompanies the mixed vocal ensemble. Vocalists should possess outstanding vocal skills, good sight reading ability, and a high degree of interest in jazz and pop music. Placement is by audition. Concurrent enrollment in the Carleton Choir is highly recommended, though not required. *1 credits, S/CR/NC, AL, Not offered in 2009-2010*

**197. Class Guitar** An introduction to classical and folk guitar: styles, chords and music notation for persons with little or no previous music instruction. Special fee: \$65. Not to be taken concurrently with Music 152 or 252 (Guitar). *1 credits, S/CR/NC, ND, Fall, Winter, Spring—J. Ellinger*

**199. African Drum Class** Class instruction in basic techniques of African drumming. No musical training or experience is necessary. Special fee: \$65. *1 credits, S/CR/NC, ND, Fall, Winter, Spring—J. Johnson*

**200. Music Theory I** An introduction to the theory and analysis of music, beginning with the basic elements of musical pitch, rhythm, and harmony in a variety of musical styles, from classical to popular. The course covers the syntax of diatonic chord progressions, identifying cadences, basic melodic construction, and the description and analysis of short pieces in a single key. Also involves work in sight singing and aural skills. Students have assignments using the computers in the Music Resource Center and become conversant with musical notation programs and MIDI workstations. Three class meetings per week plus two aural skills labs. Prerequisite: Ability to read music in at least one clef. *6 credits, AL, Fall—R. Rodman*

**201. Music Theory II** Advanced diatonic and introductory chromatic harmony, with an emphasis on chord function, tonicizations and basic modulatory techniques. Also two voice schemas in the Galant musical style, with related compositional exercises. Students continue assignments on the computers in the Music Resource Center. Continued work in sight singing, aural skills, and contextual analysis of musical works in a variety of styles. Three class meetings per week plus two aural skills labs. Prerequisite: Music 200. *6 credits, AL, Winter—J. London*

**202. Theory III** The theory and analysis of larger musical forms. Large forms (Rondo, Theme and Variations, and Sonata Form) will be surveyed and analyzed, with an increased emphasis on writing about musical structure. Important sources in formal theory (including Reicha, Czerny, A.B. Marx, and Schoenberg) are read and discussed; the course involves a major research paper in musical analysis. Continued work in sight singing and aural skills. Three class meetings per week plus aural skills lab. Prerequisite: Music 201. *6 credits, AL, Spring—J. London*

**203. Music of the Twentieth Century I** This five-week course, open to non-majors and required for Music majors, is an overall survey of the music of the twentieth century. Prerequisite: Ability to read music. *3 credits, AL, Fall—A. Freeman*

**210. Medieval and Renaissance Music** A study of the most characteristic forms of music from 800 to 1600 in the western tradition. Prerequisite: the ability to read music. *6 credits, AL, Winter—S. Kelly*

**211. Baroque and Classical Music** An examination of western art music of the seventeenth and eighteenth centuries, including Monteverdi, Bach, Handel, Haydn, Mozart and Beethoven. Prerequisite: Music 200 or consent of the instructor. *6 credits, AL, Winter—L. Archbold*

**220. Composition** Two class meetings and individual instruction. Classes are devoted to the study of compositional techniques, analysis of relevant works, and computer/midi/synthesizer technologies. Individual instruction is focused on the student's original compositions. Prerequisites: Music 201 or Music 117 with consent of the instructor. *6 credits, AL, Winter—A. Freeman*

**225. Orchestration** Study of the instrumentation, ranges and capabilities of individual instruments, and the possibilities of instrumental combinations. Students will write and arrange short instrumental works for readings in the class. Demonstration of each instrument. Beginning score analysis. Prerequisite: Music 201 and prior ensemble experience, or consent of the instructor. *6 credits, AL, Not offered in 2009-2010*

**227. Introduction to the Perception and Cognition of Music** Covers basic issues in auditory perception and cognition with an emphasis on pitch perception, including sensory discrimination, categorical perception, roughness and dissonance, and auditory streaming. The basic aspects of experimental design and elementary statistical analysis will also be covered. Student teams will prepare summaries of class readings (and lead class discussions); analyze and discuss data collected from in-class experimental demonstrations, and reproduce classic experiments in music perception. For a final project each student will write a modest term paper on a topic of their choosing (after consulting with the instructor). Prerequisite: A previous course in music or psychology, or permission of the instructor. *6 credits, SS, Spring—J. London*

**243. Music of the Caribbean** This course will introduce the musical traditions and socio-cultural contexts of a number of Caribbean nations, usually including Cuba, the Dominican Republic, Haiti, Jamaica, Puerto Rico, Trinidad, and the French Antilles. Both popular and African-derived sacred genres will be examined. While each island has unique and varied traditions, a number of themes relevant to Caribbean ethnomusicology will underlie each unit and tie them together. These include issues of acculturation, race, class, politics, nationalism, and globalization, and how these issues shape and are shaped by musical practices. Prerequisite: Familiarity with basic music terminology or permission of the instructor. *6 credits, AL, Not offered in 2009-2010*

**245. Music of Africa** An introduction to the music of sub-Saharan Africa, including music of the Manding, Yoruba, Ashanti, Mbuti, and Shona. Traditional and popular styles will be explored. The relationships of music and society are examined with particular attention to ethnic identity, political life, religion, and gender roles. *6 credits, AL, Not offered in 2009-2010*

**246. Traditional Folk Music of the U.S. and British Isles** Introduces students to the folk traditions of England, Ireland, Scotland, and to Anglo-American traditions in the United States. Emphasis is on understanding the musical and social values and structures underpinning the traditions. Genres include English, Scottish, and American ballad types and Irish vocal and instrumental music. Topics include musical change, class, gender, and the role revivals. Prerequisite: Familiarity with basic musical terminology. *6 credits, AL, Not offered in 2009-2010*

**247. The U.S. Folk Music Revival** This course examines the folk revival movement in the United States from circa 1930 to the present, with emphasis on the period from 1958-1970. Topics include: the historical basis of musical style in the revival, the role of recorded music, the social construction of a "folk music" milieu, and detailed consideration of the music of several major figures of the period, including Pete Seeger, Woody Guthrie, Phil Ochs, Bob Dylan, Joan Baez, and others. Prerequisite: Students should be conversant with basic music terminology. *6 credits, AL, Not offered in 2009-2010*

**248. Music of India** This course will concentrate on the classical Hindustani and Karnatak music traditions of North and South India, respectively. Fundamental theoretical elements will be introduced and used to analyze a variety of vocal and instrumental genres; developing evaluative listening skills will be emphasized. We will also consider the socio-cultural contexts of various historical periods, and how these have affected music and dance practice. In addition to the concert traditions of vocal and instrumental music, topics covered also will include devotional, folk, and popular genres, as well as classical dance. Prerequisite: Familiarity with basic music terminology or permission of the instructor. *6 credits, AL, Not offered in 2009–2010*

**250. Piano** Applied study on the instrument, with attention to both musical and technical development. Students will study appropriate works from the Baroque, Classical, Romantic, and Modern periods, with special reference to a composer's individual notation, technical challenges and stylistic interpretation. Music 250 is intended for the advanced piano student: permission of instructor is required. *4 credits, AL, Fall, Winter, Spring—K. Huber, M. McCright, N. Melville, M. Widman*

**251. Voice** A study of voice production, breathing, tone development, diction, and pronunciation. Selection (according to the individual voice) of Italian, German, French, and English songs of the Classic, Romantic, and Modern periods. Arias and songs from operas, oratorios, musical theater and popular songs from Western and non-Western traditions. In addition, one studio class per week. Prerequisite: Music 151 or permission of the instructor. *4 credits, AL, Fall, Winter, Spring—B. Allen, L. Burnett, P. Kent, M. Martz, R. Penning*

**252. Guitar** Studies for the development of technique appropriate to the needs of the student. Music is chosen from all musical periods including folk picking, blues, ragtime, popular and classical styles. Students with no prior experience or lessons should take one term of class guitar (Music 197). *4 credits, AL, Fall, Winter, Spring—J. Ellinger*

**255. Violin** *4 credits, AL, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

**256. Viola** *4 credits, AL, Fall, Winter, Spring—E. Ericksen, M. Horozaniecki, H. Valdivia*

**257. Cello** *4 credits, AL, Fall, Winter, Spring—Staff*

**258. Double Bass** *4 credits, AL, Fall, Winter, Spring—C. Martin*

**259. Flute** *4 credits, AL, Fall, Winter, Spring—M. Jamsa*

**260-01. Oboe** *4 credits, AL, Fall, Winter, Spring—M. Klemp*

**260-02. English Horn** *4 credits, AL, Fall, Winter, Spring—M. Klemp*

**261. Clarinet** *4 credits, AL, Fall, Winter, Spring—N. Olsen*

**262. Saxophone** *4 credits, AL, Fall, Winter, Spring—D. Saunders*

**263. Bassoon** *4 credits, AL, Fall, Winter, Spring—J. Bryce*

**264. French Horn** *4 credits, AL, Fall, Winter, Spring—G. Anderson*

**265. Trumpet** *4 credits, AL, Fall, Winter, Spring—L. Deichert*

**266-01. Trombone** *4 credits, AL, Fall, Winter, Spring—R. Rodman*



- 266-02. Euphonium** *4 credits, AL, Fall, Winter, Spring—R. Rodman*
- 267. Tuba** *4 credits, AL, Fall, Winter, Spring—R. Rodman*
- 268. Orchestral Percussion** *4 credits, AL, Fall, Winter, Spring—J. Johnson*
- 269. Harp** *4 credits, AL, Fall, Winter, Spring—E. Niemisto*
- 270. Harpsichord** *4 credits, AL, Fall, Winter, Spring—J. Hall*
- 271. Organ** Basic piano skills required. *4 credits, AL, Fall, Winter, Spring—L. Archbold, J. Hall*
- 274. Recorder** *4 credits, AL, Fall, Winter, Spring—M. Krusemeyer*
- 275. Jazz Piano** Study the tools for learning the jazz "language." Learn to improvise through scale and mode study, transcription, and composition. Turn chord symbols into chord voicings and accompaniment. Explore the blues, jazz "standards," and today's music. Three years piano required. Materials: staff paper and portable tape player. *4 credits, AL, Fall, Winter, Spring—L. Caviani*
- 276. Jazz Double Bass** Instruction in Jazz Bass technique and theory. *4 credits, AL, Fall, Winter, Spring—K. Clements*
- 277. Jazz and Blues Guitar** Study of chord voicings, accompanimental techniques, and solo guitar performance in the jazz idiom. Prerequisites: previous study of guitar and the ability to read music, or the permission of the instructor. Students must provide their own instruments. *4 credits, AL, Fall, Winter, Spring—D. Singley*
- 278. Drum Set Instruction** Drum Set Instruction on/in jazz and popular drumming styles which use the standard drum set. Equipment available for registered students. *4 credits, AL, Fall, Winter, Spring—J. Johnson*
- 279. Jazz Improvisation** The study of the basic grammar and syntax of jazz improvisation styles, including transcribing solos, chord/scale materials and melodic patterns. *4 credits, AL, Fall, Winter, Spring—L. Caviani, L. Deichert, D. Saunders, D. Singley*
- 280. Raga: Vocal or Instrumental Study of Hindustani Music** Beginning, intermediate, and advanced students of voice, guitar, violin, flute, clarinet, etc., approach raga from their current level of musicianship. In all cases, traditional practical instruction is complemented by some theoretical and philosophical exploration of the underpinnings of the music. *4 credits, AL, Fall, Winter, Spring—D. Whetstone*
- 281. Sitar** Beginning through advanced study of sitar in the gayaki ang style of Ustad Vilayat Khan. Previous musical experience is not necessary. Sitar is provided. *4 credits, AL, Fall, Winter, Spring—D. Whetstone*
- 282. Chinese Musical Instruments** Beginning through advanced study on traditional Chinese instruments, pipa (Chinese lute), erhu (Chinese violin), guzheng (Chinese zither), zhongruan (Chinese moon guitar), hulusi, bawu and dizi (Chinese bamboo flutes). *4 credits, AL, Fall, Winter, Spring—G. Hong*
- 283. Ethnic Drumming Instruction** Ethnic drumming instruction in various ethnic drumming styles including West African (Ghanian instruments), Cuban (congas), North Indian (tabla) and Middle Eastern (dumbek). Equipment available for registered students. *4 credits, AL, Fall, Winter, Spring—J. Johnson*

**284. American Folk Instruments** Beginning to advanced study of technique and improvisational styles on American folk instruments. Students may study 5-string banjo (bluegrass or clawhammer style), bluegrass guitar, resonator guitar, fiddle (violin, viola, cello), bass, mandolin, mandola or mandocello. Students must provide their own instruments. *4 credits, AL, Fall, Winter, Spring—M. Kreitzer*

**285. Composition** Individual instruction focusing on the student's original compositions. Course work includes the study of compositional techniques, analysis of relevant works, and computer/MIDI/synthesizer technologies. The course is particularly directed toward the major who wishes to pursue the composition option in the Senior Integrative Exercise. Prerequisite: Music 220 or permission of the instructor. *2 credits, AL, Fall, Winter, Spring—A. Freeman*

**286. Composition** Individual instruction focusing on the student's original compositions. Course work includes the study of compositional techniques, analysis of relevant works, and computer/MIDI/synthesizer technologies. The course is particularly directed toward the major who wishes to pursue the composition option in the Senior Integrative Exercise. Prerequisite: Music 220 or permission of the instructor. *4 credits, AL, Fall, Winter, Spring—A. Freeman*

**299. Recital** A public music recital of a minimum of thirty minutes of solo performance (some chamber music may be included). Students enrolling in 299 do so in lieu of registering for applied lessons; 299 includes nine one-hour lessons. Prerequisite: completed recital form and permission of the Music Department the term prior to the recital. Fees and financial aid for 299 are the same as for four-credit applied lessons. *4 credits, AL, Fall, Winter, Spring—Staff*

**303. Music of the Twentieth Century II** This five-week course, required for Music majors, is primarily an analysis class designed to equip the major with analytical techniques in non-tonal music from Schoenberg to the avant-garde. Prerequisites: Music 202 and 203. *3 credits, AL, Fall—A. Freeman*

**307. Seminar in Music Analysis** An introduction to advanced analytical techniques for larger formal structure in musical repertoire from the classic, romantic and early twentieth century. Prerequisite: Music 201. *4 credits, AL, Not offered in 2009-2010*

**312. Romantic Music** An examination of western art music of the nineteenth and twentieth century, including Schubert, Berlioz, Brahms, and Wagner. Prerequisite: Music 201 and 211 or consent of the instructor. *6 credits, AL, Spring—L. Archbold*

**330. Jazz History Seminar** A research seminar in jazz history, this course will introduce students to the basic bibliographic tools, historical artifacts, and critical tradition of the field. Students will present short oral and written reports on selected examples of this material in preparation for a major research paper on a topic chosen in consultation with the instructor. Prerequisites: Music 110, 130 or permission of the instructor. *6 credits, AL, Not offered in 2009-2010*

**385. Juried Lessons for the Major** Applied lessons on the student's major instrument or voice, with attention to both musical and technical development. Each major will pursue a course of study tailored to the student's specific needs. The student's performance abilities are evaluated twice, by means of a jury, before and after instruction. Prerequisite: Music major standing or permission of the department. *2 credits, AL, Fall, Winter, Spring—Staff*

**386. Juried Lessons for the Major** Applied lessons on the student's major instrument or voice, with attention to both musical and technical development. Each major will pursue a course of study tailored to the student's specific needs. The student's performance abilities are evaluated twice, by means of a jury, before and after instruction. Prerequisite: Music major standing or permission of the department. *4 credits, Fall, Winter, Spring—Staff*

**398. Music Major Colloquium** The music major colloquium is required for all music majors. The general purpose of the course is to introduce students to some of the issues and techniques of research in music history and theory. Prerequisite: Music major standing. *2 credits, S/CR/NC, ND, Fall, Spring—L. Archbold*

**400. Integrative Exercise** Required of senior majors. The integrative exercise may be fulfilled by completion of a significant composition, lecture-recital, or research-paper project. Students who wish to fulfill Music 400 with such projects must meet department-specified qualifying criteria. Music Major Colloquium (Music 398) is a preparatory course required before students may enroll for Music 400. *1-4 credits, S/NC, Fall, Winter, Spring—L. Archbold*

## NEUROSCIENCE CONCENTRATION (NEUR)

**Director:** Professor Julie J. Neiworth

**Professor:** Fernan Jaramillo

**Associate Professors:** Matt Rand, Lawrence Wichlinski

**Assistant Professor:** Jennifer Ross Wolff

### REQUIREMENTS FOR THE CONCENTRATION

Core Courses:

BIOL 125 Genes, Evolution, and Development  
 BIOL 386 Neurobiology  
 BIOL 387 Neurobiology Laboratory  
 PSYC 216 Behavioral Neuroscience  
 PSYC 217 Laboratory Research Methods in Behavioral Neuroscience

Electives:

BIOL 240 Genetics  
 BIOL 365 Topics in Neuroscience (Not offered in 2009–2010)  
 BIOL 368 Developmental Neurobiology  
 BIOL 369 Developmental Neurobiology Laboratory (Not offered in 2009–2010)  
 BIOL 373 Behavioral Endocrinology (Not offered in 2009–2010)  
 LING 265 Language and Brain  
 MUSC 227 Introduction to the Perception and Cognition of Music

PHIL 220 Philosophy of Mind (Not offered in 2009–2010)  
 PHIL 253 Philosophy of Cognitive Science (Not offered in 2009–2010)  
 PHYS 261 Medical Physics (Not offered in 2009–2010)  
 PSYC 212 Comparative Cognition (Not offered in 2009–2010)  
 PSYC 260 Health Psychology  
 PSYC 263 Sleep and Dreaming  
 PSYC 318 Psychopharmacology  
 PSYC 366 Cognitive Neuroscience (Not offered in 2009–2010)  
 PSYC 367 Clinical Psychobiology (Not offered in 2009–2010)  
 PSYC 371 Evolutionary and Developmental Trends in Cognition  
 PSYC 376 Neural Plasticity (Not offered in 2009–2010)

Capstone:

NEUR 395 Neuroscience Capstone Seminar

## PHILOSOPHY (PHIL)

**Chair:** Professor Roy Elveton

**Professor:** Roy Elveton

**Visiting Professor:** Charles Chihara

**Associate Professor:** Anna Moltchanova

**Assistant Professors:** Angela Curran, Jason Decker, Daniel Groll

## PREREQUISITES FOR COURSES IN PHILOSOPHY

**For courses numbered 100-210:** none.

**For courses numbered 211 through 299:** six credits in philosophy (not including credits earned in first-year seminars) or permission of the instructor.

**For courses numbered 300 through 400:** twelve credits in philosophy (not including credits earned in first-year seminars) or permission of the instructor.

## REQUIREMENTS FOR A MAJOR

Sixty-nine credits in philosophy, including Philosophy 110 (6 credits); 210, 211, 212, and 213 (24 credits); 270, 272, or 274 (6 credits); two 395's advanced seminars (12 credits), 399, and 400 (9 credits); and two other courses numbered 220 or above (12 credits).

## PHILOSOPHY COURSES

**100. Utopias** What would a perfect society look like? What ideals would it implement? What social evils would it eliminate? This course explores some famous philosophical and literary utopias, such as Plato's *Republic*, Thomas More's *Utopia*, Francis Bacon's *New Atlantis*, Margaret Cavendish's *The Description of a New World, Called the Blazing World*, Ursula Le Guin's *The Dispossessed*, and others. We will also consider some nightmarish counterparts of utopias, dystopias. One of the projects in this course is a public performance, such as a speech or a short play. *6 credits, S/CR/NC, HU, Fall—A. Moltchanova*

**100. Nihilism and the Novel** The seminar will focus upon the dilemmas confronting the modern age as documented in three important modernist novels: Thomas Mann's *The Magic Mountain*; Franz Kafka's *The Trial*; and Virginia Woolf's *To The Lighthouse*. Discussions of these novels will incorporate selected readings from Kant, Schopenhauer, Nietzsche and Bergson. The seminar will explore questions regarding the nature of human existence, culture and freedom raised in these classics of modernist literature. *6 credits, S/CR/NC, HU, Winter—R. Elveton*

**110. Evolution and Mind** An introduction to questions in the philosophy of mind and language by considering the importance of evolution and evolutionary theory for issues relating to the nature of cognition and language. Central questions to be discussed include: the nature of Darwinian evolution; the nature, structure and function of human language; the nature and role of consciousness; the possibility of innate structures of cognition and language; the universality and diversity of human culture and categorization of experience. *6 credits, HU, Fall—R. Elveton*

**110. Arguing About Politics** This course introduces students to several classic texts in the history of political thought and provides them with an opportunity to interpret these texts critically by concentrating on argument analysis. Students will also learn to construct and effectively communicate their own arguments about foundational issues in politics. We will discuss justifications of democracy, the challenge of diverse citizenship, the role of deliberation in politics and related questions. We will read works by Plato, Aristotle, Hobbes, Rousseau, Locke, de Tocqueville, Mill as well as some contemporary political theorists. *6 credits, HU, Spring—A. Moltchanova*

**110. Personal Identity** This course is an introduction to philosophy through the topic of personal identity. What is a person? What is it that makes possible our continued existence through time? Is it a soul? Our bodies? Or is it a stream of memories connecting us to past events? We also examine the place of race in determining personal identity. Readings will be drawn from historical as well as contemporary sources. *6 credits, HU, Winter, Spring—A. Curran*

**110. Mind, Matter, Consciousness** According to a common view of the mind, mental states are nothing more than states of the brain. There are certain features of human intellection, subjective experience, and action which have prompted some philosophers to argue that human mental activity is not reducible to brain activity. Some have gone on to argue that the human mind is immaterial and capable of surviving the death of the body. We will examine variants of these views as well as objections to them, reading selections from such historical figures as Plato, Aristotle, and Descartes, and such contemporary philosophers as Churchland, Nagel, and Searle. *6 credits, HU, Fall—A. Moltchanova*

**110. Life and Death** What is the meaning of life? Is a meaningful life necessarily a moral life? What happens to me when I die? And just who (or what) am I in the first place? This course will look at these

life and death issues alongside more particular life and death issues (such as abortion and euthanasia) in an attempt to shed some light on the meaning, and nature, of life. Course materials will be drawn from classical and contemporary sources and will include at least one movie screening (Woody Allen's *Crimes and Misdemeanors*). 6 credits, HU, Fall, Winter—D. Groll

**210. Logic** The study of formal logic has obvious and direct applicability to a wide variety of disciplines (including mathematics, computer science, linguistics, philosophy, cognitive science, and many others). Indeed, the study of formal logic helps us to develop the tools and know-how to think more clearly about arguments and logical relationships in general; and arguments and logical relationships form the backbone of any rational inquiry. In this course we will focus on propositional logic and predicate logic, and look at the relationship that these have to ordinary language and thought. 6 credits, ND, Winter—J. Decker

**211. Metaphysics** The aim of metaphysics has traditionally been to identify the nature and structure of reality. The topics of this course are the topology of time, identity of things and individuals, causality, free will, and the referents of general terms. We will read a variety of classic and contemporary texts, which are organized topically. Prerequisite: any section of Philosophy 110. 6 credits, HU, Winter—A. Moltchanova

**212. Epistemology** Do you know that you're not just a brain, floating in a vat, receiving stimulations through electrodes? Or perhaps an immaterial soul being conned by a malicious demon? In this course, we will use these skeptical worries as a launching point for thinking about epistemological issues: What exactly is knowledge? Do we ever have it? If so, when, and how? We will approach these questions through an examination of theories of epistemic justification, including foundationalism, coherentism, internalism, externalism, and virtue epistemology. We will then consider some critiques of traditional epistemology, including feminist epistemology and naturalized epistemology. 6 credits, HU, Fall—J. Decker

**213. Ethics** A topical and issue-centered introduction to ethics, considering both historical and contemporary developments. Topics may include utilitarianism, pragmatism, virtue theory, Kantianism, contractualism, subjectivism, intuitionism, emotivism, relativism, moral skepticism, moral justification, the objectivity of values, normative ethics, metaethics, and feminist approaches to moral theory. Prerequisite: any section of Philosophy 110. 6 credits, HU, Spring—D. Groll

**220. Philosophy of Mind** What is the relationship between the mind and the brain? Are they identical? Or is there mental "stuff" in addition to physical stuff? Or perhaps some physical stuff has irreducibly mental properties? These, and related questions, are explored by philosophers under the heading of "the mind-body problem." In this course, we will start with these questions, looking at classical and contemporary defenses of both materialism and dualism. This investigation will lead us to other important questions such as: What is the nature of mental representation, what is consciousness, and could a robot have conscious states and mental representations? 6 credits, HU, Not offered in 2009–2010

**220. Philosophy of Language** In this course we will look at how philosophers have tried to understand language and its connection with human thought and communication. The course will be split into two parts: Semantics and Pragmatics. In the first part, we'll look at general features of linguistic expressions like meaning and reference. In the second part, we'll look at the various ways in which speakers use language. Topics to be considered in the second part include speech acts, implicature, and presupposition. 6 credits, HU, Fall—J. Decker

**220. Philosophy of Law** This course provides students with an opportunity to engage actively in a discussion of theoretical questions about law. We will consider the nature of law as it is presented by natural law theory, legal positivism and legal realism. Then we will deal with responsibility and punishment, and challenges to the idea of the primacy of individual rights from legal paternalism and moralism. We will next inquire into the relations between individuals and legal systems, explanations of why individuals should obey the law, and conditions under which civil disobedience is justified. Finally, we will discuss issues raised by feminist legal theory and some theories of minority rights. *6 credits, HU, Winter—A. Moltchanova*

**220. Heidegger and Contemporary Philosophy** An examination of Heidegger's *Being and Time* and an exploration of Heidegger's influence upon significant developments in contemporary philosophy of language, philosophy of mind and cognitive science. *6 credits, HU, Spring—R. Elveton*

**232. Social and Political Philosophy: Justice and Politics** What distinguishes just states from unjust states? Are some states so unjust that we are not obliged to comply with their laws? We will examine answers to these and related questions proposed by liberal, socialist, libertarian, communitarian, feminist and post-modern theories of political and social justice. The following are some of the authors we will read: Plato, Aristotle, Kant, Marx, Berlin, Lyotard, Nozick, Rawls, Habermas, Sandel, Seyla Benhabib, Jean Hampton, Charles Taylor, and Amy Gutmann. *6 credits, HU, Not offered in 2009-2010*

**234. Aesthetics** Various issues in aesthetics: the definition of art, the nature of the aesthetic, the description, interpretation, and evaluation of aesthetic objects. Readings will be drawn primarily from the works of philosophers and from case materials. *6 credits, HU, Winter—A. Curran*

**242. Environmental Ethics** What moral stance should we take toward the non-human part of our natural environment? How should we treat animals, for instance? Is there any justification for treating human beings with special consideration, or is this an objectionable form of speciesism? How should we treat other non-animal beings? What stance should we take toward the ecological system as a whole? In this class we will consider various ethical approaches in an attempt to raise the level of sophistication with which we can go about framing and supporting answers to these (and other similar) questions. *6 credits, HU, Not offered in 2009-2010*

**253. Philosophy of Cognitive Science** A study of the central theories, methodological and philosophical issues and major competing paradigms regarding the nature of human cognition. Topics to be treated include: the nature of mental representations, intentionality, consciousness, the structure of language, nativism and externalism in the cognitive sciences, embodied cognition and the constitutive roles of culture and evolution in shaping cognitive processes. *6 credits, HU, Not offered in 2009-2010*

**270. Ancient Greek Philosophy: Knowledge and Skepticism** Is it possible to know anything for certain? A skeptic denies that we are ever justified in claiming to know something. This class examines the debates in ancient Greek philosophy regarding the nature and justification of knowledge. Is knowledge relative to the perceiver? Is it possible that knowledge can be found in a transcendental realm of abstract Forms? Or should knowledge be acquired by induction based on sense perception? Should we withhold our assent from everything that is less than certain? Readings from Heraclitus, Plato, Aristotle, Pyrrho and Sextus Empiricus. No prerequisites. *6 credits, HU, Fall—A. Curran*

**272. Modern Philosophy** An examination of the development of Western philosophy in the seventeenth and eighteenth centuries through the writings of Descartes, Locke, Spinoza, Leibniz, Berkeley, Hume, and Kant. We focus on the impact of modern scientific thought on the philosophical tradition's understanding of the place of the human being in the world. Topics include: Is it possible to have knowledge of the world? What is the nature of reality? What is the human mind? Are we free? *6 credits, HU, Spring—D. Groll*

**274. Existentialism** We will consider the emergence and development of major themes of existentialism in the works of Kierkegaard and Nietzsche, as well as "classical" existentialists such as Heidegger, Sartre and De Beauvoir. We will discuss key issues put forward by the existentialist movement, such as "the question of being" and human historicity, freedom and responsibility and look at how different authors analyzed the nature and ambitions of the Self and diverse aspects of subjectivity. *6 credits, HU, Not offered in 2009-2010*

**395. Moral/Immoral, Natural/Unnatural** This course will examine the role that appeals to nature play in debates about morality and ask what role it should play in these debates. We will begin by looking at select normative issues before turning to questions about the relation between evolution and ethics. In the last part of the class, we will look at contemporary moral theories that attempt to ground human ends in various conceptions of human nature. *6 credits, HU, Winter—D. Groll*

**395. Modal and Deontic Logic** This seminar will explore modal logic (the logic of possibility and necessity), and deontic logic (the logic of permissibility and obligation). We will begin by looking briefly at the history of modal logic, including such episodes as Quine's proclaiming that modal logic was 'conceived in sin' and a teenaged Saul Kripke supplying the missing semantics. We will then turn to the formal symbolic systems themselves, while also considering nearby metaphysical issues concerning possibilities, essences, obligations, and values. Finally, we will look at some applications (e.g., the application of deontic logic to ethical theories and Gödel's modal argument for God's existence). *6 credits, HU, Spring—J. Decker*

**395. The Emotions and Moral Psychology** This seminar examines the nature of the emotions and the relation of the emotions to our moral psychology, or the aspects of our mind that are relevant to moral decision-making. The topics to be discussed include: what are emotions and how do they differ from beliefs and desires? Are our emotions at odds with reason and morality? Are there some emotions that it is better not to have? We study readings from the history of philosophy as well as consider the recent resurgence of interest in this topic by contemporary philosophers. *6 credits, HU, Spring—A. Curran*

**399. Senior Thesis** The planning, preparation, and completion of a philosophical paper under the direction of a member of the department and as part of a seminar group. *6 credits, ND, Winter—J. Decker*

**400. Integrative Exercise** A colloquium in which seniors defend their senior theses and discuss the senior theses of others. *3 credits, S/NC, ND, Fall, Spring—Staff*



## PHYSICAL EDUCATION, ATHLETICS, AND RECREATION (PE)

**Chair:** Professor Gerald Young

**Athletic Director:** Professor Leon Lunder

**Professors:** Andrew M. Clark, Guy A. Kalland, Leon Lunder, Donna M. Ricks, Gerald L. Young

**Associate Professors:** Heidi L. Jaynes, Tammy Metcalf-Filzen, Amy Tenute

**Assistant Professors:** Luciano Battaglini, Robert Carlson, Keren Gudeman, Kurt Ramler, David H. Ricks, Aaron Rushing

### DESCRIPTION OF PROGRAM

The Physical Education Program includes a variety of activity courses from which the student may select. Emphasis is on an "activity for all" approach in hopes that each person will discover that physical activity can contribute to his/her well being now and in the future. Lifetime sports such as swimming, racquetball, tennis, aerobics, badminton, golf, skiing (downhill and cross country), and skating are particularly popular. To accommodate those who would prefer a team sport experience, classes in volleyball, basketball, frisbee, and hockey are offered. Weight training, aerobics, jogging, and cycling classes help those who wish to work on various components of their fitness. Classes are coed and instruction is given at beginning, intermediate, and advanced levels.

Courses are provided for those seeking American Red Cross certification in First Aid including CPR, Life Guard Training, and Water Safety Instructor.

Students interested in dance can elect to specialize in modern dance or ballet. Folk, social, and jazz classes are also popular (see the Department of Theater and Dance elsewhere in the Catalog for dance courses which may be taken for academic credit).

### Requirements

Four terms of physical education are required for graduation. It is strongly recommended that students complete this requirement by the end of their sophomore year. Classes usually meet twice a week. Students choose their activity class from a large selection of courses each term and may receive a maximum of one Physical Education activity credit per term. Physical Education credit may be earned for participation on a club team that meets the requirements stipulated by the department. Each club may be granted credit in only **one term** each academic year. During his/her time at Carleton, any student may receive only **two** of the required four PE credits by participating in a club sport. The maximum two club credits may be received in the same or different club sports.

### Facilities

Classes and groups meet in the most ideal setting possible, making use of Cowling Recreation Center, Carleton Recreation Center, West Gymnasium, Laird Stadium, Arb and Bell Field Tennis Courts,

various outdoor playing fields around the campus and several off-campus sites. Physical Education classes, varsity teams, clubs, and intramurals are all tightly scheduled since the demands for use are very heavy.

### **Intercollegiate Athletics**

Carleton sponsors intercollegiate varsity teams for both men and women in the following sports: Basketball, Cross Country, Track and Field (indoor and outdoor), Soccer, Swimming/Diving, Golf and Tennis.

*Men only:* Baseball, Football

*Women only:* Softball, Volleyball, Synchronized Swimming

Physical Education credit can be earned for participation on an intercollegiate team. Candidates for athletic teams should have a current physical examination prior to the start of practice in their sport.

**The College does not accept financial responsibility for medical, surgical, or other expenses arising out of athletic injuries which exceeds the care provided through the College Health Services and/or our authorized Athletic Trainer.**

Carleton is a member of the Minnesota Intercollegiate Athletic Conference which participates in Division III of the NCAA.

### **Intramural Sports**

The primary goal of the Carleton Intramural Sports Program is to give Carleton students, faculty and staff the opportunity to enjoy a good recreational athletics program. Such a program can provide a balance of activities, further the social and athletic components of a Carleton student's education and enhance the professional lives of faculty and staff. The program is designed to encourage dorm-floor participation; athletic activities provides the opportunity to interact in a fun, relaxing, healthy and cooperative environment. Similarly, faculty and staff participation is encouraged. The intramural program is a great opportunity for all members of the college community to interact in an extra-curricular environment.

Fall: Quidditch, Ultimate Frisbee, Tennis, Sand Volleyball, Dodgeball, 6x6 Flag Football, Racquetball

Winter: Broomball, Indoor Soccer, 5x5 Basketball, Floor Hockey

Spring: Soccer, Ultimate Frisbee, Sand Volleyball, Tennis, Softball

**Club Sports** Student directed organizations allow interest groups to flourish in the following activities:

Aikido, Alpine Ski, Badminton, Crew, Cycling, Equestrian, Fencing, Field Hockey, Ice Hockey, Karate, Lacrosse, Nordic Ski, Rugby, Sailing, Table Tennis, Tae Kwon Do, Tennis, Ultimate Frisbee, Men's Volleyball, Water Polo.

### **Activity Courses**

All activity classes are offered on a S/NC basis.

**101. Aerobics** Basic dance steps, calisthenic-type movements and locomotor skills (running, jumping, hopping, skipping, etc.) are combined into vigorous routines which are performed to the beat of popular music. All classes offer components of strength development, flexibility and cardio-vascular fitness. No

experience necessary. Wear comfortable clothes and shoes with good support (no running shoes). *credits, Fall, Winter, Spring—M. Caron, N. Stuckmayer*

**102. Aikido, Intermediate** Empty-hand techniques are continued and weapon techniques are introduced. More varieties of breakfalls are learned as the emphasis of the class shifts to higher-level techniques. An additional fee of \$30 is required. Prerequisite: Aikido, Beginning *credits, Winter, Spring—J. Ward*

**103. Aikido, Beginning** Developed from samurai traditions, Aikido is Japanese *budo*--a method of training and study that applies the physical principles of a martial art toward the goals of peace, harmony, and self-improvement. The movements of Aikido focus on learning to move in harmony with another, yet can be an effective self-defense. Students also learn many ways of falling safely and getting up quickly. Applied properly, the insights gained can lead to better self-respect and more harmonious relationships. An additional fee of \$30 is required. *credits, Fall, Winter, Spring—J. Ward*

**104. Aikido, Advanced** More complex empty-hand and weapon techniques are taught. Advanced breakfalls are added along with more intense physical and mental training. An additional fee of \$30 is required. Prerequisite: Beginning Aikido. *credits, Fall, Winter, Spring—J. Ward*

**105. Badminton, Beginning** Fundamental skills of the game are presented (serve, clear, drop shot, smash and drive). Various drills are used to improve skills, with ample opportunity for play. Rules and strategy for both singles and doubles are stressed. Open to all abilities. All equipment is furnished. *credits, Not offered in 2009-2010*

**106. Badminton, Intermediate** The objective of the course is to review basic skills and strategies of badminton, in addition to learn new techniques and strategies of singles and doubles play with greater emphasis on competition. Advanced singles and doubles strategies will be covered as well as involvement in tournament play. *credits, Not offered in 2009-2010*

**107. Ballet I** A beginning course in ballet technique, including basic positions, beginning patterns and exercises. Students develop an awareness of the many ways their body can move, an appreciation of dance as an artistic expression and a recognition of the dancer as an athlete. *credits, Fall, Winter, Spring—J. Bader*

**108. Ballet II** For the student with previous ballet experience this course emphasizes articulation of the technique and development of ballet vocabulary and movement theories. Opportunity to continue to work on technique and to more finely tune the awareness of movement begun in Level I. *credits, Fall, Winter, Spring—J. Bader*

**109. Ballet III** This is an advanced class for students who have some capabilities and proficiency in ballet technique. Content is sophisticated and demanding in its use of ballet vocabulary and musical phrasing. *credits, Spring—J. Bader*

**110. Fundamentals of Baseball** Fundamental skills of the game are introduced including throwing, catching and hitting. Rules and strategies will be introduced but the focus will be on developing skills. Students must provide their own baseball or softball gloves. *credits, Fall, Winter—A. Rushing*

**111. Basketball, Three on Three** Open to all who enjoy basketball and have a basic understanding of the game. Stress will be placed upon vigorous activity, though instruction will be given on basic rules, strategy and skill improvement drills. This course offers an opportunity for a great workout in a co-ed team setting. *credits, Winter—G. Kalland*

**117. Cote Fitness** Students are tested (cardiovascular efficiency, strength, flexibility and body composition) to determine base-fitness levels. Individualized programs are established based on test results and goal setting by the students. *credits, Fall, Winter, Spring—L. Lunder*

**119. Cycling, Recreational** The class is geared to beginning, recreational cyclists, not the competitive cyclist. Students must provide their own bicycles. Helmets are mandatory. Information on equipment, repair of equipment, and rules of the road are interspersed with opportunities to develop fitness by riding the various routes around Northfield. *credits, Fall—A. Clark*

**121. Fencing, Beginning** An instructional class for beginners. Students learn footwork, techniques and simple attacks and defense. Foils, masks and fencing jackets are provided. Students are encouraged to continue with intermediate fencing to further develop skills. *credits, Fall, Winter, Spring—Staff*

**124. Fitness for the Athlete** For the off-season or pre-season competitor (IM, club, or varsity). The winter term course will focus on those who want to stay in shape and hone their flexibility, balance, strength and an aerobic threshold. This is a challenging course that will teach techniques and strategies to work out on your own as well as motivate you to improve or work weaker areas. Incorporating training on the track, free weights, bosu, jump ropes and much more. The spring term class will focus on olympic lifts, plyometrics and speed training. *credits, Winter—K. Gudeman, K. Ramler*

**125. Folk Dance** Folk dance includes a variety of dances of varying intricacy from around the world. No experience necessary. *credits, Fall, Winter, Spring—Staff*

**127. Frisbee, Beginning Ultimate** For the beginning or moderately experienced player who wants to develop basic skills. See what all the fuss is about. If a golden retriever can do it, so can you! *credits, Fall—Staff*

**128. Frisbee, Advanced Ultimate** Enhance your skills and abilities in Ultimate. *credits, Spring—Staff*

**129. Golf, Beginning** Basic instruction and opportunities to improve your game are provided. All equipment is provided. Experience not necessary. *credits, Fall—G. Kalland*

**130. Advanced Golf** For students who have experience with the fundamentals of the swing and the game and have also played (several times) on regulation golf courses. Each student must have (or have access to) their own set of clubs. *credits, Fall, Spring—G. Kalland*

**131. Ice Hockey, Beginning** This course is designed to give men and women the opportunity to play ice hockey together in a fun and non-competitive setting. Absolutely no body checking or rough play is allowed. Skill development in skating, stick handling, passing and shooting is stressed as well as position play and rules necessary to ensure the safety of the participants. Helmets are recommended and furnished. Students must provide their own skates and hockey sticks. Highly accomplished or "hard-core" hockey players have no place in this class. *credits, Winter—Staff*

**131. Ice Hockey, Intermediate** *credits, Winter—Staff*

**133. Ice Skating, Beginning** The class is divided into several ability groups with an instructor assigned to each small group. Figure skating skills are presented in progressive order allowing individuals to move along at their own pace. Classes meet outdoors on the Bald Spot rink. Students must provide their own figure skates. *credits, Winter—Staff*

**134. Ice Skating, Intermediate** Designed for students with previous skating experience, this course develops skills with emphasis on edges, backward stroking, basic combinations, jumps and figures. Classes meet outdoors on the Bald Spot rink. Students must provide their own figure skates. *credits, Winter—Staff*

**135. Outdoor Activities: Canoeing** This course is designed for adventurous souls not afraid to get dirty. Each week we will either take a trip down the mighty Cannon in our canoes or pursue another outdoor adventure. Fishing and tree climbing are possibilities. Prerequisites: ability to swim, positive attitude. *credits, Not offered in 2009-2010*

**137. Indoor Soccer** Fundamental skills of indoor soccer are introduced. Skills will be developed using exercises, small-sided games and other methods. Rules and strategy will be introduced and full-sided games will be incorporated into each session. There is an emphasis on teamwork and enjoyment of the game. *credits, Winter—B. Carlson*

**139. Outdoor Soccer** Fundamental skills of outdoor soccer are introduced. Skills will be developed using exercises, small-sided games and other methods. Rules and strategy will be introduced and full-sided games will be incorporated into each session. There is an emphasis on teamwork and enjoyment of the game. *credits, Not offered in 2009-2010*

**141. Intramural Sports** This course is designed to give men and women the opportunity to play a variety of intramural sports together in a fun setting. Kickball, Dodgeball, Broomball, 3 v 3 basketball, Volleyball, Whiffle Ball, and other sports will be included. Open to all looking for an enjoyable workout and athletic social interaction. *credits, Winter, Spring—B. Carlson*

**142. Karate** An art of self-defense which originated in Okinawa. Karate involves mastering techniques, sharpening concentration and refining one's spirit. Karate develops self-confidence and self-discipline while providing a solid workout. Ideally, the Karateka carries a clarity of concentration and serenity of spirit every day in whatever she/he is doing. Beginners are welcome and appreciated. *credits, Fall, Winter, Spring—M. Fusaro*

**143. Beginning Kettlebell Fitness** Basic introductory instruction in the use of kettlebells for strength development and aerobic conditioning. This course will have a general fitness focus. *credits, Fall—T. Metcalf-Filzen*

**144. Advanced Kettlebell Fitness** This course will review basic kettlebell exercises early in the term but will move quickly into more advanced exercises with an emphasis on enhancing sport performance. *credits, Fall, Winter, Spring—T. Metcalf-Filzen*

**146. Life Guard Training** American Red Cross course that encompasses training in aquatic safety and rescue skills. On successful completion of the course, participants will receive two certifications: one for A.R.C. Lifeguard Training (includes First Aid), valid for three years, and the second for A.R.C. C.P.R. for the Professional Rescuer, valid for one year. In order to be eligible for this course, students must demonstrate competence in the basic swimming strokes (front crawl, breaststroke, and sidestroke), be able to tread water (without use of hands/arms) for two minutes and exhibit an ability to swim under water to depths of at least nine feet. The course is approximately 35 hours in length, with 80 percent of the class time spent in the pool and 20 percent in the classroom. *credits, Spring—A. Clark*

**147. Moving Anatomy** This course seeks to provide an underlying awareness of body structure and function. Using movement to expand knowledge of our anatomy will encourage participants to integrate information with experience. Heightened body awareness and class studies are designed to activate the general learning process. *credits, Spring—J. Shockley*

**148. Modern Dance I** A physical exploration at the introductory level of the elements of dance: time, motion, space, shape and energy. Students are challenged physically as they increase their bodily awareness, balance, control, strength and flexibility and get a glimpse of the art of dance. *credits, Fall, Winter, Spring—J. Howard, J. Shockley*

**149. Modern Dance II** Builds upon the concepts and experiences in Level I with more emphasis on the development of technique and expressive qualities as students are aided in a process of solving movement problems and finding solutions. Movement combinations are more complex and physical demands are challenging. *credits, Fall, Winter, Spring—J. Howard, J. Shockley*

**150. Contact Improvisation** This is a course in techniques of spontaneous dancing shared by two or more people through a common point of physical contact. Basic skills such as support, counterbalance, rolling, falling and flying will be taught and developed in an environment of mutual creativity. *credits, Fall, Winter—J. Shockley*

**151. Modern Dance III** Continues to challenge the dance student with more intensive work on technical, theoretical and expressive movement problems. Since students are more able and experienced, exploration of unusual and intricate forms and movements is possible and the goal of each class is to go as deeply into each idea as the limits of time and ability allow. *credits, Fall, Winter, Spring—J. Howard, J. Shockley*

**153. Outdoor Skills for the Backcountry** This course will introduce students to many of the skills necessary to survive and thrive in the wilderness. The objective of this course is to prepare students to be able to plan and execute their own backcountry experience with guidance in trip planning, plant and animal identification, first aid, orienteering shelter building, food planning, packing and preparation, and an introduction to group dynamics and leadership. *credits, Spring—K. Gudeman*

**154. Beginning Racquetball** This course is designed for beginners and people with very limited experience in racquetball. The focus of this course is on basic skills development and practice. Students are introduced to rules and singles strategy. No experience required. *credits, Not offered in 2009-2010*

**158. Rock Climbing** The beginning of the course covers climbing knots, belaying and commands. Efficient movement and climbing styles will also be addressed. The majority of the term will allow students to apply their new skills on the Recreation Center's climbing wall and in the Boulderin Cave. *credits, Fall, Winter, Spring—K. Gudeman, H. Jaynes*

**159. Scuba** PADI Open Water SCUBA certification can be earned. A SCUBA class involves three parts: class, pool and open water. Classroom and pool sessions are conducted over six nights at the West Gym classroom and Thorpe Pool. The open water portion (optional for PE activity credit but required for PADI certification) is conducted off campus. Lab fees apply, please contact instructor. *credits, Fall, Spring—J. Campion*

**161. Self Defense for Women** Taught by Mary Brandl, a fourth degree Black Belt with the Midwest Karate Association. Course consists of learning basic techniques (kicking, striking, blocking and shifting

moves), analyzing and decision making in a crisis, and the role body language, eye contact and assertiveness can play in threatening and attack situations. There will be controlled practice drills with partners. *credits, Fall, Spring—M. Brandl*

**162. Women's Health & Fitness** This class will explore current fitness, health, and nutrition issues. The first two weeks will be lecture based, followed by weekly introduction of new activities. This course is largely designed for non-athletes who want to learn about fitness and the options available to them on or near Carleton's campus. The goal is to find an activity that will encourage students to engage in daily activity and improve their overall health and well-being. Each term new activities will be introduced that will focus on improving coordination, strength, flexibility and aerobic capacity. *credits, Not offered in 2009-2010*

**167. Social Dance I** Provides instruction in basic steps and patterns of ballroom dance such as waltz, cha-cha and swing. No previous experience is needed. Additional opportunities are provided by the Social Dance Club. *credits, Fall, Winter, Spring—Staff*

**168. Social Dance II** Provides a progression from the basics and begins to move into more rhythmically advanced dances and speciality moves. Previous experience or completion of Social Dance I is required. *credits, Fall, Winter, Spring—Staff*

**169. Social Dance, Winter Ball** Course is completed in five weeks - just in time for mid-winter ball. *credits, Winter—Staff*

**170. Squash, Intermediate** This class covers intermediate stroke production, rules and strategies. It is geared toward intermediate-level players with experience who can consistently hit shots to the front and side wall and engage in long rallies. *credits, Not offered in 2009-2010*

**171. Step Aerobics** This class begins with a 5-7 minute warm-up and then moves toward a 20-25 minute straight aerobics routine. Then steps are incorporated into a 20-25 minute aerobics workout. The remaining class time ends with 5-7 minutes of stretches in which one muscle group is chosen for special emphasis and effort. *credits, Fall, Winter, Spring—R. Petricka*

**172. Swimming, Fitness** Designed for the accomplished swimmer who desires a vigorous workout as a means of improving or maintaining cardiovascular fitness. Instruction covers stroke mechanics, drills, use of training equipment and general workout design. Students must have the ability to swim front crawl, backstroke, and breaststroke. *credits, Fall, Winter, Spring—A. Clark, B. Larsen*

**173. Swimming, Instructional** Novice to intermediate swim. Introduction to basic swim skills and technique. *credits, Fall, Winter, Spring—B. Larsen*

**177. Swing Dance** Provides in-depth instruction in the Lindy Hop, a fun, energetic swing dance that developed from the jazz music of the 1920s and 1930s. Emphasizes lead-follow technique and social dance moves while providing an understanding of the dance's roots. Previous social dance experience is helpful but not required. *credits, Fall, Winter, Spring—Staff*

**178. Tae Kwon Do** The traditional martial art of Korea. The class meets in conjunction with the Tae Kwon Do Club. Its goal is to strengthen the physical and mental abilities of its members. Tae Kwon Do offers a well-balanced practical approach to training, promoting physical fitness, self control, confidence,

leadership, discipline and an understanding of the art of Tae Kwon Do and the Korean culture from which it originated. *credits, Fall, Winter, Spring—M. Fusaro, Staff*

**181. Table Tennis** An introduction to the basics of table tennis. *credits, Winter—K. Ramler*

**182. Tennis, Beginning** This is the introductory class for those wanting to learn the game of tennis. Instruction includes basic stroke techniques, basic strategies, rules and scoring. Students must provide their own rackets and suitable shoes. *credits, Not offered in 2009-2010*

**183. Tennis, Intermediate** This course is for players who have mastered the basics of the game. Previous experience or Beginning Tennis class required. Instruction in more advanced techniques and strategies for both singles and doubles, as well as match opportunities are provided. Students must provide their own rackets and suitable shoes. *credits, Not offered in 2009-2010*

**186. Tennis, Advanced** This course is for students with prior competitive tennis experience at the high school level. Instruction in advanced strategy for singles and doubles will be the focus of the course. In addition, students will play both singles and doubles matches. *credits, Not offered in 2009-2010*

**188. Triathlon Training** An excellent preparation for the "Carleton Triathlon" held at the end of May. Students will learn how to effectively train in each of the three traditional sports of triathlon (swim, bike, run). Instruction covers basic training principles, technique development, competitive preparation. This course is open to all levels of experience from novice to advanced. Students must possess a minimal amount of skill and conditioning in the three sports prior to enrollment. *credits, Spring—A. Clark*

**190. Volleyball, Co-ed** Open to all experience levels. It provides an introduction to basic volleyball skills, rules, and offensive/defensive strategies within a structure that provides both skill practice and scrimmage opportunities. There is an emphasis on teamwork and social interaction. *credits, Fall, Winter, Spring—H. Jaynes, Staff*

**192. Water Safety Instructor** American Red Cross certification course for those wishing to teach swimming and water safety classes. In order to be eligible to participate in this course, students must pass a precourse written test and skills test. The written test and skills test are based on a proficiency level equal to the American Red Cross Community Water Safety course and Level VI of the American Red Cross Learn to Swim Program. Although not mandatory, all instructor candidates should have current certification in first aid and CPR. This course requires time outside of class for teaching experiences. Certification is acquired by successfully passing all written tests and skillful demonstration of all required aquatic skills. *credits, Spring—A. Clark*

**193. Winter Sports Fitness** This course is designed to introduce students to winter sport and fitness activities. Nordic skiing, snowshoeing, skating, broomball, and all other sports will be included. Open to all looking for an enjoyable workout and athletic social interaction. *credits, Winter—B. Carlson*

**194. Weight Training, Beginning** The focus of this course is introduction to the basics of resistance training including a variety of machines, simple free weight and free hand activity. The course is designed for those students with little or no weight training experience. Perfection of basic techniques, strength assessment and personalized programming are ultimate goals of the course. *credits, Winter—A. Rushing*

**196. Weight Training for Women** This class is designed to introduce women students to the weight training facilities in a smaller group setting. Women students will learn to set up weight training



programs based on physical assessment done at the beginning of the course and the students individual goals. Introduction technique and training principles are given as well as basic nutritional, health and wellness information. *credits, Not offered in 2009-2010*

**199. Yoga** Learn the basics of a variety of hatha yoga styles. Appropriate for all levels, this class will focus on a variety of seated, standing and balancing postures as well as core strength and breathwork. *credits, Fall, Winter, Spring—L. Grady-Schweich, F. Hagstrom*

**210. Baseball Intercollegiate, Men** *credits, Spring—A. Rushing*

**211. Basketball Intercollegiate, Men** *credits, Winter—G. Kalland*

**212. Basketball Intercollegiate, Women** *credits, Winter—T. Metcalf-Filzen*

**217. Cross Country Intercollegiate, Men** *credits, Fall—D. Ricks*

**218. Cross Country Intercollegiate, Women** *credits, Fall—D. Ricks*

**219. Cycling Club** *credits, Spring—Staff*

**220. Crew Club** *credits, Fall, Spring—Staff*

**221. Fencing Club** *credits, Not offered in 2009-2010*

**222. Field Hockey Club, Co-ed** *credits, Fall—Staff*

**226. Football Intercollegiate** *credits, Fall—K. Ramler*

**227. Ultimate Frisbee Club, CUT and GOP** *credits, Spring—Staff*

**228. Ultimate Frisbee Club, Syzygy and Eclipse** *credits, Spring—Staff*

**229. Golf Intercollegiate, Men** *credits, Fall, Spring—G. Ericksen*

**230. Golf Intercollegiate, Women** *credits, Fall, Spring—E. Seiger*

**231. Ice Hockey Club, Men** *credits, Winter—Staff*

**232. Ice Hockey Club, Women** *credits, Winter—Staff*

**233. Equestrian Club** *credits, Not offered in 2009-2010*

**244. Lacrosse Club, Men** *credits, Spring—Staff*

**245. Lacrosse Club, Women** *credits, Spring—Staff*

**258. Rugby Club, Men** *credits, Spring—Staff*

**259. Rugby Club, Women** *credits, Spring—Staff*

**260. Sailing Club** *credits, Spring—Staff*

**263. Nordic Ski Club** *credits, Winter—Staff*

**265. Alpine Ski Club** *credits, Winter—Staff*

- 268. Squash Club** *credits, Not offered in 2009-2010*
- 269. Soccer Intercollegiate, Men** *credits, Fall—B. Carlson*
- 270. Soccer Intercollegiate, Women** *credits, Fall—K. Gudeman*
- 271. Softball Intercollegiate, Women** *credits, Spring—A. Tenute*
- 272. Swimming/Diving Intercollegiate, Men** *credits, Winter—A. Clark*
- 273. Swimming/Diving Intercollegiate, Women** *credits, Winter—A. Clark*
- 276. Synchronized Swim, Intercollegiate** *credits, Winter—J. Kutzler*
- 282. Tennis Intercollegiate, Men** *credits, Fall, Winter, Spring—S. Zweifel*
- 283. Tennis Intercollegiate, Women** *credits, Fall, Winter, Spring—L. Battagalini*
- 284. Tennis Club** *credits, Spring—Staff*
- 286. Track and Field/Indoor Intercollegiate, Men** *credits, Winter—D. Ricks*
- 287. Track and Field/Indoor Intercollegiate, Women** *credits, Winter—D. Ricks*
- 288. Track and Field/Outdoor Intercollegiate, Men** *credits, Spring—D. Ricks*
- 289. Track and Field/Outdoor Intercollegiate, Women** *credits, Spring—D. Ricks*
- 290. Volleyball Club, Men** *credits, Winter—Staff*
- 291. Volleyball Intercollegiate, Women** *credits, Fall—H. Jaynes*
- 293. Water Polo Club** *credits, Spring—Staff*
- 310. First Aid and CPR** An introduction to basic methods useful in the treatment of injuries and sudden illness. Course content involves both theoretical information and practical physical skills. Red Cross Community First Aid and CPR Certification is given upon successful completion. This course does not apply toward required PE activity courses for graduation. *1 credits, S/CR/NC, ND, Not offered in 2009-2010*
- 316. Principles of Athletic Training** Introduction to human anatomy as it pertains to athletic training and prevention and care of athletic injuries. Consists of lecture, practical experiences, and use of rehabilitative modalities. Requirement for athletic training student assistant. *2 credits, ND, Winter, Spring—C. Alladin*
- 348. Principles of Athletics** An examination of athletics and their relationship to society. This course focuses on the emergence of contemporary sport and the current issues facing participants, coaches, administrators, and spectators. A special emphasis is placed on understanding the motivating factors behind sport and developing a philosophy of sport that will help students evaluate current sporting issues in society. *6 credits, ND, Fall—L. Battaglino*
- 350. Methods: Principles and Philosophy of Coaching** This course emphasizes the methods of teaching skills, structure, and strategies of team oriented sports. Emphasis is placed on understanding the

coaching profession at different levels, developing coaching skills and creating a philosophy of coaching. 3 credits, ND, Winter—H. Jaynes

## PHYSICS AND ASTRONOMY

**Chair:** Professor Joel Weisberg

**Professors:** Cynthia A. Blaha, Nelson Lloyd Christensen, Jr., William J. Titus, Joel M. Weisberg

**Associate Professor:** Arjendu K. Pattanayak

**Assistant Professors:** Marty Baylor, Melissa A. Eblen-Zayas, Dwight Luhman

**Visiting Assistant Professors:** Sarah McDowell, John Weiss

Consonant with the liberal arts nature of Carleton, our department serves not only physics and astronomy majors but also other science majors requiring a background in physics or astronomy, and non-science majors desiring an introduction to these subjects. We have goals for the knowledge we would like students to acquire, the skills they should master, and the experiences they should have in learning and doing physics. For example, some of the general skills are the ability to communicate clearly in written work and oral presentation; the ability to locate information through library research and other means; and the ability to continue learning on a largely independent basis. More specific skills include logical problem-solving and mathematical analysis, experimental design and the use of measurement apparatus, and the use of computers for modeling physical phenomena and for data acquisition and analysis.

### REQUIREMENTS FOR A MAJOR

Prospective physics majors are strongly encouraged to begin their study of physics and mathematics in the first year. Physics courses are somewhat sequential and are developed in close association with mathematics courses. The curriculum provides an excellent basis for graduate study in physics, astronomy, and in various fields of engineering, and for careers in high-school teaching, industry, and other areas.

Required courses for the major are Physics 151 or 152 and 131 or 132 or 141 or 142, 228, 229, 230, 235, 336 and 339, 342, and 400, plus one applied physics course. (Choose from the following applied courses: Physics 234, 260, 261, 341, 343, 344 or 354; Astronomy 232 or 233; or others upon consultation with the department.) Required math courses are Mathematics 111, 121, 211, and 232. Additional courses that are often recommended include Physics 123, 223, 336, 350, 352, 340, 356, Astronomy 113, 356, Chemistry 123, Mathematics 241, 341, 351, and Computer Science 111.

**Major Under Combined Plan in Engineering** (See Engineering in index):

In addition to completing the requirements for the physics major listed above, the student should also take the following courses required for admission to the engineering schools: Mathematics 241, Chemistry 123, 230, and Computer Science 111.

## PHYSICS COURSES (PHYS)

**100. Nanoscience and Nanotechnology** The ability to manipulate matter at length scales from 1-100nm has produced a surge in nanoscale research. While the term "nano" is ubiquitous, differentiating genuine possibilities for scientific and technological advancement from hype can be challenging. This course begins with an overview of science at the atomic and molecular scale, where chemistry, physics and biology converge to explain phenomena in the nano-realm. Then we will explore the fabrication and characterization of nanoscale devices, and investigate promising nanotechnology applications in medicine, alternative energy, and computing. Finally, we will consider how to address potential concerns about health and environmental impacts of nanotechnology. *6 credits, S/CR/NC, MS, Fall—M. Eblen-Zayas*

**120. Revolutions in Physics** The structure and development of key concepts in physics. In particular, we will examine the Newtonian synthesis, Einstein's theory of relativity, quantum mechanics and chaotic dynamics. We will see how the various developments alter our perspective on our relationship with the material universe. We will also consider the role of social context, creativity, aesthetics, and tradition in scientific discovery. No mathematical background beyond high-school algebra will be assumed. Occasional laboratory work. Not open to students majoring in mathematics or the natural sciences or to students who have taken 112, 113, 114, 115, 131, 132, 141, 142, 151, 152, 153, 161 or 162. *6 credits, MS, Spring—J. Weiss*

**123. What Physicists Do** A program of five lectures by invited speakers that is intended to give students some perspective on the kinds of work done by people with a physics background. Visitors from industry, government, business, and research and educational institutions will discuss their work and work-related experiences. Prerequisite: Physics 112, 113, 114, 115, 131, 132, 141, 142, 151, 152, 153, 161 or 162. *1 credits, S/CR/NC, ND, Spring—J. Weiss*

**131. Introduction to Physics: Newtonian Mechanics** An introduction to classical mechanics using the Newtonian worldview. The kinematics and dynamics of some simple systems including objects in free fall, simple harmonic motion, planetary motion, and the motion of charged particles in electromagnetic fields are investigated using Newton's laws, vector analysis, and the conservation laws of linear momentum, angular momentum, and energy. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work. Not open to students who have completed Physics 112, 113, 114, 132, 141, or 142 at Carleton. Prerequisite: Mathematics 111. *3 credits, MS, Fall, Winter, Spring—S. McDowell*

**132. Introduction to Physics: Gravity and the Earth** An introduction to the basic principles of Newtonian mechanics and conservation laws using the earth and the gravitational force law as a conceptual framework. The many influences of gravity on the structure of the earth from its shape to the tides, and techniques for measuring gravity will be discussed. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory. Not open to students who have completed Physics 112, 113, 114, 131, 141 or 142 at Carleton. Prerequisite: Mathematics 111. *3 credits, MS, Spring—W. Titus*

**141. Introduction to Physics: Gravity and the Cosmos** An introduction of basic principles of physics in the realm of planetary systems, black holes and dark matter in the universe. Gravity, conservation of energy and momentum will be used to explore large-scale phenomena in the cosmos. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory or

observational work. Not open to students who have completed Physics 112, 113, 114, 131, 132, or 142 at Carleton. Prerequisites: Mathematics 121 or 131 (completion or concurrent registration) and strong preparation in Newtonian Mechanics. *3 credits, MS, Winter—J. Weiss*

**142. Introductory Mechanics: Matter and Interactions** An introduction to Newtonian mechanics using calculus. The kinematics and dynamics of objects in motion are investigated using Newton's laws and related conservation laws. Examples of systems studied include table-top objects, simple astronomical systems, or objects in harmonic motion. This section emphasizes a bottom-up atomic perspective and introduces a computational approach to allow the consideration of atoms and molecules inside solids as well. Weekly laboratory or computational work. Not open to students who have completed Physics 112, 113, 114, 131, 132, or 141 at Carleton. Prerequisite: Mathematics 121 or 131 (completion or concurrent registration) and strong preparation in physics. *3 credits, MS, Fall—M. Eblen-Zayas*

**151. Introduction to Physics: Relativity and Particles** An introduction to principles of physics in the domain of the very small and very fast. Topics include the special theory of relativity, and selected applications to atomic, nuclear, and particle physics. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work. Prerequisites: Mathematics 121 or 131 and Physics 131 or 132 or 141 or 142. *3 credits, MS, Fall, Winter, Spring—Staff*

**152. Introduction to Physics: Environmental Physics** An introduction to principles of physics and their application to the environment. Topics include energy and its flows, engines, energy efficiency, energy usage and conservation in vehicles and buildings, the atmosphere, and climate change. Comfort with algebra and the integration and differentiation of elementary functions is assumed. Weekly laboratory work or field trips. Prerequisites: Mathematics 111 (completion or concurrent registration) and Physics 131 or 132 or 141 or 142 (or their equivalents). *3 credits, MS, Spring—A. Pattanayak*

**153. Fluid and Waves** A study of the properties of fluids (both static and dynamic) and the principles of waves and wave motion (including both sound and light). Topics include simple harmonic motion, buoyancy and Archimedes' principle, Bernoulli's equation, viscosity, Poiseuille's equation, standing waves, musical instruments, and the Doppler effect. One laboratory per week. Prerequisite: Physics 131 or 132 or 141 or 142 and Mathematics 111 (Physics 131 and this course will be considered the equivalent of Physics 112, Elementary Physics, for people wishing to retake the old course.) *3 credits, MS, Spring—S. McDowell*

**161. Electricity, Magnetism & Circuits** A study of the principles of electricity, magnetism and circuits with an emphasis on applications to physical measurements. Topics include electric charge, fields, potentials and currents, magnetic fields, Maxwell's equations, and DC and AC circuits. Provides the physical background to effectively use and understand a variety of laboratory instruments. Designed for science majors who want additional background in physics. Comfort with algebra and the integration and differentiation of elementary functions is assumed. One laboratory per week. Prerequisites: Physics 131 or 132 or 141 or 142, Mathematics 121 or 131. *3 credits, MS, Winter—J. Weiss*

**162. Light and Optics** A study of the principles of light and optics with an emphasis on applications in astronomy, laser physics, and medicine. Topics include geometric and wave optics, lenses and mirrors, telescopic and microscopic observational tools, and the physics of the eye. The course provides the physical background to effectively use a variety of laboratory instruments. Designed for science majors

who want additional background in physics. One laboratory per week. Prerequisites: Physics 131 or 132 or 141 or 142, Mathematics 121 or 131. *3 credits, MS, Winter—S. McDowell*

**223. Presentation Skills in Physics** Designed to help students improve their skills in oral and visual presentation of scientific topics. The course will begin with readings and discussion of effective oral presentation skills. Students will report on physics-related topics of their choice (e.g., their previous summer's research, or a topic studied in another course). Prerequisite: Physics 115, 151, 152, 153, 161 or 162. *2 credits, S/CR/NC, ND, Not offered in 2009–2010*

**228. Atomic and Nuclear Physics** An elementary but analytical introduction to the physics of atoms and nuclei. Topics include the particle aspects of electromagnetic radiation, an introduction to quantum mechanics, the wave aspects of material particles, the structure of atoms, X-ray and optical spectra, instruments of nuclear and particle physics, nuclear structure and elementary particles. One laboratory per week. Prerequisite: Physics 115 or 151. *6 credits, MS, Fall—D. Lubman*

**229. Analytical Mechanics** An analytical treatment of classical mechanics from a Lagrangian and Hamiltonian standpoint. Equations of motion and their solutions are studied with special emphasis on the harmonic oscillator and central-force problems. Prerequisites: Physics 131, 132, 141, or 142 and Mathematics 211; or permission of the instructor. *3 credits, MS, Winter—W. Titus*

**230. Computational Mechanics** A numerical treatment of classical mechanics concentrating on examples which are difficult, if not impossible, to solve analytically. Topics may include examples from astrophysics and chaotic dynamics. Prerequisite: Physics 229. *3 credits, MS, Winter—W. Titus*

**232. Astrophysics I** *Crosslisted with ASTR 232.* A study of stellar structure and evolution with an emphasis on the physical principles underlying the observed phenomena. Topics include the birth, evolution, and death of stars, pulsars, black holes, and white dwarfs. Prerequisites: Physics 228 and Physics 229/230 or permission of the instructor. *6 credits, MS, Spring—J. Weisberg*

**233. Astrophysics II** *Crosslisted with ASTR 233.* A study of galactic and extragalactic astronomy with an emphasis on the physical principles underlying the observed phenomena. Topics include the structure and dynamics of the Milky Way Galaxy and other galaxies, the interstellar medium, quasars and active galaxies, clusters and superclusters, and cosmology. Prerequisite: Physics 228 and 229/230 or permission of the instructor. *6 credits, MS, Offered in alternate years, Not offered in 2009–2010*

**234. Computer Simulations in Complex Physical Systems** The development of techniques to study complex physical systems, both probabilistic and deterministic, using numerical simulations. Some of the systems to be investigated are random walks, percolation clusters, the Ising model, avalanches, traffic flow, and the spread of forest fires. Prerequisite: Physics 131, 132, 141, or 142 and one year experience with Mathematica. One laboratory and two class meetings per week. *6 credits, MS, Not offered in 2009–2010*

**235. Electricity and Magnetism** Electric and magnetic fields in free space, and their interactions with charges and currents. Topics include DC and AC circuits, Maxwell's equations, and electromagnetic waves. Weekly laboratory work. Prerequisites: Physics 115, 151 or 161 and Mathematics 211; or permission of the instructor. *6 credits, MS, Spring—N. Christensen*

**247. Digital Electronics** A study of the digital electronics involved in computers, ranging from basic logic circuits to microprocessors. Weekly lab. Each student will complete a term paper that will involve

projections about future developments in computer electronics, and a lab project that will involve circuit design. Prerequisite: Computer Science 208. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**260. Materials Science** From a simple "Post-It" note to a complex computer microprocessor, modern products derive much of their utility from the structures and properties of their constituent materials. This course will provide a survey of the science of materials including structure (bonding, crystal structure, defects), classes of materials (polymers, ceramics, metals, composites), physical properties (mechanical, electromagnetic, thermal, optical) and techniques for materials characterization. In addition, the technological and societal impacts of materials development will be explored. Prerequisites: Physics 112, 115, 151, 152, 153, 161 or 162 or Chemistry 123 or 128. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**261. Medical Physics** The course covers the basic concepts of medical physics. Particular attention is paid to electromagnetism, mechanics and nuclear physics when applied to medical and biological phenomena. Topics include medical imaging techniques, nuclear medicine radiation protection, dosimetry, and physics in biology. Students will visit medical imaging facilities. Prerequisite: Physics 115, 126, 151, 152, 153, 161 or 162. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**336. Quantum Mechanics I** An examination of the structure of non-relativistic quantum mechanics and how this theory differs from those of classical physics. Topics include the mathematics of Hilbert space, the postulates of quantum mechanics, the motion of a particle in one dimension (including the free particle and the simple harmonic oscillator), the Heisenberg uncertainty principle, and spin. Prerequisites: Physics 229/230 and Mathematics 232. Familiarity with matrix algebra is assumed. *3 credits, MS, Winter—A. Pattanayak*

**337. Quantum Mechanics II** A study of the principles and applications of non-relativistic quantum mechanics. Possible topics may include the harmonic oscillator, the hydrogen atom, approximation techniques, and applications to atomic and nuclear physics. Prerequisite: Physics 336. *3 credits, MS, Winter—A. Pattanayak*

**339. Thermal and Statistical Physics I** The fundamentals of classical thermodynamics and statistical mechanics. Topics may include the kinetic theory of gases; energy, entropy, and the laws of thermodynamics; heat engines and refrigerators; the Maxwell-Boltzmann distribution; the physics of efficient energy use as well as the statistical concepts of temperature and entropy. Prerequisites: Physics 228. *3 credits, MS, Fall—W. Titus*

**340. Thermal and Statistical Physics II** Applications of the principles of thermal and statistical physics. Topics may include the canonical ensemble and the Boltzmann factor; the Planck, Fermi-Dirac, and Bose-Einstein distributions and their applications to black-body radiation, phonons, and electrons in solids. Prerequisites: Physics 339. *3 credits, MS, Fall—W. Titus*

**341. Waves** The analysis of wave phenomena, including normal mode expansions, the wave equation and boundary value problems, and interference, diffraction, and polarization. Applications are made to mechanical, sound, water and electromagnetic waves with particular emphasis on electromagnetism and optics. Prerequisites: Physics 229 and 235, and Mathematics 232. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**342. Contemporary Experimental Physics** A study of experimental techniques and apparatus basic to the measurements which underlie and validate contemporary theories in physics. Topics include electrical measurements, data analysis and statistics, optical and laser techniques, particle detectors, and time coincidence techniques. Applications are made to experiments such as magnetic resonance, Mossbauer and nuclear spectroscopy and laser optics. Class time is devoted to studying the measurement techniques and considering phenomenological models of the effects observed in the laboratory. One laboratory per week. Prerequisites: Physics 228, 235, 338 or 339. *6 credits, MS, Spring—D. Luhman*

**343. Electronics** A study of the electrical circuits and electronics underlying modern physics instrumentation. Includes an introduction to microprocessor and microcomputer design. Approximately equal emphasis on analog and digital electronics. One laboratory per week. Prerequisite: Physics 235. *6 credits, MS, Offered in alternate years, Fall—S. McDowell*

**344. Classical and Quantum Optics** A junior/senior level course in classical and quantum optics. Includes the phenomena of interference, diffraction and coherence and quantum optical applications, such as unique statistical states of light or the operation of a laser. Modern applications of these areas are studied through such topics as fiber optics telecommunication, optical data storage, or manipulation of atoms by light. Prerequisites: Physics 235 and Mathematics 232. *6 credits, MS, Offered in alternate years, Winter—S. McDowell*

**345. Optics Laboratory** This is a laboratory course that will serve as a follow-up to Physics 344, Classical and Quantum Optics. Students will conduct a number of experiments pertaining to optical phenomena. The experiments will display effects pertaining to classical, quantum, and non-linear optics. The lab will take place once a week for four hours each session. Prerequisite: Physics 344 or permission of the instructor. *2 credits, MS, Not offered in 2009–2010*

**350. Advanced Classical Mechanics** Lagrangian and Hamiltonian methods including central force motion coupled harmonic oscillators and the study of continuous systems. Prerequisite: Physics 229/230. *3 credits, MS, Fall—W. Titus*

**352. Advanced Electricity and Magnetism** The classical theory of fields and waves. Electromagnetic theory including Maxwell's equations, radiation and relativity. Prerequisites: Physics 235 and Mathematics 341. *6 credits, MS, Spring—A. Pattanayak*

**354. Solid State Physics** An introduction to the physics of solids. Particular attention is paid to the properties exhibited by atoms and molecules because of their association and regular periodic arrangement in crystals. Topics include crystal structure and diffraction, the reciprocal lattice, phonons and lattice vibrations, thermal properties, free-electron theory and band structure. Prerequisites: Physics 336 and 338 or 339. *6 credits, MS, Offered in alternate years, Spring—M. Eblen-Zayas*

**356. Special Project** Individual projects in experimental, theoretical, or computational physics. Available projects are often related to faculty research interests or to the development of course-support materials, such as new laboratory exercises. Prerequisite: Permission of the instructor. *2 or 3 credits, S/CR/NC, MS, Fall, Winter, Spring—Staff*

**400. Integrative Exercise** An extensive study of a specific topic in physics, culminating in a 70-minute presentation during winter or spring term. A short background paper and a longer summary paper are also required. Students may arrange to complete the bulk of their work during winter or spring term (Physics



400, 6 credits), or divide their effort between terms (Physics 400, winter, 3 credits; Physics 400, spring, 3 credits). *6 credits, S/NC, ND, Winter, Spring—Staff*

## ASTRONOMY COURSES

**110. Introduction to Astronomy** An introduction to current astronomy with an emphasis on how we know what we know. Topics include the solar system; the life cycles of stars; pulsars, quasars, and black holes; and the history and future fate of the universe. No mathematics background beyond high school algebra and trigonometry is assumed. *6 credits, MS, Fall, Winter—J. Weiss*

**113. Observational and Laboratory Astronomy** Theory and practice of basic techniques in observational and laboratory astronomy. Certain problems involve the use of the 16-inch and 8-inch telescopes. Prerequisite: Astronomy 110, 232, or 233, and permission of the instructor. *3 credits, S/CR/NC, MS, Fall, Spring—J. Weiss*

**232. Astrophysics I** *Crosslisted with PHYS 232.* A study of stellar structure and evolution with an emphasis on the physical principles underlying the observed phenomena. Topics include the birth, evolution, and death of stars, pulsars, black holes, and white dwarfs. Prerequisites: Physics 228 and Physics 229/230 or permission of the instructor. *6 credits, MS, Spring—J. Weisberg*

**233. Astrophysics II** *Crosslisted with PHYS 233.* A study of galactic and extragalactic astronomy with an emphasis on the physical principles underlying the observed phenomena. Topics include the structure and dynamics of the Milky Way Galaxy and other galaxies, the interstellar medium, quasars and active galaxies, clusters and superclusters, and cosmology. Prerequisite: Physics 228 and 229/230 or permission of the instructor. *6 credits, MS, Offered in alternate years, Not offered in 2009-2010*

**356. Special Project** Individual projects in observational, theoretical, or computational astronomy. Available projects are often related to faculty research interests or to the development of course-support materials, such as new laboratory exercises. Prerequisite: Permission of the instructor. *2 or 3 credits, S/CR/NC, MS, Fall, Winter, Spring—Staff*

## POLITICAL ECONOMY CONCENTRATION

**Director:** Associate Professor Greg Marfleet

The study of political economy involves issues that range from the analysis of American public policy, globalization, comparative national economic policies, the relationship of micro-level to macro-level activity, and the ways that public and private choices affect one another.

### REQUIREMENTS FOR THE CONCENTRATION:

Since the study of politics and economics are closely and intimately related, we ask students (1) get a grounding in political science and economics, and perhaps a third discipline, sociology; (2) to specialize in

either American public policy or World Trade and Development; and (3) to integrate their studies in a final senior seminar that cuts across the different fields of specialization.

**Lower Level Course Requirements** (four courses required):

All three of the following:

ECON 110 Principles of Macroeconomics

ECON 111 Principles of Microeconomics

POSC 265 Politics of Global Economic Relations (**or**

POSC 263 European Political Economy (Not offered in 2009-2010)

plus one course from:

ECON 250 History of Economic Ideas

HIST 141 Europe in the Twentieth Century

POSC 170 International Relations and World Politics

**Middle-Division Requirement** (one course required):

The selected course must correspond with area of specialization.

**American Public Policy:**

ECON 270 Economics of the Public Sector

POSC 201 National Policymaking (Not offered in 2009-2010)

SOAN 220 Class, Power, and Inequality in America (Not offered in 2009-2010)

*or* **World Trade and Development:**

ECON 240 Microeconomics of Development

ECON 241 Growth and Development (Not offered in 2009-2010)

ECON 280 International Trade

ECON 281 International Finance (Not offered in 2009-2010)

**Upper Level Course Electives** (three courses required):

Each student will select at least three courses from the two areas of specialization listed below in consultation with the concentration coordinator. These courses must come from at least two different departments. Two of these courses will be in the same area of specialization with the third coming from the other area. Courses listed under Middle-Division Requirement (above) may also count as upper level course electives if they are not being used to satisfy the Middle-Division Requirement. Political Science 263 may be used to satisfy one upper level elective requirement in the area of World Trade and

Development if Political Science 265 was used to satisfy the lower level course requirement. It may not satisfy both requirements simultaneously.

**American Public Policy:**

ECON 232 American Economic History: A Cliometric Approach (Not offered in 2009-2010)

ECON 245 Economics of Inequality (Not offered in 2009-2010)

ECON 262 Economics of Sports (Not offered in 2009-2010)

ECON 270 Economics of the Public Sector

ECON 271 Economics of Natural Resources and the Environment

ECON 273 Water and Western Economic Development (Not offered in 2009-2010)

ECON 274 Labor Economics

ECON 275 Law and Economics (Not offered in 2009-2010)

ECON 276 Money and Banking (Not offered in 2009-2010)

ECON 278 Industrial Organization and Pricing Policy (Not offered in 2009-2010)

ECON 282 Investment Finance

POSC Carleton Political Science Seminar in Washington D.C.\*

POSC 308 Poverty and Public Policy (Not offered in 2009-2010)

POSC 213/313 Labor Politics in a Global Age (Not offered in 2009-2010)

POSC 366 Urban Political Economy

SOAN 215 Social Welfare

SOAN 220 Class, Power, and Inequality in America (Not offered in 2009-2010)

SOAN 221 Law and Society (Not offered in 2009-2010)

SOAN 266 Urban Sociology (Not offered in 2009-2010)

**World Trade and Development:**

ECON Carleton Economics Seminar in Cambridge\*

ECON 233 European Economic History

ECON 236 Economics of the European Union

POSC 229 International Institutions

POSC 245 Comparative Environmental Politics and Policy (Not offered in 2009-2010)

POSC 263 European Political Economy (Not offered in 2009-2010)

POSC 268 International Environmental Politics and Policy

POSC 322 Political Economy of Latin America

POSC 333 Sustainability Science (Not offered in 2009-2010)

POSC 361 Approaches to Development

POSC 362 Globalization and the State (Not offered in 2009-2010)

POSC 364 Capitalism and Its Critics (Not offered in 2009-2010)

POSC 383 Maastricht Program: Politics of the European Union (Not offered in 2009-2010)

SOAN 224 Global Migrations (Not offered in 2009-2010)

SOAN 234 Ecology, Economy, and Culture (Not offered in 2009-2010)

**Upper Level Seminar Requirement:** (one course)

POSC 322 Political Economy of Latin America

POSC 360 Political Economy Seminar (Not offered in 2009-2010)

POSC 364 Capitalism and Its Critics (Not offered in 2009-2010)

POSC 366 Urban Political Economy

*\* selected courses from the off-campus seminar*

Participants on the Cambridge program will normally be granted 12 economics credits under the world trade and development division.

## POLITICAL SCIENCE (POSC)

**Chair:** Professor Richard A. Keiser

**Professors:** Barbara Allen, Roy F. Grow, Richard A. Keiser, Steven E. Schier

**Visiting Professor:** Burton Levin

**Associate Professors:** Laurence D. Cooper, Brian Gregory Marfleet, Alfred P. Montero, Kimberly K. Smith

**Assistant Professors:** Devashree Gupta, Tun Myint, Carolyn Wong

**Visiting Instructors:** Christopher Heurlin, Joel Schlosser

Political science encompasses the study of governments and international organizations political behavior, public policies, political processes, systems, and theory. It includes American politics, comparative politics, political philosophy, international relations and world politics. The Department's curriculum is

designed to cultivate judicious and productive citizenship, as well as provide versatile skills and knowledge. These can be applied to a wide range of fields, including law, business, government, international service, education, journalism, and other fields.

Majors choose between two tracks: Political Science or Political Science/International Relations. Within each of these tracks, students have flexibility to plan their courses of study around subfields of interest.

## REQUIREMENTS FOR THE POLITICAL SCIENCE TRACK

### Sixty-six credits, including:

**1. Core Courses** (18 credits) Majors are required to complete *three* of the following core courses prior to their senior year.

POSC 120 Comparative Political Regimes

POSC 122 Politics in America: Liberty and Equality

POSC 160 Political Philosophy

POSC 170 International Relations and World Politics

### 2. Methods Sequence (12 credits):

MATH 115 Introduction to Statistics or MATH 215 Introduction to Probability and Statistics (6 credits)

POSC 230: Methods of Political Research (6 credits) This course should be taken as soon as possible after declaring a major.

**3. Elective Courses** (30 credits in the department): At least two courses (12 credits) must be at the 300-level, and one of these two must be an asterisk \* designated seminar. It is recommended that majors take their seminar course during the junior year.

A maximum of 12 credits earned on a non-Carleton off campus studies program may be granted toward the electives requirement. These credits may not be used to replace a core course and should be distinct and independent from electives offered at Carleton. The chair may require a copy of the off-campus course syllabus.

**4. Integrative Exercise** (6 credits total - POSC 400): During their junior or senior year students will revise substantially the final paper from an advanced seminar in political science. (Department-approved courses are designated with an asterisk\*. Also see separately published list, which does not include courses taken on non-Carleton off-campus programs.)

The professor in the course will act as the student's comps adviser. Usually revision will take place during the term following the seminar and the revision will be completed during that term. However, professors and advisees may mutually define the scope of revision. The integrative exercise will be completed with preparation of a poster for a group poster presentation.

## REQUIREMENTS FOR THE POLITICAL SCIENCE/INTERNATIONAL

## RELATIONS TRACK

**Coordinator:** Associate Professor Alfred P. Montero

The International Relations Program was originated in 1937 by the former Secretary of State and Nobel Peace Prize winner, Frank B. Kellogg, through the establishment at Carleton of the Kellogg Foundation for Education in International Relations.

### Sixty-six credits, including:

**1. Core Courses** (12 credits): Majors are required to complete the two core courses prior to their senior year, as listed below.

Required:

POSC 170 International Relations and World Politics

Plus one of the following:

POSC 120 Comparative Political Regimes

POSC 122 Politics in America: Liberty and Equality

POSC 160 Political Philosophy

**2. Methods Sequence** (12 credits):

MATH 115 Introduction to Statistics or MATH 215 Introduction to Probability and Statistics (6 credits)

POSC 230 Methods of Political Research (6 credits) This course should be taken as soon as possible after declaring a major.

**3. Elective Courses** (36 credits): Six courses from the following three subfield electives and area studies, subject to the following distribution requirements:

a) three of these six courses (or 18 credits) must come from the student's main subfield electives list and one (6 credits) from another subfield list.

b) One of the six courses must be a non-POSC selection

c) One of the six courses must be an area studies course (If a non-POSC course, it will also satisfy the (b) requirement.) Approved area studies courses are listed below. Area studies cannot be used as a main subfield.

d) Two of the six courses must be 300-level courses in the Political Science Department, and one of those two 300-level courses must be an asterisk \* designated seminar in the student's main subfield.

It is recommended that majors take their seminar course during the junior year. A course which was listed as fulfilling the International Relations electives requirement at the time the student elected that course, but which has been deleted from the catalog simply because it has not been taught this year or last, will continue to be accepted in fulfillment of the IR requirement.

**a) Leadership, Peace and Security**

- POSC 226 Political Psychology (Not offered in 2009–2010)
- POSC 229 International Institutions
- POSC 239 The Diplomat's Craft: Three Case Studies
- POSC 241 Ethnic Conflict (Not offered in 2009–2010)
- POSC 258 Politics and Ambition (Not offered in 2009–2010)
- POSC 259 Justice Among Nations
- POSC 289, 293 Washington D.C. Program: Seminar
- POSC 309 The American Presidency\*
- POSC 326 America's China Policy\* (Not offered in 2009–2010)
- POSC 328 Foreign Policy Analysis\*
- POSC 330 The Complexity of Politics\* (Not offered in 2009–2010)
- POSC 345 Guerrillas, Warlords and Bandits: The Art of Asymmetric War\*
- POSC 346 Spies, Rogues and Statesmen: Intelligence and the Formation of Foreign Policy\* (Not offered in 2009–2010)
- POSC 347 America and Its Wars\*
- SOAN 236 Introduction to Peace Studies
- WGST 234 Feminist Theory

**b) Global Development and Sustainability**

- ECON 240 Microeconomics of Development
- ECON 241 Growth and Development (Not offered in 2009–2010)
- ECON 274 Labor Economics
- ECON 275 Law and Economics (Not offered in 2009–2010)
- ECON 280 International Trade
- ECON 281 International Finance (Not offered in 2009–2010)
- POSC 213 Labor Politics in a Global Age (Not offered in 2009–2010)
- POSC 224 Migration Politics: Asian American and Latino Experiences (Not offered in 2009–2010)
- POSC 245 Comparative Environmental Politics and Policy (Not offered in 2009–2010)
- POSC 253 Marxist Political Thought
- POSC 263 European Political Economy (Not offered in 2009–2010)
- POSC 265 Politics of Global Economic Relations
- POSC 266 Urban Political Economy
- POSC 268 International Environmental Politics and Policies
- POSC 313 Labor Politics in a Global Age\* (Not offered in 2009–2010)
- POSC 322 Political Economy of Latin America\*
- POSC 333 Sustainability Science\* (Not offered in 2009–2010)
- POSC 360 Political Economy Seminar\* (Not offered in 2009–2010)
- POSC 361 Approaches to Development\*
- POSC 364 Capitalism and Its Critics\* (Not offered in 2009–2010)
- POSC 366 Urban Political Economy\*
- POSC 381 Beijing Program: Politics of Economic Development (Not offered in 2009–2010)

POSC 382 Beijing Program: Chinese Economics in Transition (Not offered in 2009–2010)  
 POSC 383 Maastricht Program: Politics of the European Union (Not offered in 2009–2010)  
 SOAN 234 Ecology, Economy, and Culture (Not offered in 2009–2010)  
 WGST 396 Transnational Feminisms

### **c) Democracy, Society, and the State**

POSC 201 National Policymaking (Not offered in 2009–2010)  
 POSC 210 Politics Across Borders (Not offered in 2009–2010)  
 POSC 219 Protest, Power & Grassroots Organizing: American Social Movements  
 POSC 221 Latin American Politics (Not offered in 2009–2010)  
 POSC 233 Corruption, Authoritarianism, and Democracy  
 POSC 237 Southeast Asian Politics (Not offered in 2009–2010)  
 POSC 264 China on the Rise: The Politics of Contemporary China  
 POSC 273 Citizen and Immigration Politics (Not offered in 2009–2010)  
 POSC 281 Global Society: An Approach to World Politics  
 POSC 310 Politics Across Borders\* (Not offered in 2009–2010)  
 POSC 330 The Complexity of Politics\* (Not offered in 2009–2010)  
 POSC 332 Religion and Politics\* (Not offered in 2009–2010)  
 POSC 358 Comparative Social Movements\* (Not offered in 2009–2010)  
 POSC 362 Globalization and the State\* (Not offered in 2009–2010)  
 POSC 378 Beijing Program: Chinese Social and Political Institutions (Not offered in 2009–2010)  
 POSC 379 Beijing Program: Chinese Decision Making (Not offered in 2009–2010)  
 SOAN 221 Law and Society (Not offered in 2009–2010)  
 SOAN 225 Social Movements

### **Approved Area Studies Courses**

AMST 230 The American Sublime: Landscape, Character & National Destiny in Nineteenth Century America  
 ECON 233 European Economic History  
 ECON 236 Economics of the European Union  
 EUST 110 Introduction to European Studies: The Age of Cathedrals  
 HIST 139 Foundations of Modern Europe  
 HIST 140 Modern Europe 1789-1914 (Not offered in 2009–2010)  
 HIST 141 Europe in the Twentieth Century  
 HIST 152 History of Imperial China (Not offered in 2009–2010)  
 HIST 161 History of Modern India (Not offered in 2009–2010)  
 HIST 170 Modern Latin America 1810-Present  
 HIST 180 An Historical Survey of East Africa  
 HIST 182 A Survey of Southern African History (Not offered in 2009–2010)  
 HIST 238 Topics in Medieval History: Church, Papacy and Empire (Not offered in 2009–2010)  
 HIST 241 Russia through Wars and Revolutions  
 HIST 243 The Peasants are Revolting! Society and Politics in the Making of Modern France  
 HIST 249 Modern Central Europe (Not offered in 2009–2010)  
 HIST 254 Colonialism in East Asia



HIST 255 Press and Culture in East Asia  
 HIST 260 The Making of the Modern Middle East (Not offered in 2009–2010)  
 HIST 262 Post-colonial South Asia, 1947–Present (Not offered in 2009–2010)  
 HIST 267 History of Modern Turkey (Not offered in 2009–2010)  
 HIST 272 The Emergence of Modern Mexico (Not offered in 2009–2010)  
 HIST 278 Religious Orthodoxy and Deviance in New Spain (Not offered in 2009–2010)  
 HIST 360 Muslims and Modernity  
 LTAM 200 Issues in Latin American Studies  
 POSC 210 Politics Across Borders (Not offered in 2009–2010)  
 POSC 221 Latin American Politics (Not offered in 2009–2010)  
 POSC 237 Southeast Asian Politics (Not offered in 2009–2010)  
 POSC 264 China on the Rise: The Politics of Contemporary China  
 POSC 310 Politics Across Borders\* (Not offered in 2009–2010)  
 SOAN 250 Ethnography of Latin America (Not offered in 2009–2010)  
 SOAN 256 Ethnography of Africa  
 SOAN 284 Anthropology of China (Not offered in 2009–2010)  
 SOAN 286 Anthropology of East Asia (Not offered in 2009–2010)

4. **Integrative Exercise** (Total of 6 credits - POSC 400): During their junior or senior year, students will revise substantially the final paper from an advanced seminar in international relations. (Department-approved courses are designated with an asterisk\*. Also see separately published list, which does not include courses taken on non-Carleton off-campus programs.)

The professor in the course will act as the student's comps adviser. Usually revision will take place during the term following the seminar and the revision will be completed during that term. However, professors and advisees may mutually define the scope of revision. The integrative exercise will be completed with preparation of a poster for a group poster presentation.

5. **Study Abroad:** We recommend study in a Carleton College Off-Campus or non-Carleton program that includes a significant political component. This may include study in our Beijing or Maastricht programs, or the Washington D.C. program, especially if the internship taken during the Washington program includes an international organization issue.

A maximum of 12 credits earned on a non-Carleton off campus studies program may be granted toward the electives requirement. These credits may not be used to replace a core course and should be distinct and independent from electives offered at Carleton. The chair may require a copy of the off-campus course syllabus.

## POLITICAL SCIENCE AND INTERNATIONAL RELATIONS COURSES

**120. Comparative Political Regimes** An introduction to the fundamentals of government and the variety of ways politics is practiced in different countries. Capitalist democracies, transitional states and developing nations are compared. *6 credits, SS, Fall, Winter—C. Heurlin, A. Montero*

**122. Politics in America: Liberty and Equality** An introduction to American government and politics. Focus on the Congress, Presidency, political parties and interest groups, the courts and the Constitution. Particular attention will be given to the public policy debates that divide liberals and conservatives and

how these divisions are rooted in American political culture. *6 credits, SS, Fall, Winter, Spring—R. Keiser, S. Schier*

**160. Political Philosophy** Introduction to ancient and modern political philosophy. We will investigate several fundamentally different approaches to the basic questions of politics---questions concerning the character of political life, the possibilities and limits of politics, justice, and the good society---and the philosophic presuppositions (concerning human nature and human flourishing) that underlie these, and all, political questions. *6 credits, SS, Fall, Winter, Spring—L. Cooper, J. Schlosser, K. Smith*

**170. International Relations and World Politics** A survey of factors in international relations of a geopolitical, commercial and ideological character; systems of international relations, including bipolar deterrence, polycentrism, and international organization; and dynamics of international relations, including war, diplomacy, and international economic and social development. *6 credits, SS, Winter, Spring—R. Grow, T. Myint*

**201. National Policymaking** This course will examine how and by whom ideas are brought to the national political agenda and how they are kept off, the processes by which policy solutions are considered, the formulation of legislation and the reasons for success and failure, and policy implementation. We will mix theory with a variety of policy case studies, such as tax reform policy and health care policy. Prerequisite: Political Science 122 or sophomore standing. *6 credits, SS, Not offered in 2009-2010*

**203. Political Communication: Election Campaign Advertising and Public Opinion\*** *Crosslisted with POSC 303.* How does political advertising influence the electorate? Do "negative ads" turn voters off? Can advertising be used strategically to influence turnout, decreasing the participation of one of the major parties, while increasing the likelihood that others will vote? Election ads along with the six second "sound bite" are now among the major forms of political communication in modern democracies. We will study how ads are created and "work" from the standpoint of political psychology and film analysis. The course includes a research experience. *6 credits, SS, Fall—B. Allen*

**204. Media and American Politics: Special Election Edition** Our analysis of media influences on politics will draw from three fields of study: political psychology, political behavior and participation, and public opinion. Students will conduct a study of the effects of campaign ads and news in election 2008 using content analysis and other research methods. Students interested in further political analysis should also take POSC 230 special version (Marfleet) same term. *6 credits, SS, Not offered in 2009-2010*

**205. Issues in American Democracy** Is direct citizen rule through participatory democracy or a reliance on policymaking by officeholders the best way to govern America? This seminar addresses the question by examining several topics--the levels of political knowledge and interest among the public, the impact of interest groups in national government, and the operation of popular rule through initiatives and referendums in American states. *6 credits, SS, Not offered in 2009-2010*

**206. The American Courts** We will explore the political and institutional dimensions of courts, and consider whether and how judicial decision making differs from political decision making. Topics will include legal reasoning and the role of the judge, the institutional capacity of courts and their relation to the political branches, and the role of lawyers in the political system. *6 credits, SS, Not offered in 2009-2010*

**207. Urban Politics in a Global Era** Are cities microcosms of state or nation? How has the role of immigrant-port-of-entry affected the politics of cities? What has been the impact of population shift to the suburbs? Are African-Americans and Latinos fighting over an inconsequential hole-in-the-doughnut in Chicago and Los Angeles? What is the significance of living wage and gay rights movements in cities? Why do European and American cities seem so different, and are there signs of convergence in the era of globalization? *6 credits, SS, Fall—R. Keiser*

**210. Politics Across Borders** *Crosslisted with POSC 310.* We live in an age of interdependent national economies. The costs of international travel and communication have declined in recent decades. Do the international political economy and modern technology make it easier for political actors in civil society to extend the reach of their influence across borders? Does the transmission of cultural ideas and practices across borders change the nature of domestic politics? In examining these questions, we will pay particular attention to the politics of human rights, migration, refugees, and labor in the advanced industrial democracies. *6 credits, SS, Not offered in 2009-2010*

**211. Environment and the Evolution of Rules: Designing Institutions to Solve Political Problems** How can we design democratic institutions to deal with environmental and social problems? Are there universal approaches to solving political problems in physically and socially diverse communities? Do people come up with different institutional ways to address shared problems because of environmental or cultural differences? By examining basic principles of institutional design you will learn how to analyze constitutions, public policies, international treaties, and other "rule ordered relationships" that different people have created to deal with environmental concerns and, generally, the health and welfare of their communities. *6 credits, SS, Not offered in 2009-2010*

**213. Labor Politics in a Global Age** *Crosslisted with POSC 313.* How are American unions coping with globalization? As capital mobility puts growing pressures on unions, how are U.S. labor institutions changing at the national, local, and workplace level? The course compares wage-bargaining institutions and the political representation of unionized labor in North America, Western Europe, and East Asia. Topics include the politics of job loss; the informal economy; gendered labor; and the stance of unions on issues of migration and race. *6 credits, SS, Not offered in 2009-2010*

**214. Visual Representations of Political Thought and Action** Visual media offer an alternative method of framing political ideas and events. Images found in such texts as film, posters, and even in statistical tables can enlighten—or mislead. Readings in visual theory, political psychology, and graphic representation will enable you to read images and use these powerful media to convey your ideas and research. *3 credits, SS, Not offered in 2009-2010*

**216. The Initiative, Referendum and Public Policy** *Crosslisted with POSC.316.* This course focuses on the direct democracy tools of initiative and referendum. What are the origins of these institutions and in what historical circumstances do citizens turn to them? Policy conflicts over gay marriage, regulation of tobacco, financing of sports stadiums, and the externalities of economic development will be among our topics. *6 credits, SS, Fall—R. Keiser*

**219. Protest, Power & Grassroots Organizing: American Social Movements** Why do protest movements form and who joins? How do grassroots movements achieve their aims? This class examines the strategies of grassroots political actors as they organize protest movements in civil society, forge

coalitions, and give a voice to the voiceless. Comparisons are drawn between the U.S., European, Asian, and Latin American experiences. *6 credits, SS, Winter—C. Huerlin*

**220. Politics and Political History in Film** How do representations of politics in film influence our ideas about governance, citizenship, power, and authority? How do film and TV reflect values and beliefs of democratic society, particularly in the United States? These are two questions that we will consider in the course as we study films representing politics and historical events in fiction and non-fiction genres for entertainment and education. Films to be analyzed include: *Battle of Algiers, Fog of War, Cape Fear (1963), Manchurian Candidate (1960), Advise and Consent, All the President's Men, Primary, War Room, The Mushroom Club, Fahrenheit 9/11, When the Levees Broke*. *6 credits, SS, Not offered in 2009-2010*

**221. Latin American Politics** Comparative study of political institutions and conflicts in selected Latin American countries. Attention is focused on general problems and patterns of development, with some emphasis on U.S.-Latin American relations. *6 credits, SS, Not offered in 2009-2010*

**224. Migration Politics: Asian American and Latino Experiences** Exploration of forces that shape U.S. immigration and refugee policy. How do politics centered on economic interest and identity politics interact in the making of immigration policy? Do powerful business interests mainly determine the vicissitudes of immigration policy? Or do naturalized immigrant voters, organized ethnic groups and grassroots movements for immigrant rights play an important role? Comparison of experiences of entry, exclusion, and incorporation of Hmong, Vietnamese, Chinese, Indian, Mexican, and Salvadoran migrants. *6 credits, SS, Not offered in 2009-2010*

**226. Political Psychology** This course is an introduction to political psychology, an inter-disciplinary field of study that applies psychological theory and research to the study of politics, as a theoretical alternative to rational choice models. Study will include applying psychological models to elite decision making and to political behavior of ordinary citizens. Topics include personality and political leadership, group processes and foreign policy, theories of information processing and elite decision making, malignant political aggression and punitive politics, altruism and heroic political action, etc. in light of important political issues and events. *6 credits, SS, Not offered in 2009-2010*

**227. Agenda Setting through Speeches and Debates** Can political speeches like the State of the Union Address really set the agenda for the Congress and the country? How do election campaign speeches set an agenda and control the discourse among journalists, citizens, and candidate? What about campaign debates? Do they set an agenda for candidate and country? What do debates and speeches reveal about the political psychology of candidates and office holders: about how they process information and make decisions. These are a few of the questions we will address in our survey of political psychology and communication literature. *6 credits, SS, Winter—B. Allen*

**229. International Institutions** Intergovernmental organizations (IGOs), nongovernmental organizations (NGOs), and citizens are all entities that shape the governance of international and global issues. This course focuses on both international organizations (IOs) and international institutions that include formal treaties and informal rules, norms, and strategies. We will study key theoretical concepts and analytical frameworks through case studies and the literature on formal organization and collective action. *6 credits, SS, Fall—T. Myint*

**230. Methods of Political Research** An introduction to research method, research design, and the analysis of political data. The course is intended to introduce students to the fundamentals of scientific inquiry as they are employed in the discipline. The course will consider the philosophy of scientific research generally, the philosophy of social science research, theory building and theory testing, the components of applied (quantitative and qualitative) research across the major sub-fields of political science, and basic methodological tools. Intended for majors only. Prerequisite: Mathematics 115 or 215. *6 credits, ND, Fall, Spring—G. Marfleet*

**231. American Foreign Policy** An introduction to the actors and processes of American foreign policymaking and to the substance of American foreign policy. The course aims to provide students with an understanding of how knowledge of the past, the global policy environment, the processes of foreign policymaking, and the specifics of a foreign policy issue come together to help determine modern American foreign policy. The course will review the structure of the international system of states, state power and interests, the historical context of American foreign policy, actors in American foreign affairs, models of foreign policy decision making, and the instruments of foreign policy. Prerequisite: Political Science 122 highly recommended. *6 credits, SS, Not offered in 2009-2010*

**233. Corruption, Authoritarianism, and Democracy** After three decades of democratization, most countries are democratic. But the quality of these democracies is questionable as many suffer from continuous problems of corruption, poor elite accountability, human rights violations, and even policies that can only be described as semi-authoritarian. This course investigates the classic regime types (totalitarianism, authoritarianism, democracy), transitions between them, and the problems of deviations from democratic norms and processes. Special attention will be paid to problems of democratic governance such as electoral fraud, campaign finance malfeasance, the corruption of the judiciary, political violence, and violations of human and civil rights. *6 credits, SS, Spring—A. Montero*

**237. Southeast Asian Politics** This course will cover key thematic issues of Southeast Asian politics, including the challenges of democracy, regional integration, environmental politics, the rise of the power of non-state actors, and struggles for citizen-sovereignty of the people. We will examine these frontier issues against the background of Southeast Asia's societal evolution through kingdoms, colonial eras, emergence of nation-states, and the influence of globalization on politics. *6 credits, SS, Not offered in 2009-2010*

**239. The Diplomat's Craft: Three Case Studies** Diplomacy is the means by which states find common ground and resolve differences. Former ambassador Burt Levin uses three cases studies from his career to evaluate the relationships between diplomacy and policy implementation. *3 credits, SS, Spring—B. Levin*

**241. Ethnic Conflict** Ethnic conflict is a persistent and troubling challenge for those interested in preserving international peace and stability. By one account, ethnic violence has claimed more than ten million lives since 1945, and in the 1990s, ethnic conflicts comprised nearly half of all ongoing conflicts around the world. In this course, we will attempt to understand the conditions that contribute to ethnic tensions, identify the triggers that lead to escalation, and evaluate alternative ideas for managing and solving such disputes. The course will draw on a number of cases, including Rwanda, Bosnia, and Northern Ireland. *6 credits, SS, Not offered in 2009-2010*

**245. Comparative Environmental Politics and Policy** Environmental politics and policy can differ significantly in different national contexts. When countries take divergent approaches to defining and

addressing environmental problems, it can lead to tensions at the international level. We will compare national approaches to environmental politics and policymaking, exploring the impact of institutions, culture, economic interests and the historical development of national environmental and other civil society movements on these processes. *6 credits, SS, Not offered in 2009-2010*

**247. Comparative Nationalism** Nationalism is an ideology that political actors have frequently harnessed to support a wide variety of policies ranging from intensive economic development to genocide. But what is nationalism? Where does it come from? And what gives it such emotional and political power? This course investigates competing ideas about the sources of nationalism, its evolution, and its political uses in state building, legitimation, development, and war. We will consider both historic examples of nationalism, as well as contemporary cases drawn from Europe, the Middle East, Asia, and the United States. *6 credits, SS, Not offered in 2009-2010*

**250. Ancient Political Philosophy** In this course we will examine ancient political philosophy through the intensive study of Plato's *Republic*, perhaps the greatest work of political philosophy ever written. What is morality? Why should a person behave morally? Wouldn't it be more satisfying to be a tyrant? What is the best way of life? What would a perfect society look like? What would be its customs and institutions, and who would rule? What would it demand of us, and would that price be worth paying? These are some of the politically (and personally) vital questions addressed by the book. *6 credits, SS, Not offered in 2009-2010*

**251. Modern Political Philosophy** Modern political philosophy initiated many of the ways of thinking about politics that remain salient today: balancing individuality and community; negotiating liberty and equality; and questioning the relationship of politics and morality. In this course we will focus on the Continental tradition of modern political philosophy from Kant to Hegel to Marx, which has had particular influence on politics and culture in Europe, Latin America, and China. *6 credits, SS, Spring—J. Schlosser*

**253. Marxist Political Thought** A discussion seminar introducing the economic and political themes in Marxist literature, concentrating on the works of Marx, Engels, Lenin, and Mao. The course looks at theories of economic development, the role of the state, social conflict, political action, and revolution in the writings of each of these thinkers. *6 credits, SS, Spring—R. Grow*

**257. American Environmental Thought** The development of American thinking about nature and humanity's relationship to it covering from the nineteenth century to the present. Representative figures include Henry David Thoreau, John Muir, Aldo Leopold, Rachel Carson, and Barry Commoner. *6 credits, SS, Not offered in 2009-2010*

**258. Politics and Ambition** Is personal ambition a threat to peace and the public good or is it a prod to nobility and heroism? Does it exemplify the opposition between self and society or does it represent their intersection and mutual support-or both? Drawing on literary, philosophical, and historical works this course will take up these and other questions as part of a broad examination of the role of ambition in politics. *6 credits, SS, Not offered in 2009-2010*

**259. Justice Among Nations** This course will bring classic works of political philosophy into conversation with the central questions of international relations, questions concerning both the moral basis of power and the character of international politics. Using the thought of Thucydides and Herodotus as our starting point, we will think through problems of contemporary international relations

theory in light of these earlier thinkers, attempting to use the lucid thinking of the past to illuminate the present. *6 credits, SS, Spring—J. Schlosser*

**260. The Political Philosophy of Jean-Jacques Rousseau** In this course we will study what Rousseau considered his greatest and best book: *Emile*. *Emile* is a philosophic novel. It uses a thought experiment--the rearing of a child from infancy to adulthood--to explore human nature and the human condition, including their political dimensions. Among *Emile's* themes are natural goodness and the origins of evil; self-love and sociability; the differences and relations between the sexes; citizenship; and the principles of political right. The book also addresses the question of how one might live naturally and happily amid an unnatural and unhappy civilization. *6 credits, SS, Not offered in 2009-2010*

**263. European Political Economy** An introduction to the politics of the European region during the post-World War II period. Students will examine the political conditions that gave impetus to the creation, maintenance, crisis, and decline of Keynesian economic policies, social welfare states, social democratic partisan alliances, and cooperative patterns of industrial relations. The course will examine the rise and reform of the project of European integration. The course will also address the particular problems faced by the East European countries as they attempt to make a transition from authoritarian, command economies to democratic, market-based economies. *6 credits, SS, Not offered in 2009-2010*

**264. China on the Rise: The Politics of Contemporary China** This course examines the political, social and economic transformation of China over the past thirty years. Students will explore the transformation of the countryside from a primarily agricultural society into the factory of the world. Particular emphasis will be placed on economic development and how this has changed state-society relations at the grassroots. The class will explore these changes among farmers, the working class and the emerging middle class. Students will also explore how the Chinese Communist Party has survived and even thrived while many other Communist regimes have fallen and assess the relationship between economic development and democratization. *6 credits, SS, Fall—C. Heurlin*

**265. Politics of Global Economic Relations** This course examines the interaction of national politics and international economic activity. Topics include the relationship between national and international finance, global competitiveness, and economic development. Case studies drawn from every continent. *6 credits, SS, Winter—A. Montero*

**266. Urban Political Economy** *Crosslisted with POSC.366.* City revenue is increasingly dependent on tourism. Cities manufacture identity and entertainment, whether we think of Las Vegas or Jerusalem, Berlin or Bilbao, the ethnoscapes of Copenhagen or the red light district of Amsterdam. As cities compete in the global economy to become playgrounds for a transnational tourist class, what is the role of urban residents? Who governs? Who benefits? Short essays or exams will be required. *6 credits, SS, Winter—R. Keiser*

**268. International Environmental Politics and Policies** International environmental politics and policy is the most prominent field that challenges traditional state-centric ways of thinking about international problems and solutions. This course will cover five arenas crucial to understanding the nature and origin of international environmental problems and policymaking mechanisms: (1) international environmental law; (2) international political orders; (3) human-environment interactions through politics and markets; (4) paradigms of sustainable development; and (5) dynamics of human values and rules. *6 credits, SS, Fall—T. Myint*

**271. Constitutional Law I** Covers American constitutional law and history from the founding to the breakdown of the constitution in secession crisis. Extensive attention will be paid to the constitutional convention and other sources of constitutional law in addition to Supreme Court cases. *6 credits, SS, Fall—K. Smith*

**272. Constitutional Law II** Covers American constitutional law and history from Reconstruction to the contemporary era. Extensive attention will be paid to the effort to refound the American constitution following the Civil War as manifest in the 13th, 14th, and 15th amendments, and to the successive transformations which the Supreme Court worked in the new constitutional order. Political Science 271 is not a prerequisite. *6 credits, SS, Winter—K. Smith*

**273. Citizen and Immigration Politics** This course examines the politics of citizenship and immigration policy in the United States from a comparative perspective. In addition, to the U.S. case, the class also examines policy in Australia, Britain, Canada, France, and Germany. What foundational political ideals and traditions shape a nation's laws on citizenship and immigration? How do public opinion, political elites, and interest groups affect the path of immigration controversy over time? What effect do national political institutions have on policy-making? In what ways do domestic and foreign policy concerns interact? As more immigrants become citizens, how does their voice and participation alter the public discourse and politics of immigration? *6 credits, SS, Not offered in 2009-2010*

**275. Identity Politics in America: Ethnicity, Gender, Religion** This class explores the goals, forms, and impact of identity politics in America. Groups engage in identity politics when their members collectively strive for recognition for the group's particular culture, history, language, or identity. How do movements concerned with recognition of particular groups define "insiders" and relate to "outsiders"? How do groups define a group interest when memberships are heterogeneous and individuals hold multiple group memberships? To what extent do race-ethnicity, gender, and religion shape people's outlook, values, and political choices in the United States? *6 credits, SS, Not offered in 2009-2010*

**281. Global Society: An Approach to World Politics** One of the features of the Post-Cold War world has been the increased salience of issues such as terrorism, the environment, the influence of transnational corporations, the world-wide AIDS epidemic, the drug trade, and the crisis of refugees. The proliferation of such problems illustrates the limitations of state-centric international relations theory. This course examines new theoretical approaches to global politics that seek to understand how non-state actors and structures influence emerging patterns of global governance. We will debate as a class the extent to which a global society approach to world politics helps us to understand these transnational problems. *6 credits, SS, Winter—B. Allen*

**289, 293. Washington D.C. Program: Seminar** A study of national and international political institutions and processes conducted in Washington, D.C. Seminar participants include national and international reporters, foreign diplomats, members of Congress, career civil servants, White House staff, political party leaders, and interest group representatives. Program participants will also earn four credits from directed reading during the winter break and six credits from a Washington internship, and six credits for the seminar during winter term. Senior political science majors may elect to take this seminar as a 3 credit course along with 3 credits of comps. (293 S/CR/NC) *9 or 12 credits, S/CR/NC, SS, Winter—S. Schier*



**303. Political Communication: Election Campaign Advertising and Public Opinion\*** *Crosslisted with POSC 203.* How does political advertising influence the electorate? Do "negative ads" turn voters off? Can advertising be used strategically to influence turnout, decreasing the participation of one of the major parties, while increasing the likelihood that others will vote? Election ads along with the six second "sound bite" are now among the major forms of political communication in modern democracies. We will study how ads are created and "work" from the standpoint of political psychology and film analysis. The course includes a research component and students enrolled at the 300 level will conduct more extensive analysis of data for their seminar papers. *6 credits, SS, Fall—B. Allen*

**305. Issues in American Democracy\*** Is direct citizen rule through participatory democracy or a reliance on policymaking by officeholders the best way to govern America? This seminar addresses the question by examining several topics--the levels of political knowledge and interest among the public, the impact of interest groups in national government, and the operation of popular rule through initiatives and referendums in American states. *6 credits, SS, Not offered in 2009-2010*

**306. How Race Matters in American Politics\*** How do the politics of race and ethnicity influence the modern development of American democracy? Problems of inequality and social marginalization. Racial attitudes and progress toward equality from the civil rights movement of the 1960s to the present. The relationship between protest and electoral politics in African American, Latino, and Asian American communities. Mechanisms for representation of racial-ethnic minorities at the national, state, and local levels of government. Controversies over racial-ethnic policy, such as affirmative action and bilingual education. *6 credits, SS, RAD, Not offered in 2009-2010*

**308. Poverty and Public Policy\*** This course will focus on the causes of urban poverty in the United States and the public policy strategies at the state and federal levels for reducing poverty. *6 credits, SS, Not offered in 2009-2010*

**309. The American Presidency\*** A study of the contemporary Presidency, with a focus on the development of the institutional Presidency, presidential personality and the presidency's relations with other structures in the American political system. The equivalent of a large research paper will be among the requirements for this course. *6 credits, SS, Fall—S. Schier*

**310. Politics Across Borders\*** *Crosslisted with POSC.210.* We live in an age of interdependent national economies. The costs of international travel and communication have declined in recent decades. Do the international political economy and modern technology make it easier for political actors in civil society to extend the reach of their influence across borders? Does the transmission of cultural ideas and practices across borders change the nature of domestic politics? In examining these questions, we will pay particular attention to the politics of human rights, migration, refugees, and labor in the advanced industrial democracies. *6 credits, SS, Not offered in 2009-2010*

**311. Topics in Constitutional Law\*** This seminar will explore selected themes in constitutional law, examining the historical development of doctrine, the philosophical issues raised by the issues and the contemporary political controversies surrounding the Court's decisions. Topics may include the separation of church and state, freedom of speech, reproductive rights, criminal justice, voting rights, and gender and sexuality in the law. Prerequisite: One of the following: Political Science 206, 270, 271. *6 credits, SS, Spring—K. Smith*

**313. Labor Politics in a Global Age\*** *Crosslisted with POSC 213.* How are American unions coping with globalization? As capital mobility puts growing pressures on unions, how are U.S. labor institutions changing at the national, local, and workplace level? The course compares wage--bargaining institutions and the political representation of unionized labor in North America, Western Europe, and East Asia. Topics include the politics of job loss; the informal economy; gendered labor; and the stance of unions on issues of migration and race. *6 credits, SS, Not offered in 2009-2010*

**316. The Initiative, Referendum and Public Policy\*** *Crosslisted with POSC.216.* This course focuses on the direct democracy tools of initiative and referendum. What are the origins of these institutions and in what historical circumstances do citizens turn to them? Policy conflicts over gay marriage, regulation of tobacco, financing of sports stadiums, and the externalities of economic development will be among our topics. Students will be required to write a research paper. *6 credits, SS, Spring—R. Keiser*

**322. Political Economy of Latin America\*** A research seminar that focuses on politics and economic development Latin America. Topics include: macroeconomic crisis and industrialization, poverty and inequality, regional integration, state reform and decentralization. Students work on individual research projects of their choosing. *6 credits, SS, Fall—A. Montero*

**326. America's China Policy\*** This course examines the factors that shape United States policies toward China. Topics include the early relationships in the 1800s, the problems of the war years, and the strains of the People's Republic era. *6 credits, SS, Not offered in 2009-2010*

**328. Foreign Policy Analysis\*** Foreign policy analysis is a distinct sub-field within international relations that focuses on explaining the actions and choices of actors in world politics. After a review of the historical development of the sub-field, we will explore approaches to foreign policy that emphasize the empirical testing of hypotheses that explain how policies and choices are formulated and implemented. The psychological sources of foreign policy decisions (including leaders' beliefs and personalities and the effect of decision-making groups) are a central theme. Completion of a lower level IR course and the stats/methods sequence is recommended. *6 credits, SS, Winter—G. Marfleet*

**329. Vietnam, Iraq, and American Policy\*** This course will examine and compare the factors which led to America's involvement in the Vietnam War of the 1960's and the Iraq War that began in 2003. Discussions will focus on the domestic and foreign policy issues that shaped American public perceptions, and investigate both government policies and military strategies. The class will also discuss the impact of both conflicts on the course of American foreign policy. *6 credits, SS, Not offered in 2009-2010*

**330. The Complexity of Politics\*** Theories of complexity and emergence relate to how large-scale collective properties and characteristics of a system can arise from the behavior and attributes of component parts. This course explores the relevance of these concepts, studied mainly in physics and biology, for the social sciences. Students will explore agent-based modeling to discover emergent properties of social systems through computer simulations they create using NetLogo software. Reading and seminar discussion topics include conflict and cooperation, electoral competition, transmission of culture and social networks. Completion of the stats/methods sequence is highly recommended. *6 credits, SS, Not offered in 2009-2010*

**332. Religion and Politics\*** In this class, we will investigate the relationship between politics and religion around the world. It is not a class on theology or belief systems. Instead, we will focus on describing and

explaining how religious beliefs and organizations affect political outcomes and vice-versa. Topics will include the relationship between religion and the state, the political dimensions of religious movements, the religious dimensions of political movements, and how religious perspectives on such issues as gender, sexuality, race, and war reinforce or clash with political values and policy. *6 credits, SS, Not offered in 2009-2010*

**333. Sustainability Science\*** This course is about the science of integrating social changes and environmental changes to understand and to be able to advance analytical concepts, research methods, and theories of society-nature interactions. Scholars in the field of sustainability science work to understand, explain, and predict both qualitative and quantitative changes that have occurred in society and nature. Students will learn fundamental theories and concepts that explain linkages between social change and environmental changes; gain methods and skills to measure social changes qualitatively and quantitatively; and gain critical thinking and writing skills by using climate change data and social change data. *6 credits, SS, Not offered in 2009-2010*

**345. Guerillas, Warlords and Bandits: The Art of Asymmetric War\*** Guerilla insurgencies are a special kind of war and present special problems for foreign policy formation and military response. This course looks at historical cases and theoretical propositions that range from Sun Zi *The Art of War* to Mao Zedong, Vo Nguyen Giap, and Che Guevara. Case studies from China, Vietnam, Afghanistan, Iraq, early United States, and South America. Examination of strategies based on Chinese game of WeiQi (Go) as opposed to western Chess. *6 credits, SS, Fall—R. Grow*

**346. Spies, Rogues and Statesmen: Intelligence and the Formation of Foreign Policy\*** Collecting and interpreting information--real and not-so-real--ripples across the making of defense strategy and foreign policy. This seminar examines the link between intelligence gathering and policy formation. Case studies from WWII, the Cold War, the Vietnam era, and the Iraqi Wars. *6 credits, SS, Not offered in 2009-2010*

**347. America and Its Wars\*** War has a special place in American history and this course will look at the changing role of armed conflict in American foreign policy. The course will be based on a series of case studies and the class will look at "large wars" such as World War II and smaller "limited engagements" in Asia and Latin America. Students will examine the debates about strategies and tactics in each of these conflicts and then merge their insights from the case studies with arguments from the larger theoretical literature about war and its role in foreign policy. *6 credits, SS, Fall—R. Grow, B. Levin*

**350. Political Philosophy and the Book of Genesis\*** Much of the moral and political architecture of the post-modern, secular world traces back to pre-modern, religious scriptures--especially Genesis, the first book of the Bible. For this reason alone Genesis deserves attention. But there are even stronger reasons: With its accounts of creation, humanity's relation to nature and the divine, human aspiration and failure, the origins of community, and the good life for both individuals and societies, Genesis offers enormous riches even for those who approach it from an "external" philosophic standpoint (as we will in this class) rather than an "internal" religious one. Readings include Genesis and commentary. *6 credits, SS, Fall—L. Cooper*

**351. Political Theory of Martin Luther King, Jr.\*** This seminar will examine the speeches, writings, and life of Dr. Martin Luther King, Jr. Students will study King as an example of the responsible citizen envisioned by the theory expressed in *The Federalist*, as a contributor to the discourse of civil religion, and

as a figure in recent American social history. Prerequisites: Political Science 122 or introductory history course. *6 credits, SS, RAD, Not offered in 2009-2010*

**352. Political Theory of Alexis de Tocqueville\*** This course will be devoted to close study of Tocqueville's *Democracy in America*, which has plausibly been described as the best book ever written about democracy and the best book every written about America. Tocqueville uncovers the myriad ways in which equality, including especially the passion for equality, determines the character and the possibilities of modern humanity. Tocqueville thereby provides a political education that is also an education toward self-knowledge. *6 credits, SS, Not offered in 2009-2010*

**355. Contemporary Feminist Thought: Identity, Culture and Rights\*** This course will look at the contemporary debate in multiculturalism in the context of a variety of liberal philosophical traditions, including contractarians, libertarians, and Utilitarians. These views of the relationship of individual to community will be compared to those of the communitarian and egalitarian traditions. Research papers may use a number of feminist theory frameworks and methods. Prerequisites: Women's and Gender Studies 110 or any political theory, feminist philosophy, or political philosophy course. *6 credits, SS, Not offered in 2009-2010*

**358. Comparative Social Movements\*** This course will examine the role that social movements play in political life. The first part of the course will critically review the major theories that have been developed to explain how social movements form, operate and seek to influence politics at both the domestic and international levels. In the second part of the course, these theoretical approaches will be used to explore a number of case studies involving social movements that span several different issue areas and political regions. Potential case studies include the transnational environmental movement, religious movements in Latin America and the recent growth of far right activism in northern Europe. *6 credits, SS, Not offered in 2009-2010*

**360. Political Economy Seminar\*** This seminar will use a number of contemporary theories to evaluate political economy phenomena. The class will include case studies, simulation exercises and field trips. *6 credits, SS, Not offered in 2009-2010*

**361. Approaches to Development\*** The meaning of "development" has been contested across multiple disciplines. The development and continual existence of past civilizations has been at the core of the discourse among those who study factors leading to the rise and fall of civilizations. Can we reconcile the meaning of development in economic terms with cultural, ecological, political, religious, social and spiritual terms? How can we measure it quantitatively? What and how do the UNDP Human Development Indexes and the World Development Reports measure? What are the exemplary cases that illustrate development? How do individual choices and patterns of livelihood activities link to development trends? *6 credits, SS, Winter—T. Myint*

**362. Globalization and the State\*** We will examine how and to what extent the processes of globalization are changing notions and practices of state sovereignty. Given that scholars do not agree on the definition of either state sovereignty or globalization, this is no easy task. We will begin by examining the historic development of state since the seventeenth century and how notions of state sovereignty have changed, to better understand how economic integration, the communications revolution and the growing importance of global civil society (globalization) are (re)shaping states. We will explore how

globalization influences state behavior in the international realm and within its own borders. *6 credits, SS, Not offered in 2009-2010*

**364. Capitalism and Its Critics\*** This research seminar examines the major debates in studies of contemporary capitalism in advanced capitalist and developing countries around the world. Moving beyond the classic theoretical debates of liberal, Marxist, developmentalist, and post-industrial arguments, the seminar will focus on recent debates concerning changes in labor markets, class structures, production systems, political institutions and social distribution, corporate governance, the multilateral system (e.g., IMF, the World Bank), supranational entities such as the European Union, and critical approaches on economic development, including new studies of the informal labor market. *6 credits, SS, Not offered in 2009-2010*

**366. Urban Political Economy\*** *Crosslisted with POSC.266.* City revenue is increasingly dependent on tourism. Cities manufacture identity and entertainment, whether we think of Las Vegas or Jerusalem, Berlin or Bilbao, the ethnoscapes of Copenhagen or the red light district of Amsterdam. As cities compete in the global economy to become playgrounds for a transnational tourist class, what is the role of urban residents? Who governs? Who benefits? A research paper will be required. *6 credits, SS, Winter—R. Keiser*

**367. Suburbanization in America\*** The process of suburbanization transformed the United States in a revolutionary way, yet this was a quiet revolution. Both the causes and consequences of suburbanization can be found in the country's politics, race relations, economy, literature and popular imagery, architecture and design, and our definition of community. This course will take an explicitly interdisciplinary approach to these topics. Prerequisite: Political Science 122 or American Studies 345. *6 credits, SS, Not offered in 2009-2010*

**378. Beijing Program: Chinese Social and Political Institutions** On-site examination and evaluation of important institutions (i.e., banks, hospitals, environment offices, middle schools, etc.) that shape the Chinese economic and political process. Students may take this course or optional 3-credit Chinese language course that is taught at three levels—depending on the student's proficiency. *3 credits, SS, Not offered in 2009-2010*

**379. Beijing Program: Chinese Decision Making** This course would be based on simulation exercise--- which is already part of the seminar--but restructured and expanded to place exercise in more exact theoretical frame. *3 credits, SS, Not offered in 2009-2010*

**381. Beijing Program: Politics of Economic Development** This is a cross-disciplinary program in which students from different academic departments analyze the economy of China, investigate the government institutions that develop and shape Chinese policy, and meet the people who make policy work. The seminar will combine classroom study with visits to economic agencies, government organizations, and industrial and commercial sites. *6 credits, SS, Not offered in 2009-2010*

**382. Beijing Program: Chinese Economics in Transition** This course introduces the student to China's historical, political, and economic development in the twentieth century. The primary framework applied is an analysis of the strategies and outcomes of economic development within the context of a particular socialist economic and political system. While focusing mainly on political-economic philosophies within real economic constraints. Prerequisites: Economics 110 and 111. *6 credits, SS, Not offered in 2009-2010*

**383. Maastricht Program: Politics of the European Union** This course examines the formation, development, institutions, laws, and policies of the European Union, with special emphasis on current issues arising from the Maastricht and Amsterdam Treaty revisions in the 1990s. Students will be divided into smaller groups to focus on different policy areas during the last two weeks of the course. *6 credits, SS, Not offered in 2009–2010*

**400. Integrative Exercise** *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

## PSYCHOLOGY (PSYC)

**Chair:** Professor Seth N. Greenberg

**Professors:** Sharon A. Akimoto, Neil S. Lutsky, Julie J. Neiworth

**Benedict Distinguished Visiting Professor:** Seth N. Greenberg

**Associate Professor:** Lawrence J. Wichlinski

**Assistant Professors:** Kenneth B. Abrams, Mija M. Van Der Wege

**Visiting Assistant Professors:** Sara Gorchoff, Jeremy Loebach

**Visiting Instructor:** Mark Lewis

**Senior Lecturer:** Steven F. Kozberg

Psychology at Carleton provides a systematic approach to the study of behavior and experience. It examines processes of physiological functioning, human and animal learning, human and animal cognition, cognitive and social development, personality, social influence, and psychopathology, and treats particular topics (e.g., prejudice, real-life decision making, and psychopharmacology) that are representative of the diversity and complexity of psychology. It also strongly emphasizes the development of analytic and expressive skills that are the basis of investigation, evaluation, and communication in the field.

Psychology 110 is the basic introductory course in the department and is a prerequisite for all other courses in psychology. Only in exceptional circumstances (e.g., an advanced placement score of 4 or 5 or a higher level IB score of 6 or 7) will a student be allowed to enroll in an upper-level psychology course without having taken Psychology 110. Majors in the department generally enroll in midlevel courses in our three core areas:

Biological and Behavioral Processes Courses: 210, 212, 216, 220, 263

Cognitive Studies Courses: CGSC/PSYC 232, PSYC 234, CGSC 236

Social Behavior, Development, and Personality Courses: 224, 250, 252, 254, 256, 258, 260

Majors are advised to plan their schedules carefully in light of the prerequisites listed for upper-level courses in each area and the schedule of course offerings. A major in psychology prepares students for

graduate study toward an advanced research degree in psychology and for a variety of professional programs and careers in psychological and social service areas. It also serves those intending to pursue careers in law, medicine, education, and business.

## REQUIREMENTS FOR A MAJOR

The introductory course (110), (unless waived by an advanced placement score of 4 or 5 or a higher level exam IB score of 6 or 7, and a passable grade in a midlevel course); the measurement and methods and accompanying lab (200, 201); four courses from a list of core courses (courses numbered 210-263) including one from the Biological and Behavioral Processes group (210, 212, 216, 220, 263), one from the Cognitive Studies group (CGSC/PSYC 232, PSYC 234, CGSC 236), and one from the Social Behavior, Development and Personality group (224, 250, 252, 254, 256, 258, 260); two upper-level courses (310, 384, CGSC 380, 385, 386) including at least one seminar (365, 384 CGSC 380, 385, 386); two laboratory courses (211, 217, 221, 233, 235, 257, 259, 261); a capstone seminar (397, 398, 399); and the integrative exercise (400).

It is strongly recommended that all majors complete the measurement and methods (200 and 201) course with lab during their sophomore or junior years. Particular courses in biology, education, linguistics, mathematics and computer science, economics, philosophy, and sociology-anthropology may also be recommended, depending on an individual's interests and plans.

For future planning purposes, majors should anticipate that the capstone seminar would be taken in the spring of the junior year, and that the integrative exercise will be completed during the fall or winter of the senior year depending on the nature of the comps project.

## PSYCHOLOGY COURSES

**110. Principles of Psychology** This course surveys major topics in psychology. We consider the approaches different psychologists take to describe and explain behavior. We will consider a broad range of topics, including how animals learn and remember contexts and behaviors, how personality develops and influences functioning, how the nervous system is structured and how it supports mental events, how knowledge of the nervous system may inform an understanding of conditions such as schizophrenia, how people acquire, remember and process information, how psychopathology is diagnosed, explained, and treated, how infants and children develop, and how people behave in groups and think about their social environment. *6 credits, SS, Fall, Winter, Spring—K. Abrams, S. Greenberg, S. Gorchoff, N. Lutsky, J. Neiworth*

**140. The Psychology of Numbers: A Fair and Balanced Look at Statistical Reporting** This course will focus on topics such as the cognitive processes underlying how people interpret numbers and visual representations of numbers, the persuasive effects of using different numbers or visual representations, and how journalists and politicians use and report research statistics. Students will attain a grasp of basic statistics, an understanding of the scientific method and survey research methods, and an introduction to relevant aspects of cognitive and social psychology. In addition, students will hone their skills both at interpreting and critiquing numerical reporting and integrating numbers and scientific evidence in their writing. *6 credits, SS, Spring—M. Van Der Wege*

**200. Measurement and Data Analysis in Psychology** The course considers the role of measurement and data analysis focused on behavioral sciences. Various forms of measurement and standards for the

evaluation of measures are explored. Students learn how to summarize, organize, and evaluate data using a variety of techniques that are applicable to research in psychology and other disciplines. Among the analyses discussed and applied are tests of means, various forms of analysis of variance, correlation and regression, planned and post-hoc comparisons, as well as various non-parametric tests. Research design is also explored. Prerequisite: Psychology 110. Psychology 200 requires concurrent registration in Psychology 201. *6 credits, MS, Winter—M. Van Der Wege*

**201. Measurement and Data Analysis Lab** This lab course accompanies the lecture course, Psychology 200, and must be taken during the same term. The lab will provide an opportunity to explore lecture topics more deeply, and in particular emphasize data collection and computational skills. *2 credits, ND, Winter—M. Van Der Wege*

**210. Psychology of Learning** A summary of theoretical approaches, historical influences and contemporary research in the area of human and animal learning. The course provides a background in classical, operant, and contemporary conditioning models, and these are applied to issues such as behavioral therapy, drug addiction, decision-making, education, and choice. It is recommended that students enroll concurrently in Psychology 211. Prerequisite: Psychology 110, or consent of the instructor. *6 credits, SS, Spring—J. Neiworth*

**211. Laboratory Research Methods in Learning** This course accompanies Psychology 210. Students will replicate classical studies and plan and conduct original empirical research projects in the study of human and animal learning. Psychology 211 requires concurrent or prior registration in Psychology 210. Prerequisite: Psychology 110. *2 credits, ND, Spring—J. Neiworth*

**212. Comparative Cognition** This course is a systematic investigation of nonhuman animals' mental experiences. Various cognitive capabilities are reviewed, including counting, communication, categorization, self concept, and deception, memory mechanisms such as rehearsal and imagery, and social concepts in animals. Under review are these capabilities in different species of birds and mammals, including rats, pigeons, parrots, various species of monkeys, apes, and dolphins. Prerequisite: Psychology 110 or Biology 126 or Psychology 216 or permission of the instructor. *6 credits, SS, Not offered in 2009–2010*

**216. Behavioral Neuroscience** An introduction to the physiological bases of complex behaviors in mammals, with an emphasis on neural and hormonal mechanisms. *6 credits, MS, Fall—L. Wichlinski*

**217. Laboratory Research Methods in Behavioral Neuroscience** This course accompanies Psychology 216. The course provides instruction and experience in methods of behavioral neuroscience, the study of the inter-relation of the brain (and hormonal systems) and behavior. The focus of this laboratory will be on standard methods of inducing behavioral changes via neural and hormonal manipulations in mammals. This course may be taken separately from Psychology 216. *2 credits, ND, Fall—L. Wichlinski*

**220. Sensation and Perception** We will address the question of how humans acquire information from the world to support action, learning, belief, choice, and the host of additional mental states that comprise the subject matter of psychology. In other words "How do we get the outside inside?" We will initially consider peripheral anatomical structures (e.g. the eye) and proceed through intermediate levels of sensory coding and transmission to cover the brain regions associated with each of the major senses. Readings will include primary sources and a text. In addition to exams and papers, students will conduct an



investigation into an area of personal interest. Prerequisite: Psychology 110 or consent of instructor. 6 credits, SS, Winter—Staff

**221. Laboratory Research Methods in Sensation and Perception** This course accompanies Psychology 220. Students will replicate classical phenomena and plan and conduct original empirical research projects in the study of human perceptual processes. Psychology 221 requires concurrent or prior registration in Psychology 220. 2 credits, ND, Not offered in 2009–2010

**224. Psychology of Gender** This course will engage the student in various readings and exercises on theory and research in the psychology of gender. The student will come to clearly understand (1) several broad theories of gender, (2) how gender impacts our thoughts and behavior, (3) a sampling of empirical research of gender, (4) how to critically evaluate gender research, especially "popular" research, (5) the controversies surrounding traditional descriptions of gender, (6) how gender is involved in family, sexuality, work, friendships/relationships, mental health, and cross-cultural concerns. Prerequisite: Psychology 110. 6 credits, SS, Fall—S. Gorchoff

**232. Cognitive Processes** *Crosslisted with CGSC.232.* An introduction to the study of mental activity. Topics include attention, pattern recognition and perception, memory, concept formation, categorization, and cognitive development. Some attention to gender and individual differences in cognition, as well as cultural settings for cognitive activities. Prerequisite: Psychology 110 or permission of the instructor. Corequisite: Psychology 233. 6 credits, SS, Winter—K. Galotti

**233. Laboratory Research Methods in Cognitive Processes** *Crosslisted with CGSC.233.* Students will participate in the replication and planning of empirical studies, collecting and analyzing data relevant to major cognitive phenomena. Prerequisite: Psychology 110 or permission of the instructor. Corequisite: Psychology 232. 2 credits, ND, Winter—K. Galotti

**234. Psychology of Language** This course will cover a range of aspects of language use. We will spend time discussing language production and comprehension, discourse processing, the relationship between language and thought, and language acquisition. Additionally, we will touch on issues of memory, perception, concepts, mental representation, and neuroscience. Throughout the course, we will emphasize both the individual and social aspects of language as well as the dynamic and fluid nature of language use. Requires concurrent registration in Psychology 235. Prerequisite: Psychology 110. 6 credits, SS, Fall—Staff

**235. Psychology of Language Laboratory** This laboratory experience will expose students to a variety of methodologies employed by researchers interested in studying language. Throughout the term, students will both participate in experiments and conduct experiments. We will spend time discussing and performing typical analyses. Finally, students will be expected to become proficient in writing their experimental work in APA format and in presenting their research ideas in an oral format. Psychology 235 requires concurrent registration in Psychology 234. Prerequisite: Psychology 110. 2 credits, ND, Not offered in 2009–2010

**250. Developmental Psychology** An introduction to the concept of development, examining both theoretical models and empirical evidence. Prenatal through late childhood is covered with some discussion of adolescence when time permits. Topics include the development of personality and identity, social behavior and knowledge, and cognition. In addition, attention is paid to current applications of

theory to such topics as: day care, the role of the media, and parenting. Prerequisite: Psychology 110 or prior consent of the instructor. *6 credits, SS, Not offered in 2009-2010*

**252. Personality** An examination of analytic models that attempt to characterize and explain aspects of behavior, thought, and emotion that are central to our conceptions of ourselves as distinctly human beings and as individuals. Original theoretical statements and relevant empirical literature will be consulted. Prerequisite: Psychology 110 or consent of the instructor. *6 credits, SS, Winter—N. Lutsky*

**253. Research Methods in Personality Laboratory** A laboratory to be taken concurrently with the Personality course, to undertake research on topics in personality. *2 credits, ND, Winter—N. Lutsky*

**254. Psychopathology** An introduction to theories, research, treatments, and issues in the field of psychopathology. This course will be run as a seminar. Prerequisites: Psychology 110 or consent of the instructor. Recommended: Psychology 252. *6 credits, SS, Fall, Spring—K. Abrams, S. Kozberg*

**256. Social Behavior and Interpersonal Processes** The social psychological analysis of human social behavior, interpersonal processes, and group influences. Concurrent registration in Psychology 257 is strongly recommended. *6 credits, SS, Spring—S. Gorchoff*

**257. Laboratory Research Methods in Social Behavior and Interpersonal Processes** Students will participate in the planning and replication of empirical studies of the social psychology of social behavior. Psychology 257 requires concurrent registration in Psychology 256. *2 credits, ND, Spring—S. Gorchoff*

**258. Social Cognition** This course will focus on a social psychological analysis of social cognition, perception and judgment. It includes the examination of attitudes, stereotyping, attribution and the self. Concurrent registration in Psychology 259 is strongly suggested. Prerequisite: Psychology 110 or permission of the instructor. *6 credits, SS, Not offered in 2009-2010*

**259. Laboratory Research Methods in Social Cognition** Students will participate in the design and replication of social psychological studies related to social cognition. This course requires concurrent registration in Psychology 258. *2 credits, ND, Not offered in 2009-2010*

**260. Health Psychology** This course will examine how psychological principles can be employed to promote and maintain health, prevent and treat illness, and encourage adherence to disease treatment regimens. Within a biopsychosocial framework, we will analyze behavioral patterns and public policies that influence risk for cardiovascular disease, cancer, chronic pain, substance abuse, and sexually transmitted diseases, among other conditions. Additionally, students in groups will critically examine the effects of local policies on health outcomes and propose policy changes supported by theory and research. Prerequisite: Psychology 110. *6 credits, SS, Winter—K. Abrams*

**261. Health Psychology Lab** This course provides students with direct experience applying principles of health psychology. Students will engage in a term-long self-directed project aimed at increasing the frequency of a healthy behavior (such as exercising) or decreasing the frequency of an unhealthy behavior (such as smoking). Additionally, we will read and discuss case studies that relate to the current topic in the lecture portion of the course. Concurrent registration in Psychology 260 is required. *2 credits, ND, Winter—K. Abrams*

**263. Sleep and Dreaming** This course will examine recent experimental findings and current perspectives on sleep, dreaming, sleep disorders, and states of consciousness. Prerequisite: Psychology 110. *6 credits, SS, Spring—L. Wichlinski*

**318. Psychopharmacology** This course will cover the major categories of drugs that possess psychoactive properties, with an emphasis on their effects on the nervous system. In addition, drug use and abuse in a larger societal context will be examined. Prerequisite: Psychology 216 or consent of the instructor. *6 credits, ND, Winter—L. Wichlinski*

**354. Counseling Psychology** An introduction to theories, research, techniques, and issues in the field of counseling psychology. This course will be run as a seminar. Prerequisites: Psychology 110 or consent of the instructor. Recommended: Psychology 252. *6 credits, SS, Winter, Spring—S. Kozberg*

**358. Cross-Cultural Psychopathology** In this course we will critically examine the extent to which the etiology and manifestation of mental disorders are affected by culture and politics. The proposition that mental disorders prevalent within a culture shed light on the value structure and preoccupations of that culture will be considered. Prerequisite: Psychology 110. *6 credits, SS, Not offered in 2009–2010*

**364. Psychology of Reading Words** The seminar explores the thought processes that contribute to our ability to turn written marks on a page into a message. We look at the sub-skills necessary to identify a word in text and what happens when such skills are missing. In addition, we consider how words are integrated into meaningful thought. The first portion of the course reviews the literature in this important area while the last portion requires student reports on related and applied issues. Thus, we also consider braille reading, reading by deaf, dyslexia, bilingualism, etc. Prerequisite: Psychology 110 and a course in cognition or permission of the instructor. *6 credits, SS, Not offered in 2009–2010*

**365. Science and Pseudoscience in Psychology** In this seminar we will explore the differences between scientific and pseudoscientific approaches to the study of human behavior. Common characteristics of pseudoscientific approaches as well as tools for critically evaluating claims to knowledge will be identified. Topics covered will include controversial assessment techniques (astrology, hypnosis), treatments for psychological conditions (homeopathy, facilitated communication), treatments for medical conditions (psychic surgery, faith healing), and paranormal phenomena (extrasensory perception, UFO abductions). Students will be encouraged to maintain a healthy degree of skepticism toward controversial claims and utilize a high standard of evidence before accepting them. Prerequisites: Psychology 110 or consent of the instructor. *6 credits, SS, Not offered in 2009–2010*

**366. Cognitive Neuroscience** It should be obvious that every process that goes on in the mind has physiological underpinnings. But, whether we can unlock the secrets of learning, memory and perception as they are supported by neurons and neural connections is a longstanding and elusive problem in psychology. Contemporary articles are the text for this discussion-driven course. The student should leave the class with a working understanding of brain processes and of contemporary theories of brain processes that may support perception, memory, language, and consciousness. Prerequisite: Psychology 110 or Biology 126 or Psychology 216 or permission of the instructor. *6 credits, SS, Not offered in 2009–2010*

**367. Clinical Psychobiology** This seminar will focus on the biological basis of human mental disorders including schizophrenia, mood disorders, anxiety disorders, and substance abuse. *6 credits, SS, Not offered in 2009–2010*

**369. Behavioral Medicine** This seminar will examine mind-body interactions and health-related aspects of psychology. Topics covered include psychosomatic illness, personality variables in health and disease, and nervous system-immune system interactions. *6 credits, SS, Not offered in 2009-2010*

**371. Evolutionary and Developmental Trends in Cognition** Recent findings have brought to light some very compelling examples of humanlike cognition in nonhuman primates: tool use and tool making, family bonding, complex social behaviors such as cooperation, altruism, communication, and emotion. The study of infant cognition has also revealed more complex cognitive abilities in developing humans. Each of these topics is considered in the context of the cognitive workings of the primate mind, with emphases on apes (gorilla, chimpanzee), monkeys (particularly cebus and rhesus varieties) and human children. The goal is to evaluate the uniqueness of primate cognition, both human and nonhuman. Prerequisites: Psychology 110 or Biology 126 or Psychology 216 or permission of the instructor. *6 credits, SS, Fall—J. Neiworth*

**374. Eyewitness Testimony in Children: Reconstructive Memory** The course covers in a broad sense how cognitive research informs us about the accuracy of eyewitnesses. Issues raised include memory for traumatic and isolated events, false memory, reconstructive memory, role of attention and perception and face recognition. We also discuss remedies for inaccurate reporting. Special attention is paid to child performance in a witness role. The course begins with general discussion of these issues, and then continues with lectures from noted experts in the field. Students will have a chance to read original research and discuss their conclusions with experts. Prerequisites: Either Cognitive Science/Psychology 232 or 256 or 258. *6 credits, SS, Not offered in 2009-2010*

**375. Language and Deception** In this course we will examine deception and persuasion in language use. We will take up three main issues. The first is what it means to deceive and how people deceive others through language. What methods do they use, and how do these methods work? The second issue is why people deceive. What purposes do their deceptions serve in court, in advertising, in bureaucracies, in business transactions, and in everyday face-to-face conversation? The third issue is the ethics of deception. Is it legitimate to deceive others, and if so, when and why? Prerequisites: Psychology/Cognitive Science 232, 234, or 236. *6 credits, SS, Spring—M. Van Der Wege*

**376. Neural Plasticity** This seminar will examine how the brain changes in response to experience, with a focus on the mammalian brain. Examples will be drawn from the literature on "normal" development as well as from recent clinical research, both basic and applied. Prerequisite: Psychology 216. *6 credits, SS, Not offered in 2009-2010*

**377. Research Seminar in Language: Conversational Processes** Any conversation is a series of coordinated actions on the part of two or more people. This seminar will review current research on the cognitive and social processes involved in this coordination. Students will take an active role in conducting research based on the readings and class discussions. Prerequisites: Psychology 200/201 and CGSC/PSYC 232 or Psychology 234. *6 credits, SS, Not offered in 2009-2010*

**382. Topics in Social and Personality: Close Relationships** This seminar will examine the contemporary effort to use the tools of rigorous science to help us understand the sources and nature of interpersonal relationship of significance. Prerequisite: Psychology 252, 256, 258, or permissions of the instructor. *6 credits, SS, Winter—S. Gorchoff*

**384. Psychology of Prejudice** This seminar introduces students to major psychological theories and research on the development, perpetuation and reduction of prejudice. A sociological and historical approach to race, culture, ethnicity and race relations will provide a backdrop for examining psychological theory and research on prejudice formation and reduction. Major areas to be discussed are cognitive social learning, group conflict and contact hypothesis. Prerequisites: Psychology 110 or permission of instructor. Psychology 256 or 258 recommended. *6 credits, SS, RAD, Spring—S. Akimoto*

**394. Directed Essay** In this five-week course students will develop, in collaboration with a psychology faculty member, a research question that can be applied toward the essay-exam option of the Integrative Exercise requirement. Prerequisites: Psychology 298 and permission of instructor. *1 credits, ND, Not offered in 2009-2010*

**396. Directed Research** In this course students will develop a thesis proposal, in consultation with a specific faculty member in Psychology. Prerequisites: Psychology 298 and permission of instructor. *3 credits, ND, Not offered in 2009-2010*

**397. Capstone Seminar: Biological and Behavioral Psychology** This capstone seminar focuses on issues of interest to students planning to choose a comprehensive project in the areas of biological and behavioral psychology. The goals of the course are to review skills pertinent to scholarly investigation of topics within biological and behavioral psychology, introduce a variety of topics that are of current interest in the respective fields, and guide students in preparing the construction comps projects. *6 credits, ND, Spring—J. Neiworth*

**398. Capstone Seminar: Cognitive and Developmental Psychology** This capstone seminar focuses on issues of interest to students planning to choose a comprehensive project in the areas of cognitive and developmental psychology. The goals of the course are to review skills pertinent to scholarly investigation of topics within cognitive and developmental psychology, introduce a variety of topics that are of current interest in the respective fields, and guide student in preparing the construction comps projects. *6 credits, ND, Spring—S. Greenberg*

**399. Capstone Seminar: Social, Personality, Clinical and Health Psychology** This capstone seminar focuses on issues of interest to students planning to choose a comprehensive project in the areas of social, personality, clinical and health. The goals of the course are to review skills pertinent to scholarly investigation of topics within social, personality, clinical and health psychology, introduce a variety of topics that are of current interest in the respective fields, and guide students in preparing the construction comps projects. *6 credits, ND, Spring—N. Lutsky*

**400. Integrative Exercise** *3 credits, S/NC, ND, Winter, Spring—Staff*

## **OTHER COURSES PERTINENT TO PSYCHOLOGY**

- CGSC 236: Thinking, Reasoning, and Decision-Making
- CGSC 380: Preschool Cognitive Development
- CGSC 385: Cognitive Development in Middle Childhood
- CGSC 386: Adolescent Cognition

## RELIGION (RELG)

**Chair:** Associate Professor Michael McNally

**Professors:** Roger R. Jackson, Louis E. Newman, Robert A. Oden, Jr.

**Associate Professors:** Michael McNally, Lori K. Pearson

**Assistant Professor:** Asuka Sango

**Visiting Assistant Professor:** Elizabeth E. Pérez

**Instructor:** Noah Salomon

**Visiting Instructors:** Aimee Chor, Shana Sippy

The study of religion, in the context of a liberal arts education, draws upon multiple disciplines in the humanities and the social sciences. This is reflected in the variety of courses offered within the department: some introduce a religious tradition and trace its development historically; others examine in a cross-cultural context the issues faced by various religious communities and individuals; and still others explore and compare diverse theories and methods employed in the study of religions. The department is concerned with traditional and contemporary forms of both major and more marginal religions, and with both "elite" and "popular" forms of religious expression. We examine the existential, intellectual, and social problems to which religions respond, and probe the dynamic and often ambiguous relationship between religious beliefs and practices and the social order in which they are embedded. Throughout the curriculum, religion is approached as a significant and pervasive expression of human culture, both in the past and the present.

### REQUIREMENTS FOR A MAJOR

Sixty-nine credits in the department, including Religion 110; a minimum of one course numbered 111-199; two courses numbered 211-299; two advanced seminars (311-398); Religion 300: Issues in the Study of Religion; Religion 399: Senior Research Seminar; and Religion 400: Integrative Exercise. Students planning to major in Religion should consult with their adviser in the spring of their sophomore year; a sequence of at least three courses in a religious tradition, theme, or topic is to be designed in consultation with an academic adviser by the end of the junior year, and majors are expected to build some cross-cultural diversity into their programs of study. Religion 300 is normally taken during the winter term of the junior year, Religion 399 during the winter term of the senior year and Religion 400 in the spring term of the senior year. Religion 110 is a prerequisite for Religion 300.

### RELIGION COURSES

**100. Faith, Hope and Love: Religious Responses to Human Suffering** The first of the great teachings of Buddhism is "there is suffering." One of the central teachings of classical Christianity is that "faith, hope and love abide ... and the greatest of these is love." In this seminar we will investigate the many ways in which religious faith confronts the challenges posed by human suffering. Using a range of fictional, religious and psychological materials, we will explore how religions can enable people to endure, and even find meaning within, the most difficult circumstances. *6 credits, S/CR/NC, HU, Fall—L. Newman*

**110. Introduction to Religion** This course offers an opportunity to reflect upon religion in human life. Sections vary with professors' aims, but all sections encounter material from more than one religious tradition, and probe theories of religion from several disciplinary perspectives. The study of individual quests highlights the personal dimension of religion, while the examination of historical cases brings out its cultural and political dimensions. Issues of gender, power, and social location also receive attention. Although Religion 110 makes no attempt to survey the world's religions, it provides an introduction to aspects of religious life and to the academic field of religious studies. *6 credits, HU, Fall, Winter, Spring—L. Pearson, A. Sango, S. Sippy*

**111. Judaism, Christianity, Islam** Western civilization has been shaped decisively by three monotheistic religious traditions—Judaism, Christianity and Islam. In this course, we explore some of the central beliefs, values, and ritual practices of these religions, some of their interactions, and some of the issues that divide them. Attention will be paid both to the historical development of these traditions and to the distinctive forms they have assumed in modern times. The course will be useful for anyone interested in the religious roots of western culture and it will prepare you to do more advanced work in any of these traditions. No prerequisites. *6 credits, HU, Not offered in 2009–2010*

**120. Introduction to Judaism** How does a religious tradition evolve over time? This course provides an overview of the Judaic tradition as a whole, exploring its history, modes of expression, and characteristic polarities as they have emerged in various times and places. The contours of classical Jewish life and thought are explored, as well as the crises, challenges, and choices confronting Jews and Judaism today. *6 credits, HU, Winter—L. Newman*

**121. Introduction to Christianity** This course introduces students to the diverse practices, beliefs, texts, communities, and cultural expressions that have shaped the Christian religion in a variety of times and places. Topics include: canonical and non-canonical gospels; historical Jesus; theological understandings of faith, God, sin, and salvation; the growth of American evangelicalism and Pentecostalism today; icons; patterns of Christian worship; and Christian attitudes toward religious pluralism. Throughout the course attention is given to the complex variables that shape particular Christian perspectives and practices such as race, gender, class, and social context. *6 credits, HU, Not offered in 2009–2010*

**122. Introduction to Islam** This course introduces Islam, a 1400-year old religion whose more than one billion adherents are spread throughout the world today. Of the various ways of approaching such an extensive tradition, we will follow a socio-cultural method with particular emphasis on how various types of Muslims have understood and interpreted their religion over the course of history. We will examine Islamic religious ideals, practices, institutions, and personalities to elicit the broad parameters that give coherence to Islamic religion and civilization. The course will also emphasize the diversity of Islamic religious perspectives, paying attention to social factors such as language affiliation, ethnicity, nationality, and gender. *6 credits, HU, RAD, Fall—A. Ozdemir*

**123. Muhammad and the Quran** This course explores the Islamic religious tradition through its scripture, the Quran, and the life of its prophet, Muhammad. We will study Muhammad's biography to understand how it has influenced the development of Islamic belief and ritual. Through an examination of religious texts, art, and music, we will explore the role his memory has played in popular religious culture. We will study the Quran through its content, its origins, and the impact it has had on the development of Islam. In the process, we will emphasize the Quran as an aesthetically charged scripture as well as a written text. *6 credits, HU, RAD, Not offered in 2009–2010*

**124. Jews and the American Experience** What happens to a traditional religion when it is transplanted into a modern environment? How do people adapt old beliefs and practices to a new social setting, and what new forms of religious and ethnic life develop? These are the questions raised by the study of Jews and Judaism in America. We will analyze the development of Judaism in America through the works of historians, sociologists, novelists, filmmakers, and theologians. *6 credits, HU, Not offered in 2009-2010*

**130. Native American Religions** This course explores the history and contemporary practice of Native American religious traditions, especially as they have developed amid colonization and resistance. While surveying a broad variety of ways that Native American traditions imagine land, community, and the sacred, the course focuses on the local traditions of the Ojibwe and Lakota communities. Materials include traditional beliefs and practices, the history of missions, intertribal new religious movements, and contemporary issues of treaty rights, religious freedom, and the revitalization of language and culture. *6 credits, HU, RAD, Not offered in 2009-2010*

**140. Religion and American Culture** This course explores the colorful, contested history of religion in American culture. While surveying the main contours of religion in the United States from the colonial era to the present, the course concentrates on a series of historical moments that reveal tensions between a quest for a (Protestant) American consensus and an abiding religious and cultural pluralism. *6 credits, HU, RAD, Not offered in 2009-2010*

**150. Religions of South Asia** A survey of the origins and classical development of the major religious traditions of the Indian subcontinent. Primary attention will be given to the Hindu and Buddhist communities, but Islam and the Jain and Sikh traditions also are considered. Readings are drawn mainly from Indian sources in English translation. *6 credits, HU, RAD, Fall—S. Sippy*

**151. Religions in Chinese Culture** An introduction to the major religious traditions of China, from earliest times to the present. Combining thematic and historical approaches, this course will scrutinize both defining characteristics of, and interactions among, various religious traditions, including Buddhism, Daoism, and the Confucianism, as well as Christianity and new religious movements. We also will discuss issues crucial in the study of religion, such as the relation between religion and violence, gender, modernity, nationalism and war. *6 credits, HU, RAD, Winter—A. Sango*

**152. Religions in Japanese Culture** An introduction to the major religious traditions of Japan, from earliest times to the present. Combining thematic and historical approaches, this course will scrutinize both defining characteristics of, and interactions among, various religious traditions, including worship of the kami (local deities), Buddhism, shamanistic practices, Christianity, and new religious movements. We also will discuss issues crucial in the study of religion, such as the relation between religion and violence, gender, modernity, nationalism and war. *6 credits, HU, RAD, Fall—A. Sango*

**161. Patriarchs, Priests, Prophets and Poets (Hebrew Bible)** The central religious beliefs and moral values of ancient Israel will be explored both in relation to other ancient Near Eastern cultures and as the basis of later developments in Judaism and Christianity. Attention will also be given to the diversity of literary genres exemplified in the Hebrew Bible and to the problems of interpreting biblical texts. Formerly Religion 220. *6 credits, HU, Not offered in 2009-2010*

**162. Jesus, Paul, and Christian Origins (New Testament)** This course introduces students to the diverse literature and theologies of the New Testament and to the origins and social worlds of early Christian movements. Possible topics include: Jesus and his message; Paul and women's spiritual



authority; non-canonical gospels (Mary, Thomas, Judas, etc.); relations between Christians and Jews in the first century; and more. Attention is given to the interpretation of New Testament texts in their historical settings, and to the various ways contemporary scholars and groups interpret the New Testament as a source for theological reflection. Formerly Religion 221. *6 credits, HU, Spring—L. Pearson*

**163. The Qur'an** An exploration of the most influential single authority for Muslims world-wide, the Arabic text received by the prophet Muhammad in the seventh century known as "The Recitation," or Qur'an. We will investigate questions regarding its transmission, redaction, interpretation, and ritual uses. Our major concern will be to utilize the contents of the Qur'an as a window on the Islamic world-view, and to consider issues that arise from diverse attempts to read and understand it in the context of contemporary Muslim experience. *6 credits, HU, RAD, Spring—Staff*

**211. Religion and Modern Literature** An exploration of the religious significance of selected works of fiction, poetry, and drama by literary artists of the nineteenth and twentieth centuries. The close literary analysis of these texts will be accompanied by a unifying interest in the problem of faith and doubt in the modern era and in the various stances adopted by modern thinkers with regard to historical religious traditions. *6 credits, HU, Not offered in 2009-2010*

**222. The State of Judaism in the State of Israel** The course will explore the complex relationship between Judaism and social-political realities of modern Israel. What is the role of Judaism in the modern, largely, secular, State of Israel? How and why did the early Zionists' anti-religious ideology give rise to such enormous religious passions? How have traditional Jewish practices been adapted to this new environment? Readings will range from biblical texts to the works of contemporary "post-Zionist" Israeli thinkers. This course is part of the off-campus winter break program to Israel. Winter break programs involve two linked classes in fall and winter terms, and this class is the first class in the sequence. *6 credits, HU, Fall—L. Newman*

**223. Research on Israel** This course is the second part of a two-term sequence beginning with Religion 222 and will give students an opportunity to develop a research project on a topic of their choice on the state of Judaism in Israel. It is anticipated that research projects will be shared in a public symposium at the end of the term. *6 credits, ND, Winter—L. Newman*

**224. Women and Christianity** This course first examines women's historical involvement in Christianity and the various views on women held by influential Christians of the past. It then probes literary and theological texts that reflect the efforts of contemporary thinkers to understand and transform a tradition they find both oppressive and liberating where justice for women is concerned. A diverse range of contemporary authors (including African-American, Chinese-American, European-American, and Mexican-American) invite reflection on topics such as God-language, Christian missions, race, class, spirituality, sexuality, and environmental justice. *6 credits, HU, Not offered in 2009-2010*

**225. Catholicism** An introduction to the histories, cultures, doctrines, and practices of Catholicism. We will explore aspects of the global history of the Catholic tradition, distinctively Catholic theologies and ethics, liturgical and sacramental practices, the roles of the hierarchy and the laity, and popular religiosity among Catholics in the Americas. Our sources will include primary historical texts, official church documents, contemporary theology, literature, and film, and field study. Previous study of Christianity is recommended but not required. *6 credits, HU, Fall—A. Chor*

**227. Liberation Theologies** An introduction to black theology, U.S. hispanic theology, Latin American liberation theology, and feminist theology through writings of various contemporary thinkers. Attention will be directed to the social settings out of which these thinkers have emerged, their critiques of "traditional" theologies, and the new vision of Christian life they are developing. Previous study of Christianity is recommended but not required. *6 credits, HU, RAD, Not offered in 2009-2010*

**228. Christian Ethics** How do Christians live, imagine, and speak of the moral life? In this course, we will explore central questions in Christian ethics (such as love and justice, sin and free will, the authority of Scripture in ethics) in the thought of historical and contemporary Christian thinkers, from the Gospel writers and Augustine to Martin Luther King, Jr. and John Paul II. We will also consider practical questions in Christian ethics through a particular focus on sexual ethics and the ethics of war and peace. Previous study of Christianity and/or ethics is recommended but not required. *6 credits, HU, Spring—A. Chor*

**230. Feminist Theologies** How have feminist theologians attempted to understand and transform religious traditions they find both oppressive and liberating where justice for women is concerned? This course examines works by feminist scholars (from Christian and Jewish traditions) who have sought to re-think fundamental categories, symbols, questions, and methods related to the study of scripture, ethics, and theology. We explore the ways in which theologians from various cultural backgrounds have worked toward women's empowerment through critiques of sexism, racism, and colonialism, and through feminist models of community, identity, and justice. Topics include: gender and biblical interpretation, God-language, redemption, sexual ethics, and ecofeminism. *6 credits, HU, RAD, Winter—L. Pearson*

**231. Protestant Thought** This course engages classic theological questions posed by Protestant theologians from the Reformation through the modern period. Issues include: the nature of God, the human condition, faith and reason, scriptural authority, the meaning of salvation, the place of Christianity in culture, the relation between Christianity and modernity, and justice and equality. Focus is on the interpretation of texts (by thinkers such as Luther, Calvin, Kierkegaard, and King) in their historical contexts and contemporary relevance. We also explore the dialogue between traditional Protestant theology and the ideas arising out of evangelicalism, the Enlightenment, existentialism, and liberation movements of the twentieth century. *6 credits, HU, Not offered in 2009-2010*

**234. Way of Wisdom: Job and Ecclesiastes** How do religious people respond when their time-honored doctrines no longer explain their experience? How can one believe in a benevolent God in the face of suffering, or in life's essential goodness in the face of human mortality? These are some of the questions that troubled the ancient writers of the biblical books of Job and Ecclesiastes. This course explores these two classic examples of "wisdom literature," as well as the efforts of contemporary writers to build on their insights. Prior study of the Bible is not a prerequisite. *6 credits, HU, Not offered in 2009-2010*

**236. Gender and Religion in the African Diaspora** This course explores the role of women and constructions of gender in four religions of the African Diaspora (Haitian Vodou, Cuban Lucumí/Santería, Brazilian Candomblé/Macumba, and Jamaican Rastafarianism), as well as one continental West African tradition. The course's main objectives are to acquaint students with the range of prominent positions that women have held in these religions; to investigate how these religions have organized women's ritual practice; to draw distinctions between the ideal female religious subject and the everyday experiences of actual women in these traditions; and to consider their worship and representation of female deities. *6 credits, HU, RAD, Not offered in 2009-2010*

**241. Envisioning Vodoun: Haitian Popular Religion in Historical Perspective** This course explores a religious tradition vital to the culture of Haiti, examining Vodoun against its African background, in its practice in Haiti and the Haitian diaspora, and over against its depiction in American popular culture as "Voodoo." *6 credits, HU, RAD, Not offered in 2009-2010*

**243. Native American Religious Freedom** This course explores historical and legal contexts in which Native Americans have practiced their religions in the United States. Making reference to the cultural background of Native traditions, and the history of First Amendment law, the course explores landmark court cases in Sacred Lands, Peyotism, free exercise in prisons, and sacralized traditional practices (whaling, fishing, hunting) and critically examines the conceptual framework of "religion" as it has been applied to the practice of Native American traditions. Service projects will integrate academic learning and student involvement in matters of particular concern to contemporary native communities. *6 credits, HU, RAD, Fall—M. McNally*

**244. Prophetesses and Prostitutes, Murderesses and Matriarchs: Gender Roles in the Hebrew Bible** This course focuses on the roles and activities of women in the Hebrew Bible. By carefully examining selected stories, we will discover that women-- as poets (Deborah), thieves (Rachel), disguisers (Rebekah) and betrayers (Delilah)--had manifold ways of exercising power. We will read accounts of a woman who dresses as a prostitute (Tamar), an actual prostitute (Rahab), a witch (the witch at Endor), evil queens (Athaliah and Jezebel), and erotic poetry in a woman's voice (the Song of Songs). We will analyze these stories through the lens of modern Biblical scholarship and emphasize current feminist approaches to Biblical studies. *6 credits, HU, Not offered in 2009-2010*

**249. Religion and American Public Life** This course explores the contentious place of religion in American public life. What roles do religious organizations and religious motivations play in the public arenas of electoral politics, policy-making, schools, courts, social service delivery, media, and marketplace? What roles ought they play? In a pluralistic society, how are Americans to balance diverse moral positions with our shared civic life? Engaging the insights of sociologists of religion, legal scholars, ethicists, political theorists, and cultural critics this course will refine the language with which we address such broad questions. Students will apply those insights to focused critical analyses of issues they choose. *6 credits, HU, Spring—M. McNally*

**251. Theravada Buddhism** Study of Buddhism's beginnings in India and its spread to Sri Lanka and Southeast Asia, where it is a dominant religious and cultural form. The first part of the course focuses on Theravadin interpretations of the Buddha's life and basic teachings, as found in the Pali canon. The second part of the course analyzes Buddhism's function as a cultural system in one or more Theravadin society, with special attention to such issues as Buddhist legitimization of secular power, popular religious practices, the relation between monks and laity, and the role of women. Religion 150 recommended but not required. *6 credits, HU, RAD, Not offered in 2009-2010*

**253. Tibetan Buddhism** Against a background of the essential ideas and practices of Mainstream and Mahayana Buddhism, this course examines the development within Mahayana of the esoteric traditions of Tantra, and then traces the rise and development of the complex, Tantra-dominated Buddhism of Tibet. Topics include the role of the lama, ideas about death and reincarnation, tantric meditative practices, debates about such doctrines as emptiness and skillful means, the place of women, and the history of the Dalai Lamas. Religion 150 is recommended but not required. *6 credits, HU, RAD, Not offered in 2009-2010*

**255. Social Engagement in Asian Religions** This course explores religions in contemporary Asia while focusing on their energetic engagement with social and political issues and crises. In Vietnam, Burma, and Tibet, for example, Buddhists famously protested against war and violence by quietly marching, fasting, or immolating themselves. Yet in Japan and China, many religious groups are criticized for having justified imperialism, engaged in terrorist activities, or become mere money-making machines. Can religions serve as a vehicle of social and political activism? Do they potentially change or passively maintain the status quo? We will critically examine both examples and counter-examples of social engagement in Asian religions. *6 credits, HU, RAD, Fall—A. Sango*

**256. Modern Hinduism: Encounters with the West** A controversial statement: "Modern Hinduism was defined in engagement with Western discourses of 'religion.'" This course will begin with the ideas of such prominent Hindu thinkers as Rammohan Ray, Vivekananda, Savarkar, and Gandhi, looking to a range of historical and critical materials to ground their voices in the experience of colonialism. We'll move on to consider contemporary contexts: strains of Indian nationalism; migration and the growth of diasporic Hindu communities overseas; conversion and the transnational spread of modern guru movements; consumerism and globalization. Throughout we'll remain mindful of the question: Why is the theme of this class controversial? *6 credits, HU, RAD, Winter—S. Sippy*

**257. Buddha** Buddha, "the awakened," is the ideal being--and state of being--in all Buddhist traditions. This course will explore the contours of the Buddha-ideal as revealed in legendary narratives, devotional poems, ritual texts, visionary accounts, philosophical treatises, meditation manuals, and artistic representations. We will draw primarily on classical South Asian and Tibetan sources from the Theravada, Mahayana, and Tantric traditions, but also will consider East Asian (e.g., Pure Land and Zen) conceptions of Buddha and modern reinterpretations of the idea. In addition, we will compare Buddha with the "ideal being" of other traditions, e.g., Brahman, the Dao, and God. *6 credits, HU, RAD, Not offered in 2009-2010*

**258. Women and Buddhism** This course explores various, often contradictory, images and roles of women in Buddhism from cross-cultural and comparative perspectives. First, we examine how women's sexuality and spiritual capacity are perceived in different strands of Buddhism that were developed in South and East Asian societies. Then we probe the ways in which Buddhist ideas both reflected and prescribed the gender roles practiced in these societies. Special attention will be given to women's efforts to understand and appropriate the resources of Buddhist traditions to address the social problems they encounter. *6 credits, HU, RAD, Not offered in 2009-2010*

**259. Visual Cultures of South Asia** Are ways of seeing and showing culturally specific? Mainly anthropological in spirit but drawing also on approaches from art history and media studies, this course will present and theorize a range of visual practices specific to the societies of historical and contemporary South Asia. Contexts include various religious practices, including but not limited to Hindu visual worship, or darshan; classical and contemporary art and architecture; norms of self-presentation (or self-effacement) involving religion, caste, and especially gender; performance genres; political spectacle; and cinema, both ethnographic works and commercial productions. *6 credits, RAD, ND, Not offered in 2009-2010*

**261. Beyond Hindu and Muslim: The Lives of Indian Saints** Charismatic teachers--Hindu and Sikh gurus and Muslim pirs--have been prominent as interlocutors between religious communities in South Asia. This course will examine how this cross-pollination produces a mutual flowering in the early modern period, with Bhakti and Sufism developing kindred concepts and attitudes, including a

complementary mistrust of institutional authorities, a fondness for rhetorical paradox, and an emphasis on eroticism and mystical ecstasy. We will consider studies of the careers and cults of holy men and women from the medieval period to the present alongside critical readings of primary texts, including poems, songs, and films. *6 credits, HU, RAD, Not offered in 2009-2010*

**263. Sufism** A survey of the large complex of Islamic intellectual and social perspectives subsumed under the term Sufism. Sufi mystical philosophies, liturgical practices and social organizations have been a major part of the Islamic tradition in all historical periods, and sufism has also served as the primary muse behind Islamic aesthetic expression in poetry, music, and the visual arts. We will treat the material in three sections: basics of Sufism, historical evolution of the tradition, and the impact of modern ideas. The course aims to deepen students' understanding of Islam and to underscore the diversity of human ways of being religious in the world. *6 credits, HU, Not offered in 2009-2010*

**266. Islamic Conversions: The Muslim Presence in South Asia** A survey exploring Islamic orthodoxies and heterodoxies in South Asia. We will chart the process of Islam's Indianization through a sequence of historical readings. The question "What's South Asian about this?" then opens the way to ethnographic perspectives on themes of contemporary practice; possession and healing, dress and diet, ideology and relations with state and other authorities, caste. In the last third of the course we turn to representative literary texts for a view of how a distinctively Muslim cultural sensibility has come to be identified in both Pakistan and India with the language and letters of Urdu. *6 credits, HU, Not offered in 2009-2010*

**267. Contemporary Jewish Thought** This course introduces students to contemporary (Post-World War II) Jewish theology. We will explore the creative and diverse ways in which modern Jewish thinkers have combined elements of modernity (e.g. the emphasis on autonomy and freedom) with traditional Jewish beliefs about God, revelation, and redemption. The course will include representative selections from rationalists and mystics, feminists, traditionalists and post-modernists. Prior study of religion and/or philosophy will be helpful. *6 credits, HU, Spring—L. Newman*

**268. Encountering Islam: Dialogue and Difference** This course explores discourses that emerged as Islamic traditions encountered other cultures, from the medieval and colonial to the modern. Reading texts--historical, fictional, and ethnographic--we will consider how different religious, political, civic and cultural formations (i.e. Judaism, Christianity, Hinduism, Feminism and the Secular State) engage with Islam. Focused on questions about representation--the perception of Islam by "others," and Muslim self-representation--we will explore the nature of dialogue and alliance, both on the interfaith community and geo-political levels. Students will also explore Minnesota's varied Muslim populations and the nuances at work in contemporary American encounters with Islam. *6 credits, HU, Winter—S. Sippy*

**269. Jewish Ethics** How do religious beliefs shape our moral perspectives? In this course we will examine the ways in which this has happened within the Jewish tradition, paying attention to both ethical theory (e.g., the relationship of law and ethics) and issues in applied ethics (e.g., war, sexual ethics, abortion). Both traditional and contemporary approaches to Jewish ethics will be examined. Prior study of religion and/or ethics will be useful, but is not required. *6 credits, HU, Not offered in 2009-2010*

**270. Philosophy of Religion** A study of classic issues in the philosophy of religion and philosophical theology. Possible topics include: the existence and nature of God; the status and nature of religious experience; the problem of evil; the meaning of faith, belief, and truth; definitions of the self and

salvation; and the significance of religious pluralism for claims about truth and God. Readings are drawn from the work of modern and contemporary philosophers and theologians. Prerequisites: Previous work in religion or philosophy will be helpful but is not required. *6 credits, HU, Not offered in 2009–2010*

**271. Religious and Moral Issues of the Holocaust** This course explores the profound theological and moral issues raised by the Nazi policy of systematic genocide. Attention will be given to a wide range of issues, including Jewish and Christian responses to these events, collaboration with the perpetrators, spiritual resistance, whether there are "unforgivable" crimes, and the use of scientific data from experiments on concentration camp inmates. Permission of the instructor required. *6 credits, HU, Not offered in 2009–2010*

**274. The Sacred Journey: Exodus and other Literary Pilgrimages** This course will examine what it means to take a journey from a religious perspective. Beginning with the Book of Exodus, we will move on to a cross-cultural survey of pilgrimages and journeys, reading selections from Chaucer's *Canterbury Tales* and the medieval pilgrimage of Margery Kempe. We will read philosophers of religion such as Mircea Eliade and consider such nineteenth century pilgrims as Mark Twain and Herman Melville. Jewish notions of yearning for Zion, a comic account of a trip to the Holy Land by S.Y. Abramovitch, and Bruce Chatwin's *Songlines*, a meditation on nomadism and mortality, conclude the course. *6 credits, HU, Not offered in 2009–2010*

**282. The World Turned Upside Down: Carnival in Cross-Cultural Perspective** A comparative approach to carnival and related rituals of social inversion. Theoretical inquiry into carnival has traditionally pivoted on the question of resistance: Is dancing in the street a mechanism of social change? Landmark works to be considered include Bakhtin's *Rabelais and His World* and Huizinga's *Homo Ludens*. Ethnographic and historical accounts, supplemented by musical and film resources, will introduce representative carnivalesque observances: Holi in India, Holy Week in Guatemala, the World Renewal movements of Edo-period Japan, the Diggers and Levelers of early modern England, and of course Carnival in Brazil and Trinidad. When the rhythm calls, the government falls! *6 credits, HU, RAD, Not offered in 2009–2010*

**284. The Virgin of Guadalupe** This course examines the apparition of the Virgin Mary called the Queen of Mexico and Patroness of the Americas, placing particular emphasis on the diverse appropriations of her image. Beginning with her precursors in the Old and New World, we approach Guadalupe as a tool with which to pry open questions central to Mexican history and identity, including issues of gender, ethnicity, class, nationalism, and representation with regard to Guadalupe and devotional objects more generally. The course concludes with a consideration of the Virgin's contemporary materialization as a symbol to be not only displayed and consumed, but also embodied. *6 credits, HU, RAD, Not offered in 2009–2010*

**285. Goddesses** This class examines goddesses both ancient and modern, from Mesopotamia, Europe, South Asia, West Africa, the Caribbean, and Latin America. It introduces some of the world's most complex deified figures through their mythical narratives, visual representations, and ritual practices. This course places goddess worship within the context of human gender roles and relations and considers theoretical issues regarding the goddess's function as a role model for women. The course pays particular attention to issues of iconography, sacrifice, the political and social significance of goddess worship, the phenomenon of goddess possession, and what goddesses do for--and with--men. *6 credits, HU, Spring—E. Pérez*

**286. Religion and Music in Cuba** This course tells the story of Cuba's religious formations through their musical genres. Readings draw from ethnomusicology, history, anthropology, and religious studies to provide an understanding of the role music plays in celebrating deities, ancestors, and community. We focus on the relationship between music and dance, spirit possession, and mythology, as well as the construction of nation, race, and gender through music. Among the music to be considered is that of the all-male secret society Abakuá; French-Haitian Tumba Francesa; the initiatory traditions of Lucumí and Palo Monte; and Havana-based hip-hop. Some Spanish language competence not a prerequisite but strongly recommended. *6 credits, HU, Spring—E. Pérez*

**300. Issues in the Study of Religion** This seminar is designed to acquaint junior religion majors with some of the basic theories, methods, and problems in the field of religious studies. *6 credits, HU, Winter—L. Pearson*

**319. Bioethics: Christian Approaches** In 2005 the Terry Schaivo case brought national attention to disputes within American Christian groups on issues of medical care. This seminar will probe why such differences, which cut across denominational lines, have developed, and how Catholic and Protestant scholars are addressing the debated questions. It will also serve as a general introduction to Christian bioethics, examining theological principles regarding health care and biomedical research, and practical topics including issues surrounding the beginning and end of human life, genetic engineering, medical futility, and the allocation of health care resources. Previous study of ethics or Christianity is recommended but not required. *6 credits, HU, Not offered in 2009-2010*

**322. Gender and God-Talk: Christian Feminist Theologies** How have thinkers from Black, White, Asian, and Latina backgrounds responded to the claim that Christianity is hopelessly patriarchal, which philosopher Mary Daly argued for so strongly in *Beyond God the Father* three decades ago? This seminar probes Daly's challenge and the ensuing developments in Christian biblical, ethical, and theological studies. Catholic and Protestant writers from within and beyond the United States will be studied on such topics as gender and biblical interpretation, God-language, redemption, the Virgin Mary, sexual ethics, and ecofeminism. Some prior knowledge of Christianity is highly recommended. *6 credits, HU, Not offered in 2009-2010*

**327. Genesis** This course will address two central concerns through an in-depth study of the book of Genesis: hermeneutics--the problems and possibilities of textual interpretation, and theology--the ways in which religious communities and individuals reflect on the meaning of sacred events. This important biblical book raises an extraordinary range of issues, including cosmogony, the nature of humankind, faith, familial relationships, politics, sex and violence. Materials will be drawn from both classical and modern commentaries. Prior work in literature or religion helpful, but not necessary. *6 credits, HU, Not offered in 2009-2010*

**329. Theology, Pluralism, and Culture** Is there one Christianity or are there many Christianities? Is Christianity separate from, or shaped by, its surrounding culture? Do religious traditions have boundaries? How and why do beliefs and doctrines change? How much should contemporary culture influence the ways we talk about God? In this course we analyze the complex relationship between theology and culture. We consider the influence of cultural identity on religious belief and practice, and we learn about theories of tradition and culture from a variety of disciplines. Throughout the term we explore the implications of relativism, pluralism, and diversity for theological reflection on the identity of Christianity. *6 credits, HU, Not offered in 2009-2010*

**344. Lived Religion in America** The practices of popular, or local, or lived religion in American culture often blur the distinction between the sacred and profane and elude religious studies frameworks based on the narrative, theological, or institutional foundations of "official" religion. This course explores American religion primarily through the lens of the practices of lived religion with respect to ritual, the body, the life cycle, the market, leisure, and popular culture. Consideration of a wide range of topics, including ritual healing, Christmas, cremation, and Elvis, will nourish an ongoing discussion about how to make sense of lived religion. *6 credits, HU, Not offered in 2009-2010*

**350. Emptiness** An exploration of the central concept of Mahayana Buddhism, *shunyata*, translated as emptiness. We will trace prefigurations of emptiness in early Buddhism, then examine its classical expression in the Perfection of Wisdom sutras and the treatises of the Madhyamaka school, and its gnostic application in tantric traditions. Throughout, we will try to understand how the "emptiness factor" affects basic questions in Buddhist metaphysics, epistemology, meditation-theory, and ethics. Our primary focus will be on Indian and Tibetan texts, but we also will consider interpretations from East Asian and modern Buddhist writers, and reflect on emptiness vis à vis Western philosophies. *6 credits, HU, RAD, Not offered in 2009-2010*

**353. Hindu Hierarchies: Caste in Theory and Practice** This seminar will investigate two aspects of India's "peculiar institution:" caste hierarchy as lived in historical and present-day Hindu communities; and discourses of caste as conceived, justified, and reformed within Hindu thought. Alongside mythological and shastric texts taken from the classical Brahmanical corpus, we will consider a range of alternatives to orthodox caste dharma (*varnashramadharma*) as advanced by lower-caste voices, exponents of Bhakti devotionalism, and modern critics such as Gandhi, Ambedkar, and Periyar. We will also pursue critical readings of analytic frameworks developed to study caste, foregrounding the work of theorists such as Dumont, Srinivas, Beteille, Marriott, and Dirks. *6 credits, HU, RAD, Not offered in 2009-2010*

**356. Buddhism and Ecology** Both environmental scholars and activists have been vigorously discussing the role that religion plays in shaping our attitudes towards the environment. In this course, we carry on this conversation through a unique vantage point, Buddhism. Western environmentalists often assume Buddhism to be "eco-friendly." Together, we will critically rethink this benign image, exploring the parallels and the divergences between Buddhism and ecological practice, as well as the problems and the prospects of Buddhist environmentalism. *6 credits, HU, Winter—A. Sango*

**358. Zen, Nationalism, and Orientalism** To most people in the West, the term "Zen" means a religion of serene meditation, simple aesthetics, healthy food, or the key that unlocks the art of just about anything. We will challenge the commonly accepted images of Zen and reveal its active (and often problematic) engagement with social and political issues in modern and contemporary societies. Why did Japanese Zen monks justify and participate in Japan's modernization, nationalism, and imperialism? How did they reinterpret Zen when trying to introduce it to the Western audience? How did Westerners, in turn, understand and represent Zen as a religion of mysterious orient? *6 credits, HU, RAD, Not offered in 2009-2010*

**380. Radical Critiques of Christianity** This course introduces students to some of the most radical critiques brought against the foundations of Christian theology (by philosophers and theologians, outsiders and insiders, alike) in the modern period. We examine critiques concerning the authority and historical veracity of scripture, the nature and status of Christian doctrines, the true meaning of faith, the relation between Christian theology and oppressive power, and the value of Christian morality. We also



consider the work of Christian theologians who have embraced these critical perspectives and who have put them to use in their efforts to reform and redefine Christianity. Prerequisites: Prior coursework in philosophy or Christian theology is desirable, but there is no prerequisite for the course. *6 credits, HU, Fall—L. Pearson*

**381. Religion and Nationalism** From the pageantry of patriotic rituals to the bloody sacrifices of martyrdom, the link between religion and nationalism is unmistakable. In this course, we will ask: Is nationalism itself a religion? How does religious identity support and/or undermine nationalism? Is religious nationalism necessarily violent? Is it compatible with democracy? What are the religious ethics of nationalism? Drawing on diverse disciplines, we will focus on the dynamics of religion and nationalism in selected cases (examples may include the U.S., Ireland, Israel, and the former Yugoslavia). We will conclude by considering religious responses to the problems (and possibilities) of nationalism. Background in Religion recommended, but not required. *6 credits, HU, Spring—A. Chor*

**399. Senior Research Seminar** This seminar will acquaint students with research tools in various fields of religious studies, provide an opportunity to present and discuss research work in progress, hone writing skills, and improve oral presentation techniques. Prerequisite: Religion 300 and acceptance of proposal for senior integrative exercise and instructor's permission. *6 credits, ND, Winter—M. McNally*

**400. Integrative Exercise** *3 credits, S/NC, ND, Winter, Spring—Staff*

## OTHER COURSES PERTINENT TO RELIGION

ARTH 164 Buddhist Art (Not offered in 2009–2010)

CLAS 130 Ancient Greek Religion (Not offered in 2009–2010)

HIST 130 The Formation of Christian Thought

HIST 230 Institutional Structure and Culture in the Middle Ages

HIST 238 Topics in Medieval History: Church, Papacy and Empire (Not offered in 2009–2010)

HIST 238 The World of Bede (Not offered in 2009–2010)

HIST 266 History of Islam in India

HIST 278 Religious Orthodoxy and Deviance in New Spain (Not offered in 2009–2010)

HIST 333 Iconoclasm (Not offered in 2009–2010)

HIST 360 Muslims and Modernity

SOAN 260 Myth, Ritual, and Symbolism (Not offered in 2009–2010)

## RUSSIAN (RUSS)

**Chair:** Professor John Roger Paas (German)

**Professors:** Laura Goering, Diane M. Nemeč Ignashev

**Senior Lecturer:** Anna Mikhailovna Dotlibova

Students considering language study outside the Western European offerings will find Russian a refreshing change. In our first-year sequence we cover the fundamentals with equal emphasis on speaking,

listening, writing, and reading. Traditional materials are supplemented by fairy tales, folk songs, rock music video, film clips and internet materials. By the end of Russian 204, students are able to read short prose by Chekhov, Dostoevsky, and Tolstoy, and to communicate functionally with native speakers. Language courses beyond 204 address contemporary Russian cultural and social issues while focusing on skill development at the intermediate (205), and advanced level (301). Students with pre-college Russian, either acquired or native, should consult the department for placement information.

### **Literature and Cultural Studies**

We teach a variety of courses in English translation with no prerequisites (230-295). Courses at the 330-395 level that are conducted entirely in Russian aim to expand students' linguistic range as well as their understanding of analytical techniques and cultural contexts. See individual listings below for prerequisites.

## **REQUIREMENTS FOR A MAJOR**

63 credits, including the following: Russian 205; 207 or 307; 12 credits of survey courses in English (Russian 150, 244, 255, 268); 18 credits numbered 330 or above, six of which will normally be Russian 395; and the integrative exercise. Up to six credits in Russian 301-308 can be counted toward the major. Remaining credits may be chosen in consultation with the adviser from: departmental offerings, study abroad, appropriate methodology courses, related field work, etc. Students are strongly advised to include Russian and Eurasian courses from other disciplines in their electives.

**Study Abroad:** Participation in foreign study programs is highly recommended for students majoring in the Russian field. For a description of the Carleton Moscow Program, consult the section "Off-Campus Studies." Departmental approval of credit for participation in overseas programs should be sought before leaving campus.

**Certificate of Advanced Study in Foreign Language and Literature or Foreign Language and Area Studies:** In order to receive the Certificate of Advanced Study in Russian, students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: six courses beyond 103, including 205 and two courses numbered 330 or above. Although courses for the certificate may be taken on a S/CR/NC basis, "D" or "CR" level work will not be sufficient to satisfy course requirements. Additional courses may be chosen from among other offerings in the Russian section, History 240-241, and Economics 231.

**Language House:** Students have the opportunity to immerse themselves in the language by living in the Language House. A native Russian Resident Associate provides opportunities for conversation practice and assists students in organizing a variety of cultural activities.

## **RUSSIAN COURSES**

**101. Elementary Russian** For students with no previous training in or minimal knowledge of Russian. Simultaneous development of skills in speaking, reading, aural comprehension, writing. Students with prior instruction or who speak Russian at home should consult the department for placement information. Class meets five days a week. *6 credits, ND, Fall—A. Dotlibova, L. Goering*

**102. Elementary Russian** Continues Russian 101. Prerequisite: Russian 101 or placement. Class meets five days a week. *6 credits, ND, Winter—A. Dotlibova, L. Goering*

**103. Elementary Russian** Concludes introductory method of Russian 101-102. Prerequisite: Russian 102 or placement. Class meets five days a week. *6 credits, ND, Spring—A. Dotlibova, L. Goering*

**107. Moscow Program: Beginning Grammar** This course will focus on continued study of the fundamentals of Russian grammar, vocabulary expansion, and activation. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. Prerequisite: For students who have just recently begun their study of the Russian language, having completed or tested beyond elementary Russian 102. *4 credits, ND, Spring—Non-Carleton Faculty*

**108. Moscow Program: Beginning Phonetics** This course is taken in combination with Russian 107. Students focus on the essentials of Russian pronunciation with preliminary work in intonation. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *2 credits, ND, Spring—Non-Carleton Faculty*

**109. Moscow Program: Beginning Conversation** This course is taken in combination with Russian 107. Emphasis on socially relevant material. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *3 credits, ND, Spring—Non-Carleton Faculty*

**150. Contemporary Russian Culture and Society** This course surveys the complexities and contradictions of contemporary Russia, which today struggles with geography, climate, ethnic and religious diversity, and the legacies of serfdom and official corruption. Course materials include visual media (film, animation, computer graphics), short fiction (fairy tales, classical short works, and post-modern sci-fi), economic reviews, Chechnya reportage, and documentary. Course requirements: short papers aimed at the portfolio, occasional quizzes, final exam. No knowledge of Russian language or Russian studies assumed or required. No prerequisites. *6 credits, AL, RAD, Fall—D. Nemeč Ignashev*

**204. Intermediate Russian** Continued four-skill development using texts and resources from a variety of sources. Emphasis on communicative skills. Prerequisite: Russian 103 or placement. Class meets five days a week. *6 credits, ND, Fall—A. Dotlibova, L. Goering*

**205. Russian in Cultural Contexts** In this course students continue to develop skills of narration, listening comprehension, and writing, while exploring issues of contemporary Russian life and consciousness. The issues are examined from the position of two cultures: American and Russian. The course draws on a variety of sources for reading and viewing, including the periodic press, film, and music. Prerequisite: Russian 204 or placement. *6 credits, ND, Winter—A. Dotlibova*

**207. Moscow Program: Intermediate Grammar** This course aims at vocabulary expansion and the assimilation and activation of formulaic conversational structures and speech etiquette at the same time it develops familiarity with more complex principles of Russian grammar. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. Prerequisite: Russian 205 or placement. *4 credits, ND, Spring—Non-Carleton Faculty*

**208. Moscow Program: Intermediate Phonetics** This course is taken in combination with Russian 207. Students focus on the essentials of Russian pronunciation and correction. Preliminary work in intonation

will be offered. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *2 credits, ND, Spring—Non-Carleton Faculty*

**209. Moscow Program: Intermediate Conversation** This course is taken in combination with Russian 207. Emphasis will be placed on socially relevant reading materials. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *3 credits, ND, Spring—Non-Carleton Faculty*

**227. Moscow Program: Russia East and West** Students will read non-fiction and fiction that explores and illuminates Russia's dual identity as European and Asian. Literary readings will include fairy tales, saints' lives, and short prose and poetry by Pushkin, Gogol, Dostoevsky, Rasputin, Vampilov, and others. Through readings, excursions, and travel in European and Asian Russia students will place the readings in the large cultural context of contemporary Russia, both historical and contemporary. The evaluative exercise for this course will include a project and/or a final examination. *6 credits, AL, RAD, Not offered in 2009-2010*

**228. Moscow Program: Russia North and South** Students will read non-fiction and fiction that explores and illuminates Russia's cultural identities along the axis of North-South. Literary readings will include fairy tales, saints' lives, and short prose and poetry by Pushkin, Lermontov, Tolstoy, Belov, Pristavkin, and others. Through readings, excursions, and travel to the Russian North and Black Sea areas students will place the readings in the large cultural context of contemporary Russia. The evaluative exercise for this course will include a project and/or a final examination. *6 credits, AL, RAD, Spring—D. Nemeč Ignashev*

**244. Russian Literature in Translation: The Novel to 1917** A survey of representative works from the early nineteenth century to 1917. Close textual analysis will be combined with discussion of the evolution of the genre in its historical and cultural context. Works by Dostoevsky, Tolstoy, Gogol and others. No prior knowledge of Russian or Russian history is required. *6 credits, AL, Not offered in 2009-2010*

**255. Russian Cinema: History and Theory** This course offers an historical overview of Russian cinema from its inception before the revolution of 1917, through the Soviet epoch, and into the era of independent Russia. Focus on the history of the medium in its distinctly Russian context is complemented with an overview of Russian film theory as applied in analysis. No prior knowledge of Russian language or culture is required. All films will be subtitled. Format: two screenings per week, readings, discussion, short papers. *6 credits, AL, RAD, Winter—D. Nemeč Ignashev*

**266. Dostoevsky** An introduction to the works of Dostoevsky. Readings include *Poor Folk*, *Notes from the Underground*, and *The Brothers Karamazov*. Conducted entirely in English. No prerequisites and no knowledge of Russian literature or history required. *3 credits, AL, Not offered in 2009-2010*

**267. War and Peace** Close reading and discussion of Tolstoy's magnum opus. Conducted entirely in English. No prerequisites and no knowledge of Russian literature or history required. *3 credits, AL, Not offered in 2009-2010*

**268. Russian Fiction of the Soviet Period** What avenues of literary expression are open to a writer when the government declares "socialist realism" to be the only acceptable artistic method? In this course we will read novels and short prose written in Russia between 1917 and 1991. Writers to be covered will range from those who conformed in varying degrees to governmental strictures to those who risked their

lives to circulate their works underground or publish them abroad. Works by Olesha, Bulgakov, Pasternak, Solzhenitsyn, Tolstaia, and others. In translation. No prerequisite. *6 credits, AL, Not offered in 2009-2010*

**290. Moscow Program: Reading for Russia** *3 credits, ND, Spring—D. Nemeč Ignashev*

**307. Moscow Program: Advanced Grammar** This course combines advanced work in Russian grammar (largely corrective) and fundamentals in composition, with conversational Russian. Prerequisite: at least 6-12 credits beyond Russian 205/-206. *4 credits, ND, Spring—Non-Carleton Faculty*

**308. Moscow Program: Advanced Phonetics and Intonation** This course is taken in combination with Russian 307. Students focus on corrective pronunciation and theory and practice of Russian intonation. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *2 credits, ND, Spring—Non-Carleton Faculty*

**309. Moscow Program: Advanced Composition** This course is taken in combination with Russian 307. Materials will combine literary classics with the socially relevant. This course is conducted by members of Moscow State University Philological Faculty and supervised by the program director. *3 credits, ND, Spring—Non-Carleton Faculty*

**332. Reading a Russian Novel** In this course we apply a variety of strategies, approaches, and interpretive models as we read a contemporary Russian novel not yet translated into English. Prerequisite: Russian 205 or concurrent registration in Russian 205 or permission of the instructor. *3 credits, AL, Not offered in 2009-2010*

**334. Russian Poetry** This course is about learning to read, analyze, understand, and translate Russian poetry, with focus on nineteenth- and twentieth-century writers. Conducted in Russian. Prerequisite: Russian 205 or permission of the instructor. *3 credits, AL, Not offered in 2009-2010*

**336. Pushkin** A study of the major poetry, drama and prose of Russia's most important poet. *6 credits, AL, Winter—L. Goering*

**345. Russian Cultural Idioms of the Nineteenth Century** An introduction to the names, quotations and events that every Russian knows--knowledge which is essential to understanding Russian literature, history and culture of the last two centuries. We will study the works of Russian writers (Griboedov and Pushkin, Leskov and Dostoevsky), composers (Glinka, Mussorgsky, Rimsky--Korsakov and Tchaikovsky), artists (Briullov, Ivanov, the Itinerants) and actors (Mochalov, Shchepkin) in the context of social thought and the social movements of the nineteenth century. Conducted in Russian. Prerequisite: Russian 205 or permission of the instructor. *6 credits, AL, Not offered in 2009-2010*

**351. Chekhov** A study of Chekhov's short fiction, both as an object of literary analysis and in the interpretation of critics, stage directors and filmmakers of the twentieth century. We will also examine the continuation of the Chekhovian tradition in the works of writers such as Bunin, Petrushevskaja and Pietsukh. Conducted in Russian. Prerequisite: Russian 205 or permission of the instructor. *6 credits, AL, Not offered in 2009-2010*

**395. Senior Seminar: The Cult of Stalin** Drawing on materials from film, literature, architecture, and mass culture, we will examine the cult of Iosif Stalin during "the Leader's" lifetime and continuing into subsequent eras through both repudiation and periodic revivals. We will address the pagan and Christian

foundations of the Stalin cult, as well as its connections with the cult of Lenin. Conducted entirely in Russian. Prerequisite: at least 6 credits at the level of Russian 330 or higher or permission of the instructor. *6 credits, AL, Spring—A. Dotlibova*

**400. Integrative Exercise** *6 credits, S/NC, ND, Fall, Winter—L. Goering, D. Nemeč Ignashev*

## SOCIOLOGY AND ANTHROPOLOGY (SOAN)

**Chairs:** Professors Jerome M. Levi, fall and spring, Pamela Feldman-Savelsberg, winter

**Professors:** Peter Brandon, Pamela Feldman-Savelsberg, Jerome M. Levi, Beverly Nagel, Nader Saiedi, Nancy C. Wilkie

**Visiting Professor:** Van Dusenbery

**Associate Professor:** Annette Nierobisz

**Assistant Professor:** Meera Sehgal

**Visiting Assistant Professor:** Elizabeth Coville

**Adjunct Instructor:** Adrienne Falcón

Joining two disciplines as it does, the Sociology and Anthropology Department at Carleton seeks to present a truly unified vision of them, both in the major as a whole and in many of the individual courses. Our principal goal is to give students a comparative perspective on human societies, exploring the vast range of similarities and differences among them in space and time.

Non-majors may take either 110 or 111. We strongly recommend, however, that students considering a major in the department take both of them (in either order) by the end of the sophomore year. Unless otherwise noted, 110 or 111 is prerequisite for courses numbered 200 and above, though juniors and seniors lacking the prerequisite may apply to the instructor for permission to enroll.

### REQUIREMENTS FOR A MAJOR

Sixty-six credits in the department, including 110, 111, 240, 330, 331 and 400. In addition, students must complete Mathematics 115 or 215 or earn a score of 4 or 5 on the Math AP Statistics exam *before* taking Sociology/Anthropology 240. Students should plan on taking the theory courses, 330 and 331, and the research methods course, 240 no later than their junior year. The integrative exercise is spread out over the senior year, with most of the work falling in winter term. A maximum of 12 credits can be applied toward the major from relevant courses in off-campus programs.

In keeping with our philosophy of comparative studies and commitment to understanding human societies other than the one we live in, majors are strongly urged to develop an in depth study of a culture other than their own. This may be done through regular courses, independent study, or on off-campus

programs. Early in their junior year, students should discuss ways of integrating such an in-depth study into their work in the major with their advisers.

## SOCIOLOGY/ANTHROPOLOGY COURSES

**100. The Myths of Crime** What is crime? Who is the typical offender? What percentage of the American population is victimized by crime? This course will examine popular answers to these and other pressing questions about crime and contrast them with sociological informed accounts. As a first-year seminar, the course is designed to help students acquire a critical perspective on crime and more importantly, to separate fact from fiction. In the process students will learn how to locate and interpret sociological evidence, and how to assess theoretical accounts of crime. By the end of the course students will have a better sense of the larger sociological enterprise. *6 credits, S/CR/NC, SS, Fall—A. Nierobisz*

**110. Introduction to Anthropology** An introduction to cultural and social anthropology which develops the theoretical rationale of the discipline through the integration of ethnographic accounts with an analysis of major trends in historical and contemporary thought. Examples of analytical problems selected for discussion include the concepts of society and culture, value systems, linguistics, economic, social, political and religious institutions, as well as ethnographic method and the ethical position of anthropology. *6 credits, SS, RAD, Fall, Winter, Spring—Staff*

**111. Introduction to Sociology** An introduction to sociology, including analysis of the sociological perspective, culture, socialization, demography, and social class and caste institutions in modern industrial societies and cultures; stability and change in societies of the twentieth century. Pros and cons of various theoretical strategies will be emphasized. *6 credits, SS, Fall, Winter, Spring—Staff*

**210. Introduction to Demographic Methods** Demography is the scientific study of human populations. The field of demography has two branches: formal demography and population studies. In formal demography, quantitative data and techniques are used to calculate demographic measures such as population size, age structure, fertility rates, life expectancies and migration levels. In population studies, these demographic measures are set within a broader societal context. Students in this course will receive grounding in formal demography not population studies. Topics include measuring fertility, mortality, migration and marriage and life tables. This course requires intensive work in small groups. Prerequisite: Mathematics 111 or 115. *6 credits, SS, Winter—P. Brandon*

**215. Social Welfare** This course studies the social welfare system in the U.S. The course reviews the historical, social, and cultural underpinnings of the nation's welfare system: then the course examines which groups are served and not served by the system. Several sections of the course examine the intellectual debates about the incentive structures of the U.S. welfare system and whether welfare reform have been effective in reducing welfare dependency. Time permitting, the U.S. welfare system is placed in comparative perspective. Prerequisite: Sociology and Anthropology 110 or 111, or consent of instructor. *6 credits, SS, Fall—P. Brandon*

**220. Class, Power, and Inequality in America** The processes, structures, and functions of stratification in advanced capitalist societies. Marxist, neomarxist, Weberian, and functionalist models of class analysis; theories of status attainment and mobility; comparative welfare states; the relationship between class, gender, and ethnicity; the relation of education to status attainment; class and socialization; and models of

justice and rationality. Prerequisite: Sociology and Anthropology 111 or consent of the instructor. *6 credits, SS, Not offered in 2009–2010*

**221. Law and Society** Law has an impact on every aspect of our lives, from the conditions of our birth to the conditions of our death and everything else in between. As we enter the twenty-first century, the pervasiveness of law continues to grow. We begin this course by exploring the ubiquity of law and the implications of this for our day-to-day lives. Next we examine definitions of law, the development of law, and the extent to which law is shaped by the wider social and cultural contexts in which it is embedded. We conclude by examining specific issues such as legal consciousness, the legal profession, and law and social inequality. Readings include classic and contemporary theoretical works on law and society, and current empirical applications. *6 credits, SS, Not offered in 2009–2010*

**222. Anthropology of Humor** Laughter is found in all human societies, but we do not all laugh at the same things. In this course we will discuss why, cross-culturally, some things are funny and others are not, and what forms humor may take (jokes, riddles, teasing, banter, clowning). We will look at such topics as joking relationships, evolutionary aspects of laughter and smiling, sexual inequality in humor, ethnic humor, and humor in religion and language. Some prior exposure to anthropology is desirable but not required. The main prerequisite for the course is a serious sense of humor. *6 credits, SS, Not offered in 2009–2010*

**224. Global Migrations** We look at causes of migration such as post-colonial conditions in the developing world that create political and economic instability; declining populations in the developed world that create labor needs; and human slavery and trafficking from countries with high poverty, unstable governments, and challenges to human rights. We study some of the largest-scale migrations: the Chinese, Indians, Jews, Japanese, German and Italians, and examine political instability in places where minority immigrant groups control nations' economic resources. Theoretical approaches include micro-economic 'push-pull' theories and macro-structural theories focusing on global conditions. *6 credits, SS, Not offered in 2009–2010*

**225. Social Movements** In this course we will consider questions of how ordinary women and men have come together to reshape the societies in which they live and the difficult choices they have faced in the process. We will explore factors affecting the emergence, growth, structure and impact of social movements as their participants intentionally attempt to bring about social change, transform social relationships and reshape social values. Major theoretical perspectives (concerning collective behavior, resource mobilization, and new social movements) will be examined in light of some of the most important social movements from around the world. Prerequisites: Sociology and Anthropology 110 or 111 or permission of instructor. *6 credits, SS, Winter—M. Sehgal*

**226. Anthropology of Gender** This course examines gender and gender relations from an anthropological perspective. We discuss such key concepts as gender, voice/mutedness, status, public and private spheres, and the gendered division of labor, and explore the intellectual history of these terms and how they have been used. The course focuses on two areas: 1) the role of sex, sexuality, and procreation in creating cultural notions of gender, and 2) the impacts of colonialism, globalization, and economic underdevelopment on Third World women. Readings include both theoretical articles and ethnographic case studies from around the world. Prerequisite: Sociology and Anthropology 110 or 111 or permission of the instructor. *6 credits, SS, RAD, Spring—P. Feldman-Savelsberg*



**229. Demography of the Family** This course uses demographic techniques to study the family and changes in family behaviors and household relationships. Drawing primarily, but not exclusively, upon the demographic literature, families are studied across time, social groups, and countries. The course will review trends in family composition and structures and introduce theoretical perspectives on union formation and family change. Possible topics for study include cohabitation and marriage, teenage pregnancy, child care, and intergenerational relationships. The course will examine the role that public policies have played in shaping families to date and what effects public policies might have on the American family in the future. Prerequisite: Sociology and Anthropology 110 or 111. *6 credits, SS, Fall—P. Brandon*

**230. Human Evolution and Prehistory** A survey of the course of human evolution from Australopithecenes to the Upper Paleolithic. Areas of discussion include paleoanthropology, genetics, primate ethology, the role of archaeology in providing evidence for human evolution and culture, and the importance of environment and technology in the evolution of culture. No prerequisite. *6 credits, SS, Not offered in 2009–2010*

**231. Transnational Migration and Diasporic Communities** An interdisciplinary approach to the study of transnational migration and global diasporas. Instructor introduces theoretical perspectives on contemporary migration, transnational linkages, and imaginative connections maintained by globally dispersed peoples. Instructor and guest experts present model case studies. Students research and present additional case studies. *6 credits, SS, Winter—V. Dusenbery*

**234. Ecology, Economy, and Culture** This course examines the ways in which economic goods are embedded in social relations. When does a thing become a commodity? What relationships exist between culture and ecology? Formulating an anthropological perspective for the interpretation of "economic facts," we will examine similarities and differences among hunter-gatherers, horticulturalists, and peasants. We will also discuss the interpretation of traders in the brokering of culture, asymmetrical articulation of local and transnational economies, gender bias in classical exchange theory, Mauss on gift-giving and Marx on "commodity fetishism." Theoretical material will be illustrated with ethnographic examples from Africa, Asia, Oceania, and the Americas. *6 credits, SS, Not offered in 2009–2010*

**236. Introduction to Peace Studies** Peace studies is an evolving and emerging holistic interdisciplinary study of collective harmony and collective violence. In this course we will study the alternative definitions of peace and examine the relation between peace and a variety of societal factors including modernity, post modernity, international anarchy, forms of state, cultural construction of violence, religious prejudice, patriarchy, nuclear weapon, ecology, militarism, globalization and a global civil society and culture. *6 credits, SS, Spring—N. Saidei*

**240. Methods of Social Research** The course is concerned with social scientific inquiry and explanation, particularly with reference to sociology and anthropology. Topics covered include research design, data collection, and analysis of data. Both quantitative and qualitative methods are considered. Prerequisites: Sociology and Anthropology 110 and 111 and Mathematics 115. *6 credits, SS, Spring—P. Brandon*

**241. Guatemala Program: Mesoamerican Cultures** Mesoamerica, a major area of pre-Columbian civilization, is a region generally extending from around the Tropic of Cancer in Mexico to northwestern Costa Rica. This course will examine both ancient and modern peoples of Mesoamerica, with special reference to the Maya peoples of Guatemala and southern Mexico. Students will cover topics including

economic, social, political, and religious organization as well as cosmology and symbolism. Course materials should assist students in selecting a topic for their individual research projects. *6 credits, SS, Winter—J. Levi*

**242. Qualitative Thinking** In this course we examine the epistemological assumptions and techniques of qualitative research. We begin by examining questions such as: How do we know what we know? What questions guide our research? Does it matter who the researcher is? What do we do to the objects/subjects of our research? What issues arise in studying 'Others'? Whose interests does research serve? Who uses or misuses it? Can qualitative research address social justice issues? These discussions are followed by hands-on practical experience thinking and researching from a qualitative perspective. This course is useful to students applying for junior fellowships, study abroad programs, or planning to use a qualitative approach in their comps. Prerequisites: Sociology and Anthropology 110 or 111 or permission of instructor. *6 credits, SS, Not offered in 2009–2010*

**243. Social Research Practicum** This course builds on the skills of Sociology and Anthropology 240 which introduces students to qualitative and quantitative methodologies for examining hypotheses about the social world. Students will select a compelling social issue and design and conduct a complete research study. This research practicum will provide a solid foundation for students' subsequent integrative exercise in Sociology and Anthropology 400. *6 credits, SS, Not offered in 2009–2010*

**250. Ethnography of Latin America** This course explores the historical development and contemporary experience of selected peoples and cultures of Latin America. We will examine the historical and structural processes that have shaped contact among indigenous, European, and African peoples in Latin America during Conquest and the colonial period, under conditions of global economic expansion and state formation, and in present day urban centers and extractive "frontiers." Special attention will be given to local-level transformations and resistance as well as issues of migration and gender construction. *6 credits, SS, RAD, Not offered in 2009–2010*

**251. Guatemala Prog: Resource Mgmt, Community Developmnt & Soc Change in Guatemala & Chiapas** This course explores contemporary strategies for survival in Maya lands in the face of the global economy by examining how community groups, entrepreneurs, peasant organizations, niche markets, social movements, government and non-governmental organizations play important roles in promoting economic betterment, social justice, locally based decision making, and more equitable, environmentally sound, sustainable development. Through readings, lectures, interviews, and direct community engagement with human rights activists, conservation experts, development practitioners, and both farmers and foragers in the Maya tropical forest, students will learn about the complex interplay between cultural ecology, resource management and community revitalization. *4 credits, SS, RAD, Winter—J. Levi*

**256. Ethnography of Africa** This course emphasizes the study of several sub-Saharan African societies so as to deal with themes that have concerned anthropologists working in Africa. The types of questions anthropologists have posed about African societies, and the role Africa has played in the development of anthropological theory is explored. Texts include three classics, *The Nuer*, *Chisungu*, and *Witchcraft, Oracles and Magic* as well as contemporary re-studies and ethnographic case studies by both African and Western scholars to address issues affecting the entire continent, including colonialism, gender, AIDS, local-state relations, the role of history, and debates about cultural identities. Prerequisite: Sociology and Anthropology 110 or 111 or permission of the instructor. *6 credits, SS, RAD, Fall—P. Feldman-Savelsberg*

**257. Culture and Politics in India** India is a region of immense diversity where more than one billion people live. This course will explore social structures in India--through a focus on key areas of everyday life such as family, religion, economy, systems of stratification and social movements. Close attention will be given to religious nationalism, globalization and militarism as dominant trends affecting contemporary India. Questions we will consider include: How has India been represented in the Western imagination and why do such representations matter? What are the forces of modernity and tradition in India? What are the similarities and differences in systems of stratification in India and the U.S.? Prerequisites: Sociology and Anthropology 110 and 111 or permission of the instructor. *6 credits, SS, RAD, Fall—M. Sehgal*

**259. Comparative Issues in Native North America** This course examines the cultural and historical situation of indigenous groups in the United States, Mexico, and Canada to develop a comparative perspective for understanding native peoples in North America. How have indigenous peoples variously coped with continuity and change? What strategies have they employed in pursuit of political sovereignty, economic survival, and cultural vitality? In answering these questions, we will explore the politics of representation regarding "the Indian" as a symbol in national consciousness; the negotiation of identity in inter-ethnic contexts; patterns of resistance; the impact of European powers and state agendas; and the resurgence of tradition. *6 credits, SS, Not offered in 2009-2010*

**260. Myth, Ritual, and Symbolism** Exploring the ways in which people make sense of their world through myth, ritual and symbolism, this course takes an anthropological approach to the study of comparative religion. What is the relationship between "myth" and "history?" How do animals, food, color, music, and the human body function as idioms of symbolic communication? Why is ritual credited with the ability to heal illnesses, offer political commentary, maintain cosmic harmony, and foster social cohesion through the exhibition of interpersonal tensions? Examining major theories in the anthropology of religion, students learn to record and analyze both "familiar" and "unfamiliar" myths, rituals, and symbols. *6 credits, SS, Not offered in 2009-2010*

**261. Ethnography of Island Southeast Asia** We approach island Southeast Asia (Malaysia, Singapore, Brunei, the Philippines, Indonesia, and East Timor) anthropologically and in terms of its wider historical and political context. Focusing on Indonesia, a country almost as large in population as the U.S. and similarly pluralistic, we ask: How do people negotiate membership in a nation-state with belonging to local ethnolinguistic groups? How are modernity and tradition interpreted and reconciled? How do world religions (notably Islam and Christianity) interact with indigenous beliefs and practices? We use various genres and resources (e.g., ethnography, history, memoir, fiction, journalism, maps, images, objects, film). Prerequisite: A previous Sociology and Anthropology course or consent of the instructor. *6 credits, SS, RAD, Winter—E. Coville*

**262. Anthropology of Health and Illness** An ethnographic approach to beliefs and practices regarding health and illness in numerous societies worldwide. This course examines patients, practitioners, and the social networks and contexts through which therapies are managed to better understand medical systems as well as the significance of the anthropological study of misfortune. Specific topics include the symbolism of models of illness, the ritual management of misfortune and of life crisis events, the political economy of health, therapy management, medical pluralism, and cross-cultural medical ethics. Case studies range from birth and death to epilepsy, AIDS and cancer, and from a working class neighborhood

in Philadelphia, to Hmong immigrants, to South African street children. Prerequisite: Sociology and Anthropology 110 or 111 or permission of the instructor. *6 credits, SS, Winter—P. Feldman-Savelsberg*

**266. Urban Sociology** In this course, we will explore ideas about cities and humans who live there through a series of lenses including: city as place, city as symbol, city as location of assimilation and integration and the opposite, city as a site of segregation and extremes of power and capital. How do cities work and for whom? By combing theoretical readings with case studies, we will move from historical ethnographies of cities and communities, to current studies of cities in global context. Prerequisites: Sociology and Anthropology 110 or 111 or consent of instructor. *6 credits, SS, Not offered in 2009-2010*

**272. Ethnicity and Race** This course examines ethnic and racial relations from an anthropological perspective. We focus on such theories as primordialism, instrumentalism, myth-complex, and boundaries, exploring the intellectual history of these theories. Readings include both theoretical articles and ethnographic case studies from around the world. *6 credits, SS, RAD, Not offered in 2009-2010*

**274. Language, Culture and Society** With an emphasis on the linking of language, culture, and social context, this course introduces linguistic anthropology. We begin by looking at its roots in linguistics, anthropology, semiology and semiotics. Then we introduce the central concepts of speech community, communicative competence, and language functions. We explore both classic studies (e.g., terms of address; linguistic relativity; language variation) and contemporary research (e.g., ritual performance; political economy of language; language socialization; social contexts of literacy; language ideologies; language endangerment). We will read ethnographic material from the United States (e.g., Hmong, Apache) and the world (e.g., Indonesia, Africa). Students will also do field observations of language practice in their own communities. *6 credits, SS, RAD, Fall—E. Colville*

**280. Statistical Tools for Quantitative Reasoning** This course aims to produce numerate students who can write confidently and effectively about the social world they have explored using survey data and have assessed using statistical tools. The course provides students with statistical tools to evaluate and analyze survey data and opportunities to write critically and cogently about the empirical relationships they have discovered. Numerous statistical methods are taught, but contrasting more traditional advanced statistics courses, the emphases are using survey data to drive learning multivariate statistics, and requiring intensive writing exercises about empirical discoveries to motivate student understanding about the social world and complex statistical concepts. Prerequisite: Sociology and Anthropology 110 or 111, 240 or equivalent, Mathematics 115 or 215 or with permission of instructor. *6 credits, SS, Winter—P. Brandon*

**284. Anthropology of China** This course examines China from an anthropological and sociological perspective. Readings include both theoretical articles and ethnographic case studies; readings from other disciplines are also supplementary. We deal with both Han and non-Han peoples. Students are expected to gain a holistic understanding of China with regards to its changes of politico-symbolic boundaries, its power relations, and its connection to globalization. We will also talk about "translingual practice" as represented by symbolic negotiations between the traditional, changing Chinese view and the views that come from outside. Prerequisites: Sociology and Anthropology 110 or 111 or permission of instructor. *6 credits, SS, Not offered in 2009-2010*

**286. Anthropology of East Asia** This course examines East Asian cultures and societies from an anthropological perspective. China, Mongolia, Japan and Korea are linked historically, culturally, and linguistically; each part of this "cultural complex" shares common features with the other while

maintaining distinct traits. This class explores an historical Chinese script-culture sphere, including Japanese, Korean, and many other groups. We examine the superpower geopolitics that forced the opening up of China and Japan and is thus vital for understanding East Asian history, culture and society. Readings include both theoretical articles and ethnographic case studies from the region. *6 credits, SS, Not offered in 2009-2010*

**290. Guatemala Program: Directed Reading** During winter break participants are asked to read selected works chosen to provide background on Guatemalan history, Mayan culture, and contemporary social issues in preparation for the field seminar. Students will write an integrative essay on this material and participate in discussions covering the readings during the first week of the program. *2 credits, ND, Winter—J. Levi*

**295. Guatemala Program: Field Methods and Individual Research Project** The first part of the course is designed to prepare students for their individual field research projects. Students will cover participant observation, interview methods, research ethics, and develop a prospectus for their field research. In the second part of the course, students will apply their knowledge of field methods and conduct four weeks of ethnographic research in a highland Maya community in western Guatemala based on their prospectus, followed by a one week period in Quetzaltenango during which students will write their research papers and present their findings in a research symposium. *6 credits, ND, Winter—J. Levi*

**302. Anthropology and Indigenous Rights** This seminar examines the relationship between culture and human rights from an anthropological perspective. By asking "who are indigenous peoples?" and "what specific rights do they have?" this course introduces students to a comparative framework for understanding cultural rights discourse. Given the history of intolerance to difference, the seminar demonstrates the need to explore the determinants of violence, ethnocide, and exploitation routinely committed against the world's most marginalized peoples. At the same time, it also asks about the limits of tolerance, if human rights abuses are perpetrated under the banner of cultural pluralism. Students will analyze case studies drawn from Africa, Asia, and the Americas, as well as issues that cross-cut these regions. Prerequisite: Sociology and Anthropology 110, 111 or permission of the instructor; upper division coursework in anthropology, sociology, history or philosophy recommended. *6 credits, SS, Spring—J. Levi*

**305. Environmentalism and Social Change** Through readings, discussions, films, and a service learning project, students in this class will be using environmentalism to learn about the framing of social problems, the historical evolution of a social change effort, as well as the sociology of organizations, the sociology of social movements and the sociology of civic engagement. By looking at the diverse forms and levels of engagement--by individuals, organizations, and social movements--we will seek to understand which kinds of initiatives bring about what kinds of changes and to understand future challenges for environmental efforts in the United States. There will be a service learning component with a local environmental group or organization so as to provide a local context and an experiential perspective on the class topics. *6 credits, SS, Not offered in 2009-2010*

**308. Working Across the Life Course** This course explores the meaning, experiences, and challenges of work at four stages: adolescence, young adulthood, mid-life, and the senior years. At each stage we examine key questions that sociologists who study work and occupations ask. For example, how does paid employment in the teenage years affect schoolwork and adolescent well-being? Do the occupational aspirations of today's college students match up with the job structure of the contemporary labor market? What types of challenges arise in balancing work and family? We develop answers to these questions by

reading sociological theory and research, and by analyzing data. The course will also have an experiential component. Prerequisites: Mathematics 115 or 215 or Sociology and Anthropology 240. *6 credits, SS, Spring—A. Nierobisz*

**311. Anthropology and/of Globalization** Late twentieth century-early twenty-first century globalization--speeding up and intensifying transnational flows of people, goods, capital, ideas, and images--has challenged modernist thinking about our social world. This course explores both the challenges that globalization has posed to mainstream anthropological thought and theory and the ways that anthropologists have contributed to the interdisciplinary study of globalization as a social process. Prerequisite: Sociology and Anthropology 110 or permission of the instructor. *6 credits, SS, Fall—V. Dusenbery*

**330. Sociological Thought and Theory** Classical sociological theory has been concerned with at least three fundamental questions. They are the nature of the historic transition from feudalism to capitalism, the appropriate method of social studies, and the form of a rational society. Beginning with the Enlightenment and romanticism, we study nineteenth century positivism, liberalism, Marxism and nihilism, and investigate the ideas of Weber and Durkheim at the turn of the century. Prerequisite: Sociology and Anthropology 111 or permission of the instructor. *6 credits, SS, Fall—N. Saiedi*

**331. Anthropological Thought and Theory** A systematic introduction to the theoretical foundations of social and cultural anthropology with special emphasis given to twentieth century British, French and American schools. The course deals with such seminal figures as Morgan, Boas, Malinowski, Radcliffe-Brown, Levi-Straus, Harris, Sahlins, Bourdieu, Geertz, and Appadurai. The reading strikes a balance between ethnographic accounts and theoretical statements. Prerequisites: Sociology and Anthropology 110 and 330 or permission of the instructor. *6 credits, SS, RAD, Spring—V. Dusenbery*

**395. Ethnography of Reproduction** This seminar explores the meanings of reproductive beliefs and practices in comparative perspective. Using ethnographies, it explores the relation between human and social reproduction. It focuses on (but is not limited to) ethnographic examples from the U.S./Canada and from sub-Saharan Africa (societies with relatively low fertility and high utilization of technology and societies with mostly high fertility and low utilization of technology). Topics examined include fertility and birth, fertility rites, new reproductive technologies, abortion, population control, infertility, child survival and child loss. Prerequisites: Sociology and Anthropology 110 or 111; and 226, 260, or 262; or permission of the instructor. *6 credits, SS, Fall—P. Feldman-Savelsberg*

**395. Public Sociology** Debate about the field of public sociology has been growing rapidly since Michael Buravoy's 2004 challenge to fellow sociologists to engage in public sociology. This course will analyze that debate and locate it historically in sociological texts with a main focus on the current debate. In addition, this will be an applied course where students will engage in community projects, such as conducting an assessment of the needs for community based research in Northfield, in order to develop research skills and gain data for reflection and analysis. Recommended for upper level students who have taken their methods courses. Prerequisites: Sociology and Anthropology 111 and 240 or equivalent. *6 credits, SS, Winter—A. Falcón*

**400. Integrative Exercise** The integrative exercise in Sociology and Anthropology consists of two options. The thesis option involves carrying out and presenting a major piece of research, as well as sharing and discussing the work-in-progress with a group of others engaged in the same process, under

the guidance of a faculty supervisor. The exam option consists of a four-part comprehensive exam on sociological theory, anthropological theory, social research methods, and a topical specialization. Study groups work together in fall and winter for the spring term exam. Please consult the Sociology/Anthropology website for a full description. *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

### **OTHER COURSES PERTINENT TO SOCIOLOGY/ANTHROPOLOGY:**

ARCN 246 Archaeological Methodology (Not offered in 2009–2010)

ARCN 395 Archaeology Capstone Seminar

ENTS 244 Biodiversity Conservation and Development (Not offered in 2009–2010)

## **SOUTH ASIAN STUDIES CONCENTRATION**

**Director:** Assistant Professor Meera Sehgal

South Asia, which contains nearly a quarter of the world's people, refers to the countries comprising the South Asian subcontinent: Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, Maldives, and sometimes Afghanistan and Tibet. The concentration consists of a program of study combining language training, off-campus study, required core courses in various disciplines, and supporting courses, including a designated capstone course. The purpose of the concentration is to provide cross-cultural interdisciplinary understanding of a complex civilization that is both ancient and modern, and of great significance in the contemporary world.

### **REQUIREMENTS FOR THE CONCENTRATION:**

A total of 42 credits, with at least 6 credits drawn from each of the three ASST distribution areas (Arts and Literature, Humanities, Social Sciences)

18 credits in core courses, drawn from at least two of the three ASST distribution areas

24 credits from supporting courses, drawn from at least two of the three ASST distribution areas, and including a designated South Asia-related capstone course

Courses taken on off-campus programs in South Asia may be applied to the concentration

Normally, at least one term of off-campus study in South Asia

The closest equivalent to one year of study of a South Asian language, obtained through one or more of the following: off-campus study; summer programs at colleges, universities, or institutes; independent study at Carleton

**Core Courses:** 18 credits from among the following; courses must be from at least two distribution areas

HIST 160: History of Classical India (Not offered in 2009–2010)

HIST 161: History of Modern India (Not offered in 2009–2010)

MUSC 248: Music of India (Not offered in 2009–2010)

RELG 150: Religions of South Asia

SOAN 255: Sociology, Culture, and Politics in South Asia (Not offered in 2009-2010)

**Supporting Courses:** 24 credits from among the following; courses must be from at least two distribution areas.

ECON 240 Microeconomics of Development

HIST 259 Women in South Asia: Histories, Narratives and Representation (Not offered in 2009-2010)

HIST 262 Post-colonial South Asia, 1947-present (Not offered in 2009-2010)

MUSC 180 or 280 Raga: Vocal or Instrumental Study of Hindustani Music

RELG 122 Introduction to Islam

RELG 250 Hindu Traditions (Not offered in 2009-2010)

RELG 251 Theravada Buddhism (Not offered in 2009-2010)

RELG 253 Tibetan Buddhism (Not offered in 2009-2010)

RELG 273 Indian Philosophy (Not offered in 2009-2010)

RELG 350 Emptiness (Not offered in 2009-2010)

**Capstone Course:** For 2009-2010, the designated capstone course is:

HIST 266 History of Islam

## SPANISH (SPAN)

**Chairs:** Associate Professor Silvia L. López

**Professors:** Becky J. Boling, José Cerna-Bazán, Humberto R. Huergo

**Associate Professors:** Jorge Brioso, Silvia L. López

**Assistant Professor:** Maria Del Palmar Álvarez-Blanco, Yansi Perez

**Senior Lecturers:** María Elena Doleman, Diane Pearsall

**Lecturer:** Linda Demarest Burdell

**Visiting Lecturer:** Carlos Vargas-Salgado

### Language Courses

Language courses 101, 102, 103, 204 are a sequential series of courses designed to prepare the student in the basic language skills (listening, speaking, reading, and writing) through the study of grammar, literature, and culture, and/or to provide the foundation for pursuing advanced work in language and literature. Spanish 205, 206 and 207 are designed to develop the student's spoken and written mastery of the language through compositions and intensive oral work based on cultural and literary topics. Admission to these courses is determined either by appropriate high school CEEB or Carleton placement test scores or by completion of the previous course in the sequence with a grade of C- or better.



## Literature Courses

We examine literary works for both their aesthetic and human values. Our literature courses have a number of goals: to refine and expand students' linguistic ability, to broaden their cultural understanding, to improve their ability to engage in literary analysis, to enhance their knowledge of literary history and criticism, and to help students better understand themselves and the human condition. In our discussions, we address universal themes and concerns, but we also try to uncover what is peculiarly Hispanic or Latin American about the works.

## REQUIREMENTS FOR A MAJOR

Sixty-six credits in Spanish including either 205 or 206 and no more than twelve credits in the 205-210 sequence. Courses 101, 102, 103, 204 do not count toward the major. Students may not apply more than 18 credits from courses numbered 220-290 to the major. In addition to 66 credits in the major, six credits are required in literature outside the major. Majors must complete at least three courses in Latin American literature and three courses in Peninsular literature (Spain) before winter term of the senior year. Students also write an integrative exercise during senior year.

**Concentration:** See separate section for Latin American Studies Concentration.

**Programs Abroad:** Participation in a Carleton or in another approved foreign study program is highly recommended for students majoring or concentrating in the above areas. Students interested in study abroad should consult the section on international off-campus programs, and discuss alternatives with faculty in Spanish and with the Director of Off-Campus Studies.

**Language Houses:** Students have the opportunity to immerse themselves in the language by living in the Language House. The Associate is a native speaker, and students organize and participate in numerous cultural activities in the language houses.

**Certificate of Advanced Study in Foreign Language and Literature:** In order to receive the Certificate of Advanced Study in Spanish, students must fulfill the general requirements (refer to Academic Regulations) in the following course distribution: six courses completed with a grade of C- or better in Spanish beyond 103, including at least two upper-level literature courses (300-395). Although courses for the certificate may be taken on a S/CR/NC basis, "D" or "Cr" level work will not be sufficient to satisfy course requirements. No more than 12 credits from non-Carleton off-campus studies programs may be applied toward the certificate.

## SPANISH COURSES

**101. Elementary Spanish** This course introduces the basic structures of the Spanish language, everyday vocabulary and cultural situations. Students practice all four skills (reading, writing, listening and speaking) in Spanish. Taught five days a week in Spanish. Prerequisite: none (Placement score for students with previous experience in Spanish). *6 credits, ND, Fall—Staff*

**102. Elementary Spanish** This course introduces complex sentences and various tenses and short literary and cultural texts. Students practice all four skills (reading, writing, listening and speaking) in Spanish. Taught five days a week in Spanish. Prerequisite: Spanish 101 or placement score. *6 credits, ND, Winter—Staff*

**103. Intermediate Spanish** This course continues the study of complex sentence patterns and reviews basic patterns in greater depth, partly through the discussion of authentic short stories. Students practice all four skills (reading, writing, listening and speaking) in Spanish. Taught five days a week in Spanish. Prerequisite: Spanish 102 or placement score. *6 credits, ND, Spring—Staff*

**204. Intermediate Spanish** Through discussion of literary and cultural texts and films, as well as a review of grammar, this course aims to help students acquire greater skill and confidence in both oral and written expression. Taught three days a week in Spanish. Some Spanish 204 sections include a service-learning component, to enrich students' understanding of course material by integrating academic study with public service. The language classes team up with the Northfield public schools to help both Northfield and Carleton students improve their language skills. Prerequisite: Spanish 103 or placement score. *6 credits, Fall, Winter, Spring—Staff*

**205. Conversation and Composition** A course designed to develop the student's oral and written mastery of Spanish. Advanced study of grammar. Compositions and conversations based on cultural and literary topics. There is also an audio-video component focused on current affairs. Prerequisite: Spanish 204 or proficiency. *6 credits, ND, Fall, Winter, Spring—J. Brioso, H. Huergo*

**206. Mexico Program: Grammar and Conversation** Together with a review of key grammar topics of previous language classes, this course takes advantage of on-site resources to further develop communicative skills in Spanish. The strong emphasis on students' projects and presentations, as well as interactions with the native setting are geared toward a greater fluency in oral Spanish. This class is especially oriented to students who have completed Spanish 204. Prerequisite: Spanish 204. *6 credits, ND, Winter—Non-Carleton Faculty*

**207. Exploring Hispanic Culture** Designed for the person who wants to develop greater fluency in speaking, writing, and reading Spanish in the context of a broad introduction to Hispanic culture. Short stories, plays, poems, films, and short novels are read with the goal of enhancing awareness of Hispanic diversity and stimulating classroom discussion. Prerequisite: Spanish 204 or proficiency. *6 credits, RAD, ND, Not offered in 2009–2010*

**208. Coffee and News** An excellent opportunity to brush up your Spanish while learning about current issues in Spain and Latin America. The class meets only once a week for an hour. Class requirements include reading specific sections of Spain's leading newspaper, *El País*, everyday on the internet (*El País*), and then meeting once a week to exchange ideas over coffee with a small group of students like yourself. Prerequisite: Spanish 204 or proficiency. *2 credits, S/CR/NC, ND, Fall, Winter, Spring—S. López*

**209. Madrid Program: Current News** This course is a discussion of current events affecting Spain as reflected in the daily press. *6 credits, ND, Fall—H. Huergo*

**210. Mexico Program: Grammar and Writing** While expanding communicative skills, this class focuses on compound sentence grammar and structures beyond the sentence level, and includes an intensive practice of different registers and varieties of writing in Spanish. Written work and in-class discussion focus on relevant aspects of Mexican and Latin American social reality. This class is especially oriented to students who have already completed Spanish 205. Prerequisite: Spanish 204. *6 credits, AL, Winter—Non-Carleton Faculty*

**238. Images of the Indian in Spanish American Literature** After a historical survey of the relationship between national projects of social organization and the indigenous populations of the area, this course focuses on Indigenismo as a set of social discourses attempting to represent "the Indian," and on key works by Icaza (Ecuador), Asturias (Guatemala), Arguedas (Peru), and Castellanos (Mexico). While considering the specific literary quality of this writing, we will contrast its representation of "the Indian," with indigenous self-representation in oral-popular tradition and through intellectuals like Domitila Barrios, Rigoberta Menchú, Bernabe Condori and others, to better understand the relationship between official culture and its Other. Prerequisite: Spanish 204 or proficiency. *6 credits, AL, Not offered in 2009-2010*

**240. Introduction to Spanish Literature** This course will examine the uniqueness of Spanish literature from the Middle Ages to the present. What is unique about Spanish literature? The meeting of Arabs, Christians, and Jews; the discovery of the Indies as told by Christopher Columbus; the enormous cultural and ethnic complexity of the conquest of the New World; the creation of the modern novel in the *Lazarillo* and its destruction in Cervante's *Don Quixote*; the mystic eroticism of St. Therese and St. John of the Cross; the ruminative poetry of Antonio Machado and the mythical poetry of Lorca. Prerequisite: Spanish 204 or proficiency. *6 credits, AL, Not offered in 2009-2010*

**242. Introduction to Latin American Literature** An introductory course to reading major texts in Spanish provides an historical survey of the literary movements within Latin American literature from the pre-Hispanic to the contemporary period. Recommended as a foundation course for further study. Not open to seniors. Prerequisite: Spanish 204 or proficiency. *6 credits, AL, RAD, Winter—S. López*

**243. Latin American Theater in Translation: Nation, Power, Gender** Introduction to key themes and modes of production in twentieth century theater in Latin America. We will read representative plays from established playwrights such as Rodolfo Usigli, Griselda Gambaro, Manuel Puig, Sabina Berman, Mario Vargas Llosa, Mario Benedetti, Ariel Dorfman, Susana Torres Molina among others. The course will be organized around themes of national and cultural identity, relations of power, and the (de)construction of gender. Students will be asked to put on scenes and develop areas of research. Prerequisite: Spanish 204 or proficiency. *6 credits, AL, Not offered in 2009-2010*

**244. Spain Today: Recent Changes through Narrative and Film** Since the death of Franco in 1975, Spain has undergone huge political, socio-economic, and cultural transformations. Changes in the traditional roles of women, the legalization of gay marriage, the decline of the Catholic church, the increase of immigrants, Catalan and Basque nationalisms, and the integration of Spain in the European Union, have all challenged the definition of a national identity. Through contemporary narrative and film, this course will examine some of these changes and how they contribute to the creation of what we call Spain today. Prerequisite: Spanish 204 or proficiency. *6 credits, AL, RAD, Fall—P. Álvarez-Blanco*

**247. Madrid Program: Spanish Art from El Greco to Picasso** This course is a survey of Spanish art from the sixteenth to the twentieth centuries. Classes will meet at some of the finest museums in Madrid, including the Prado Museum and the Museo Nacional Centro de Arte Reina Sofia (Museum of Modern Art). Art lectures will be supplemented by field trips to Toledo, Barcelona, Cordoba, and Seville. Prerequisite: Spanish 204 or proficiency. *4 credits, AL, Fall—Non-Carleton Faculty*

**250. Spanish Cinema** This course will study Spanish film from 1950s to the present. Through the study of the social and political processes involved in the conception of time and memory we will discuss the work of internationally recognized filmmakers such as Luis Buñuel, Luis García Berlanga, Mario Camus,

Carlos Saura, Victor Erice and Pedro Almodóvar. Extra time. Prerequisites: Spanish 204 or proficiency. 6 credits, AL, Not offered in 2009–2010

**252. Love Stories in Latin American Prose** From soap operas (culebrones) and popular romance novels (la novela rosa) to stories written by Gabriel García Márquez and Laura Esquivel, love stories never seem to lose their appeal. In this course we will read a popular Spanish romance novel by Corín Tellado, watch a Latin American soap opera, and read and discuss variations on the basic novela rosa by Latin American authors. Among possible authors studied are Gabriel García Márquez, Laura Esquivel, Daína Chaviano, Zoé Valdés, Manuel Puig, Isabel Allende, Gioconda Belli, Mayra Montero. Prerequisite: Spanish 204 or proficiency. 6 credits, AL, RAD, Not offered in 2009–2010

**255. Women Dramatists in Latin America: Staging Conflicts** This course examines contemporary plays written by Latin American women from a gendered perspective. Issues range from women and political repression to a critique of gender roles. As we read the plays, we will consider both the literary qualities of dramatic texts and the semiotics of staging and its potential for reconceptualizing women's roles in Latin American society and culture. Possible dramatists are Luisa Josefina Hernández, Rosario Castellanos, Griselda Gambaro, Elena Garro, Sabina Berman, Susana Torres Molina, Marcela del Río. Prerequisite: Spanish 204 or proficiency. 6 credits, AL, RAD, Not offered in 2009–2010

**256. Lorca, Buñuel, and Dalí: Poetry, Film, and Painting in Spain** Lorca, Buñuel, and Dalí attended the same college in Madrid. It was the 1920s and the young were truly young and almost everything was possible. Soon Lorca became Dalí's secret lover and muse, inspiring many of his early paintings and launching his career in the artistic circles of Barcelona and Madrid. At the same time, Dalí collaborated with Buñuel in two landmarks of experimental cinema--*The Andalusian Dog* and *The Golden Age*. This course examines the friendship between the three artists and their place in the history of twentieth-century art, film, and literature. Extra time. Prerequisite: Spanish 205 or proficiency. 6 credits, AL, Not offered in 2009–2010

**259. Mexico Program: Images of Mexico in Literature and Popular Culture** Readings and discussion in this course focus on the cultural construction of "lo mexicano" (Mexicanness). Particular attention is paid to some cultural aspects of the Puebla-Veracruz area, and the human experiences and the ideological issues arising from the Mexico-U.S. cross-border situation. Prerequisite: Spanish 204 or proficiency. 6 credits, AL, Winter—J. Cerna-Bazán

**260. Forces of Nature** This course examines nature and its relationship to Latin American identity across the last 200 years, but with emphasis on the twentieth century. Paradise regained and lost, monster or endangered habitat, nature plays a central role in Latin American development and its literature. Its literary image has varied greatly in the nineteenth and twentieth centuries, at times suggesting the lost Garden of Eden, at other times mirroring human cruelty, and recently coming center stage in the ecological novel. Among the authors studied in this course are Sarmiento, Quiroga, Gallegos, Rulfo, Sepúlveda, Belli, and Montero. Prerequisite: Spanish 204 or proficiency. 6 credits, AL, RAD, Spring—B. Boling

**261. Mexico Program: The Old and the New in Contemporary Mexico** This course presents a survey of political, social, economic, and religious institutions and movements of contemporary Mexico, with attention paid also to their historical background. Classes are supplemented by visits to relevant sites and

by lectures by local intellectuals when appropriate. Prerequisites: Spanish 204 or proficiency. *6 credits, ND, Winter—Non-Carleton Faculty*

**262. Myth and History in Central American Literature** In this course we study the relationship between myth and history in Central America since its origins in the Popol Vuh, the sacred texts of the Mayans until the period of the post-civil wars era. The course is organized in a chronological manner. We will study, in addition to the Popol Vuh, the chronicles of Alvarado, some poems by Rubén Darío and Francisco Gavidia, some of the writings of Miguel Ángel Asturias and Salarrué. The course will end with a study of critical visions of the mythical presented by more contemporary authors such as Roque Dalton and Luis de Lión. *6 credits, AL, Winter—Y. Pérez*

**263. History of Human Rights** This course proposes a genealogical study of the concept of Human Rights. The course will begin with the debates in sixteenth century Spain about the theological, political and juridical rights of "Indians." The course will cover four centuries and the following topics will be discussed: the debates about poverty in sixteenth century Spain; the birth of the concept of tolerance in the eighteenth century; the creation of the modern political constitution in the U.S., France and Spain; the debates about women's rights, abortion and euthanasia, etc. *6 credits, AL, RAD, Spring—J. Brioso*

**290. Madrid Program: Independent Reading** Basic readings in Spanish history and culture in preparation for the program. *2 credits, S/CR/NC, ND, Fall—H. Huergo*

**301. Tragedy** This course explores the development of the tragic notion from Aristotle to Hegel, focusing on a number of Spanish classics such as *Cervantes, Calderón, Lorca, Valle Inclán*, and others. Prerequisites: Spanish 205 or above. *6 credits, AL, Not offered in 2009-2010*

**320. New Spanish Voices** Since 1980, Spain has experienced a literary and artistic boom, with scores of young novelists and filmmakers whose works challenge traditional notions of the individual and society. This course will examine some of these works, paying attention to regions of Spain normally excluded from the curriculum--Galicia, the Basque Country, and Catalonia. Discussions topics include gender and sexuality, cultural and personal memory, exile and migration, and the relationship between voice and power. Prerequisite: Spanish 205 or above. *6 credits, AL, RAD, Not offered in 2009-2010*

**326. Writers in Exile** Two countries and four writers will be the protagonists of our course: Guillermo Cabrera Infante, a refugee from the Cuban revolution living in London while trying to recover his lost city Habana through his writing; Reinaldo Arenas, another Cuban refugee dying of AIDS in New York while writing about his illness and exile; Spanish novelist Jorge Semprún, a deportee and survivor of a concentration camp established in Paris and writing in French; and Juan Goytisolo, a Spanish expatriated in Morocco, writing in Spanish and Arabic about his own country and the Muslim world. Prerequisite: Spanish 205 or above. *6 credits, AL, Not offered in 2009-2010*

**328. The Roaring Twenties** The place: Madrid and Barcelona. The time: 1920s. The actors: the best minds of a brilliant generation of writers, painters, architects, and filmmakers Gómez de la Serna, Gasch, Miró, Moreno Villa, Gutiérrez Soto, Buñuel, Dalí, Lorca, Ortega. The event: jazz and assembly lines, photography and boxing, African masks and mechanical reproduction, sport cars and comic cinema, glass buildings and montage, mass entertainment and collective ennui, the October revolution and the rise of Fascism. Prerequisite: Spanish 205 or above. *6 credits, AL, RAD, Not offered in 2009-2010*

**330. The Invention of the Modern Novel: Cervantes' Don Quijote** Among other things, Don Quijote is a "remake," an adaptation of several literary models popular at the time the picaresque novel, the chivalry novel, the sentimental novel, the Byzantine novel, the Italian novella, etc. This course will examine the ways in which Cervantes transformed these models to create what is considered by many the first "modern" novel in European history. Prerequisite: Spanish 205 or above. *6 credits, AL, Not offered in 2009-2010*

**336. Genealogies of the Modern: Turn of the Century Latin America** In this course we will examine what the literary tradition has come to name "modernismo." We will cover the period between 1870 and 1910. We will study it in the context of the experience of modernity, that is the configuration of emergent cities, urban culture, mass media, technological innovation and the modernization of the figure of the writer. Particular attention will be given to the understanding of the modern in a non-European context and its relation to what we know today as modern Latin American identity. Selections from: Martí, Darío, Rodó, González Prada, Lugones, Silva, Agustini among others. Prerequisite: Spanish 205 or above. *6 credits, AL, RAD, Fall—S. López*

**340. Latin American Prose: Dictatorships and Revolution in the Latin American Narrative** This course briefly examines the origins and development of the Latin American narrative and then focuses on the literary reaction to dictatorship and revolution. It stresses a critical reading and discussion of major works by Azuela, Castellanos, and Fuentes (Mexico), Asturias (Guatemala), and Allende (Chile). The emphasis is on Mexico and the literary interpretation of the Revolution of 1910 and the society that grew out of it. Prerequisite: Spanish 205 or above. *6 credits, AL, RAD, Not offered in 2009-2010*

**342. Latin American Theater: Nation, Power, Gender** Introduction to key themes and modes of production in twentieth century theater in Latin America. We will read representative plays from established playwrights such as Rodolfo Usigli, Griselda Gambaro, Manuel Puig, Sabina Berman, Mario Vargas Llosa, Mario Benedetti, Ariel Dorfman, Susana Torres Molina among others. The course will be organized around themes of national and cultural identity, relations of power, and the (de)construction of gender. Students will be asked to put on scenes and develop areas of research. Prerequisite: Spanish 205 or above. *6 credits, AL, Winter—B. Boling*

**344. Women Writers in Latin America: Challenging Gender and Genre** The course will study texts (written by women) that deal critically with issues of gender, challenging implicit and explicit patriarchal values. Emphasis will also be placed on how these women have experimented with narrative and poetic genres to express their personal concerns and to deconstruct orthodox structures. Authors usually included: Sor Juana Inés de la Cruz, Storni, Agustini, Castellanos, Poniatowska, Molloy, Valenzuela, Ferré, Garro, Peri Rossi, Allende. Prerequisite: Spanish 240 or a 300 level literature course is recommended. *6 credits, AL, RAD, Not offered in 2009-2010*

**349. Madrid Program: Theory and Practice of Urban Life** More than a study of the image of Madrid in Spanish literature, this course examines the actual experience of living in a cosmopolitan city through a variety of disciplines, including Urban Studies, Philosophy, Architecture, Sociology, and Spanish poetry and fiction. *6 credits, AL, Fall—H. Huergo*

**350. Recent Trends in Latin American Narrative: Pop Culture and Testimony** Postboom narratives question the very nature of telling stories, from Rigoberta Menchú's testimony of genocide to the virtual reality of MacOndo. Eduardo Galeano, Manuel Puig, and Elena Poniatowska are some of the writers we

will examine, writers who combine fiction and reportage, recontextualize the *novela rosa*, or write an urban literature within a global context. What makes these new texts literature? How has the craft of author changed, and what constitutes a postmodern narrative discourse? Taught in Spanish. Prerequisite: Spanish 205 or above. *6 credits, AL, RAD, Not offered in 2009-2010*

**353. History and Subjectivity in Latin American Poetry** In this course we will examine this poetic experimentation in relation to the major political and ideological trends that have shaped Spanish American societies and cultures in the twentieth century. While focusing on the work of one major figure, we will read it in relationship to the poetry of other authors. Some authors included will be Pablo Neruda, Csar Vallejo, Gabriela Mistral, Nicanor Parra, Octavio Paz, Enrique Lihn, Ernesto Cardenal, Blanca Varela and Alejandra Pizarnik. Prerequisite: Spanish 205 or proficiency. *6 credits, AL, Fall—J. Cerna-Bazán*

**356. The Cuban Revolution and the Revolution of Literature** The Cuban Revolution symbolizes a moment of tremendous political, social, and cultural transformation in Latin America. Out of this political upheaval arose a cultural renovation that resulted in various forms of artistic experimentation as well as different narratives about the revolution. We will focus on several practices and discourses (literature, literary and cultural criticism, film and art) that were central to the debates fostered during this period. We will read some Latin American writers who wrote about the concept of revolution (Roque Dalton, Julio Cortázar, etc.), as well as Cuban authors who wrote about the Cuban Revolution (Heberto Padilla, Nancy Morejón, etc.). *6 credits, AL, Spring—E. Pérez*

**358. Topics in Hispanic Literature: The Spanish Civil War** Considered by many historians the beginning of World War II, the Spanish Civil war served as the arena where the main ideologies of the twentieth century—Capitalism, Fascism, and Communism—first clashed. The result was not only one of the bloodiest wars in history, but also one of the most idealistic, with 40,000 volunteers from all over the world willing to die in defense of a country they did not even know. This course will explore the meaning of the war through a variety of mediums and disciplines, including literature, history, graphic arts, and films. Prerequisite: Spanish 205 or above. *6 credits, AL, RAD, Winter—H. Huergo*

**400. Integrative Exercise** *6 credits, S/NC, ND, Fall, Winter, Spring—Staff*

## STUDIES IN DANCE THEATER AND DANCE

**Chair:** Professor Ruth Weiner

**Professor:** Ruth Weiner

**Associate Professor:** David Wiles

**Assistant Professor:** Judith Howard

**Senior Lecturer:** Walter Wojciechowski

**Lecturers:** Jennifer A. Bader, Mary A. Kelling, Jane Shockley

The Department of Theater and Dance offers courses in each of the major areas of interest. Theater offerings include acting, voice, movement, directing, design-technical, and performance as well as courses in literature, history and criticism. In all of our courses our goal is to study the best of dramatic literature, as well as all the elements of production.

Dance activities give students at all levels opportunities for active participation in three basic areas: technique, choreography and analysis, and performance. The broadest goal of these offerings is to increase understanding of the art of dance as a contribution to a liberal arts education. Goals that are more specific are the development of a trained, articulate body, increased choreographic skill, and more finely honed performance.

While there is a regular major in Theater Arts, advanced students may apply to the chair of Dance for a special major in Dance.

## DANCE COURSES (DANC)

Technique Courses: 107, 147, 148, 150, 200, 204, 205, 206, 208, 214, 215, 300, 301, 309

Classes in Modern Dance Technique and Ballet are offered on at least two levels during all terms. Other technique classes offered on a rotating schedule are jazz, moving anatomy and contact improvisation. All courses may be taken any number of terms at the appropriate level. A maximum of 24 credits from dance technique classes may be counted toward graduation.

History Courses: Dance 115, 266

Choreography Courses: 190, 253, 350

**107. Ballet I** *1 credits, S/CR/NC, AL, Fall, Winter, Spring—J. Bader*

**115. Cultures of Dance** The study of dance is the study of culture. We will look at dance as culturally-coded, embodied knowledge and investigate dance forms and contexts across the globe. We will examine, cross-culturally, the function of dance in the lives of individuals and societies through various lenses including feminist, africanist and ethnological perspectives. We will read, write, view videos and performances, discuss and move. This course in dance theory and practice will include a weekly movement lab. No previous dance experience necessary. *6 credits, AL, RAD, Fall—J. Howard*

**147. Moving Anatomy** This course seeks to provide an underlying awareness of body structure and function. Using movement to expand knowledge of our anatomy will encourage participants to integrate information with experience. Heightened body awareness and class studies are designed to activate the general learning process. *1 credits, S/CR/NC, AL, Spring—J. Shockley*

**148. Modern Dance I: Technique and Theory** *1 credits, S/CR/NC, AL, Fall, Winter, Spring—J. Howard, J. Shockley*

**150. Contact Improvisation** This is a course in techniques of spontaneous dancing shared by two or more people through a common point of physical contact. Basic skills such as support, counterbalance, rolling, falling and flying will be taught and developed in an environment of mutual creativity. *1 credits, S/CR/NC, AL, Fall, Winter—J. Shockley*



**190. Fields of Performance** This introductory course in choreography explores games, structures, systems and sports as sources and locations of movement composition and performance. Readings, viewings and discussion of postmodernist structures and choreographers as well as attendance and analysis of dance performances and sports events will be jumping off point for creative process and will pave the way for small individual compositions and one larger project. In an atmosphere of play, spontaneity and research participants will discover new ways of defining dance, pushing limits and bending the rules. Guest choreographers and coaches will be invited as part of the class. Open to all movers. No previous experience necessary. *6 credits, AL, Spring—J. Howard*

**200. Modern Dance II: Technique and Theory** A continuation of Level I with more emphasis on the development of technique and expressive qualities. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—J. Howard, J. Shockley*

**204. Fall Dance** Intensive rehearsal and performance of a work commissioned from a professional guest choreographer. Open to all levels. *1 credits, S/CR/NC, AL, Not offered in 2009-2010*

**205. Winter Dance** Intensive rehearsal and performance of a work commissioned from a professional guest choreographer. Open to all levels. *1 credits, S/CR/NC, AL, Winter—J. Howard*

**206. Spring Dance** Rehearsal and full concert performance of student dance works created during the year and completed in the spring term. Open to all levels. Prerequisites: One of the following: Dance 204, 205, 214, 215 or 350. *1 credits, S/CR/NC, AL, Spring—J. Howard, J. Shockley*

**208. Ballet II** For the student with previous ballet experience. This course emphasizes articulation of technique and development of ballet vocabulary. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—J. Bader*

**214. Fall Dance, Student Choreography** For students enrolled in Dance 204, supervised student choreography with two public showings. *1 credits, S/CR/NC, AL, Not offered in 2009-2010*

**215. Winter Dance, Student Choreography** For students enrolled in Dance 205, supervised student choreography with two public showings. *1 credits, S/CR/NC, AL, Winter—J. Howard*

**253. Movement for the Performer** This course investigates the structure and function of the body through movement. Applying a variety of somatic techniques (feldenkrais, yoga, improvisation, body-mind centering). The emphasis will be to discover effortless movement, balance in the body and an integration of self in moving. *6 credits, AL, Fall—J. Shockley*

**266. Reading The Dancing Body: Topics in Dance History** Dance is an art of the body in time and space and culture. This course will look at dance as a symbolic system of meanings based on bodily display. The investigation of the body as a "text" will be anchored by, but not limited to, feminist perspectives. Through reading, writing, discussing, moving, viewing videos and performances the class will "read" the gender, race, and politics of the dancing body in a historical context from Romanticism through Post-modernism. *6 credits, AL, Winter—J. Howard*

**300. Modern Dance III: Technique and Theory** Intensive work on technical, theoretical, and expressive problems for the experienced dancer. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—J. Howard, J. Shockley*

**301. Contemporary Styles and Techniques: African Dance** A physical exploration of the technical, theoretical and stylistic bases of different approaches to modern dance movement chosen yearly from such

techniques as: Body Mind Centering; Limon; Cunningham; Graham; African-Caribbean. Prerequisite: some previous dance experience. *2 credits, S/CR/NC, AL, Fall—Staff*

**309. Ballet III** *1 credits, S/CR/NC, AL, Spring—J. Bader*

**350. Semaphore Repertory Dance Company** Provides advanced dance students with an intensive opportunity to develop as performers in professional level dances. Skills to be honed are: the dancer as "tool" and contributor to the process of art-making; defining individual technical and expressive gifts; working in a variety of new technical and philosophical dance frameworks. In addition to regular training during the academic terms, participation in a "preseason" rehearsal period before fall term is required. A few pieces of student choreography will be accepted for repertory. The group produces an annual concert, performs in the Twin Cities and makes dance exchanges with other college groups. Audition required. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—J. Howard, J. Shockley*

## THEATER ARTS (THEA)

Requirements for the major:

Sixty-eight credits distributed as follows:

a) 6 credits of one of the following courses in design or technical theater:

THEA 115 Introduction to Design and Technical Theater

THEA 236 Scenic and Lighting Design for the Theater (Not offered in 2009-2010)

b) 12 credits from the following courses in practical theater:

DANC 253 Movement for the Performer

THEA 110 Beginning Acting (Not offered in 2009-2010)

THEA 185 The Speaking Voice

THEA 211 Intermediate Acting

THEA 312 Problems in Acting

THEA 240 Directing I (Not offered in 2009-2010)

THEA 241 Directing II (Not offered in 2009-2010)

c) 18 credits at the 300 level, at least six of which should be English 339 or Theater Arts 351 if possible (additional courses may be added to this group as approved):

ENGL 310 Shakespeare II (Not offered in 2009-2010)

ENGL 339 Contemporary American Playwrights of Color (Not offered in 2009-2010)

ENGL 380 London Theater Program

GERM 355 Topics in German Drama: Twentieth Century Theatrical Experiments (Not offered in 2009-2010)

RUSS 351 Chekhov (Not offered in 2009-2010)

THEA 312 Problems in Acting

THEA 351 Women Playwrights/Women's Roles (Not offered in 2009-2010)

d) 24 additional credits, six of which must be a non-theater course, in literature, criticism, or history courses from the following list:

CLAS 116 Ancient Drama: Truth in Performances  
 ENGL 144 Shakespeare I  
 ENGL 310 Shakespeare II (Not offered in 2009-2010)  
 ENGL 339 Contemporary American Playwrights of Color (Not offered in 2009-2010)  
 ENGL 380 London Theater Program  
 GERM 355 Topics in German Drama: Twentieth Century Theatrical Experiments (Not offered in 2009-2010)  
 GRK 204 Greek Tragedy  
 GRK 351 Aristophanes  
 RUSS 351 Chekhov (Not offered in 2009-2010)  
 SPAN 243/342 Latin American Theater: Nation, Power, Gender (Not offered in 2009-2010)  
 SPAN 255 Women Dramatists in Latin America: Staging Conflicts (Not offered in 2009-2010)  
 THEA 175 Drama/Theater/Text  
 THEA 242 Twentieth Century American Drama  
 THEA 246 Playwriting  
 THEA 275 Topics in Theater History (Not offered in 2009-2010)  
 THEA 351 Women Playwrights/Women's Roles (Not offered in 2009-2010)

e) 2 credits of THEA 190, Players Production

f) 6 credits of 400, Integrative Exercise

## THEATER COURSES

**100. Performing Roles** This course will explore the depiction of traditional societal roles in American film, theater and television since the 1920's and examine the impact such fictional depictions have had and continue to have on shaping the performance of those roles in modern American life. *6 credits, S/CR/NC, AL, Fall—D. Wiles*

**110. Beginning Acting** Introduces students to fundamental acting skills, including preliminary physical and vocal training, improvisational techniques, and basic scene work. The course includes analysis of plays as bases for performance, with a strong emphasis on characterization. *6 credits, AL, Not offered in 2009-2010*

**115. Introduction to Design and Technical Theater** An overview of the technical aspects of theater with an emphasis on the practical areas of the physical theater: drafting, materials, tools, lighting, costuming, scene painting, and properties *6 credits, AL, Fall—W. Wojciechowski*

**175. Drama/Theatre/Text** We will study a selection of 10-15 plays as literary texts and as the foundations of performance. These plays are selected both for their literary stature and for their association with specific art and/or critical movements. *6 credits, AL, Spring—R. Weiner*

**185. The Speaking Voice** This course seeks to provide a practical understanding of the human voice, its anatomy, functioning and the underlying support mechanisms of body and breath. Using techniques rooted in the work of Berry, Linklater and Rodenburg, the course will explore the development of physical balance and ease and the awareness of the connection between thinking and breathing that will lead to the effortless, powerful and healthy use of the voice in public presentations and in dramatic performance. *6 credits, AL, Winter—D. Wiles*

**190. Carleton Players Production** Each term students may participate in one Players production, a hands-on, faculty-supervised process of conceptualization, construction, rehearsal, and performance. Credit is awarded for a predetermined minimum of time on the production, to be arranged with faculty. Productions explore our theatre heritage from Greek drama to new works. Students may participate through audition or through volunteering for production work. *1 credits, S/CR/NC, AL, Fall, Winter, Spring—R. Weiner, D. Wiles, Staff*

**211. Intermediate Acting** Continuation of Theater Arts 110. Focus is on specific problems encountered by all actors in performance, especially in stage movements, vocal range and flexibility, and details of characterization. Prerequisite: Theater Arts 110 or consent of the instructor. *6 credits, AL, Fall—R. Weiner*

**221. Rhetoric: Persuasion and Debate** This course combines techniques developed for the training of actors with classical rhetorical theories to guide students in developing the ability to create and deliver persuasive arguments and engage in public debate. Classic examples of public address and debate including political speeches and legal arguments will be employed as teaching tools. *3 credits, S/CR/NC, ND, Not offered in 2009–2010*

**225. Performing Shakespeare** This course will explore a variety of methods for taking Shakespeare's text from the page to the stage. Using approaches developed in theaters in the United States and the United Kingdom, students will explore the use of poetry, argument and persuasive rhetoric in verse and prose. The course will focus on the ethical, political and social concerns addressed in Shakespeare's plays and through the use of video and audio recordings, students will critically examine various approaches to performing Shakespeare in the United States and abroad over the last century. Prerequisite: Theater Arts 110 or 185 or English 310 or by consent of the instructor *6 credits, AL, Spring—D. Wiles*

**236. Scenic and Lighting Design for the Theater** Scenic and lighting design, seen from both the aesthetic and practical viewpoints, will be explored. Particular emphasis will be placed on presentational techniques, from the study of perspective to the finished rendering, the creation of the light plot to the instrument schedule. Prerequisite: Theater Arts 115. *6 credits, AL, Not offered in 2009–2010*

**237. Topics in Theater Design** A series of specialized courses in design and technical theater. Two topics are offered in tandem and will be determined according to the opportunities offered by the production of that term and the needs of the students with consideration to the rotation of the topics. Topics offered may include: Costume Construction, Armour and Weapons, Costume Patterning, Stage Management, Millinery, Multi-Media Production, Mask Making, Props and Casting Techniques, Textile Manipulation or Scene Painting. Prerequisite: Theater 115 or consent of instructor. *3 credits, AL, Winter—W. Wojciechowski*

**239. Topics in Theater: Costume Design** *3 credits, AL, Winter—M. Kelling*

**240. Directing I** The aim of Directing I is to help build a conceptual base for directing. The purpose of all assigned work is to nurture your conceptual and imaginative response to theater texts, to help develop the technical skills you will need to implement your vision of a given text, and to lay a groundwork for collaboration with other theater artists. There will be some opportunity for production work. *3 credits, ND, Not offered in 2009–2010*

**241. Directing II** Directing II is a practical directing workshop. Each member of the class will plan a full production. Each of you will also direct a short play or a full scene. *3 credits, ND, Not offered in 2009–2010*

**242. Twentieth Century American Drama** A study of a selection of important American plays from Eugene O'Neill's *Hairy Ape* (1920) to Tony Kushner's *Angels in America* (1992) in the context of larger American themes and cultural preoccupations. The premise of this course is that these plays define the American theatre for most of this century. By studying them we will gain understanding of our own culture and the links that connect this culture to the transformative events of the century. English Group IV. 6 credits, AL, Spring—D. Wiles

**246. Playwriting** A laboratory to explore the craft of playwriting, concentrating on structure, action and character. The class uses games, exercises, scenes, with the goal of producing a short play by the end of the term. 6 credits, S/CR/NC, AL, Winter—B. Field

**247. Application of CAD to Design Process** This class is a hands on exploration of the impact of CAD and Rendering Software has made on the theatrical design process. We will investigate how they affect the designer's creativity. What are the benefits and pitfalls of using these programs? Are these programs really timesavers? Prerequisite: Theater Arts 115 or permission of the instructor. 6 credits, ND, Not offered in 2009-2010

**252. African-American Theater** *Crosslisted with THEA 352.* This course will focus on developments in African-American Theater at particular points in its history during the nineteenth and twentieth centuries. The course will examine the development of theaters, theatrical movements, the contributions of relevant artists, and the relationship of theater to the struggle for African-American social and political equality. Students may take the course at the 200 or 300-level. Those taking it at the 300-level will be expected to complete a major research project. English Group IV. 6 credits, AL, RAD, Not offered in 2009-2010

**275. Topics in Theater History** This course will be offered biennially with the subject matter changing each time it is offered. In 2005, the course will focus on theater as a form of ethical reflection across cultures and across time. Topics will include theater as a site for the modeling of ethical behavior, for the setting and questioning of societal norms and for values driven debates in the context of particular historical moments in the Americas, Asia, Africa and Europe. 6 credits, AL, Not offered in 2009-2010

**312. Problems in Acting** Problems in Acting will focus on text analysis and questions of method, style and (acting) theory in the performance of scenes selected from plays of different periods and genres. Students will collaborate in the presentation of scenes and monologues taken from a broad variety of works. Prerequisite: Theater 110 or 211. 6 credits, AL, Winter—R. Weiner

**351. Women Playwrights/Women's Roles** A study of images of women in plays by Shakespeare, Ibsen, Strindberg, Tennessee Williams, and a number of women playwrights from Hellman and Clare Booth Luce to Caryl Churchill to Ntozaue Shange. 6 credits, AL, Not offered in 2009-2010

**352. African-American Theater** *Crosslisted with THEA 252.* This course will focus on developments in African-American Theater at particular points in its history during the nineteenth and twentieth centuries. The course will examine the development of theaters, theatrical movements, the contributions of relevant artists, and the relationship of theater to the struggle for African-American social and political equality. Students may take the course at the 200 or 300-level. Those taking it at the 300-level will be expected to complete a major research project. English Group IV. 6 credits, AL, RAD, Not offered in 2009-2010

## OTHER COURSES PERTINENT TO THEATER:

CLAS 116 Ancient Drama: Truth in Performance (Not offered in 2009–2010)

DANC 150 Contact Improvisation

ENGL 144 Shakespeare I

ENGL 244 Shakespeare I

ENGL 310 Shakespeare II (Not offered in 2009–2010)

ENGL 339 Contemporary American Playwrights of Color (Not offered in 2009–2010)

ENGL 365 British Comedy

SPAN 243 Latin American Theater in Translation: Nation, Power, Gender (Not offered in 2009–2010)

SPAN 342 Latin American Theater: Nation, Power, Gender

## WOMEN'S AND GENDER STUDIES (WGST)

**Director:** Professor Barbara Allen

**Assistant Professor:** Meera Sehgal

**Committee Members:** Barbara Allen, Carol Donelan, Pamela Feldman-Savelsberg, Clara Hardy, Annette Igra, Diane M. Nemece Ignashev, Annette Nierobisz, Meera Sehgal, Parna Sengupta, Kathryn Sparling

The Women's and Gender Studies Program provides an interdisciplinary meeting ground for exploring questions about women and gender that are transforming knowledge across disciplinary lines in the sciences, social sciences, arts, and humanities. Its goal is to include gender, along with class, sexuality and race, as a central category of social and cultural analysis. Courses focusing on women and gender are offered by the departments of Asian Languages and Literatures, Classics, English, German and Russian, French and Spanish, History, Cinema and Media Studies, Music, Religion, Philosophy, Political Science, Art, Sociology and Anthropology, as well as Women's and Gender Studies itself. Carleton offers both a Major and a Concentration in Women's and Gender Studies that allows students to complement their major field with an interdisciplinary focus on women and gender. All courses are open to all students, if they have fulfilled the prerequisites.

Women's and Gender Studies 110, an entry point to the major, is a topical introduction to the field. Women's and Gender Studies 200 and 234 provide the theoretical and methodological tools for advanced work on women and gender. The capstone course, Women's and Gender Studies 396, offers students the opportunity to study a topic in depth and to produce a substantial research paper. The major culminates in a senior comprehensive project, directed by advisers from two disciplines, that builds on the skills and interests developed in previous coursework in Women's and Gender Studies. Each student devises an appropriate program of courses in consultation with the major adviser.

## REQUIREMENTS FOR A MAJOR

Total of 66 credits

One introductory course, Women's and Gender Studies 110

One methodology course, Women's and Gender Studies 200 or 234

One capstone seminar, Women's and Gender Studies 396

Comprehensive Exercise, Women's and Gender Studies 400

In addition to these 24 credits, students must complete an additional 42 credits from the Women's and Gender Studies offerings listed below. Of these 42, no more than 12 credits should be at the 100-level and at least 12 credits should be at the 300-level. Ordinarily, no more than 18 credits may be applied to the major from outside of Carleton.

Students will plan these courses in consultation with the Program Director or a designated faculty adviser when they declare their major, and review their plan each term. The major they design should provide both breadth of exposure to Women's and Gender Studies across fields and depth of study in one discipline (normally at least two courses in one area or from one department).

## WOMEN'S AND GENDER STUDIES COURSES

**100. The Politics of Women's Health** This course will explore the politics of women's health from the perspective of women of different races, ethnicities, classes and sexual orientations in the U.S. The organization of the health care system and women's activism (as consumers and health care practitioners) shall frame our explorations of menstruation, sexuality, nutrition, body image, fertility control, pregnancy, childbirth, and menopause. We will cover basic facts about the female body and pay particular attention to adjustments the body makes during physiological events (i.e. menstruation, sexual and reproductive activity, and menopause). We will focus on the medicalization of these processes and explore alternatives to this medicalization. *6 credits, S/CR/NC, SS, RAD, Fall—M. Sehgal*

**110. Introduction to Women's and Gender Studies** This course is an introduction to the ways in which gender structures our world, and to the ways feminists challenge established intellectual frameworks. However, because gender is not a homogeneous category but is differentiated by class, race, sexualities, ethnicity, and culture, we also consider the ways differences in social location intersect with gender. *6 credits, HU, RAD, Winter, Spring—A. Igra, D. Nemeč Ignashev*

**200. Feminist Ways of Knowing** In this course we will examine whether there are feminist ways of knowing, the criteria by which knowledge is classified as feminist and the various methods used by feminists to produce this knowledge. Some questions that will occupy us are: How do we know what we know? Who does research? Does it matter who the researcher is? How does the social location (race, class, gender, sexuality) of the researcher affect research? Who is the research for? How can research relate to efforts for social change? While answering these questions, we will consider how different feminist researchers have dealt with them. *6 credits, SS, Winter—M. Sehgal*

**234. Feminist Theory** Feminism has to do with changing the world. We will explore feminist debates about changing the world using a historical framework to situate feminist theories in the context of the

philosophical and political thought of specific time periods and cultures. Thus, we will follow feminist theories as they challenged, critiqued, subverted and revised liberalism, Marxism, existentialism, socialism, anarchism, critical race theories, multiculturalism, postmodernism and post-colonialism. We will focus on how theory emerges from and informs matters of practice. We will ask: What counts as theory? Who does it? How is it institutionalized? Who gets to ask the questions and to provide the answers? *6 credits, SS, RAD, Fall—B. Allen*

**396. Transnational Feminisms** This course examines the field of transnational feminist theorizing and the practices of global feminisms. Using a comparative feminist solidarity model, we will learn how to cross the borders of nation, race, class and sexuality to engage with differently situated people. We will focus on postcolonial feminist critiques of the western feminist lens and start developing self-reflexivity in terms of learning how to situate one's identity and work transnationally. We will map out the transnational dimensions of gender, race, class and sexuality, focusing in particular on nationalism, religious fundamentalism, militarism, globalization, and the politics of resistance. *6 credits, RAD, ND, Spring—M. Sehgal*

**400. Integrative Exercise** *6 credits, ND, Fall, Winter, Spring—Staff*

## OTHER COURSES PERTINENT TO WOMEN'S AND GENDER STUDIES

ARTH 220 Gender and Genre in the Floating World: Japanese Prints

ARTH 223 Women in Art (Not offered in 2009–2010)

ASLN 231 Intercultural Texts: Japanese and Indian Women Writing Abroad (Not offered in 2009–2010)

CAMS 226 The Melodramatic Imagination: Visual Storytelling in Popular Media and Fine Art (Not offered in 2009–2010)

CAMS 229 Film Noir: The Dark Side of the American Dream

CLAS 114 Gender and Sexuality in Classical Antiquity

ENGL 318 The Gothic Spirit (Not offered in 2009–2010)

ENGL 319 The Rise of the Novel

ENGL 327 Victorian Novel

ENGL 395 Seductive Fictions

FREN 241 Marginality and Renaissance in Francophone America

HIST 222 U.S. Women's History to 1877 (Not offered in 2009–2010)

HIST 223 U.S. Women's History Since 1877 (Not offered in 2009–2010)

HIST 229 Gender and Work in U.S. History (Not offered in 2009–2010)

HIST 236 Women's Lives in Pre-Modern Europe

HIST 259 Women in South Asia: Histories, Narratives, and Representation (Not offered in 2009–2010)

HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2009–2010)

JAPN 234 Modern Japanese Novel in Translation: Mothers/Daughters; Fathers/Sons (Not offered in 2009–2010)

JAPN 236 Classical Japanese Fiction: The Tale of Genji and Its World in Translation (Not offered in 2009–2010)

POSC 275 Identity Politics in America: Ethnicity, Gender, Religion (Not offered in 2009–2010)

POSC 355 Contemporary Feminist Thought: Identity, Culture and Rights\* (Not offered in 2009–



- 2010)
- PSYC 224 Psychology of Gender
- RELG 224 Women and Christianity (Not offered in 2009–2010)
- RELG 230 Feminist Theologies
- RELG 236 Gender and Religion in the African Diaspora (Not offered in 2009–2010)
- RELG 244 Prophetesses and Prostitutes, Murderesses and Matriarchs: Gender Roles in the Hebrew Bible (Not offered in 2009–2010)
- RELG 258 Women and Buddhism (Not offered in 2009–2010)
- RELG 284 The Virgin of Guadalupe (Not offered in 2009–2010)
- RELG 322 Gender and God-Talk: Christian Feminist Theologies (Not offered in 2009–2010)
- SOAN 226 Anthropology of Gender
- SOAN 395 Ethnography of Reproduction
- SPAN 244 Spain Today: Recent Changes through Narrative and Film
- SPAN 255 Women Dramatists in Latin America: Staging Conflicts (Not offered in 2009–2010)
- SPAN 344 Women Writers in Latin America: Challenging Gender and Genre (Not offered in 2009–2010)
- THEA 351 Women Playwrights/Women's Roles (Not offered in 2009–2010)

## WOMEN'S AND GENDER STUDIES CONCENTRATION

**Director:** Professor Barbara Allen

The Women's and Gender Studies Concentration offers students the opportunity to complement their major field with an interdisciplinary focus on women and gender.

### REQUIREMENTS FOR THE CONCENTRATION

Six courses will be required from the following three groups. The range of courses must include at least two disciplines.

I. Women's and Gender Studies 110: Introduction to Women's and Gender Studies

II. Core Courses (4 courses or 24 credits):

- ARTH 223 Women in Art (Not offered in 2009-2010)
- CAMS 225 Film Noir: The Dark Side of the American Dream
- CAMS 226 The Melodramatic Imagination (Not offered in 2008-2009)
- CLAS 114 Gender and Sexuality in Classical Antiquity
- EDUC 360 Gender, Sexuality and Schooling (Not offered in 2009-2010)
- ENGL 318 Gothic Spirit (Not offered in 2009-2010)
- ENGL 319 The Rise of the Novel
- ENGL 327 Victorian Novel
- HIST 222 U.S. Women's History to 1877 (Not offered in 2009-2010)
- HIST 223 U.S. Women's History Since 1877 (Not offered in 2009-2010)

- HIST 229 Gender and Work in U.S. History (Not offered in 2009-2010)
- HIST 236 Women's Lives in Pre-modern Europe
- HIST 238 The World of Bede (Not offered in 2009-2010)
- HIST 238 Topics in Medieval History: Church, Papacy and Empire (Not offered in 2009-2010)
- HIST 259 Women in South Asia: Histories, Narratives and Representation
- HIST 330 Gender, Ethics and Power in Medieval France (Not offered in 2009-2010)
- JAPN 234 Modern Japanese Novel in Translation: Mothers/Daughters; Fathers/Sons (Not offered in 2009-2010)
- JAPN 236 Classical Japanese Fiction: The Tale of Genji and Its World in Translation (Not offered in 2009-2010)
- POSC 275 Identity Politics in America: Ethnicity, Gender, Religion (Not offered in 2009-2010)
- POSC 355 Contemporary Feminist Thought: Identity, Culture, and Rights (Not offered in 2009-2010)
- RELG 224 Women and Christianity (Not offered in 2009-2010)
- RELG 236 Gender and Religion in the African Diaspora
- RELG 244 Prophetesses and Prostitutes, Murderesses and Matriarchs: Gender Roles in the Hebrew Bible (Not offered in 2009-2010)
- RELG 284 The Virgin of Guadalupe (Not offered in 2009-2010)
- RELG 322 Gender and God Talk: Christian Feminist Theologies (Not offered in 2009-2010)
- SOAN 226 Anthropology of Gender
- SPAN 255 Women Dramatists in Latin America: Staging Conflicts (Not offered in 2009-2010)
- SPAN 344 Women Writers in Latin America: Challenging Gender and Genre (Not offered in 2009-2010)
- WGST 200 Feminist Ways of Knowing
- WGST 234 Feminist Theory

III. Capstone Seminar: WGST 396: Capstone Seminar: Transnational Feminisms. Other advanced seminars may be substituted for the designated capstone seminar only with the approval of both the instructor and the Women's and Gender Studies director.

## SPECIAL STUDY PROGRAMS

To meet the needs of individual students, Carleton offers a wide variety of special programs including opportunities for independent and interdisciplinary work and off-campus studies. Students expecting credit for participation in an off-campus program, whether in the United States or abroad, during the academic year or the summer, should check with the Off-Campus Studies Office, Leighton 119, for procedures, required forms and applications, and deadlines.

### OFF-CAMPUS STUDIES

71 percent of the class of '08 participated in off-campus study during their years at Carleton. Carleton offers a changing selection of 10-13 seminars and two winter break programs every year, conducted by Carleton faculty in the United States and abroad. In addition, the College co-sponsors 32 other programs and approves participation of students in 78 programs from other institutions. Other options are available to students through a special request procedure.

### CARLETON OFF-CAMPUS SEMINARS

Carleton seminars offer a related group of courses conducted by Carleton faculty for Carleton students, using the resources of a site other than the Northfield campus. Students are selected by application two to three terms preceding the actual program. Students pay the Carleton comprehensive fee, which covers room, board, tuition, plus excursions and social events at the program site. Transportation to the site, books, and personal expenses are the responsibility of each student. Financial aid applies to these and one non-Carleton off-campus study program approved by the College. During the 2009-2010 academic year, the following programs will be part of the Carleton curriculum. A brochure is available for each program in Leighton 119.

#### **ECONOMICS SEMINAR IN CAMBRIDGE, ENGLAND**, summer term, 16 credits

Residing at Hughes Hall of Cambridge University, students will study British Economics, past and present. Numerous excursions, including the Midlands, London, sites near Cambridge in East Anglia, and a trip to the Continent, will expand the classroom study.

**Director:** Radek Szulga, Assistant Professor of Economics

#### **Courses:**

- ECON 221 Contemporary British Economy, 4 credits
- ECON 222 The Industrial Revolution in Britain, 4 credits
- ECON 223 The Life of J. M. Keynes, 4 credits, S/CR/NC
- ECON 224 Multinational Financial Management, 4 credits

**GERMAN SEMINAR IN BERLIN, GERMANY**, fall term, 18 credits

Located in Berlin, on this language immersion program students improve their German language skills while gaining firsthand knowledge of Germany and its culture through homestays and weekend trips to places like Hamburg and Dresden.

**Director:** Kai Herklotz, Visiting Assistant Professor of German, Faculty Instructor: David Tompkins, Assistant Professor of History

**Courses:**

GERM 205 Intermediate Composition and Conversation, 6 credits

GERM 244 The World's a Stage – Theater in Berlin, 6 credits

HIST 248 Monuments and Memory: A Cultural History of Berlin, 6 credits

**SPANISH SEMINAR IN MADRID**, fall term, 18 credits

Spanish language program for advanced students, based in Madrid's Universidad Complutense. Course work focuses on providing a comprehensive view of Spanish literature, history and art. Home stays, group excursions, and participation in lecture series, theater programs, music and art seminars.

**Director:** Humberto Huergo, Professor of Spanish

**Courses:**

SPAN 209 Spain Current Events, 6 credits

SPAN 290 Independent Reading, 2 credits, S/CR/NC

SPAN 247 Spanish Art from El Greco to Picasso, 4 credits

SPAN 349 Madrid: Theory and Practice of Urban Life, 6 credits

**ENGLISH THEATER AND LITERATURE SEMINAR IN LONDON**, spring term, 16 credits

The goal of the London program is to immerse the students in the best and varied performances the city has to offer, and to make use of local museums and other cultural sites to enhance the study of British literature. The group attends productions of classical and contemporary plays in London and may travel to Stratford-on-Avon to see Royal Shakespeare Company productions.

**Director:** George Shuffelton, Associate Professor of English

**Courses:**

ENGL 291 Independent Project, 4 credits, S/CR/NC

ENGL 380 London Theater, 6 credits

ENGL 381 Staging the Early Modern City, 1400-1650, 6 credits

**SPANISH SEMINAR IN PUEBLA, MEXICO**, winter term, 18 credits

Students take classes at the Universidad de las Américas (UDLA) in Cholula, a city immediately adjacent to Puebla, live with Mexican families, and enjoy Cholula's and Puebla's first-rate tourist infrastructure, and commercial and educational facilities. The program includes frequent weekend excursions and day trips including trips to Mexico City, Veracruz, Merida, and Oaxaca.

**Director:** José Cerna-Bazán, Professor of Spanish

**Courses:**

SPAN 206 Grammar and Conversation, 6 credits or

SPAN 210 Grammar and Writing, 6 credits

SPAN 259 Images of Mexico in Literature and Popular Culture, 6 credits

SPAN 261 The Old and the New in Contemporary Mexico, 6 credits

**IRISH STUDIES SEMINAR IN IRELAND**, summer term, 16 credits

Irish poetry, fiction, and drama will be the subjects of study while students explore the past and contemporary Ireland in Dublin, Belfast, County Mayo, and Louisburgh. Students will enjoy frequent excursions throughout Ireland, in addition to classroom and recreational facilities at Irish universities.

**Director:** Susan Jaret McKinstry, Professor English

**Courses:**

- ENGL 291 Representing Ireland, 4 credits, S/CR/NC
- ENGL 349 Ireland in Place, 6 credits
- ENGL 384 James Joyce's *Ulysses* and *Dubliners*, 6 credits

**FRENCH SEMINAR IN PARIS**, spring term, 18 credits

The program will make extensive use of local resources, both in Paris and Berlin, providing students with a unique opportunity for language immersion, cultural analysis, and personal growth. In addition to classes and excursions, students may pursue activities such as sports, dance, music lessons, etc.

**Director:** Scott Carpenter, Professor of French

**Courses:**

- FREN 208 Conversation and Composition, 6 credits
- FREN 246 City of Wonders: Paris in the Arts, 6 credits
- FREN 249/349 European Identities: Paris and Berlin, 6 credits

**GEOLOGY SEMINAR IN NEW ZEALAND**, winter term, 18 credits

The program travels throughout the North and South Islands visiting a range of settings from mountains and glaciers to terraced coastal plains and adjacent shoreline and shallow marine environments. Students stay and work out of rustic field stations and hostels. The academic program is largely centered on directed learning modules and independent fieldwork; teamwork is emphasized. Visits to cultural sites and interactions with New Zealand scientists are important aspects of the program.

**Director:** Clint Cowan, Associate Professor of Geology

**Courses:**

- GEOL 281 Plate Tectonic Evolution of New Zealand, 4 credits
- GEOL 282 Geologic Mapping and Field Observations, 4 credits
- GEOL 283 Modern Geological Processes as Analogues of the Rock Record, 4 credits
- GEOL 292 Research Projects on New Zealand Geology, 4 credits
- GEOL 284 Cultural Studies, 2 credits, S/CR/NC

**EL MUNDO MAYA: SOCIO-CULTURAL FIELD RESEARCH SEMINAR IN GUATEMALA AND CHIAPAS**, winter term, 18 credits

Through coursework and independent research, this program provides students with the opportunity to examine issues of cultural empowerment, community development, and social change in Guatemala. The program is based in Lake Atilán and surrounding village communities. The program includes family stays, program seminars, independent field projects and travel to El Petén and the neighboring Chiapas, Mexico to provide an important comparative case for the coursework.

**Director:** Jay Levi, Professor of Sociology and Anthropology

**Courses:**

SOAN 241 Mesoamerican Cultures, 6 credits

SOAN 251 Resource Management, Community Development, and Social Change in Guatemala and Chiapas, 4 credits

SOAN 290 Directed Reading, 2 credits

SOAN 295 Field Methods and Individual Research Project, 6 credits

**FRENCH STUDIES SEMINAR IN MALI**, winter term, 18 credits

French language and Malian culture program enables students to experience life in both the capital city of Bamako through homestays, and in rural areas during excursions to several important medieval historic sites. Courses offered in French on literature, film, history and culture, French conversation and Bambara language.

**Director:** Chérif Keïta, Professor of French and Francophone Studies

**Courses:**

FREN 250 Film and Society in Mali, 6 credits

FREN 251 Negotiating the Past—the Challenges of Nation Building in Mali, 4 credits

FREN 252 Literature and Society in Mali, 6 credits

FREN 290 Directed Reading, 2 credits, S/CR/NC

**COASTAL MARINE ECOLOGY SEMINAR IN AUSTRALIA**, winter term, 16 credits

Students spend the majority of the time outside, learning how, as scientists, they can address many of biology's most exciting questions by gathering data where organisms live and die: in the field. Australia is an ideal place to learn about the challenges and opportunities associated with field research. Australia offers myriad habitats, all teeming with its unique flora and fauna. By studying these organisms in the wild, students learn about their evolutionary history, their ecological present, and the uncertain future that all organisms face.

**Director:** Annie Bosacker, Visiting Associate Professor of Biology

**Courses:**

BIOL 212 Biology Field Studies and Research, 6 credits

BIOL 250 Marine Biology, 6 credits

BIOL 255 Culture and Environment in Australia, 2 credits, S/CR/NC

BIOL 290 Directed Reading, 2 credits

**RUSSIAN SEMINAR IN MOSCOW**, spring term, 18 credits

Seminar (whose courses count toward the Russian major and the Certificate of Advanced Study) will include Russian language courses, which meet from six to nine periods a week and are conducted by members of Philological Faculty of Moscow State University. Field trips around Moscow might include trips to St. Petersburg, several cities in the Russian North, and Black Sea area of the Krasnodar Region.

**Director:** Diane Nemeč Ignashev, Professor of Russian

**Courses:**

RUSS 290 Reading for Russia, 3 credits

RUSS 228 Russia North and South, 6 credits, RAD

RUSS 307 Advanced Grammar, 4 credits

RUSS 308 Advanced Phonetics and Intonation, 2 credits

RUSS 309 Advanced Composition, 3 credits

*Or*

RUSS 207 Intermediate Grammar, 4 credits  
 RUSS 208 Intermediate Grammar, 2 credits  
 RUSS 209 Intermediate Conversation, 3 credits  
*Or*  
 RUSS 107 Beginning Grammar, 4 credits  
 RUSS 108 Beginning Grammar, 2 credits  
 RUSS 109 Beginning Conversation, 3 credits

**POLITICAL SCIENCE SEMINAR IN WASHINGTON, D.C.**, winter term, 16 credits

Seminar will focus on American national politics and foreign policy. It allows students work experience three days a week in a Washington internship and provides over fifty class sessions with leading Washington figures-legislators, administration officials, judges, lobbyists, and American and foreign diplomats and members of the press. Students will take a trip to Colonial Williamsburg, Virginia, visit the Wythe house, and take a tour of Annapolis, Maryland visiting the historic state capital, U.S. Naval Academy, and the harbor front.

**Director:** Steve Schier, Professor of Political Science

**Courses:**

POSC 289 Seminar, 6 credits  
 POSC 290 Directed Reading, 4 credits  
 POSC 293 Internship, 6 credits, S/CR/NC

**Seminar Cancellation Policy:** Carleton College shall have the right, at its option and without liability, to make cancellations, changes, or substitutions in cases of emergency or changed conditions or in the interest of the program.

**PROGRAMS CO-SPONSORED BY CARLETON**

For specialized areas of study, Carleton has combined with other colleges to develop off-campus study programs. For each of these programs, Carleton representatives participate in the management, Carleton faculty often serve as instructors and directors, and Carleton students participate along with others from the member colleges and universities.

**ASSOCIATE KYOTO PROGRAM (AKP), IN KYOTO, JAPAN**, academic year only

Students with background in Japanese live with Kyoto families and enroll at Doshisha University in intensive language classes plus two courses each term conducted by visiting professors from AKP member colleges or Doshisha faculty.

**HIGHER EDUCATION CONSORTIUM FOR URBAN AFFAIRS (HECUA)**, fall and spring semesters

These 15-week programs provide the opportunity to learn from local and international faculty who integrate theory with real-life urban issues. Home stays, interviews, community immersion activities and field research are used throughout the programs, which are open to all majors. Brochures on individual programs are available in the Off-Campus Studies Office, Leighton 119.

**COMMUNITY INTERNSHIPS IN LATIN AMERICA (CILA)** in Quito, Ecuador, fall and spring semester

**SCANDINAVIAN URBAN STUDIES (SUST)**, in Oslo, Norway, fall semester only

**DIVIDED STATES OF EUROPE**, in Oslo, Norway and Poland, spring semester only

**METRO URBAN STUDIES (MUST)**, in Minneapolis and St. Paul, MN, fall or spring semester

**ENVIRONMENTAL SUSTAINABILITY: SCIENCE, POLITICS AND PUBLIC POLICY, AND COMMUNITY ACTION** Minnesota, fall semester only

**NORTHERN IRELAND, DEMOCRACY AND SOCIAL CHANGE**, in Coleraine, Northern Ireland, spring semester only

**CITY ARTS**, in Minneapolis and St. Paul, MN, spring semester only

**WRITING FOR SOCIAL CHANGE**, in Minneapolis and St. Paul, MN, fall semester only

**INTER-COLLEGIATE SRI LANKA PROGRAM (ISLE)**, fall semester only

This 15-week program enrolls 15-20 students from eight consortium colleges to study the culture, history, religion and political structure of Sri Lanka. In-depth studies include Buddhist thought and practice, conversational Sinhala, and an independent research project. Students live with host families in Kandy.

## **ASSOCIATED COLLEGES OF THE MIDWEST PROGRAMS (ACM)**

Thirteen programs in the U.S. and abroad are sponsored by the 13 consortium members of the Associated Colleges of the Midwest. A resident director for each program is recruited from member colleges. Courses are conducted by the ACM director and by staff at the program site. Brochures about each program are available in the OCS Office and applications from the faculty advisers.

ACM Brazil Exchange, spring semester, adviser: Helena Kaufman

ACM Business and Society in Chicago, fall or spring semester, adviser: Michael Hemesath

ACM Chicago Arts Program, fall or spring semester, adviser: Kelly Connole

ACM Studies in Latin American Culture and Society, fall semester only, adviser: Andrew Fisher

ACM Tropical Field Research, Natural and Social Science, in Costa Rica, spring semester only, adviser: Andrew Fisher

ACM Florence, Italy, fall semester only, adviser: Alison Kettering

ACM India Studies, fall semester, adviser: Arnab Chakladar

ACM Japan Studies, fall semester or academic year, adviser: Noboru Tomonari

ACM London and Florence Arts in Context, February-May spring semester, January option for Italian language, adviser: Alison Kettering

ACM Newberry Library Program in the Humanities, in Chicago, fall semester and other short-term seminars and tutorials, adviser: Jessica Leiman

ACM Oak Ridge Science Semester Natural Sciences in Oak Ridge, Tennessee, fall semester only, adviser: Will Hollingsworth

ACM Tanzania in Human Evolution and Ecology, July-December semester adviser: Bereket Haileab

ACM Botswana: Culture and Society in Africa, spring semester, adviser: Bereket Haileab

ACM Urban Studies, in Chicago, fall or spring semester, adviser: Adrienne Falcón

## **OTHER PROGRAMS FOR OFF-CAMPUS STUDY**

In addition to those programs above which Carleton sponsors or co-sponsors, students can select from over 80 additional pre-approved programs for general participation, or they can request approval for an unaffiliated program which the student and her/his academic adviser believe will further the student's educational goals. Students whose off-campus study program are approved in advance by the College may earn up to 54 credits (one year's worth) to be applied to their Carleton degree. Students are encouraged to



learn more about off-campus study opportunities and information about specific programs by visiting the Off-Campus Studies Office in Leighton 119.

## PROFESSIONAL PREPARATION

Preparation for Professional Schools: The Carleton curriculum does not provide programs which are recommended for all students intending to enter a particular professional school upon completion of their BA degree. Although there are no special programs designated as pre-law, pre-medicine, pre-ministerial, and so on, Carleton does have a pre-law and a pre-med adviser; each year many Carleton graduates continue their education in various professional schools. At Carleton, a regular program of studies in one of the established major fields is generally recommended as the best preparation for further training. In consultation with their faculty advisers and the department chair, students can arrange a program of study which best suits their own needs and objectives, without restriction to one program which is adjudged the best for all circumstances and cases.

Students planning to enter any of the professions listed below should see the chair of their department and the appropriate pre-professional adviser. The staff at the Career Center can provide assistance to students who are seeking more information about these career fields as well as internship and summer job information related to these careers. The following comments may be helpful for those who plan to specialize later.

**ARCHITECTURE:** Graduate schools of architecture do not require a specific major but most require or recommend drawing (ARTS 110, see also ARTS 113 and 210), calculus, and physics. A portfolio of visual materials is also required; students may want to take additional courses in studio art in order to build up their portfolio. Courses in the history of art and architecture are further recommended. For information consult the chair of the Department of Art and Art History.

**BUSINESS AND MANAGEMENT:** Carleton does not offer courses in business and governmental administration, yet a large proportion of its graduates seek and obtain careers in the management of business firms, government agencies, and nonprofit enterprises such as hospitals, schools, and fine arts centers. Potential employers as well as graduate schools of business, public policy, and law, urge students to take several courses in economics and selected courses in mathematics, especially computer programming and statistics. Interested students can discuss careers in these fields with the chair or any member of the economics department.

**CHEMISTRY:** The American Chemical Society recommends the following courses for certification: Chemistry 123, 230, 233, 234, 301, 302, 306, 320, 343, 344, 351, 352 and two more advanced courses plus research experience.

**DENTISTRY:** See Medicine below.

**EDUCATION: Preparation for Careers in Public Education:** In most states, teaching licensure is a basic requirement for a career in public education, whether as a classroom teacher, administrator, counselor, librarian, or in a variety of supervisory positions. Students planning a teaching career in public education should consult a member of the Educational Studies Department early in their first year.

Programs leading to 5-12 teaching licensure are available at Carleton in the areas of: communication arts (English), mathematics, life sciences, earth sciences and social studies (American studies, African/African American studies, economics, history, political science, psychology, and sociology and anthropology). 7-

12 licensure preparation is available in chemistry and physics; K-12 licensure preparation is available in visual arts and world languages (French, German, Spanish). For other fields Carleton students have completed their chosen major and then met professional requirements for licensure through a fifth year at another institution, usually earning a master's degree in elementary education.

The teacher education program at Carleton College is accredited by the Minnesota Department of Children, Families, and Learning and is in full compliance with Federal Title II regulations for disclosure of state-mandated examination pass rates. For 2002-2003 through 2008-2009, the Carleton licensure candidates pass rates were 100 percent for all areas; a detailed disclosure statement is available from the Educational Studies Department.

**Carleton-Bank Street Program in Elementary Education:** During their junior year, Carleton students may apply to the Bank Street College of Education for admission to its Master of Science program in elementary education. Following their junior year, students will take two July summer session courses at Bank Street, then return to Carleton to complete their senior year. After receiving their BA from Carleton, they will return to Bank Street to complete their MS in education and requirements for New York State elementary licensure. Students interested in this program should speak to the chair of the Educational Studies Department no later than the spring of their sophomore year.

**ENGINEERING:** A Combined Plan in Engineering is offered in cooperation with Columbia University and with Washington University (St. Louis). Under this plan a student combines three years of study at Carleton with two years at one of the collaborating institutions. After completion of the five-year program, the student is awarded two degrees, a BA degree from Carleton and a BS degree from the engineering school. Students majoring in chemistry, mathematics, or physics are eligible for participation in this program, provided they plan early in their college careers to complete those courses at Carleton which are necessary for admission to one of these schools at the end of three years. All Carleton proficiency and distribution requirements must be met, and the integrative exercise in the major field must be completed during the junior year. In an effort to broaden the engineering opportunities similar programs have been approved on an individual basis at other engineering schools with national reputations and with academic expectations similar to Carleton's.

Information concerning the Combined Plan in Engineering may be obtained from Nelson Christensen, Department of Physics and Astronomy. Students who expect to pursue this option should consult with him as early as possible in their college careers to make certain that their programs of study are suitable. Students intending to enter an engineering program in graduate school should also consult with him.

**HOSPITAL ADMINISTRATION OR HEALTH SYSTEMS MANAGEMENT:** The Carleton degree can provide the requisite background for graduate degree programs in these areas in schools of public health or for special programs in some schools of business administration. Interested students should contact Pam Middleton, Pre-Med adviser or the Career Center.

**JOURNALISM AND PUBLISHING:** After receiving a BA degree, students can obtain an MA in journalism after one year in a professional school. Many newspaper and magazine editors prefer to employ beginners with experience on college publications and a broad liberal arts education. Students who wish to become journalists are advised to take courses in economics, history, political science and English. Prospective journalists are strongly advised to write for *The Carletonian* and for other campus publications, to work for other newspapers and magazines during the summer, and to seek out internships on newspapers and magazines and in publishing houses, all of which offer ample opportunity for students to obtain practical experience.

**LAW:** Most important for law school admission is the development of skills of expression, logic, and verbal and quantitative analysis. What major the student chooses in order to acquire and improve these

skills is unimportant. Law schools typically look for a variety of backgrounds and majors among their applicants.

A Combined Plan in Law is offered in cooperation with the Columbia University School of Law. Under this plan a student combines three years of study at Carleton with three years at Columbia Law School. After completion of the six year program, the student is awarded two degrees, a BA degree from Carleton and a JD degree from Columbia. Admission is limited to about two persons per year. Information on the combined plan may be obtained from the Pre-Law adviser. Application should be made early in the junior year.

**LIBRARY AND INFORMATION SCIENCE:** A master's degree from a school of library and information science accredited by the American Library Association is the normal credential needed by those planning a career in librarianship. The BA degree with a broad general background in the arts and sciences is the best preparation for graduate study in library and information science. Any undergraduate major is acceptable, however there is a particular demand for people with science backgrounds. For a career in academic libraries, a second subject masters is highly recommended and a PhD is highly desirable. Librarians who are well equipped to help shape the hybrid digital library, comprised of an increasingly rich mix of information media and genres, are in great demand. Coursework and practical experience in computer/information science, and facility with all manner of software used in creating, retrieving, manipulating, and presenting information is highly valued. Students with an interest in librarianship can gain practical experience through a wide variety of student jobs in the College library, and as Educational Associates.

**MEDICINE:** It is suggested that students discuss questions relating to preparation for medical training with Pam Middleton, Pre-Med adviser. Most students who plan to enter medicine, veterinary medicine, or dentistry, major in a science, but a major in any field is acceptable to most medical, veterinary medical, or dental schools, providing certain basic science courses are included. The specific requirements of the various medical schools are listed in *Medical School Admissions Requirements*. A copy of this book and other medical school information can be found in the Career Center Library.

**MINISTRY:** Theological seminaries advocate a broad general background with courses in languages, philosophy, social science, history, English, sciences, and religion.

**NURSING:** Carleton is a participant in a cooperative 3-2 program with the Rush University College of Nursing and Allied Health Sciences in Chicago. Three years in the liberal arts and basic sciences at Carleton are followed by two years at the Rush-Presbyterian-St. Lukes Medical Center. If the requisite courses are completed in the major and other graduation requirements are met, the Carleton BA can be earned as well as a degree in nursing from Rush University. Applicants should see Pam Middleton, Pre-Med adviser.

**SOCIAL WORK:** The Council on Social Work Education has recognized the following sequence of courses at Carleton as containing social welfare content, and they are recommended for those planning a career in social work: Sociology/Anthropology 220, Class, Power and Inequality in America. Also recommended as courses related to this sequence are Psychology 250, Developmental Psychology; 252, Personality; 254, Psychopathology; 354, Counseling Psychology.

## ADMISSIONS

Admission to Carleton is based on several considerations. Of importance are superior academic achievement, as demonstrated in the applicant's school record and scores on the required entrance examinations; personal qualities and interests; participation in extracurricular activities; and potential for development as a student and a graduate of the College. The Committee on Admissions weighs all factors to ensure that those students offered admission are not only adequately prepared for the academic work, but also will benefit from their total experience at Carleton and add significantly to the College through their individual talents and personal qualities.

Carleton strives to enroll a diverse student body with varied racial, ethnic, socio-economic, religious, cultural and political backgrounds, as well as geographic origins of its students. The College believes such diversity promotes spirited classroom discussion, provides an opening to a variety of viewpoints and life experiences, helps prepare students for a diverse workplace, and develops interpersonal skills for a pluralistic world.

There is no composite Carleton student. He or she possesses a variety of qualities not measurable in test scores: warmth, openness, a sense of humor, an active interest in social service and in community involvement, initiative, resourcefulness, motivation and personal courage. Although many applicants rank in the top tenth of their high school classes with SAT critical reading, writing or math scores above 700, many attractive candidates do not. A sizeable number not possessing such lofty credentials are admitted in the belief that these are restrictive measures of ability and success and do not always assess adequately the human characteristics which are so important to the quality of a student's success in Carleton's residential liberal arts environment.

**Application for Admission:** Students interested in applying for admission should contact the Admissions Office. Each applicant is responsible for providing the admissions office with all items requested and is asked to pay a \$30 application fee which partially defrays the expense of investigating records, advising applicants and providing other admissions office services. This fee is not refundable and is not credited on any subsequent bill.

**Early Decision:** Those who decide that Carleton is their first choice college are encouraged to apply under the Early Decision program. Early Decision is a commitment to attend if accepted. Students may submit applications to other colleges or universities, but *not* under another early decision plan. Those accepted will be expected to withdraw all other applications.

Early Decision candidates are reviewed at two different times of the year, but whenever the student applies, the criteria for selection are identical. Students electing the Early Decision option should submit all necessary materials by one of the following dates:

a) November 15. The Admissions Committee will mail decisions by December 15 and admitted candidates will have until January 15 to submit the \$200 confirming deposit.

b) January 15. The Admissions Committee will mail decisions by February 15 and admitted candidates will have until March 1 to submit the \$200 confirming deposit.

**Regular Decision:** Applicants on Regular Decision will receive notification from the College by April 15 of the senior year. Those offered admission will have until May 1 to make the \$200 deposit.

## APPLICATION SCHEDULE FOR FALL TERM ADMISSION

	All Application Materials Must Be Postmarked by:	Complete Testing by:	File CSS Financial Aid PROFILE Application by:	Mailing of Admissions Decisions On or Before:	Applicant's Reply Date
EARLY DECISION (Fall)	Nov. 15	Nov. 15	Nov. 15	Dec. 15	Jan. 15
EARLY DECISION (Winter)	Jan. 15	Dec. 31	Jan. 15	Feb. 15	March 1
REGULAR DECISION	Jan. 15*	Feb. 1	Feb. 15	April 15	May 1
TRANSFER	March 31*	Feb. 28	March 31	May 15	June 1

\* Applications may be submitted after this date, but priority will be given to those applying on or before the deadline.

The initial \$200 payment will only be refunded in case of illness which makes it impossible for a student to enter the College at the time for which he or she has been accepted.

**Late Applicants:** Students who submit applications postmarked after January 15 each year must recognize they are applying on a space-if-available basis. In some years, the College is able to offer admission to late applicants; in other years, the first-year student class may be filled and students to whom we would like to offer admission must be placed on a waiting list to see if vacancies occur in late spring or early summer.

**Early Admission:** Each year, a number of students apply for admission following the junior year of high school. Some may be graduating early, others may be willing to forego the senior year to begin college early. The College welcomes such applications with the following understanding: Successful Early Admission candidates almost always display a high degree of social and emotional maturity, present unusually strong academic credentials and have exhausted their secondary school curricular possibilities.

**Deferred Admission:** Deferred admission is not for an alternative college academic experience. If a deferred student chooses to study elsewhere, credit will not be transferred to Carleton. Deferred students who take post-secondary courses elsewhere cannot do so on a full-time basis or as a degree-seeking student without violating the terms of their deferral.

Candidates who wish to defer college for a year following completion of secondary school may apply for admission during their senior year. The application should be accompanied by a statement describing the candidate's reasons for desiring to delay matriculation, plans for the interim year and perceived benefits of the delay. Such requests should be made by May 1 if at all possible.

**Transfer Students:** Carleton accepts a number of transfer students for each fall term. Students wishing to apply for the fall term should submit applications prior to March 31 and will be notified of the Admissions Committee's decision before May 15. All transfer applicants are expected to submit results from the College Board's SAT I or the American College Test. To qualify for the Carleton degree, students must spend at least two years in residence including the senior year.

**Requirements for Admission:** The strongest candidates for admission to Carleton have taken four years of English, three or more years of mathematics, two or more years of science and three or more years of social science. At a minimum, applicants should have three or more years of English (with a stress on writing), at least two years of algebra and a year of geometry, two years of social science and one year of a laboratory science. Most Carleton students go well beyond this minimum, and the Admissions Committee is usually attracted to candidates who take advantage of the opportunity to do honors or advanced placement work. Normally, students will be expected to take two or more years of a foreign or classical language unless it is not offered in the school. The greater the number of courses in the subjects listed above, the more the applicant's qualifications for admission are strengthened. An applicant of unusual ability and interest whose secondary school program does not include all of these courses may be granted admission on the basis of his or her school record, the scores on standardized tests, and the recommendations of school officials.

Carleton recognizes achievement in the arts and encourages students to submit slides, CDs, DVDs, or other evidence of their work with their application.

**Admissions Testing:** Believing that the Admissions Committee is best able to make sound judgments about candidates' academic abilities when the secondary school record is supplemented by the results of standardized examinations, Carleton requires each applicant to submit results of the SAT I or the American College Test (ACT) prior to admission. If the ACT is submitted, Carleton requires the writing component of that test. Further, we recommend but do not require, that candidates submit the results of their SAT II subject tests. We have found these tests valuable aids in the assessment of the quality of student achievement in a wide variety of secondary school programs. It has been our experience that SAT II test results usually enhance a candidate's credentials and only rarely constitute a negative factor.

Students whose first or native language is not English should submit official TOEFL (Test of English as a Foreign Language) scores.

**Interviews and Visits:** When possible, each applicant may have a personal interview with a member of the admissions office staff, an alumni admissions representative or a designated representative of the College. Visitors to the admissions office should make an appointment well in advance of their intended visit. A **CAMPUS VISITS** brochure, giving detailed information on class visits, overnight accommodations and transportation, is sent to each prospective student. The admissions office is open for appointments on weekdays from 8:30 a.m. to 12 noon and 1 to 4:30 p.m., and during the academic year on Saturdays from 8:30 a.m. to 12 noon. From June through September, the office is closed on Saturdays. The office is located in Johnson House, 100 South College Street.

**Rooms:** In the late summer, all new students are assigned rooms which will be held until the first day of registration. The College reserves the right to change students' room assignments whenever such changes are deemed advisable and to use student rooms for its own purpose during vacation periods.

**Financial Assistance:** Carleton's financial aid policy is based on the premise that the family has the primary responsibility for meeting the expenses associated with attending the College, to the extent they are able. Families applying for financial aid will undergo a "need analysis" to determine their ability to contribute. The difference between the cost of attendance, as set by the College, and a family's expected contribution equals the demonstrated financial need, which Carleton will endeavor to meet through grants, loans and work-study.

There is no separate Carleton application for financial aid. Carleton requires financial aid applicants to complete both the Free Application for Federal Student Aid (FAFSA) and the College Board's Financial Aid PROFILE form.

## PRIOR CREDITS POLICY

Carleton accepts up to 36 credits toward the Carleton degree from the following: College Board Advanced Placement credits, International Baccalaureate credits, or approved pre-matriculation credits (credits earned in college-level courses taken before graduation from high school or before matriculation at a college or university). These credits may not be applied to distribution requirements.

The faculty urges prospective students to take advantage of opportunities for advanced study available to them.

Several departments on campus offer tests to determine student placement into appropriate level Carleton courses. Some placement examinations are administered via the Web during the summer prior to matriculation; others are offered during New Student Week.

Carleton language and math placement test scores indicate the course the student should register for (e.g., a 204 in Spanish means you should register for Spanish 204). A score of 205 in French, German, Latin, Russian or Spanish (or 206 in Chinese or Japanese) means that the language requirement has been satisfied. SAT II scores of 690 and above for French or Spanish or 680 and above for German successfully fulfill the Language Requirement.

Courses and credits completed with a grade of C- or better at other regionally accredited institutions prior to matriculation at Carleton are transferable to Carleton—with limitations mentioned elsewhere in this Catalog—providing Carleton deems the course level and content to be compatible with its undergraduate liberal arts curriculum. Prior credits earned from colleges otherwise accredited may be considered for transfer upon receipt of documentation that demonstrates comparability of course level and content. Carleton does not grant transfer credit for independent study or credit by examination completed at a prior college. Carleton does not grant transfer credit for life or work experience, nor does it grant credit for vocational study.

In the disciplines of foreign language and mathematics, Carleton requires placement exam results to determine transferability of credits earned at a prior college.

Students who are admitted as transfer students are expected to complete a minimum of 108 credits and six terms at Carleton to be eligible for the degree.

College credits completed elsewhere after matriculation at Carleton will not be considered for transfer to Carleton unless preapproved by the Academic Standing Committee and the Registrar or unless they were completed as part of an approved off-campus study program.



## COLLEGE ENTRANCE EXAMINATION BOARD (CEEB) ADVANCED PLACEMENT

The following policies regarding CEEB Advanced Placement examination scores apply for the 2009-2010 academic year:

**ART AND ART HISTORY—Art History:** Score of 5: 6 credits granted. **Studio Art (2D, 3D or Drawing):** Score of 4 or 5: 6 credits granted (maximum twelve credits from Studio Art AP) Placement awarded beyond ARTS 110, but only after departmental review of the portfolio. Credits do not apply to either major.

**BIOLOGY—**Score of 5: 6 credits granted that count toward the biology major and placement is awarded into Biology 126; Biology 125 is not required for upper-level courses in biology. Score of 3 or 4: 6 credits granted, placement into either Biology 125 or Biology 126; both introductory courses are required for upper-level courses in biology.

**CHEMISTRY—**Score of 3: Placement is awarded into Chemistry 123 or 128. Score of 4 or 5: 6 credits granted that count toward a chemistry major and placement is awarded into Chemistry 230 (Equilibrium and Analysis). Students receiving this AP credit cannot also get credit for Chemistry 123 or 128. The Chemistry Department strongly encourages students receiving AP credit to wait until their sophomore year to take Chemistry 233 (Organic Chemistry I).

**CLASSICAL LANGUAGES—Greek:** There is no Greek Advanced Placement Test, however, credits, placement, and fulfillment of the Language Requirement may be awarded to new students with the appropriate knowledge of ancient Greek. Take the Greek placement exam on-line. **Latin Literature, Virgil:** Score of 1-4: No credit granted. Placement determined after taking the on-line Latin exam. Score of 5: 6 credits granted and the Language Requirement fulfilled either by passing the departmental on-line Latin Placement Test or by placing into and successfully completing Latin 204 with a grade of C- or above.

**COMPUTER SCIENCE—Computer Science A:** Score of 3, 4, 5: exemption granted for Computer Science 111; 6 credits granted which count toward a computer science major (for Computer Science 111) after successful completion of Computer Science 201, 202, 204 or 208 with a grade of C- or better. **Computer Science AB:** Score of 3, 4, 5: exemption granted for Computer Science 111 and 201; 6 credits granted which count toward a computer science major (for Computer Science 201) after successful completion of Computer Science 202, 204, or 208 with a grade of C- or better. Note that exemption but no credit is granted for Computer Science 111 for the Computer Science AB exam.

**ECONOMICS—Only Economics Micro:** Score of 5: 6 credits and exemption granted from Principles of Economics 111 course. **Only Economics Macro:** Score of 5: 6 credits and exemption granted from Principles of Economics 110 course. **Both Economics Micro and Macro:** Score of 5: 6 credits and exemption granted from Principles of Economics 110 and 111 courses.

**ENGLISH—Language/Composition:** Score of 4 or 5: 6 credits granted. Score of 5: Part I of Writing Requirement fulfilled. **Literature/Composition:** Score of 4 or 5: 6 credits granted. Score of 5: Part I of Writing Requirement fulfilled.

**ENVIRONMENTAL SCIENCE—**Score of 4 or 5: 6 credits granted.

**FRENCH—Language:** Score of 1, 2, 3: No credit or placement awarded. If the Language Requirement is to be fulfilled with the French language or placement in the French course sequence is desired, take the French Placement Test. Score of 4 or 5: 6 credits granted; placement awarded into any

course above Level 204; Language Requirement fulfilled. **Literature:** Score of 4 or 5: 6 credits granted and placement awarded into any French course above Level 204; Language Requirement fulfilled.

**GEOGRAPHY**—No course credit offered.

**GERMAN**—**Language:** Score of 1, 2, 3: No credit or placement awarded. If the Language Requirement is to be fulfilled with the German language, or placement with the German course sequence is desired, take the German Placement Test. Score of 4: 6 credits granted and the Language Requirement fulfilled by achieving exemption through the on-campus German Placement Test. Score of 5: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; Language Requirement fulfilled.

**HISTORY**—Score of 4 or 5: 6 credits granted for each exam. The History department grants credit toward the major and toward certain fields within the major for scores of 4 or 5 on the Advanced Placement examinations in United States and European history only. The History department will count no more than 12 pre-matriculation credits total toward the major from approved exams (AP and/or IB), and majors are strongly encouraged to count no more than 6 such credits toward the major.

**MATHEMATICS and STATISTICS**—**Calculus AB:** Score of 3, 4, 5: 6 credits granted which count toward a mathematics major (for Mathematics 111) after successful completion of Mathematics 121 with a grade of C- or better. **Calculus BC:** Score of 3, 4, 5: 12 credits granted which count toward a mathematics major (for Mathematics 111 and 121) after successful completion of Mathematics 211 with grade of C- or better. **Statistics:** Score of 4 or 5: placement into Mathematics 245; 6 credits granted after successful completion of Mathematics 245 with a grade of C- or better.

**MUSIC**—**Theory:** Score of 4 or 5: 6 credits granted and exemption from Music 200.

**PHYSICS**—**B:** Score of 3, 4, or 5: 6 credits granted. Score of 3 suggested placement into Physics 131 or 132. Score of 4 or 5 suggested placement into Physics 141 or 142. **Physics C Mechanics and Physics C Electricity/Magnetism:** Score of 3, 4, or 5 on both exams: 6 credits granted. Score of 4 or 5 suggested placement into Physics 141 or 142. Placement into higher courses possible, but will be determined individually upon consultation with the department. **Physics C Mechanics:** Score of 3, 4 or 5: 3 credits granted. Score of 4 or 5 suggested placement into Physics 141 or 142. Placement into higher courses possible, but will be determined individually upon consultation with the department.

**POLITICAL SCIENCE**—**American Government** Score of 5: 6 credits granted which fulfill the Political Science 122 requirement for a major in the Department of Political Science. **Comparative Government** Score of 5: 6 credits granted which fulfill the Political Science 120 requirement for a major in the Department of Political Science.

**PSYCHOLOGY**—Score of 4 or 5: 6 credits and exemption from Psychology 110 granted after successful completion (C- or better) of any Psychology course numbered in the 200's.

**SPANISH**—**Language:** Score of 4 or 5: 6 credits granted; placement awarded into any course above Level 204; Language Requirement fulfilled. **Literature:** Score of 4 or 5: 6 credits granted and placement awarded into any course above Level 204; Language Requirement fulfilled.

## **INTERNATIONAL BACCALAUREATE**

Carleton's policy for the 2009-2010 academic year on awarding credit for International Baccalaureate Higher level examinations is as follows:

**ART**—Studio Art (Drawing and General): Score of 6 or 7: 6 credits granted. Placement awarded beyond ARTS 110, but only after departmental review of the portfolio.

**BIOLOGY**—Score of 4 or 5: 6 credits granted, placement into either a) Biology 125 fall term (Dyad), b) the winter term offering of Biology 125, c) Biology 126. Score of 6 or 7: 6 credits granted that count toward the biology major and placement is awarded into Biology 126.

**CHEMISTRY**—Score of 4: Placement is awarded into Chemistry 123 or 128. Score of 5, 6, or 7: 6 credits are granted that count toward the chemistry major and placement is awarded into Chemistry 230 (Equilibrium and Analysis). Students receiving this IB credit cannot also get credit for Chemistry 123 or 128. The Chemistry Department strongly encourages students receiving IB credit to wait until their sophomore year to take Chemistry 233 (Organic Chemistry I).

**CHINESE**—Score of 5, 6 or 7: 6 credits granted if student successfully fulfills the language requirement through the Carleton Chinese placement exam.

**ECONOMICS**—Score of 6 or 7: 6 credits and exemption granted from Economics 110 and 111.

**ENGLISH**—Score of 5, 6, or 7: 6 credits granted. Score of 7: Part I of Writing Requirement fulfilled.

**FRENCH**—Score of 6 or 7: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; Language Requirement fulfilled.

**GERMAN**— Score of 6 or 7: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; Language Requirement fulfilled.

**HISTORY**—Score of 5, 6, or 7: 6 credits granted for each exam. The History department grants credit toward the major and toward the “Early Modern/Modern Europe” field within the major for scores of 5, 6, or 7 on the International Baccalaureate Higher Level examination in European history. Credit toward the History major for examinations in History of Asia/Oceania; History of Asia/Middle East and the History of Africa will be considered and determined by the department, adviser, and chair on a case by case basis. The History department will count no more than 12 pre-matriculation credits total toward the major from approved exams (AP and/or IB), and majors are strongly encouraged to count no more than 6 such credits toward the major.

**JAPANESE**—Score of 5, 6, or 7: 6 credits granted if student successfully fulfills the language requirement through the Carleton Japanese placement exam.

**LATIN**—No course credit offered. Placement subject to Carleton Placement Exam.

**MATHEMATICS**—Score of 5, 6, or 7: credits are granted when a student successfully completes the course into which placement was awarded with a grade of C- or better. See the Department Chair for placement.

**MUSIC**—Score of 5, 6, or 7: 6 credits granted.

**PHILOSOPHY**—Score of 5, 6, or 7: 6 credits granted.

**PHYSICS**—Score of 5, 6, or 7: 6 credits granted. Placement into courses will be determined individually upon consultation with the Department.

**PSYCHOLOGY**—Score of 6 or 7: 6 credits and exemption from Psychology 110 granted after successful completion (C- or better) of any Psychology course numbered in the 200's.

**RUSSIAN**—Score of 5, 6, or 7: 6 credits granted if student successfully fulfills the language requirement through the Russian placement exam.

**SPANISH**-Score of 6 or 7: 6 credits granted; placement awarded into any course for which the level 204 language class is a prerequisite; language requirement fulfilled.

## EXPENSES

**Comprehensive Fee:** Students attending Carleton pay an all-inclusive fee, called a comprehensive fee, which is regarded as an annual charge rather than the sum of charges for each term covering tuition, room, board, and student activities. There are no special fees charged for laboratory work or field trips, or for diplomas upon graduation. All students are entitled to admission without charge to most athletic contests, concerts, plays, movies, lectures and other campus events. These activities as well as subscriptions to the student publications are covered by the student activity fee. For 2009-2010 the comprehensive fee totals \$50,205 and it is allocated as follows:

Tuition .....	\$39,546
Room .....	\$5,457
Board .....	\$4,971
Activity Fee .....	\$231

**Special Fees:** The department of music offers private lessons in applied music. These fees per term for individual instruction in all instruments, and use of practice facilities are: after the drop/add deadline, a term fee of \$245 is billed to each student for weekly (normally 9) half-hour lessons (2 credits) per term, or \$490 for weekly (normally 9) hour lessons (4 credits). Class Guitar and African Drum Class are \$65 each. Junior and senior music majors receive up to 6 credits per term of lessons free of charge. Students on financial aid who experience difficulty in meeting the cost of private lessons may apply for financial assistance for such expenses directly to the Office of Student Financial Services.

Consumable materials and supplies are not included in the comprehensive fee, special fees may apply. Contact the Student Financial Services Office for financial assistance eligibility requirements.

Student health insurance is available at additional cost for those not covered by another plan. Note: proof of health insurance is required. For possible financial assistance to cover the cost of health insurance, contact the Student Financial Services Office for eligibility requirements.

Students residing in the Village Apartments are assessed a \$25 per term laundry facilities fee for use of non-coin operated machines in these facilities. This fee will be reflected in the overall cost for room and board for students assigned to rooms in the Village Apartments.

For off-campus independent study, including summer reading not required for a fall term course, the fee for each two credits or fraction thereof is the tuition for one credit during the academic year in which the credit is granted. Credit by examination and off-campus internships are charged on the same basis.

For students who apply to non-Carleton off-campus studies programs after the deadlines for each term, a non-refundable fee of \$300 will be charged. Payment of the fee does not insure acceptance in a program and no refund will be made in case of non-acceptance. "To apply after the deadlines" means completed forms as required by the Off-Campus Studies Office (OCS) are received by the OCS office after their stated deadlines.

**Enrollment Deposit:** In addition to the comprehensive fee, all students are required to pay and maintain a \$200 enrollment deposit which functions as a confirming admissions deposit (see index under Admissions). Charges and unpaid obligations to the College will be applied against this deposit at the time of withdrawal. This deposit will be returned upon graduation, withdrawal from the College, or if the

student is dropped from the College for academic reasons.

**Calendar of Payments:**

When filing for admission (application fee)		\$30
When accepted	(enrollment deposit)	\$200
August 15	\$16,735	
December 15	\$16,735	
March 15	\$16,735	
Total	\$50,205	

Students are held responsible for payment of their college fees. Students will receive e-mail notifications, using the student's Carleton e-mail address, when the term bills are available on-line. In cases of postponed account settlement, for which special arrangements are made in the Business Office, a note must be signed covering the amount of unpaid balance. An 8% per annum charge will be made on postponed accounts

A monthly payment plan is available through TuitionPay Plan, an outside vendor.

**Penalties:** Students' accounts are regarded as delinquent and subject to penalty if payments are not made at the specified times, or if arrangements have not been made for later payment. The penalty for late payment of fees is \$35.

A student will not be permitted to register for the following term until his or her account has been cleared by the Business Office. The student will be withdrawn from the College if the Business Office has a financial block on the student's tuition account for a prior term's past due balance. The student will not be permitted to return to campus when classes start for the upcoming term. If otherwise eligible, the student may apply for readmission for the subsequent term.

College policies on deposits and refunds apply to off-campus studies; in addition, a \$400 penalty is assessed for late withdrawals before the start of the program. See the Off-Campus Studies Planning Guide: Approval and Departure for Off-Campus Study and the student's letter of participation.

**Refunds:** If a student leaves during the first two weeks of the term, as defined by the academic calendar; a 25% tuition refund is available:

<u>Term</u>	<u>Last day available</u>
Fall 2009	September 25, 2009
Winter 2010	January 15, 2010
Spring 2010	April 9, 2010

If a student leaves due to illness during the first half of the term, as defined by the academic calendar; a 50% tuition refund is available:

<u>Term</u>	<u>Last day available</u>
Fall 2009	October 15, 2009
Winter 2010	February 4, 2010
Spring 2010	April 29, 2010

Room charges will not be refunded.

Board charges will not be refunded.

Financial aid will be reduced according to federally mandated guidelines.

Applied music fees will be refunded, with charges deducted for lessons received, only if the student notifies the department of music within the first two weeks of the term.

In the event of a national emergency all charges will be refunded pro rata to students drafted or called as military reservists unless they have attended courses a sufficient length of time to earn academic credit.

If a student wishes to transfer to another institution he or she must settle accounts in the Business Office by making necessary payments or arrangements for extension before a transcript of credits will be issued.

No refunds will be made to students suspended or dismissed from the College.

A more restrictive refund policy governs withdrawal from Carleton off-campus programs. This policy is explained in the Off-Campus Studies Planning Guide for each program.

## HOUSING AND RESIDENTIAL LIFE

As a residential college, Carleton requires all students to live in College operated residences and participate in the College dining plan.

Residence halls and campus houses are an integral part of the Carleton learning experience. Living with other students provides many informal opportunities for students to learn about themselves, develop friendships, and discuss new ways of thinking. The mission of Residential Life is to create a healthy, safe and thriving environment where students can gain experience, be involved and develop their interpersonal, academic, and leadership potential. Our professional Hall Directors and student Resident Assistants (RA's) help plan social, educational, and recreational activities in the halls and houses. These staff members are available to assist students in many ways throughout the academic year.

Carleton College offers a variety of housing options because we recognize that residential options are desirable and beneficial for students. Housing opportunities include traditional residence halls, suites, houses, apartments and Northfield Option. Northfield Option is a program that allows a very limited number of seniors to live in non-College owned housing. Students must receive prior approval from Residential Life to be eligible for this option. Students who are married or have dependent children living with them will be exempted from the residency and board requirements upon providing documentation to the Residential Life Office.

## FINANCIAL AID

**Philosophy:** Carleton's tradition of extending educational opportunities to academically qualified students and meeting their financial need is based on a deep commitment to the belief that a true liberal arts education exposes students to varying backgrounds and points of view outside as well as inside, the classroom. For this reason, in addition to the more pragmatic one that many parents cannot afford the costs of education today, the College encourages high school students to apply for admission without

regard to their financial circumstances. The basic philosophy underlying the student financial aid program at Carleton is that families have the primary responsibility to finance their children's education to the extent that they are able. When a family cannot afford our costs, Carleton is committed to meeting a student's need with various types of aid for all those admitted for all four years.

**How to Apply:** Carleton is a member of the College Scholarship Service (CSS), a division of the College Board, which processes the confidential statements submitted by families in support of their application for financial assistance. The many colleges using the service join in the belief that financial aid should be awarded to students only after careful consideration of the family's ability to contribute to the cost of their children's education and determination of their demonstrated financial need. All families who wish to be considered for financial aid must complete the CSS PROFILE. In addition, the Free Application for Federal Student Aid (FAFSA) must be completed to qualify for any applicable federal and state assistance. No separate Carleton aid form is required for students. However, all student applicants and their parents must submit completed and signed copies of their previous year's federal income tax returns, including W-2 forms and all schedules, to finalize any financial aid award. In selected cases, Carleton reserves the right to request copies of tax returns directly from the IRS.

**Terms of Assistance:** When financial need is demonstrated, assistance will be granted under the following conditions:

All financial aid awards are made for only one year at a time. It is customary to meet the student's total demonstrated need by utilizing a combination of grants, student employment, and loans. With the exception of student employment and outside scholarships, financial aid is distributed equally at the beginning of each term (i.e. fall, winter, spring terms). Student employment earnings are direct deposited to the student and are paid according to the number of hours worked at the end of each pay period. The student may arrange with the Business Office to have all or part of these earnings applied directly to their tuition account.

Receipt of any financial assistance from sources other than Carleton College must be reported to the Student Financial Services Office. These outside awards will result in an adjustment in the financial aid package in order to remain within a student's calculated financial need and to utilize all resources available to that student. Under Carleton's outside aid policy, outside or private scholarships first reduce the student's self-help awards (loans and/or student employment) on a dollar-for-dollar basis. In this way, the students benefit directly by reducing their loan debt and/or their work hours. It is the College's policy to not reduce grants until all self-help components of the award have been eliminated. The exception to this policy involves Federal Pell Grants, Minnesota State Grants, and other need-based federal or state grant programs. Adjustments to the loan or student employment awards resulting from outside aid are made in succeeding years upon receipt of those funds.

It is the responsibility of the student to submit a complete financial aid application (CSS PROFILE, FAFSA, parent and student federal tax returns and follow-up forms) before established deadlines. Deadline dates are "priority deadlines" and will be enforced according to the availability of aid funding for that year. Those that meet the deadline will be given consideration for assistance first. Other applications will be considered according to the date received and current funding levels.

**Renewal of Aid:** Financial aid forms must be completed each year. A student and his or her family may assume that the College will continue to provide comparable assistance for subsequent years insofar as the family's financial circumstances remain stable. As those circumstances change, financial aid may also change. It is important to understand that financial aid administered by the College is not renewed automatically. Parents and students must complete and submit the necessary forms and need analysis documents each year (i.e. CSS PROFILE, FAFSA, parent and student federal tax returns). At Carleton, financial aid is related to demonstrated financial need rather than academic measures. However, students must make satisfactory academic progress toward graduation in order to

have their aid renewed.

## **TYPES OF FINANCIAL AID AVAILABLE**

**Merit Aid:** A small proportion of Carleton's financial aid is given as non-need or merit based aid. The scholarships that are merit based are the National Merit Scholarship, National Achievement Scholarship, and the National Hispanic Recognition Scholarship. Those students who select Carleton as their first-choice college with the National Merit Scholarship Corporation will receive a scholarship worth \$2,000 per year, for four years. The Bailey Instrumental Music Scholarship is also considered merit based aid available to students majoring or intending to major in music and who study and perform on orchestra strings, woodwinds, and brass instruments. Auditions are required and the scholarship is worth a minimum of \$2,000 per year, plus music lessons and support for summer music institutes.

**Need-Based Aid:** There are two major categories of need-based aid: gift aid and self-help aid. The gift aid is given to the student in the form of grants and scholarships and does not need to be repaid. The self-help aid needs to be either earned (student employment) or repaid (student loans).

**Gift Aid** includes grants and scholarships. The majority of the dollars received by students at the College is in the form of Carleton grants and Carleton scholarships. To the student, there is no difference whether they have received a grant or scholarship from the College. Any student who is eligible for need-based aid is reviewed to determine if they have the appropriate characteristics for one of many Carleton scholarships (no separate scholarship application is required). Students receiving a Carleton scholarship are informed of the donor or source of their scholarship and may be asked to recognize them for their gift. All students are also reviewed for eligibility for federal and state grants. To be eligible for gift aid, a student must apply for financial aid by completing the CSS PROFILE and FAFSA and submitting parent and student federal tax forms.

The majority of gift aid that Carleton distributes includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Academic Competitiveness Grant (ACG) and National Science and Mathematics Access to Retain Talent (SMART) Grant, Minnesota State Grant, and Carleton grants and scholarships. A description of each of these aid types may be found on the Student Financial Services Web-site.

**Self-help Aid** comes in two forms. The first is student employment. Most students receiving need-based financial aid are awarded student employment, with first-year students authorized to work up to eight hours per week and returning students up to ten hours per week. The dollars awarded for the hours worked represent an opportunity for students to earn money toward college expenses. The dollars awarded represent a maximum that can be earned during the academic year. The exact dollars earned may be influenced by the hours available from the employer and student schedule for a term. Hours not worked and awarded dollars not earned may be converted to additional self-help aid (i.e. loans). Students are usually assigned campus jobs, although some students are assigned off-campus jobs at non-profit organizations. Student employees may choose to apply all or a portion of their earnings to their tuition account in the Business Office. Otherwise, earnings are directly deposited into the student's checking or savings account at the end of each pay period.

The second form of self-help aid is student loans. Loans allow students to finance a portion of their education through utilization of future earnings resulting from and enhanced by the benefits of their college education. These loans must be repaid after the student has graduated or enrollment has ceased. Most student loans may be deferred if the student continues their education beyond their Bachelor's Degree.



The self-help aid distributed most commonly at Carleton College includes student employment, Perkins loans, Subsidized and Unsubsidized Stafford loans, SELF (Student Educational Loan Fund) loans, and PLUS (Parent Loans for Undergraduate Students) loans. A description of each loan, including eligibility, annual loan limits, current interest rates, and repayment terms can be found at the Student Financial Services Web-site.

**Other Financing Option:** Families at Carleton College may participate in an interest free monthly payment plan that allows for payment of the Comprehensive Fee for a particular academic year. Equal payments for a 12 month period start June 1 or equal payments for an 11 month period start July 1. The plan has a \$55 annual fee to enroll. The TuitionPay Plan may be used to cover all or a portion of annual tuition, fees, room and board. The deadline to enroll is July 25. The exact terms and conditions of the monthly payment plan are determined annually and may differ from what is described here.

Parents interested in getting more information about or an application for the TuitionPay Plan should call (800) 635-0120, or visit [www.tuitionpay.com](http://www.tuitionpay.com), or contact the Business Office at Carleton College at 507-222-4179.

## SPECIAL FUNDS

Support of the College: As an independent, privately endowed institution, Carleton's development has been made possible by the support of interested individuals, foundations, and corporations. Student tuition payments cover only about one-half of the College's educational and general expenses. Most of the balance comes from gifts for current purposes and from income earned by the College's endowment, which was itself provided by gifts.

## HONORARY SCHOLARSHIPS

**WILLIAM CARLETON SCHOLARSHIPS**, given to entering students in memory of the man for whom Carleton is named, are honorary awards in recognition of outstanding qualities of scholarship, character, and promise of achievement.

## ENDOWED SCHOLARSHIP AWARDS

Income from the endowed funds described here provides scholarship assistance to enable qualified students to attend Carleton College. All scholarship recipients must maintain academic excellence and must, unless otherwise noted, demonstrate financial need. Students need not apply for these scholarships directly, they are awarded at the discretion of the College and administered as an integral part of Carleton's financial aid program. The minimum amount currently designated for endowing and administering a new scholarship fund is \$100,000.

**THE ABC-DIVERSITY SCHOLARSHIP** was established in 1998 by Ervin and Louise Shames, parents of Allyson Shames Argo '93. This fund is intended to support Carleton students who are successful graduates of the A Better Chance (ABC) secondary school program.

**THE GEORGE I. ALDEN SCHOLARSHIP** was initiated by the Alden Trust through challenge grants to the College in 1986 and 1989 to support mathematics and science majors. These grants were matched by gifts from several corporate, foundation, and individual donors.

**THE CHARLES AND ELLORA ALLISS EDUCATIONAL FOUNDATION**, created in 1960 through a bequest from Charles Clifford Alliss, offers scholarship aid to residents of Minnesota.

**THE AMANDA B. ANDERSON SCHOLARSHIP FUND** was established by Amanda B. Anderson in 1974 to ensure qualified students the opportunity for a superior education in the liberal arts. Miss Anderson was inspired to establish this fund by her association with friends who were Carleton graduates.

**THE LESLEY K. ANDERSON '94 MEMORIAL SCHOLARSHIP** was established in 2003 by family, friends, and classmates as a memorial to Lesley K. Anderson, Class of 1994, to support students studying psychology.

**THE SARA M. ANDERSON FUND** was established in 1967 by Sara M. Anderson.

**THE ROBERT W., MILDRED S., AND JANE ANDREWS '41 MEMORIAL SCHOLARSHIP FUND** was established in 1961 in honor of Robert and Mildred Andrews. Their daughter, Jane Andrews, Class of 1941, was a long-time Carleton staff member and dedicated alumni volunteer. When Jane passed away in 1997, the fund expanded to commemorate her life, as well.

**THE WALTER G. ANDREWS AND LOUISE SEEGER ANDREWS SCHOLARSHIP** was established in 2003 through a bequest from Mr. and Mrs. Andrews, both members of the Class of 1935.

**THE LOIS L. ARNEGARD '33 ENDOWED SCHOLARSHIP FUND** was created through a bequest in 2001. This scholarship is awarded to first and second year students.

**THE RICHARD D. ARNEY ENDOWED SCHOLARSHIP** was created in 2005 by the Arney Family to honor the memory of Richard D. Arney, a member of the Carleton Class of 1933 and the successful varsity basketball team of that year. This scholarship provides assistance to Carleton students with financial need, with a preference for students who are members of varsity athletic teams, especially those who play varsity basketball.

**THE S. EUGENE BAILEY INSTRUMENTAL SCHOLARSHIP** was established through a bequest in 1997 from S. Eugene Bailey, a member of Carleton's Music faculty from 1946 to 1975. This fund supports students who study and perform on orchestra strings, woodwinds or brass instruments.

**THE WINFIELD AND HAROLD BAIRD STUDENT AID FUND** was established in 1964 by the Winfield and Harold Baird Foundation in honor of W. Stewart McDonald, Class of 1922 and a trustee of the College from 1951 until his death in 1967.

**THE FREDERICK GOODSSELL BARROWS SCHOLARSHIP FUND** was established in 1959 by Frederick Goodsell Barrows, to assist students from Otter Tail County, Minnesota.

**THE BAUCUS AND CO. ENDOWED SCHOLARSHIP FUND** was established in 1992 by the Holly Beach Public Library Association in Wildwood, New Jersey, and augmented in 1995 by Mrs. Harold J. Fox.

**THE LUCILLE H. BECKHART ENDOWED MEMORIAL SCHOLARSHIP FUND** was established in 1991 through a bequest from Maurice H. Beckhart in memory of his wife Lucille H. Beckhart, Class of 1927.

**THE HAROLD P. BEND SCHOLARSHIP FUND** was established in 1965 by Mr. and Mrs. Harold P. Bend.

**THE BENOIT FAMILY SCHOLARSHIP** was established in 2004 by Madeline Benoit, a Carleton parent and grandparent.

**THE MARY LATHROP BENTON SCHOLARSHIP FUND** was established in 1978 by Dr. Evelyn Anderson Haymaker, Class of 1921, and her husband Dr. Webb Haymaker in memory of Dr. Mary Lathrop Benton, Dean of Women and Professor of French and Latin from 1914 to 1922.

**THE ROBERT R. AND JOSEPHINE F. BERG '47 SCHOLARSHIP** was established in 2007 with a generous gift from Mrs. Berg, a member of the Class of 1947. Robert Berg attended Carleton in the early 1940s and did meteorology training on campus during World War II.

**THE MARK H. BERMAN ENDOWED SCHOLARSHIP FUND** was established in 1999 as a memorial to Mark Berman, Class of 1991, by his family and friends.

**THE F. R. BIGELOW FOUNDATION MINORITY SCHOLARSHIP FUND** was established in 1985 through a gift from the F. R. Bigelow Foundation of St. Paul, Minnesota, to assist minority students from Ramsey, Washington, and Dakota Counties of Minnesota.

**THE VIRGINIA MCKNIGHT BINGER SCHOLARSHIP** was established in 1974 by the McKnight Foundation.

**THE LUCETTA O. BISSELL MEMORIAL SCHOLARSHIP** was established in 1969 through a bequest from Lucetta O. Bissell, Class of 1909, to assist students in the sciences and sociology.

**THE ROBERT AND BARBARA BONNER SCHOLARSHIP FUND** was established in 2000 by Roy S. Rogers IV, Class of 1989. The fund recognizes Robert's service to Carleton as a member of the History Department and Dean of Students and Barbara's service to both the Carleton and Northfield communities. The fund also serves as a memorial to Jennifer Bonner, Class of 1989. The Bonner Fund provides scholarship aid to students interested in the humanities.

**THE BOSWELL SCHOLARSHIP FUND** was established in 1875 by Charles M. Boswell.

**THE ELIZABETH S. BOYLES SCHOLARSHIP IN MUSIC** was established in 1964 through a bequest from her husband, Charles D. Boyles, to assist students in any field of music.

**THE PROFESSOR VIOLETTE BROWN MEMORIAL SCHOLARSHIP** was established through a bequest from Robert L. Currie '44 in 2001. This scholarship supports students studying music, with a preference for voice students.

**THE DAVID BRYN-JONES SCHOLARSHIP FUND** was established in 1964 by Mr. and Mrs. Edward C. Wilson in honor of Dr. David Bryn-Jones, Professor of Economics and Political Science at Carleton from 1920 to 1927 and the Frank B. Kellogg Professor of International Relations from 1936 to 1952. The fund, augmented by family and friends, provides scholarship aid to students interested in the humanities and social sciences in general and in international relations in particular.

**THE MARIAN BRYN-JONES SCHOLARSHIP FUND FOR MINORITY STUDENTS** was established in 1985 by Marian Bryn-Jones, Class of 1923, to assist minority students.

**THE BELLE CALDWELL SCHOLARSHIP FUND** was established through a bequest from Mary Louise Caldwell, to provide assistance for junior or senior students.

**THE CAMPUS ENDOWED SCHOLARSHIP FUND** was established in 1997 during the *Assuring Excellence Campaign* through the generosity of many members of Carleton's faculty and staff.

**THE HAROLD G. AND ROBERT C. CANT MEMORIAL SCHOLARSHIP FUND** was established in 1974 through a bequest from Harold G. Cant, a Minneapolis attorney and a long time friend of Carleton. When Robert passed away in 1999, the memorial scholarship expanded to commemorate his life as well.

**THE LOIS CAREY MEMORIAL MUSIC FUND** was established in 1991 by family and friends in memory of Lois Utzinger Carey, Class of 1948, to assist students with music lessons, preferably students of stringed instruments, piano or voice, or for the purchase of music.

**THE ARNOLD W. CARLSON '52 MEMORIAL SCHOLARSHIP** was established in 2001 by Barbara Gray Koch, Class of 1952, in memory of her very close friend and classmate.

**THE WENDELL RAMBERG CARLSON FUND** was established in 1955 by Anna Carlson Hall, Class of 1910, as a memorial to her brother who died in 1915 while attending Carleton. This scholarship is awarded to male students of unusual promise.

**THE CAROLYN SCHOLARSHIP FUND** was established in 1969 by the Carolyn Foundation, to provide financial assistance to minority students.

**THE FRANCES AND ROSE CAWARD MEMORIAL FUND** was established through a bequest from Neil G. Caward, Class of 1906, in tribute to his wife and his mother.

**THE LAURENA CHOO MEMORIAL FUND FOR STUDIES IN ASIA** was established in 1992 by Kwan and Jessica Choo in memory of their daughter Laurena Choo, Class of 1990, to support students who are studying in China or in other parts of East or Southeast Asia.

**THE CHRISTIAN HIGHER EDUCATION SCHOLARSHIP FUND** was established in 1962 by the United Church Board for Homeland Ministries, to assist students who intend to pursue studies related to religion.

**THE CLASS OF 1929 SCHOLARSHIP FUND** was established by gifts from members of the class on the 55th anniversary of their graduation from Carleton.

**THE CLASS OF 1931 SCHOLARSHIP FUND** was established by gifts from members of the class on the 50th anniversary of their graduation from Carleton.

**THE CLASS OF 1933 SCHOLARSHIP FUND** was established by gifts from members of the class on the 50th anniversary of their graduation from Carleton.

**THE CLASS OF 1934 SCHOLARSHIP FUND** was established by gifts from members of the class on the 50th anniversary of their graduation from Carleton.

**THE CLASS OF 1937 SCHOLARSHIP FUND** was established by gifts from members of the class.

**THE CLASS OF 1944 SCHOLARSHIP FUND** was established by gifts from members of the class on its 50th anniversary. Income from the fund will provide four-year scholarships for students who demonstrate qualities of imagination, diversity of talents, self-reliance, creativity, integrity, good citizenship and a strong sense of community. They will be known as Class of 1944 Scholars.

In appreciation for their generous 50th Reunion gift, the College established **THE CLASS OF 1950 SCHOLARS**. The scholarship is awarded to junior or senior Carleton students with financial need.

**THE CLASS OF 1953 ENDOWED SCHOLARSHIP FUND** was established by gifts from members of the class on the 50th anniversary of their graduation from Carleton.

**THE CLASS OF 1954 ENDOWED SCHOLARSHIP FUND** was established by gifts from members of the class on the 50th anniversary of their graduation from Carleton.

**THE CLASS OF 1956 SCHOLARSHIP ENDOWMENT FOR STUDENTS STUDYING ABROAD** was created in 2006 by the Class of 1956 on the occasion of their 50th Reunion. The fund provides scholarships to Carleton students who are pursuing off-campus studies in locations outside of the United States.

**THE '62 SCHOLARS FUND** was established by gifts from members of the class at its 25th reunion to support students whom the class hopes will reflect the diversity of interests, the enthusiasm for life, and the commitment to others and to Carleton that exemplify the Class of 1962.

**THE CLASS OF 1966 DIVERSITY OF ACHIEVEMENT SCHOLARSHIP AWARD** was established by gifts from the members of the class on the 25th anniversary of their graduation from Carleton. The scholarship is awarded to students who have made a unique contribution to the college or the community in diverse areas such as the arts, community service, student government, academic research, or other areas of contribution.

**THE CLASS OF 1968 SCHOLARSHIP FUND** was established by gifts from members of the class on its 25th anniversary and in memory of seventeen classmates.

**THE HOWARD CONN FUND** was established anonymously in 1960 to honor the Reverend Dr. Howard Conn, a Carleton trustee from 1948 to 1972 and Trustee Emeritus since 1972, for the benefit, preferably, of students preparing for the missionary field.

**THE DONALD J. AND ELIZABETH S. COWLING FUND** was established in 1945 by friends of Carleton in honor of its third president, Donald J. Cowling, who served from 1909 to 1945, and his wife Elizabeth. Income from the fund is used to meet the financial need of minority students with "outstanding potential for success at Carleton and leadership in the nation and the world."

**THE JENNIE NASON CROOKER MEMORIAL SCHOLARSHIP FUND** was established in 1978 by Harold N. Crooker, Class of 1918, as a memorial to his mother. Income from the fund provides scholarship assistance to women, preferably daughters of the clergy or missionaries.

**THE THOMAS M. CROSBY SR. FUND FOR MINORITY STUDENTS** was established in 1988 through a bequest from Thomas M. Crosby, a trustee of the College from 1973 until his death in 1988.

**THE WILLIAM D. CROTTY SCHOLARSHIP FUND** was established in 1987 through a bequest from William D. Crotty.

**THE CHARLES A. CULVER SCHOLARSHIP FUND FOR PHYSICS** was established in 1965 with a gift from Dr. Culver, Class of 1902, Professor of Physics from 1923 through 1946 and Professor of Mathematics in 1947, to assist students who intend to pursue the study of physics as a life career.

**THE CUSTODIAL SCHOLARSHIP FUND** was established in 1993 by members of Carleton's custodial staff to assist students with financial need with preference given to the children of custodians.

**THE DAIMLER CHRYSLER CORPORATION SCHOLARSHIP FUND** was established in 1971 for qualified students who could not afford to attend Carleton College without financial aid.

**THE PATRICIA V. DAMON '36 SCHOLARSHIP FUND** was created in 2003 by a bequest from the estate of Ms. Damon. This fund provides scholarship aid to senior Carleton students who exhibit a strong academic profile and accomplishment in extra-curricular activities.

**THE CARRIE AND JAMES DAVIS SCHOLARSHIP FUND** was created in 2006 by Stephen J.

Davis, Class of 1988, and Christopher J. Davis, Class of 1989, to honor their parents. The scholarship provides aid to students of color with preference given to African American students.

**THE EDWIN DICKINSON SCHOLARSHIP FUND** was established in 1979 through a bequest from Mrs. Edwin D. Dickinson, Class of 1909, in memory of her husband, also a 1909 graduate.

**THE DIPLOMATS ENDOWED SCHOLARSHIP FUND** was established by an anonymous donor in 2004. The fund provides financial assistance to students who have taken at least one course in international relations.

**THE LOUIS L. DODGE FUND** was established in 1936 by Mattie Chapman Dodge as a memorial to her husband.

**THE CHARLES AND BERTHANIA DONNELLY SCHOLARSHIP FUND** was established in 1970 with a gift from their estate.

**THE JOYCE P. AND DAVID F. DRAKE SCHOLARSHIP FUND** was established in 2008 by Joyce and David Drake in celebration of their 50<sup>th</sup> reunion. Both members of the Class of 1958 and Northfield natives, they wish to extend the opportunity of a Carleton education to young men and women with financial need from their hometown and the surrounding area.

**THE NEIL S. DUNGAY MEMORIAL FUND** was established in 1959 by friends of Dr. Dungay, a Carleton professor for 45 years, to assist pre-medicine and other science students.

**THE PHILIP R. DUNTON SCHOLARSHIP FUND** was established in 1965 with a gift from Philip R. Dunton, to assist students expressing interest in mathematics or the sciences.

**THE ROGER L. ELDRIDGE INTERNATIONAL STUDENT SCHOLARSHIP** was established in 1992 by Joanne E. Swenson Eldridge, to honor her husband, Roger L. Eldridge, Class of 1955 and College Chaplain from 1962 to 1963.

**THE RUDOLPH T. ELSTAD SCHOLARSHIP FUND** was established in 1961 by Mrs. Rudolph T. Elstad, Class of 1919, in memory of her husband, a trustee of the College from 1952 to 1959, to assist students studying mathematics, pre-engineering, or science.

**THE ARTHUR T. ERICKSON SCHOLARSHIP FUND** was established in 1969 through a bequest from the estate of Mr. Erickson, the father of two Carleton students.

**THE MARILYN MINAR ERICKSON MUSIC SCHOLARSHIP** was established in 1981 to honor Marilyn Minar Erickson, Class of 1949, and her life-long love of music, nurtured while she was a student at the College. Income from the fund is awarded to Carleton students from the Upper Midwest who play a stringed instrument.

**THE CLARK D. EVANS SCHOLARSHIP FUND** was established in 1987 by the family and friends of Clark D. Evans, Class of 1980. This scholarship is awarded to entering first-year students based on their academic achievement and ability, and is renewed annually, assuming continued scholarship achievement, during the students' four years at Carleton.

**THE ROBERT FLANAGAN MEMORIAL SCHOLARSHIP FUND** was established in 1974 by friends and associates in memory of Mr. Flanagan. Robert Flanagan served on the Carleton Board of Trustees from 1944 to 1968.

**THE FORD MOTOR COMPANY ENDOWED SCHOLARSHIP** was established in 1996 to assist students majoring in the physical sciences or mathematics.

**THE WINFIELD A. FOREMAN ENDOWED SCHOLARSHIP FOR ACADEMIC EXCELLENCE IN ECONOMICS** is given to students with a track record of academic excellence majoring in Economics. This scholarship was created in May of 2005 by Winfield Foreman's wife, Alice, in honor of her husband's 90th birthday. Mr. Foreman was a member of the Carleton Class of 1937.

**THE ALICE BEAN FRASER SCHOLARSHIP FUND** was established in 1975 with a gift from the estate of Alice Bean Fraser, Class of 1900, to assist minority students.

**THE GAMBLE AND SKOGMO FOUNDATION FUND FOR MINORITY STUDENTS** was established in 1986.

**THE RUTH HARTZELL GAUMNITZ FUND** was established in 1937 by her husband, Carl Gaumnitz, in her memory.

**THE GILLETTE-PIKE SCHOLARSHIP FUND** was established in 1962 by Mr. and Mrs. Allen W. Pike in memory of James R. Gillette, who served for 15 years at Carleton as professor of music, to assist music students.

**THE LAURENCE MCKINLEY GOULD FUND** was established in 1952 as a tribute to former Carleton President Laurence McKinley Gould to assist students majoring in science.

**THE LAURENCE M. GOULD ENDOWED SCHOLARSHIP FUND** was established in 1974 by DeWitt Wallace, founder with Mrs. Wallace of Reader's Digest, to honor his friend, former Carleton President Laurence M. Gould.

**THE SPENCER GOULD '52 AND BARBARA SHARP GOULD '57 ENDOWED SCHOLARSHIP FUND** was established in 2002 by the Class of 1952 in honor of Spencer Gould's 50<sup>th</sup> reunion and to recognize the exceptional generosity of Spencer and Barbara.

**THE PHILIP FARRINGTON GRAY MEMORIAL SCHOLARSHIP FUND** was established in 1927 by friends of Mr. Gray, Class of 1928.

**THE HAZEL L. AMLAND GROSE SCHOLARSHIP FUND** was established in 1975 by Thomas F. Grose in memory of his mother, Hazel Amland Grose, Class of 1922.

**THE DR. M. STUART AND MARION BURNETT GROVE ENDOWED SCHOLARSHIP FUND** was established in 2007 through a gift from the Groves' estate and memorial gifts made by their family and friends. The fund assists students with financial need.

**THE ALICE DAU HAN, R.N., SCHOLARSHIP FUND** was established in 1976 through a bequest from her husband, Dr. Maolin Han, Class of 1945, to assist students studying Chinese culture, language, and/or history.

**THE MALCOLM B. HANSON MEMORIAL SCHOLARSHIP FUND** was established in 1974 by Josephine O. Hanson in honor of her late husband, Malcolm Hanson, Class of 1920, to assist students of Scandinavian descent.

**THE JOSEPHINE LOUISE HARPER MEMORIAL SCHOLARSHIP FUND** was established in 1926 by Mrs. J. L. Harper as a memorial to her daughter.

**THE ADA M. HARRISON ENDOWED SCHOLARSHIP FUND** was established in 2000 from Professor Harrison's estate and with memorial gifts from her former students and colleagues. Ada M. Harrison taught economics at Carleton from 1948 until her retirement in 1979.

**THE JOSEPHINE NEWTON HART SCHOLARSHIP FUND** was established in 1963 by a gift

from the estate of Josephine Newton Hart, Class of 1900.

**THE WILLIAM RANDOLPH HEARST ENDOWED SCHOLARSHIP FUND** was established in 1991 by The Hearst Foundation, Inc. of San Francisco.

**THE LUCILLE R. AND PETER F. HEINTZ ENDOWED SCHOLARSHIP FUND** was established in 1997 to support students of need with priority given to students from Chickasaw County, Iowa or from other rural areas in Iowa.

**THE DOW ZACHARY HELMERICH SCHOLARSHIP FUND** was established in 1989 by Walter H. Helmerich, III, to honor his son “Zak” Helmerich, Class of 1980, and to assist students from Oklahoma.

**THE PAT AND PAULINE HERMAN SCHOLARSHIP FUND** was established in 2001 through a bequest from the Hermans. Preference is given to students from Guam, or specified schools in India or the city of Oak Park, Illinois.

**THE ROBERT J. “BOB” HERMECKE AND ARNOLD J. “ARNIE” HILLESTAD ENDOWED SCHOLARSHIP FUND** was established in 1999 through an estate gift from Arnold J. Hillestad. This fund supports students studying the piano.

**THE JEAN R. AND RICHARD H. HOPPIN SCHOLARSHIP** was established in 1986 by Richard H. Hoppin, Class of 1936, to assist students in the Departments of English and Music. One award is made each year and alternates between English and Music majors.

**THE GEORGE A. HORMEL AND COMPANY SCHOLARSHIP** was established in 1984 to assist students from Austin, Minnesota, and vicinity.

**THE A.D. AND M.A. HULINGS ’36 MEMORIAL SCHOLARSHIP FUND** was created in 1994 by Carleton alumni, faculty, staff, and friends of A.D. “Bill” and M.A. “Betty” Hulings, both from the Class of 1936. Bill and Betty both served as trustees of the College.

**THE HUNT SCHOLARS ENDOWED SCHOLARSHIP FUND** was established in 1999 with a gift from the estate of Sam E. Hunt. The fund provides financial support for two students of color, one male and one female, who demonstrate deep financial need and have a strong academic record.

**THE SARAH B. HYDE SCHOLARSHIP FUND** was established in 1897 with a gift from the estate of Sarah B. Hyde.

**THE HORACE HILLS IRVINE SCHOLARSHIP FUND** was established in 1958 by Mrs. Irvine in memory of her husband, a Carleton trustee from 1930 to 1947, to assist students majoring in any field of science.

**THE ANDREA GROVE ISEMINGER ’59 ENDOWED SCHOLARSHIP FUND FOR OFF-CAMPUS STUDIES** was created in 2001, honoring Andrea Grove Iseminger and her distinguished service to Carleton. As director of Off-Campus Studies, Ms. Iseminger matured and expanded Carleton’s program which has been described as one of the best in the nation. Scholarships provide financial resources each year for off-campus study and travel for students with demonstrated financial need enrolled in Carleton sponsored programs.

**THE IVES SCHOLARSHIP FUND** was established in 1888 by Dr. Charles L. Ives.

**THE MILDRED LAURA JAYNES SCHOLARSHIP** was established through a bequest from Mildred Laura Jaynes, to assist students in the Physical Education Department.

**THE OWEN JENKINS HONORARY SCHOLARSHIP** was initiated in 1997 by gifts from alumni,



family and friends in honor of Professor Owen Jenkins' 43 years of distinguished service to the College and recognition of his retirement. This fund provides financial assistance for junior or senior English majors who demonstrate financial need. Of the English majors demonstrating need, the one with the highest grade point average will receive support from the Jenkins Fund.

**THE JAMES EDWIN JENKS SCHOLARSHIP FUND** was established in 1972 through a bequest from Marion S. Jenks in memory of her husband James, Class of 1895, to assist male students with financial need.

**THE LOWELL E. AND ADA WHITING JEPSON SCHOLARSHIP FUND** was established in 1981 by Katharine Jepson Jackson, Class of 1914, in memory of her parents, Ada Whiting Jepson, Class of 1888, and Lowell Jepson, Class of 1887 and a Carleton trustee from 1898 to 1938.

**THE LYDIA M. JEWETT SCHOLARSHIP FUND** was established in 1881 with a gift from the estate of Lydia M. Jewett to support daughters of clergyman.

**THE ROSALIND GESNER JOHNSON '54 MEMORIAL ENDOWED SCHOLARSHIP FUND** was established in 2001 in anticipation of the Class of 1954's 50th Reunion by Louise Heffelfinger. This fund recognizes her close friend and classmate, Rosie Johnson.

**THE JOYCE FOUNDATION SCHOLARSHIP FUND** was established in 1983 to assist minority students at Carleton.

**THE LYDIA S. AND CLARENCE E. TILLBERG AND JEROME J. AND LORRAINE T. KAPITANOFF SCHOLARSHIP FUND** was established in 2005 with a gift from the estate of Lorraine Tillman Kapitanoff, Class of 1939.

**THE KAUTZ FAMILY ENDOWED SCHOLARSHIP** was established in 2008 with a gift from the Kautz Family Foundation to honor Leslie Barnes Kautz '80 and the excellent liberal arts education she received at Carleton. The fund assists students with financial need, with preference for first generation college students.

**THE FRANK B. KELLOGG FOUNDATION SCHOLARSHIP FUND** was established in 1937 by Senator and Secretary of State Frank B. Kellogg, to assist students with an interest in international relations and the study of other governments and cultural groups.

**THE FRED C. AND BEATRICE E. KENNEDY GEOLOGY FUND** was established in 1998 by Mr. Kennedy. The fund supports student scholarships and the maintenance of the rare mineral species collection donated by Mr. Kennedy.

**THE WALTER AND CAROLYN KERN FUND** was established in 1944 through a bequest from Walter Kern, whose wife Carolyn Evans Kern graduated in 1900.

**THE HAROLD P. KLUG MUSIC SCHOLARSHIP** was established in 1994 through a bequest from Mr. Klug to support students interested in music.

**THE WARREN P. KNOWLES ENDOWED SCHOLARSHIP FUND** was established in 1994 through a bequest from Mr. Knowles, Class of 1930 and former Governor of Wisconsin. Income from the fund assists students who have completed their first year and are going to complete their education at Carleton.

**THE KUEFFNER ENDOWED SCHOLARSHIP FUND** was established in 2000 by Mary-Hill French, Class of 1938, and William R. Kueffner, Class of 1941, in honor of their parents, Helen S. and William Ruesch Kueffner.

**THE GEORGE H. LAMSON ENDOWED SCHOLARSHIP FOR INTERNATIONAL STUDENTS** was established in 2003 with gifts from friends, family, alumni, and colleagues of Professor Lamson to honor his 33 years of distinguished service to the College.

**THE CLAIRE SCHMUCKEL LANDAU '37 ENDOWED SCHOLARSHIP** was established in 2002 by Richard and Claire Landau to support students studying music.

**THE ELIZABETH J. LARIMORE AND MAUDE I. MATHEWS MEMORIAL FUND** was established in 1965 through a bequest from Elizabeth J. Larimore as a memorial to Elizabeth J. Larimore, Class of 1893, and her sister Maude I. Mathews, Class of 1895.

**THE ROBERT F. LEACH MEMORIAL SCHOLARSHIP FUND** was established in 1971 by friends and associates of Robert F. Leach, Class of 1931 and a Carleton trustee from 1960 to 1970.

**THE RALPH N. LEUTHOLD SCHOLARSHIP FUND** was established in 1961 to assist deserving students, preferably from southern Minnesota.

**THE HAZEL M. LEWIS MEMORIAL SCHOLARSHIP FUND** was established in 1962 by her family and friends in memory of Hazel M. Lewis, Dean of Women from 1943 to 1958.

**THE MARY ELLEN LEWIS '28 SCHOLARSHIP FUND** was established in 1998 through a bequest from Mary Ellen Lewis.

**THE MIRIAM LOSS LEWY '44 SCHOLARSHIP** was created in 1996 as a tribute to Mrs. Lewy.

**THE DR. AND MRS. HYME LOSS SCHOLARSHIP FUND** was established in 1975 by Adith Loss Miller, Class of 1939, and her husband Benjamin, to honor Mrs. Miller's parents. Dr. Hyme Loss taught at Carleton from 1926 to 1955 and was chairman of the Department of Romance Languages from 1942 until his retirement.

**THE FRANCES P. LUCAS SCHOLARSHIP FUND** was established in 1975 by Frances P. Lucas, wife of Ward Lucas, Carleton trustee from 1941 to 1961. Income from the fund is awarded, when possible, to students who are residents of Winona County, Minnesota.

**THE WARD LUCAS SCHOLARSHIP FUND** was established in 1956 by Frances P. Lucas as a memorial to her husband Ward, a Carleton trustee from 1941 to 1961.

**THE RALPH B. AND NANCY LYNN SCHOLARSHIP FUND** was established in 1984 by Ralph B. Lynn, Class of 1932, and his wife Nancy.

**THE JACKY TRAGER MAGUIRE SCHOLARSHIP IN ENGLISH LITERATURE** was established in 1994 by family and friends as a memorial to Jacquelyn Marie Trager Maguire, Class of 1947, to assist students studying English Literature.

**THE JOHN W. MAHAN MEMORIAL FUND** was established in 1957 through bequests from his wife Hortense B. Mahan and daughter Marjorie E. Mahan, Class of 1921, to assist students, preferably from St. Paul and suburbs.

**THE JOE AND DONNA MARKLEY SCHOLARSHIP FUND** was established in 1979 by Joseph H. Markley, Class of 1917, and Donna Rosebrock Markley, Class of 1919.

**THE MARJORIE MARSHALL SCHOLARSHIP FUND** was established by Irl H. Marshall in honor of his daughter, Class of 1951.

**THE MARYHILL ENDOWED SCHOLARSHIP FUND** was established in 2007 by Mary F. Carson and K. Paul Carson, Jr., parents of three Carleton graduates.

**THE JAMES C. MASSON SCHOLARSHIP FUND** was established in 1976 through a bequest from Dr. James C. Masson.

**THE PHILIP A. MCADAM SCHOLARSHIP FUND** was established in 1959 by the parents of Philip McAdam '41 who was killed in action during WWII. The fund assists students with financial need.

**THE MCDONALD SCHOLARSHIP FUND** was established in 1964 to honor the memory of Willis James and Isabelle Stewart McDonald, K. J. McDonald, Class of 1920, and W. Stewart McDonald, Class of 1922 and a trustee of the College from 1951 to 1967.

**THE MCKNIGHT FOUNDATION ENDOWED SCHOLARSHIP FUND** was established in 1975 to assist minority students.

**THE MEAD WITTER FOUNDATION ENDOWED SCHOLARSHIP FUND** was established in 2004 for Carleton students from Wisconsin.

**THE CHARLES E. MERRILL SCHOLARSHIP FUND** was established with gifts in 1960 and 1968 from the Charles E. Merrill Trust, to assist students from small mid-western towns.

**THE CHARLES E. MERRILL SCHOLARSHIPS** were established in 1977 to assist students from small communities in Minnesota, Iowa, North and South Dakota, and Wisconsin.

**THE GEORGE AND RUTH MESTJIAN SCHOLARSHIP FUND** was established in 2008 through a gift from the Mestjians' estate to support students with financial need who have "struggled mightily to help themselves."

**THE JOHN M. AND MINNIE S. MILLEN MEMORIAL SCHOLARSHIP FUND** was established in 1931 by friends of Mr. Millen. Mr. Millen was a track coach at Carleton in the 1920s. The name of the scholarship was changed in 1997 to include Mrs. Millen's name.

**THE ADITH LOSS MILLER '39 MEMORIAL SCHOLARSHIP** was established in 1998 by Benjamin A. Miller in loving memory of his wife Adith.

**THE ALLICE ARCHIBALD MINOR AND JOEL P. HEATWOLE FUND** was created by combining two separate funds in 1965 as a memorial to Allice Archibald Minor, to assist students who are graduates of Northfield High School or residents of Northfield and vicinity.

**THE WILLARD WHITCOMB MORSE MEMORIAL FUND FOR CARLETON COLLEGE** was established in 1961 by the Morse Foundation of Minneapolis, Minnesota, as a memorial to Willard Morse, to assist students studying English and/or history.

**THE CHARLES A. MOSES '49 ENDOWED SCHOLARSHIP** was established in 2002 with a bequest from Mr. Moses' estate. Preference is given to students intending to major in economics.

**THE MULTICULTURAL ALUMNI NETWORK (MCAN) SCHOLARSHIP** was created in 1999 by Carleton alumni, faculty, staff, and friends to provide scholarship aid to Carleton students of color.

**THE LAURA JANE MUSSER ENDOWED SCHOLARSHIP FUND** was established in 1992 by the trustees of The Musser Fund in memory of Laura Jane Musser to provide aid to students of color with demonstrated financial need.

**THE ROBERT EATON NASON MEMORIAL SCHOLARSHIP FUND** was established in 1931 as a memorial to Robert E. Nason, Class of 1931.

**THE EARL A. NEIL '57 ENDOWED SCHOLARSHIP** was created in 2005 by Phillip G. Schmid '57 and Joanne M. Schmid P'84 to honor Phil's friend and classmate, Earl A. Neil '57. This fund provides scholarship aid to Carleton students with demonstrated financial need, with a preference given to students from minority or traditionally disadvantaged backgrounds.

**THE ANN NICOLE NELSON '93 MEMORIAL SCHOLARSHIP FUND** was established in 2003 to honor the memory of Ann Nelson, Class of 1993, who lost her life in the World Trade Center on September 11, 2001.

**THE MABEL HUNTOON NELSON FUND** was established in 1966 through a bequest from Mabel H. Nelson, Class of 1915, to assist talented music students.

**THE MALCOLM J. NELSON SCHOLARSHIP FUND** was established in 1997 by Robert W. Nelson, Class of 1962, and Carolyn Williamson Nelson, Class of 1963, in memory of Robert's father, Malcolm J. Nelson. The scholarship is awarded to students from rural areas or small towns in Minnesota with preference given to students from the counties of Otter Tail or Mahnomen.

**THE ERNEST AND EDNA NEWHOUSE ENDOWED SCHOLARSHIP FUND** was established in 2005 from the estate of Mr. Newhouse, Class of 1935.

**THE NORTHWEST PAPER FOUNDATION SCHOLARSHIP FUND** was established in 1969 by the Northwest Paper Foundation.

**THE LAVERNE NOYES FOUNDATION SCHOLARSHIP FUND** was established in 1937 by the trustees of the estate of LaVerne Noyes, to assist students who are descended from veterans of World War I.

**THE MARY JUSTINE OENNING '28 MEMORIAL SCHOLARSHIP** was established in 1998 through a bequest from Mary Oenning's estate.

**THE OGDEN-WILKINSON SCHOLARSHIP FUND** was established in 1980 by J. Humphrey Wilkinson, Class of 1916, and by gifts from Dr. Warner Ogden, Class of 1916, and his son Dr. Harry S. Ogden, Class of 1945, in honor of J. Humphrey Wilkinson and his classmate and friend, Dr. Warner Ogden.

**THE ANN ELIZABETH OLIVER SCHOLARSHIP** was established in 1993 by Julia and Gay Oliver and the Borg Warner Foundation in memory of the Olivers' daughter Ann, Class of 1994, who died of cancer.

**THE OSCAR AND MAUDE OLSON SCHOLARSHIP FUND** was established in 1984 by a bequest from their daughter Helen K. Dundas, Class of 1926, to assist women students, preferably those interested in a business career.

**THE J. FALCONER PATERSON AND KATHERINE K. PATERSON SCHOLARSHIP FUND** was established in 1996 through a bequest from the Patersons. Assistance is awarded to students demonstrating financial need with preference given to students interested in optometry.

**THE BOWMAN W. PATTEN SCHOLARSHIP FUND** was established in 1944 in memory of Bowman W. Patten, a friend of the College, to assist a senior planning to study for the ministry.

**THE CAROLINE F. PEINE '47 ENDOWED SCHOLARSHIP** was established in 1997 by Caroline F. Peine, to assist students from Kansas.

**THE JESSE F. PERRIN SCHOLARSHIP FUND** was established in 1971 by Homer Surbeck in honor of his boyhood friend, Reverend Jesse Perrin, Class of 1925.

**THE CLIFTON E. PETERSON, M.D. '50 SCHOLARSHIP FUND** was established by Dr. Peterson in 2001 to assist students from the Iowa counties of Franklin, Hancock, and Wright, and the Wisconsin counties of Ozaukee and Polk.

**THE PROFESSOR JOHN PHELAN MEMORIAL SCHOLARSHIP** was established through a bequest from Robert L. Currie '44 in 2001. Professor Phelan taught sociology and anthropology at Carleton from 1932 until 1950. This scholarship assists students studying sociology or social work.

**THE PILLSBURY COMPANY SCHOLARSHIP** was established in 1985 by the Company as part of the College's scholarship endowment for minority students.

**THE PRENTISS SCHOLARSHIP FUND** was established in 1934 by the board of trustees of the Prentiss estate as a memorial to Mr. and Mrs. Samuel Prentiss (Maud Laird), in acknowledgment of their long interest in Carleton.

**THE NICHOLAS '37 AND VIRGINIA G. PUZAK ENDOWED SCHOLARSHIP FUND** was established in 1999 and is awarded to students who graduate from high schools in Minnesota.

**THE WILLIAM HERMAN QUIRMBACH SCHOLARSHIP FUND** was established in 1985 by relatives and friends of William Herman Quirmbach, to assist students of high academic achievement who participate in the extracurricular life of the College.

**THE EBENEZER G. RANNEY SCHOLARSHIP FUND** was established in 1926 by Ebenezer G. Ranney.

**THE READER'S DIGEST FOUNDATION SCHOLARSHIP FUND** was established in 1965.

**THE RELIASTAR SCHOLARSHIP FUND** was established in 1997 by the Minnesota-based ReliaStar Foundation. Scholarship assistance is awarded to juniors or seniors majoring in economics, mathematics, computer science, or related fields.

**THE REMEMBRANCE OF WAR, PURSUIT OF PEACE SCHOLARSHIP** was established in 1995 by gifts from members of the Class of 1945 on the 50th anniversary of their graduation from Carleton. Their scholarship fund supports two scholarships, one for a junior and one for a senior student, in hope that their education will have some impact on the world's search for peace.

**THE EDITH GARRISON REYNOLDS ENDOWED SCHOLARSHIP FUND** was established in 1992 through a bequest from Edith Garrison Reynolds, Class of 1932.

**THE C. EUGENE RIGGS SCHOLARSHIP FUND** was established in 1972 by C. Eugene Riggs.

**THE MABEL E. P. RIGGS FUND** was established in 1946 by her husband C. E. Riggs to assist students with demonstrated need, preferably female students.

**THE JESSE SQUIBB ROBINSON SCHOLARSHIP IN ECONOMICS** was established in 1977 by Freda Dungay Robinson in memory of her husband Jesse, a member of the economics department from 1920 to 1953, to assist students studying economics.

**THE RICHARD AND ELIZABETH RODGERS ENDOWED SCHOLARSHIP FUND** was established in 1996 through an estate gift of Richard S. Rodgers, Class of 1926, to support upper class students with financial need during their final two years at Carleton.

**THE JANET VIEREGG ROSSOW '59 MEMORIAL SCHOLARSHIP** was established in 1995 by her husband Edwin Rossow, '59 to recognize and perpetuate within the Carleton community the spirit of the love of art that was central in Janet's life. This scholarship is awarded to a senior Studio Art or Art History major with good academic standing, demonstrated financial need, and who best exemplifies

Janet's love of art and her commitment to enrich the lives of members of her local community.

**THE VICTORIA ANN RUPP '66 ENDOWED SCHOLARSHIP FUND** was established in 2007 with a gift from Victoria Ann Rupp, Class of 1966 and long time member of the Carleton Alumni Adventures Travel Committee and the Alumni Council.

**THE CHARLOTTE M. SANFORD SCHOLARSHIP FOUNDATION** was established in 1993 through a bequest from Charlotte Mead Sanford of St. Paul to provide financial aid for deserving music, art, and modern language students. Ms. Sanford did not attend Carleton, but some of her closest friends were alumni and staff.

**THE SCHOLARSHIP FOR INTERNATIONAL STUDENTS** was established by an anonymous donor in 2004 to provide financial support for international students enrolled at Carleton.

**THE DONALDA D. SCHNEIDT SCHOLARSHIP FUND** was established in 1970 through a bequest from Donalda D. Ludwig Schneidt, Class of 1906.

**THE LOUISE E. SCHUTZ SCHOLARSHIP FUND** was established in 1966 through a bequest from Louise E. Schutz, Class of 1907.

**THE HIRAM ARTHUR SCRIVER FUND** was established in 1944 by the Arthur T. Scriver family in memory of Hiram Arthur Scriver, Class of 1881 and a trustee of the College from 1900 to 1922, and his grandson, also Hiram Arthur Scriver, Class of 1943.

**THE WILLIAM H., MARY L., AND M. LEITH SHACKEL SCHOLARSHIP FUND** was created in 1955 by Leith Shackel, Class of 1929 and former Director of Placement and Dean of Women at Carleton, as a memorial to her parents. When Leith passed away in 1996, the memorial scholarship expanded to commemorate her life, as well.

**THE SHELDAHL - JAMES S. WOMACK ENDOWED SCHOLARSHIP FUND** was established in 1992 by Sheldahl Incorporated to honor retiree James S. Womack whose career at Sheldahl spanned 35 years. Mr. Womack had a strong commitment to the Northfield community and to Carleton College.

**THE MICHAEL T. SHELTON '79 SCHOLARSHIP FUND** was established in 1998 through a bequest from Michael T. Shelton to assist senior students who have a proven record of helping others and exhibit a good sense of humor.

**THE PROFESSOR ROSS SHOGER SCHOLARSHIP** was established in 2007 by Professor Shoger and his wife, Jan, to assist students with financial need, with preference to students participating in Carleton's pre-medical program.

**THE DR. A. E. AND RUTH SIMONSON SCHOLARSHIP FUND** was established in 1971 through a bequest from Dr. A. E. Simonson in memory of his wife Ruth, Class of 1917, to assist students, preferably graduates of Pelican Rapids (Minnesota) High School.

**THE FRED G. SIMONTON ENDOWED SCHOLARSHIP FUND** was established in 1986 with gifts received in memory of Fred G. Simonton. Students with a rural or small community background from the states of Montana, Wyoming, Colorado, Kansas, Nebraska, North Dakota, South Dakota, Minnesota, and Iowa will receive priority.

**THE SKILLMAN FOUNDATION SCHOLARSHIP** was established in 1975 by The Skillman Foundation in honor of Mrs. Robert H. Skillman.

**THE NATALIE TOWERS SLACK SCHOLARSHIP FUND** was established in 1966 by Ralph Towers, in honor of his daughter Natalie, Class of 1956, to assist students interested in music.

**THE SLOCUM FUND** was established in 1984 by members of the Slocum family, to assist deserving students, preferably female students from southwestern Minnesota.

**THE CHARLES L. SMITH, JR. SCHOLARSHIP** was established in 1985 by Mr. Smith, a Carleton parent and past trustee, as part of the College's scholarship endowment for minority students.

**THE GEORGE T. SOMERO MEMORIAL SCHOLARSHIP FUND** was established in 1972 by his wife Mary E. Somero and his son and daughter-in-law, Dr. George N. Somero, Class of 1962, and Dr. Meredith C. Somero, in honor of George T. Somero. First preference will be given to students from Ely, Minnesota, and a secondary preference to Minnesota students from schools located within 100 miles of Ely.

**THE BIRUTA K. SOMMER SCHOLARSHIP FUND** was established in 1975 through a bequest from Biruta K. Sommer, a friend of the College, to assist students studying German literature.

**THE KELLEY SRIVER ENDOWED SCHOLARSHIP** was created in 2005 by Christina Kelley Sriver '93 and Joe Kelley Sriver. Preference for these awards will be given to students who participate in or are eligible for the TRIO/SSS program.

**THE C.V. STARR SCHOLARSHIP FUND** was established in 1987 to provide financial assistance to students connected with the Asian Studies Program.

**THE NORMAN A. AND BETSY BULLIS STERRIE ENDOWED SCHOLARSHIP FUND** was established in 2002 by Mr. and Mrs. Sterrie with the hope that they could help future Carleton students as they were helped when they were students at Carleton in 1939.

**THE WILLIAM W. STOUT FUND** was founded in 1959 through a bequest from William W. Stout.

**THE SURDNA FOUNDATION SCHOLARSHIP** was established in 1985 to assist minority students.

**THE THURLO B. THOMAS SCHOLARSHIP FUND** was established in 1972 by former students and friends of Dr. Thurlo B. Thomas, Professor of Zoology for 27 years. This fund assists students majoring in biology, preferably those who intend to pursue medicine as a career.

**THE JAMES R. THORPE ENDOWED SCHOLARSHIP FUND** was established through a bequest from James R. Thorpe, to assist students from Minnesota or the Upper Midwest (North Dakota, South Dakota, Iowa, and Wisconsin).

**THE CAROLYN KLEPFER AND THOMAS OLIVER THORSEN '53 ENDOWED SCHOLARSHIP** was established in 2003 through the estate of Thomas O. Thorsen, Class of 1953. Preference for awards from this fund will be given to students from the Brainerd Lakes area with an interest in economics or to students majoring in economics.

**THE GRETCHEN KAISERMAN TRAGER SCHOLARSHIP FUND** was established in 1991 by Jacquelyn Trager Maguire, Class of 1947, and her husband Walter as a memorial to Jacquelyn's mother Gretchen Kaiserman Trager, Class of 1918, to assist music majors.

**THE U.S. BANK SCHOLARSHIP FUND** (formerly The First National Bank of St. Paul Scholarship Fund) was established in 1969 by the board of directors of the bank.

**THE ADDIE BIXBY UPHAM FUND** was established in 1935 through a bequest from Warren Upham as a memorial to his wife, to provide assistance to students with rural backgrounds.

**THE CORNELIA F. AND FRANCES O. VAIL ENDOWED MUSIC SCHOLARSHIP** was established in 2003 by Judson F. Harmon, class of 1956. Mr. Harmon created this fund as a tribute to his

grandmother, Cornelia Vail, and his aunt, Frances O. Vail, Carleton Class of 1923. The scholarship provides assistance to students studying music.

**THE ELIZABETH WARREN AND FRANCES R. WARREN SCHOLARSHIP FUND** was established in 1993 through a bequest from Frances R. Warren, Class of 1931, to assist worthy students with demonstrated financial need — students less fortunate than Frances and her sister Elizabeth Warren, Class of 1925.

**THE WILLIAM W. WATSON MEMORIAL FUND** was established in 1955 by Dr. Percy T. Watson, Class of 1903, and Mrs. Watson (Clara French), Class of 1903, as a memorial.

**THE DR. ARTHUR WEILAND FUND** was established in 1982 as a memorial to Dr. Arthur Weiland, Class of 1917.

**THE FLORENCE RICE WELLMAN SCHOLARSHIP FUND** was established in 1974 through a bequest from Florence R. Wellman, Class of 1908, to assist students studying chemistry or music.

**THE MAY CRAVATH WHARTON FUND** was established in 1960 through a bequest from William B. Cravath as a memorial to his sister, Dr. May Cravath Wharton, Class of 1894.

**THE DAVID WHITCOMB SCHOLARSHIP FUND** was established in 1887 by David Whitcomb to assist female students.

**THE ELLEN M. WHITCOMB SCHOLARSHIP FUND** was established in 1888 by David Whitcomb, in memory of his daughter Ellen, to assist children of missionaries and clergymen.

**THE CHARLOTTE WILLARD SCHOLARSHIP FUND** was established in 1959 through a bequest from Nellie Gregg Hurst, Class of 1898, in honor of Charlotte Willard, a former faculty member.

**THE WINONA SCHOLARSHIP FUND** was established by Mrs. Frances Laird Bell in 1917, to assist students from Winona County, Minnesota.

**THE FRANK L. AND JOY G. WOLF ENDOWED SCHOLARSHIP FUND** was established in 2000 by Joy G. Wolf, along with family, friends, and colleagues to honor Frank's memory. Professor Wolf taught mathematics at Carleton from 1952 until his retirement in 1989. Students from Crow Wing, Aitkin, and Mille Lacs Counties of Minnesota are given preference for awards.

**THE ARNOLD R. WOLFF SCHOLARSHIP** was established in 1985 by Mr. Wolff, Class of 1940, as part of the College's scholarship endowment for minority students.

**THE BARBARA MARTIN WOODARD ENDOWED SCHOLARSHIP FUND** was established in 1998 by Grant Woodard '45 in memory of his wife, Barbara, Class of 1945. This scholarship is awarded to one or more students whose educational interest is in social work.

**THE W. SCOTT WOODWORTH MEMORIAL FUND** was established in 1929 by Mr. and Mrs. Sumner T. McKnight to assist students of music.

**THE YOUNG QUINLAN SCHOLARSHIP FUND** was established in 1968 by the Young Quinlan Company of Minneapolis.

**THE ALICE N. YOUNGS SCHOLARSHIP FUND** was established in 1970 by Edwin B. Youngs, Class of 1963, as a memorial to his wife.



## CURRENT SCHOLARSHIP AWARDS

The following grants and awards provide scholarship money for students demonstrating financial need. As with the endowed scholarship funds, students need not apply for these scholarships directly; they are awarded at the discretion of the College and administered as an integral part of Carleton's financial aid program.

**THE CHARLES AND ELLORA ALLISS EDUCATIONAL FOUNDATION SCHOLARSHIP**, created in 1960 under the will of Charles Clifford Alliss, offers scholarship aid to residents of Minnesota.

**THE DAVIES SCHOLARSHIP** was established in 1983 by Mr. and Mrs. John G. Davies to provide financial assistance to students from single-parent households. The Davies are the parents of Wanda Davies, Class of 1978.

**THE DONALD SCHOLARS FUND** was established in 2001 by Arnold and Hazel Donald, Carleton alumni from the Class of 1976. Recipients are selected from applicants of St. Augustine High School and Xavier University Preparatory School in New Orleans, Louisiana.

**THE DOOR COUNTY SCHOLARSHIP** was established by Spencer '52 and Barbara '57 Gould in 2003. Preference for awards will be made to students originally from Door County, Wisconsin. Scholarships may also be awarded to students from small towns and rural areas of Wisconsin, or to students of color from Wisconsin.

**THE DOW CHEMICAL COMPANY FOUNDATION SCHOLARSHIP** is awarded annually to chemistry majors planning to continue their studies at the graduate level.

**THE MARY FJELSTAD FACCIANI SCHOLARSHIP** was established in 1980 and is funded by Clara Facciani and Rudolph Facciani in memory of their daughter-in-law Mary, Class of 1971, to assist music students at Carleton.

**THE FIRST NATIONAL BANK OF NORTHFIELD SCHOLARSHIP** was established in 1998 for the benefit of Northfield High School graduates. Two scholarships are awarded each year to first year students and are renewable based on academic performance.

**THE GEORGE INTERNATIONAL FELLOWS FUND** was established in 1999 by the George Family Foundation. Preference for awards will be given to students from developing nations who demonstrate economic need and exceptional academic potential and promise.

**THE ADA HARRISON SCHOLARSHIP FOR THE CAMBRIDGE EXPERIENCE** was created in 1996 by the Weissman family to honor Ada Harrison, a 30-year member of the economics department faculty. The fund supports students with financial need who attend the Carleton Economics Seminar in Cambridge, England.

**THE CLAIRE SCHMUCKEL LANDAU '37 ENDOWED SCHOLARSHIP** was established in 2002 by Richard and Claire Landau to support students studying music.

**THE VERNON JAMES PICK FOUNDATION SCHOLARSHIP** is funded by the Vernon James Pick Foundation and awarded to junior or senior science majors of outstanding merit.

**THE BEVERLY OYLER SHIVERS '56 OFF-CAMPUS STUDY FUND** was created in 1998 to support students who are attending a Carleton sponsored off-campus program in France or in French-speaking countries.

**THE JUDITH ANN SOSTED '61 SCHOLARSHIP FUND FOR OFF-CAMPUS STUDIES** was established in 2003 to support female students participating in an off-campus study program.

**THE STARR FOUNDATION SCHOLARSHIP FOR THE “ASIA IN COMPARATIVE PERSPECTIVE” PROGRAM** was established in 1997 by the Starr Foundation to support students attending Carleton from Asian countries.

**SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS** are available through limited funds provided to the College each year by the federal government. Grants are restricted to students with exceptional financial need.

## FELLOWSHIPS AND PRIZES

The following prizes and research opportunities are open to all students in the groups indicated.

**THE FRANCES AND ROL ALLENSWORTH ENDOWED GEOLOGY FUND** was established in 2001 through the will provision of Georgina Michl '96. This fund provides for visiting lecturers, a geology research associate, and a stipend/fellowship for student research and travel.

**THE JOHN K. BARE PRIZE IN PSYCHOLOGY** was established in 1983 by students, colleagues, friends, and family of Dr. John Bare to honor him for his many contributions to his students, to Carleton's Department of Psychology, and to psychology teaching in America. This prize is awarded annually to a member of the senior class who has demonstrated outstanding achievement in the study of psychology.

**THE JAMES S. BERGLUND SOCIAL SCIENCE PRIZE** was established in 1962 by friends and classmates of James S. Berglund, who died shortly after his graduation in 1961. The prize is awarded annually for the best essay or research paper written in the social sciences.

**THE SCOTT TYLER BERGNER PRIZE FUND** was established in 1978 by Mr. and Mrs. Carsten Retrum in memory of Scott Tyler Bergner, son of Susan Retrum Bergner, Class of 1969, and Jeffrey T. Bergner, Class of 1969. The prize is awarded each year to a member of the senior class who has an outstanding academic record and who has demonstrated excellence of thought and character. The prize will be used to further the pursuit of excellence.

**THE BERNSTEIN DEVELOPMENT FOUNDATION GEOLOGY ENDOWMENT** was established in 1985 to support geological field study, research for students, and opportunities for students to present original research at professional meetings.

**THE CATHERINE E. BOYD PRIZE IN MEDIEVAL AND RENAISSANCE STUDIES** was established in 2001 by an anonymous donor. The prize is awarded for the best research essay in any relevant field.

**THE CARLETON TONI AWARD IN THE ARTS** was established in 1996 to honor the memory of Antoinette Sostek, dance instructor at Carleton from 1971 to 1996. The prize is awarded annually to a junior or senior who most aptly reflects the spirit of Toni's teachings: finds the fun in shared experience; understands that major challenges are overcome through small steps and small triumphs; exults in the joy of personal achievement; and does not let personal limitations or conventional wisdom discourage creative expression.

**THE CLASS OF 1885 PRIZE** is awarded annually to the student submitting the best work of imagination in prose.

**THE CLASS OF 1963 FELLOWSHIPS**, established by gifts from the Class of 1963, are awarded to

qualified students to carry out independent research activities in any field taught at the college or to undertake projects in the creative or performing arts. Normally the fellowships are awarded to juniors for use during vacation periods to support a project unrelated to Carleton course work; occasionally, however, these fellowships may be used during the academic year for projects that would qualify for independent study credit.

**THE MARGARET DALTON CURRAN PRIZE** was established in 1986 by family and friends of Margaret Dalton Curran, Class of 1926. In recognition of the lifelong interest in excellent writing she developed while she was a student at Carleton, this prize is awarded annually to a student submitting the most accomplished academic essay.

**THE DANA AWARD FOR PERSONAL ACHIEVEMENT** was established in 1949 by Ellis H. Dana, Class of 1924, in memory of his grandfather, the Reverend Malcolm McGregor Dana, Trustee of Carleton from 1878 to 1888. The award is given annually as a recognition to a male student in the senior class who, during four years at Carleton College, has shown superior personal achievement in developing a balanced combination of high scholarship, exceptional leadership abilities, and outstanding Christian character, and as a symbol of confidence in the promise of future attainment in his chosen field of public service.

**THE DIMSDALE PRIZE FOR UNDERGRADUATE MEDICAL RESEARCH** was established in 2008 by Dr. Joel Dimsdale, Class of 1968, to support off-campus research by Carleton students who are interested in pursuing a career in medicine.

**THE DR. E. A. FATH ENDOWED RESEARCH FUND** was established in 1986 by Catherine Fath Sherry, Class of 1935. Income from the fund supports student research in astronomy and student travel to major research telescopes.

**THE DAVID JOHN FIELD PRIZE** was established in 1984 by Mr. and Mrs. Harold C. Field as a memorial to their son. The prize is awarded each year to a member of the senior class whose non-athletic activities best exhibit the qualities of imagination, ingenuity, energy, verve, and zest for life which David Field, Class of 1964, exemplified while living with his fellow students at Carleton.

**THE CLINTON FORD RESEARCH FUND** was established in 1983 by Clinton Ford '35 to support student/faculty travel and research in astronomy.

**THE LAURENCE MCKINLEY GOULD PRIZE IN NATURAL SCIENCE** was established in 1979 in recognition of the contributions made to scientific research and to liberal education by Dr. Laurence McKinley Gould, who served as Carleton's president from 1945 to 1962. This prize is awarded annually to a member of the senior class who has demonstrated excellence in experimental scientific research in either biology, chemistry, geology, physics, or psychology and who has studied one of the humanities at a level well beyond the minimum College requirement.

**THE ELE HANSEN AWARD** was established by friends, colleagues, and former students of Dr. Ele Hansen at the time of her retirement in 1986. The award is given annually to two senior female students who bring to sport the joy of participation and who have influenced others through their example, service, and leadership in the athletic or recreation program. This award publicly honors Professor Hansen, Chair of the Women's Physical Education Department from 1952 to 1986, in appreciation of the generosity, enthusiasm, and warmth she shared with generations of Carleton students.

**THE DALE AND ELIZABETH HANSON FELLOWSHIP IN ETHICS** was established in 2008 to honor the generosity of Dale '60 and Elizabeth Hanson, visionaries behind the Ethical Inquiry at Carleton (EthIC) program. The fellowships allow students to pursue research as an extension of work

from a previous course or to examine ethical questions as they relate to their major. The summer research fellowships are awarded to first, second and third year students.

**THE A. M. HARRISON PRIZE IN ECONOMICS** was established in 1979 by former students, friends, and colleagues of Dr. A. M. Harrison at the time of her retirement. The prize recognizes each year the outstanding academic achievements of a graduating economics major at Carleton. It also honors Professor Ada M. Harrison for 30 years of distinguished service to Carleton economics.

**THE EILER HENRICKSON ENDOWMENT FUND FOR FIELD RESEARCH** was established in 1987 to honor Professor Henrickson and his retirement from Carleton. The fund supports field research in geology.

**THE HUNTINGTON POETRY PRIZE** was established in memory of Dr. George Huntington, poet and novelist, professor of logic, rhetoric, and elocution at Carleton from 1879 to 1906. The prize is awarded to the student whose submitted poem, or group of poems, is judged to be the best.

**THE INITIATIVE FOR SERVICE INTERNSHIPS IN INTERNATIONAL DEVELOPMENT** were established in 2003 by Stephen R. West '53 and his wife Phyllis M. West. This Initiative is intended to encourage internships for Carleton students to perform volunteer service in the areas of international community, social, and economic development, including credit and business cooperatives, public wellness and treatment, literacy and education, and other public services in developing countries.

**THE NEIL ISAACS AND FRANK WRIGHT FELLOWSHIP IN INVESTIGATIVE JOURNALISM** was established in 2007 to support students interested in investigative journalism in conjunction with the Center for Investigative Journalism in Berkeley, California.

**THE JARCHOW FELLOWSHIP** was established in 1986 and is awarded annually to an outstanding second-year resident assistant who has demonstrated leadership, integrity, love of the institution and people of Carleton, and other qualities represented by former Dean of Men, Merrill E. "Casey" Jarchow.

**THE JEFFERSON NATURAL SCIENCES TEACHING AWARD** is given annually to a current student who has demonstrated an interest in and capacity for teaching children or adults in the natural sciences. The award may be used for any purpose that would further the student's teaching career.

**THE URSULA HEMINGWAY JEPSON MEMORIAL AWARD** was established in 1968 by Jasper Jay Jepson, Class of 1925, in honor of his wife Ursula Hemingway Jepson, Class of 1925. The fund provides an annual cash award to the outstanding junior studio art student.

**THE PAUL AND LYNN KELLEY ENDOWED FELLOWSHIP FUND** was created in 2005 by Christina Kelley Sriver '93 and Joe Kelley Sriver to honor Christina's parents, Paul and Lynn Kelley, who have done a great deal to support and promote cultural understanding, including medical travels to Central America, years-long service to indigenous and tribal peoples, AIDS work, and much more. The fund is intended to support students with financial need who are doing research fellowships abroad.

**THE ROBERT J. KOLENKOW AND ROBERT A. REITZ ENDOWED FUND FOR STUDENT SCIENTIFIC RESEARCH** was established in 2007 by David Ignat, Class of 1963, to honor Robert J. Kolenkow and Robert A. Reitz, two former members of the physics faculty at Carleton who had a lasting impact on Mr. Ignat's career as a physicist. This fund provides support to Carleton students pursuing research opportunities in the sciences.

**THE IAN KRAABEL MEMORIAL PRIZE** was established in 1987 by classmates and friends of Ian Kraabel, Class of 1985, who died in an avalanche on Mount Baker in the summer of 1986. This award honors Ian Kraabel's unusual intensity, originality, and athletic ability, and is given each year by the History Department to the student who best reflects Ian's personal qualities, including his desire to

pursue understanding and knowledge.

**THE PAT LAMB AWARD** was established in 1994 by former students, colleagues, and friends of Patricia A. Lamb. This award is given annually to two outstanding senior female athletes who have achieved athletic excellence and also a high level of academic achievement. One of those athletes has excelled in team sports, the other in individual sports. This award publicly honors Pat Lamb, Carleton's first Director of Women's Athletics (1970-1985). Professor Lamb was an influential leader in the early development of increased opportunities for women not only at Carleton, but also at the state, regional, and national levels.

**THE SIGRID AND ERLING LARSEN AWARD IN THE CREATIVE AND PERFORMING ARTS** was established in 1961 to honor the memory of Sigrid Larsen, Class of 1962, and her father Erling Larsen, Carleton professor of English from 1956 to 1974. The award is given annually to a student who has done the most memorable or distinguished work in literature, drama, music, art, dance, photography, or film, either as a creator or performer.

**THE LARSON INTERNATIONAL FELLOWSHIPS** were established in 1986 by Robert, Class of 1956, John, Class of 1960, and David Larson, Class of 1963, in memory of their parents Frances W. and Eugene Larson, who had a deep interest in Carleton and were champions of international understanding and involvement. The Fellowships enable students with leadership promise to have a significant international summer experience.

**THE LOFGREN FELLOWSHIP FUND** (Carleton College Alumni Business Program) was established in 1984 by Charles Lofgren Sr., Class of 1927. Fellowships are awarded annually to alumni who wish to undertake an extensive program for mid-career education intended to expand their horizons and leadership roles in the for-profit sector of the economy. Candidates selected may pursue part- or full-time study in graduate Masters of Business Administration or Executive MBA programs.

**THE DAVID MAITLAND—ROBERT WILL PRIZE** was established by Pastor Kirbyjon H. Caldwell '75, and his wife Suzette, to honor two professors who had a major impact on him. This prize is awarded to a student completing their sophomore year who, in the judgment of the Economics Department and the College Chaplain, has shown the greatest capacity to transform a community during their time at Carleton.

**THE ROBERT T. MATHEWS STUDENT FELLOWSHIP FOR ASTRONOMY STUDY** was created in 2003 by Jon Laible '59 to honor the memory of Professor Mathews. This fund supports student research related to the study of astronomy.

**THE ADELAIDE H. MATTESON SERVICE INTERNSHIP** is awarded annually to a junior or senior who has exhibited a high degree of academic achievement, motivation with respect to problem solving, and desire to pursue an environmental career.

**THE ANDREW W. MELLON FOUNDATION UNDERGRADUATE FELLOWSHIPS** were established in 1996 for student research in the humanities, social sciences, and selected natural sciences.

**THE JERRY MOHRIG PRIZE IN CHEMISTRY** was established in 2006 by Jerry Mohrig to recognize a chemistry major who has excelled in the study of chemistry and in undergraduate scientific research. Faculty members of the Chemistry Department participate in the annual selection of candidates.

**THE MORTAR BOARD FUND** was established by members of Mortar Board and is awarded each year for the purchase of books to a member of the previous first-year class who has achieved a distinguished grade point average.

**THE DACIE MOSES AWARD** was established in 1981 by the Alumni Association as a celebration of the warmth, generosity and hospitality of Dacie Moses, who contributed much to the lives of Carleton students. The award is given annually to a student or students who continue to express the hospitality, caring, and concern characteristic of Candace Kelley Moses.

**THE WILLIAM MUIR FUND** was established in 1985 to support the Biology Department. The fund provides for ACM Wilderness Field Station scholarships, a stipend for outstanding juniors interested in plant sciences, the maintenance of the Carleton greenhouse, and a speaker program.

**THE EDWARD H. "TED" MULLIN HISTORY PRIZE** was established in 2007 in memory of Ted, who lost his life to cancer in September 2006 while a student at Carleton. The prize is awarded by the History Department during winter term to the junior history major who most exemplifies Ted's love of history, academic excellence, selflessness, courage, and tenacity. The award is to be used to support travel and/or research opportunities that enhance the student's academic or broader learning journey.

**THE RICHARD T. NEWMAN FAMILY FUND FOR LANGUAGE STUDY INTERNSHIPS** was established in 2004 by Mr. Newman, Class of 1949. The fund supports and encourages students to pursue internships in foreign countries that can lead to career opportunities in the field of foreign languages.

**THE PHILIP H. NILES PRIZE IN MEDIEVAL AND RENAISSANCE STUDIES** was established in 2001 by an anonymous donor. The prize is awarded for the best short essay in any relevant field.

**THE NOYES PRIZES** were founded in 1908 by the late Daniel R. Noyes of St. Paul. Distinguished scholars are selected from a list of eligible members of the senior class, based on grade point average and/or nominations of the faculty.

**THE DAVE OKADA MEMORIAL PRIZE IN THE SOCIAL SCIENCES**, established in 1972, is awarded annually to the social science major who has demonstrated the most remarkable intellectual achievement in his or her studies.

**THE JONATHAN PARADISE ISRAEL EXPERIENCE SCHOLARSHIP** was established by Mansoor Alyeshmerni, Carleton's Hebrew instructor for many years, to honor his teacher, Professor Jonathan Paradise. Its purpose is to provide financial support to Carleton students who wish to learn more about the culture, history, and politics of Israel and to better understand the global community in which they live.

**THE PHI BETA KAPPA PRIZES** are offered annually by the Carleton Chapter of Phi Beta Kappa: one is awarded to a first-year student, a second to a member of the sophomore class. Each student holds the highest class ranking for the year in scholarship among the members of their respective classes.

**THE CHARLES W. POTTS ENDOWMENT FUND** was established in 1986 by his daughters Katherine Potts MacDonald, Class of 1928, and Ruth Potts Culbertson, Class of 1930. Income from the fund supports field study and research for geology students.

**THE REEVE PRIZE** was established in 1881 in memory of Miss Minnie A. Reeve of Minneapolis. A distinguished scholar is selected from a list of eligible members of the senior class, based on grade point average and/or nominations from the faculty.

**THE FRANK LUDWIG ROSENOW FUND** was established in 1973 for student research in biology.

**THE ALLEN AND IRENE G. SALISBURY STUDENT FELLOWSHIP** was established in 1997 by Richard A. Salisbury, Class of 1966, and Irene G. Salisbury. The Fund recognizes the service of James F. Fisher, John W. Nason Professor of Asian Studies and Anthropology. This endowed fund supports

student fellowships for independent research outside the classroom. Students studying any discipline are eligible to receive awards, with preference given to juniors and seniors studying an aspect of Nepal or Asia.

**THE RICHARD A. SALISBURY ENDOWED FUND** was established in 2000 by Richard A. Salisbury '66. These fellowships will provide for independent research in any field taught at Carleton or will allow students to undertake projects in the creative or performing arts. Preference for awards will be given to students studying in Latin America or Africa. Juniors and seniors receive primary consideration for the award.

**THE JEAN SCHMIDT PRIZE**, created in memory of Jean Schmidt, Class of 1973, is awarded annually to that student who embodies Jean's enthusiasm for learning and love of people.

**THE SECOND CENTURY STUDENT AWARD** honors a member of the Carleton student body who has made an outstanding contribution to the College through significant service to others. The award is not intended to recognize academic or political success, but rather to honor service on- or off-campus which in other ways enriches and strengthens the institution and the lives of its members.

**THE M. LEITH SHACKEL INTERNSHIP ENDOWMENT FUND** was created in 2005 by Margaret and Walter Wales in commemoration of their 50<sup>th</sup> reunion celebrations. The fund supports Carleton students who participate in internships and honors Dr. Shackel who held various offices at Carleton from 1946 through 1973 including Director of the Placement Office and Dean of Women.

**THE HARRIET SHERIDAN ENDOWED PRIZE** was established by Pastor Kirbyjon H. Caldwell '75 and his wife Suzette, to honor Professor Sheridan, former acting president, dean, and professor of English at Carleton, who had a major impact on Pastor Caldwell when he was a student. Additional funding has been provided by John Bullion '74 and his wife Betty. The purpose of this prize is to recognize qualities that are important in defining a Carleton education - in this instance, writing ability. This prize is awarded to a student completing their sophomore year who, in the judgment of the Chair of the English Department and the Coordinator of the Writing Program, has shown the greatest growth in writing ability in the first two years at Carleton.

**THE BARDWELL SMITH PRIZE FOR EXCELLENCE IN THE STUDY OF RELIGION**, established in 2006 on the occasion of the 50th anniversary of Carleton's Department of Religion, celebrates the leadership and career of the John W. Nason Professor of Religion and Asian Studies, Bardwell L. Smith. The prize is awarded each year by the Department of Religion to a student who exhibits a passion for the life of the mind, a willingness to take intellectual risks, and a desire to grow and change as a young scholar.

**THE ELLEN ROGERS STEIF MEMORIAL AWARD** was established by the family and friends of Ellen Steif who died of cancer in the fall of 1979, two years after her classmates had graduated from Carleton. Ellen's interest in history and her personal courage in the face of death were an inspiration to her many friends at Carleton during her long and painful illness. The prize is awarded each year to the student who best reflects Ellen's personal qualities and academic achievements.

**THE DUNCAN STEWART FELLOWSHIP** was established in 1976 by Daniel Gainey, Class of 1949, in honor of Duncan Stewart, Professor of Geology at Carleton for nearly 25 years. Each spring two or three students from the junior class are selected to serve as Stewart Fellows during their senior year. The principal criteria for selection are excellence in scholarship, a high level of intellectual curiosity, potential for scientific growth, a demonstrated ability to work independently, and involvement in department activities. The Fellowships provide outstanding students an opportunity to pursue projects that will aid in their intellectual and scientific growth to a degree not possible without the Fellowship.

**THE STIMSON PRIZE**, established in 1873 by the Reverend Henry A. Stimson, D.D., Minister of Plymouth Congregational Church, Minneapolis, is intended to encourage public speech. This prize is awarded to a student who contributes most to the quality of debate or public speaking at the College.

**THE FRANK E. STINCHFIELD ENDOWED PRIZE FUND**, established in 2000 by the Margaret and Frank Stinchfield Foundation, is awarded in the fall to an academically outstanding member of the senior class.

**THE STRANG PRIZE** was established in 2004 by William and Lee Strang to support juniors with an interest in world politics and Asian studies. The prize enables an adventuresome and intellectually promising student to have a significant experience in Asia.

**THE SAMUEL STRAUSS PRIZE** was established in 1982 by Robert S. Strauss, Class of 1973, in memory of his father. The prize is awarded annually to recognize accomplished humorous writing.

**THE TECHNOS INTERNATIONAL PRIZE** is awarded each year to a graduating senior with a record of academic excellence and an interest in promoting international understanding. It is balanced by a similar award given by Carleton to a student at Technos International College in Tokyo.

**THE ANN GOODSON WEINER PRIZE IN THEATER AND DANCE** was created in 2004 by Professors Carl and Ruth Weiner to honor Carl's mother and Ruth's mother-in-law. The prize will be awarded annually to the senior student who, in the judgment of the Chair of the Department of Theater and Dance, has contributed the most significant performance in theater or dance. The purpose of the prize is to honor Ann Goodson Weiner and recognize the hard work, dedication, and inspiration involved in creating a truly unique performance.

**THE MARY WIESE ENDOWED PRIZE** was established in 1992 to honor the memory of Maria Eugenia Wiese. This prize honors Mary's respect for education, her profound love for students and her understanding of the place of education in their futures. Qualities Mary valued in others and that formed the core of her own character were: cultural pride, kindness, perseverance, self-reliance, discipline, and respect and care for other people. This prize is awarded to a graduating senior who embodies the above qualities and who has demonstrated perseverance in overcoming challenging circumstances. To honor the pride Mary had in her Latino culture, preference will be given to Latino students.

**THE ROBERT E. WILL ECONOMICS PRIZE** is awarded to the senior economics major or majors who demonstrate excellent academic achievement and breadth of intellectual interests in the best tradition of the liberal arts education.

**THE WILLIAMS-HARRIS ENDOWED PRIZE IN AFRICAN AMERICAN STUDIES** was established on history professor Harry Williams's 50th birthday to honor his mother, Edith Moselle Harris Williams (1931–1992); his grandmother, Patsy Harris Tunson (1914–1998); and his great-aunt, Ellen Harris Brooks (1909–1998). This prize recognizes their respect for the transformative power of education, the vast richness of their life experiences, and the strength of their characters. The prize recognizes a member of the senior class who has produced a distinguished integrative exercise on any aspect of the African American experience in the New World.

**THE LAURENCE AND LUCILLE WU FAMILY ENDOWED FUND FOR FACULTY/STUDENT COLLABORATIVE STUDY PROJECTS** was established by Dr. and Mrs. Laurence T. Wu in 2005. This fund is meant to foster joint study/research projects of students and faculty with emphasis on the collaboration between students and faculty. Such collaboration not only strengthens scholarship, but enhances friendships between faculty and students.



## TROPHY AWARDS

The following trophy awards are made annually to individual students in the groups indicated.

**THE WARREN L. BESON MEMORIAL AWARD** for athletic and academic excellence is given to a senior who has won one or more awards in any sport, has a high scholastic average, and is unanimously recommended by the Director of Athletics, the Dean of Students, the faculty representative to the Minnesota Intercollegiate Athletic Conference, and the officers of the "C" Club. The award is not necessarily given annually.

**THE C. J. HUNT FOOTBALL AWARD** was established in 1957 by Carleton alumni in the Twin Cities area to honor Mr. C. J. Hunt, who was head football coach and Director of Athletics at Carleton from 1913 to 1917 and from 1920 to 1931. The award is given annually to the Carleton football player who has shown the most improvement during the current season.

**THE KELLY MEMORIAL BASEBALL AWARD** was established in 1949 by Mr. and Mrs. Thomas R. Kelly of Owatonna, Minnesota, as a memorial to their son, Lieutenant James M. Kelly, Class of 1945. Lieutenant Kelly, an officer in the United States Army, died in France on September 1, 1944, of wounds received in the Battle for Brest. The trophy is awarded each year to the player making the most outstanding contribution to the Carleton baseball team.

**THE WILLIAM S. AND MARY AGNES KELLY MEMORIAL AWARD** was established in 1988 by Mr. Kelly's children and friends as a memorial tribute and to honor one male and female track athlete annually judged by the coaches as the most improved track team members. Mr. and Mrs. Kelly were the parents of two Carleton alumni: William S. Kelly, Jr., Class of 1957, and Thomas S. Kelly, Class of 1960.

**THE LIPPERT MEMORIAL FOOTBALL AWARD** was established in 1953 by Mr. and Mrs. Cort Lippert of Northfield, Minnesota. Cort Lippert, Class of 1939, is a brother of Lieutenant James A. Lippert, United States Army Air Corps, who was killed in 1943 in Italy. The trophy, a memorial to Lieutenant Lippert, is awarded each year to the player who contributes the most to the Carleton football team.

**THE JOHN M. MILLEN TRACK AWARD**, established in 1959 by Mr. Theodore Kolderie, Class of 1926, is presented to the athlete "who has contributed the most in the interest of track." The award memorializes John M. Millen, track coach and resident head of men's dormitories at Carleton from 1923 until his death in 1930.

**THE STEPHEN F. SMITH MEMORIAL CROSS COUNTRY AWARD** was established in 1966 by the family and friends of Stephen F. Smith, who drowned in a boating accident during the summer of his junior year. It is presented annually to the athlete who displays the greatest dedication to cross country running and to Carleton athletics.

**THE MIKE STAM MEMORIAL AWARD** was established in 1988 by friends and family of Mike Stam '89, a Carleton athlete killed in a snowmobiling accident in January of 1988. The award is presented to the outstanding defensive lineman in the MIAC as voted on by the MIAC coaches.

**THE MEL TAUBE AWARD**, established in 1980 by the Alumni "C" Club and other friends, is given

for dedication, loyalty, competitive spirit, and excellence in varsity athletics. The award, presented in memory of Melvin H. Taube, who coached at Carleton from 1950 to 1970, is not necessarily given annually.

**THE MARC VON TRAPP SPIRIT AWARD** was created by family, friends and teammates in 1998 to memorialize Marc von Trapp, Class of 2000, who died during his sophomore year. The award is presented annually to the most outstanding member of the Carleton College Hockey Team who contributes the most both on and off the ice. The Marc von Trapp Spirit Award is the highest honor given to a Carleton hockey player.

**THE WARNECKE SWIMMING AWARD** was established in 1956 by Mr. Frederic E. Warnecke of Evanston, Illinois. It is presented each year to the senior swimmer who has made the greatest contribution to the Carleton swim team.

**THE MATT ZELL SOPHOMORE PLAYER AWARD** was established in 1968 by his former teammates, as a memorial to Major Matthew N. Zell IV, Class of 1959, who died in 1967. The trophy is awarded each year to a sophomore football player for dedication and loyalty to the Carleton football team.

## ALUMNI

The Carleton Alumni Association is as old and vibrant as the College itself. Its membership consists of all persons who ever matriculated as students at the College. It is now an organization that is international in scope with more than 25,000 alumni throughout the world. The purpose of the Carleton Alumni Association is to strengthen the ties between alumni and the College, and among alumni, developing and affirming the culture of alumni stewardship. The Association is comprised of individual members, class organizations (particularly active during their reunion years) and groups of alumni (e.g. the Chicago Carleton Club, the Multicultural Alumni Network, etc.) organized to promote and coordinate alumni activities.

The Association is led by the Carleton Alumni Council, with about 25 active directors. The Alumni Council selects individuals to receive Alumni Association Awards for Distinguished Achievement, Exceptional Service and In the Spirit of Carleton, presented at an awards ceremony during reunion weekend each June. Alumni support Carleton through both organized and individual activities, on and off campus, including assistance to the Office of Admissions (through the Alumni Admissions Program) the Career Center, the Alumni Annual Fund and academic departments of the College. Alumni are also represented on the Board of Trustees and on the College Council. In turn, Carleton serves its alumni by keeping them informed through publications like *The Carleton Voice*, regional, local and class newsletters and the Carleton web site. The College also sponsors reunions, meetings, seminars, workshops, off-campus activities, lifelong learning opportunities, and other functions which bring together alumni, faculty, parents, friends and students. The Office of Alumni Affairs is the primary point of contact between the College and its alumni.

## BOARD OF TRUSTEES

### OFFICERS OF THE BOARD

Chair **JACK W. EUGSTER**

Vice Chairs **ARNOLD W. DONALD, MARTHA H. KAEMMER, KEITH A. LIBBEY, JACK W. SCHULER**

President **ROBERT A. ODEN, JR.**

Secretary **KRISTINE CECIL**

Vice President and Treasurer **FREDERICK A. ROGERS**

President Emeritus **STEPHEN R. LEWIS, JR.**

Treasurer Emeritus **FRANK I. WRIGHT**

The date immediately following the name indicates the beginning of the term of service.

‡ *Alumni Trustee (Nominated by the Alumni Association and elected by the Board of Trustees.)*

\* *Young Alumni Trustee* \*\* *25th Reunion Trustee*

### **TERM EXPIRES IN JUNE 2010**

**MICHAEL H. ARMACOST**, BA, MA, PhD, LLD.; 1994—*Shorenstein Distinguished Fellow, The Asia-Pacific Research Center*

Stanford University, Encina Hall, Room E301, Stanford, California 94305-6055

**MARK W. BANKS**, BA, MD; 2005—*Retired Chief Executive Officer, Blue Cross and Blue Shield of Minnesota*

4634 Edgebrook Place, Edina, Minnesota 55424-1152

**ALAN R. BAUER**, BA, MBA; 2006—*Former President, Progressive Direct Insurance*

520 Summit Avenue, Mill Valley, California, 94941-1082

**BETH BOOSALIS DAVIS**, BA, JD; 1994-1998, 2002—*Attorney*

1119 Michigan Avenue, Evanston, Illinois 60202

**DAVID H. JOO\***, BA; 2006—

13 West 13th Street. Apartment SJS, New York, New York 10011

**MARTHA H. KAEMMER**, BA; 1990—*Partner, HRK Group, Inc.*

345 St. Peter Street, Suite 1200, St. Paul, Minnesota 55102

**RICHARD R. KRACUM**, BA, MS, MBA; 2006—*Managing Director, Wind Point Partners*

676 North Michigan Avenue, Suite 3700, Chicago, Illinois 60611

**LAWRENCE PERLMAN**, BA, JD; 1986-93, 1998

2600 S. Full Creek Road, P.O. Box 2008, Wilson, Wyoming 83014

**JACK W. SCHULER**, BS, MBA; 1998—*Crabtree Partners, LLC*

28161 North Keith Drive, Lake Forest, Illinois 60045

**CAESAR F. SWEITZER**, BA, MBA; 1997-2001, 2002—*Senior Advisor, Citigroup Global Markets Inc.*

388 Greenwich Street, 34th Floor, New York, New York 10013

**BONNIE M. WHEATON‡**, BA, MSW, JD; 2006—*Circuit Judge, Judicial Circuit Court*

*DuPage County, Illinois*

505 North County Farm Road, CTRM 2007, Wheaton, Illinois 60187-3907

**JOHN L. YOUNGBLOOD\*\***, BA, MM; 2006—*Managing Partner, Gallatin Capital LLC.*

444 Madison Avenue, 29<sup>th</sup> Floor, New York, New York 10022

### **TERM EXPIRES IN JUNE 2011**

**DAVID M. DIAMOND**, BA, MBA; 1984-88, 1999—*President, David Diamond Associates; Partner, Twenty Ten Inc.*

205 East 22nd Street, Apartment 5L, New York, New York 10010

**ARNOLD W. DONALD**, BA, BS, MBA; 1995

1 North Brentwood Boulevard, Suite 510, Clayton, Missouri 63105

MARILYN MCCOY, BA, MPP; 2003—*Vice President, Administration and Planning, Northwestern University*

633 Clark Street, Evanston, Illinois 60208

WILLIAM R. McLAUGHLIN, BA, MBA; 2007—*President and Chief Executive Officer, Select Comfort Corporation*

9800-59<sup>th</sup> Avenue North, Minneapolis, Minnesota 55422

JOHN H. STOUT, BA, JD; 2007—*Chair, Corporate Governance and Investigations Group, Fredrikson & Byron*

200 South Sixth Street, Suite 4000, Minneapolis, Minnesota 55402

PAUL T. VAN VALKENBURG, BA; 2007—*Mortgage Industry Advisory Corporation*

80 Maiden Lane, 14<sup>th</sup> Floor, New York, New York 10038

## **TERM EXPIRES IN JUNE 2012**

WILLIAM C. CRAINE, BA, MBA; 1995-99, 2000—*Former Chairman, Partners Trust Financial Group, Inc.*

10 East State Street, P.O. Box 542, Sherburne, New York, New York 13460-0542

JACK W. EUGSTER, BA, MBA; 1992—*Retired Chairman and Chief Executive Officer, Musicland, Inc.*

2655 Kelly Avenue, Excelsior, Minnesota 55331

DON J. FROST, BA, MA, JD; 2008—*Partner, Skadden Arps, Slate Meagher & Flom LLP*

1440 New York Avenue NW, Washington, DC 20005

SARA L. HAYS, BA, JD, MBA; 2008—*Managing Director and General Counsel, Wrightwood Capital*

Two North LaSalle Street, 9<sup>th</sup> Floor, Chicago, Illinois 60602

ELISE M. HOLSCHUH, BA, MBA; 2008—

6651 Northeast Windermere Road, Seattle, Washington 98115-7942

JAMES E. JOHNSON, BA, MS; 1999-2003, 2008—*Executive Vice President, Group Insurance Division, Securian Financial Group*

400 Robert Street North, St. Paul, Minnesota 55101-2098

LESLIE B. KAUTZ, BA, MPA; 2004—*Principal, Angeles Investment Advisors LLC*

429 Santa Monica Boulevard, Suite 500, Santa Monica, California 90401

MARC NOËL, BA, MBA; 2008—*Chairman, Noël Group LLC*

501 NMC Drive, Zebulon, North Carolina 27597

CATHERINE JAMES PAGLIA, BA, MBA; 1984—*Director, Enterprise Asset Management*

521 Fifth Avenue, 18<sup>th</sup> Floor, New York, New York 10175

ELIZABETH J. PENNIE, BA; 2008—*MBA Candidate, University of Chicago Booth School of Business*  
Chicago, Illinois

WALLACE R. WEITZ, BA; 2000—*President, Weitz Funds*

One Pacific Place, Suite 600, 1125 South 103rd Street, Omaha, Nebraska 68124

JUSTIN B. WENDER, BA, MBA; 2004—*President, Castle Harlan, Inc.*

150 East 58th Street, New York, New York, 10155

**TERM EXPIRES IN JUNE 2013**

CAROL A. BARNETT, BA, MBA; 1988-92, 1993—*Vice President, Neuromodulation International, Medtronic, Inc.*

7000 Central Avenue NE, Fridley, Minnesota 55432

KIM BOTTOMLY, BA, PhD; 2009, 1993—*President, Wellesley College*

106 Central Street, Wellesley, Massachusetts 02481

NANCY PELLOWE DENNIS, BA, MBA; 2001

3705 Dartmouth Avenue, Dallas, Texas 75205

WILLIAM A. FELDT, BA, MBA; 1995-1999, 2001—*Retired President and Chief Executive Officer, Flohr Metal Fabricators, Inc.*

601 South 291st Street, Federal Way, Washington 98003

WILLIAM R. GAGE, BA; 2009

2303 Manzanita Drive, Oakland, California 94611-1136

MAUREEN G. GUPTA, BA(2), MBA, PhD (ABD); 2009—

20 Mohawk Lane, Greenwich, Connecticut 06831

KEITH A. LIBBEY, BA, LLB; 1997—*Fredrikson and Byron, P.A.*

200 South Sixth Street, Suite 4000, Minneapolis, Minnesota 55402-1425

CHARLES W. LOFGREN, BA; 1996-2000, 2001—*President and Vice Chair, ADE, Inc.*

1430 East 130th Street, Chicago, Illinois 60633

LEO K. LUM, BA, MA; 2001—*Retired Chairman, Pacific Rim Bancorporation*

1868 48 Floribunda Avenue, Hillsborough, California 94010

ROBERT W. NELSON, BA, MA; 2000-2004, 2005—*Retired Vice President, Corporate Financial Planning and Analysis, General Electric Company*

500 SE 5<sup>th</sup> Avenue, Unit 5802, Boca Raton, Florida 33432

GARY T. O'BRIEN, BS; 2009—*Managing Director, Itasca Partners LLC*

800 LaSalle Avenue, Suite 1900, Minneapolis, Minnesota 55402

JOHN H. ROE, III, BA, MBA; 1993-2009 (*Deceased July 13, 2009*)

GARY L. SUNDEM, BA, MBA, PhD; 2009—*Professor Emeritus of Accounting, University of Washington*

489 39<sup>th</sup> Avenue East, Seattle, Washington 98112-5020

MARK WILLIAMS, BA, MS(2), PhD; 2009—*Downstream Director, Royal Dutch Shell*

Shell Centre, London SE1 7NA, United Kingdom

SIDNEY CARNE WOLFF, BA, PhD, DSc; 1989—*President, Large Synoptic Survey Telescope Corporation*

P.O. Box 26732, Tucson, Arizona 85726-6732

**INTERNATIONAL ADVISORY TRUSTEES****TERM EXPIRES IN JUNE 2010**

JOHN D. WINTER, BA, MBA; 2004—*Head of European Investment Banking and Debt Capital Markets, Barclays Capital, London*

14 Chelsea Park Gardens, London SW3 6AA United Kingdom

### **TERM EXPIRES IN JUNE 2013**

**DOROTHY H. BROOM**, BA, MA, PhD; 2001—*Professor, National Centre for Epidemiology and Population Health*

Australian National University, Canberra ACT 0200, Australia

### **TRUSTEES EMERITI**

**JUDD H. ALEXANDER**, BA, LHD; 1974-2000—*Retired Executive Vice President, James River Corporation*

10 White Oak Drive, #128, Exeter, New Hampshire 03833

**G. KENNETH BAUM**, BA; 1996-2004—*Chairman, George K. Baum Group, Inc.*

4801 Main Street, Suite 500, Kansas City, Missouri 64112

**WILLIAM M. BRACKEN**, BA, MBA; 1979-2008—*Retired Chairman, Northco Corporation*

750 2<sup>nd</sup> Street South, Unit 502, Minneapolis, Minnesota 55401

**CONLEY BROOKS**, BA; 1980-1997—*Chairman, Sawmill Private Management, Inc.*

730 Second Avenue South, Suite 1300, Minneapolis, Minnesota 55402

**THOMAS G. COLWELL**, BA; 1991-2005—*Chairman of the Board, Colwell Industries, Inc.*

123 North Third Street, Minneapolis, Minnesota 55401

**GEORGE H. DIXON**, BS, MBA, LLD(2); 1971-1996—*Retired Chairman and Chief Executive Officer, U.S. Bancorp*

10 White Oak Drive #107, Exeter, New Hampshire 03833-5320

**ROBERT L. GALE**, BA, HHD; 1970-1974, 1975-2002—*President Emeritus, Association of Governing Boards of Universities and Colleges*

33381 Coleman Gale Lane, Bethany Beach, Delaware 19930-9801

**JOYCE A. HUGHES**, BA, JD, LLD; 1969-1994—*Professor of Law, Northwestern University Law School*

357 East Chicago Avenue, Chicago, Illinois 60611

**CHARLES W. JOHNSON**, BA, LLD; 1971-1994—*Retired Vice President and Group Executive, Honeywell Inc.*

2498 Ram Crossing Way, Henderson, Nevada 89074

**LLOYD P. JOHNSON**, BA, MBA; 1974-1999—*Retired Chairman of the Board, Norwest Corporation*

3545 Hialea Court, Phoenix, Arizona 85044

**ROBERT C. LARSON**, BA; 1993-2001—*Chairman, Larson Realty Group*

91 West Long Lake Road, Bloomfield Hills, Michigan 48304; *Chairman, Lazard Real Estate Partners LLC*, 30 Rockefeller Plaza, New York, New York 10020

**WARD B. LEWIS**, BA, JD; 1974-1983—*Senior Attorney, Best and Flanagan*

225 South Sixth Street, Suite 4000, Minneapolis, Minnesota 55402-4690

**THOMAS B. MORGAN**, BA; 1975-1979, 1981-2001—*Author*

1155 Park Avenue, New York, New York 10128

**CONSTANCE S. OTIS**, 1966-86

Seven Crocus Hill, St. Paul, Minnesota 55102

**HENRY H. PORTER, JR.**, BA, MBA; 1969-1993—*Private Retired Investor*

8 Eaglehead Road, Manchester, Massachusetts 01944-1549

**ARTHUR R. SCHULZE, JR.**, BA, MBA; 1977-2003—*Retired Vice Chairman, General Mills, Inc.*

14 Paddock Road, Edina, Minnesota 55436-1346

**EDSON W. SPENCER**, BA, MA, LLD(2), DSc; 1965-1979—*Retired Chief Executive Officer, Honeywell, Inc.*

4900 IDS Center, 80 South Eighth Street, Minneapolis, Minnesota 55402

**WINSTON R. WALLIN**, BA, LLD(2); 1983-2001—*Chairman Emeritus, Medtronic, Inc.*

3033 Excelsior Boulevard, Suite 420, Minneapolis, Minnesota 55416



## THE FACULTY

The date immediately following a name indicates the year of appointment at Carleton.

### Key to superscripts

1 *On leave fall*

2 *On leave winter*

3 *On leave spring*

4 *On leave for year*

5 *On leave fall and winter*

6 *On leave winter and spring*

7 *On leave fall and spring*

ROBERT A. ODEN, JR., 2002—*President and Professor of Religion*

Harvard College, AB; Cambridge University, BA, MA; Harvard Divinity School, ThM; Harvard University, PhD; Dartmouth College, MA

BEVERLY NAGEL, 1980—*Dean of the College and Winifred and Atherton Bean Professor of Sociology, Science, Technology, and Society*

Carleton College, BA; Stanford University, MA, PhD

ELIZABETH CINER, 1982—*Associate Dean of the College and Senior Lecturer in English*

University of Pennsylvania, BA; University of Washington, MA, PhD

NATHAN D. GRAWE, 1999—*Associate Dean of the College and Associate Professor of Economics*

St. Olaf College, BA; University of Chicago, MA, PhD

ÉVA PÓSFAY, 1991—*Associate Dean of the College and Professor of French*

Bryn Mawr College, AB, MA; Princeton University, MA, PhD

KENNETH B. ABRAMS, 2008—*Assistant Professor of Psychology*

Dartmouth College, BA; University of Minnesota, PhD

MEHERUN AHMED<sup>4</sup>, 2006—*Assistant Professor of Economics*

University of Dhaka, BSS, MSS; University of Washington (Seattle), MA; University of Washington, PhD

SHARON ATSUKO AKIMOTO<sup>5</sup>, 1991–*Professor of Psychology*

University of Utah, BA, MS, PhD

DAVID G. ALBERG, 1993–*Professor of Chemistry*

Carleton College, BA; University of California (Berkeley), PhD

BARBARA ALLEN, 1988–*Professor of Political Science*

Indiana University, BA, MA, PhD

BENJAMIN ALLEN, 1994–*Senior Lecturer in Voice*

Wartburg College, BMusEd

MARIA DEL PALMAR ÁLVAREZ-BLANCO<sup>6</sup>, 2006–*Assistant Professor of Spanish*

Universidad de Valladolid, Licenciada; University of Villanova, MA; University of Colorado (Boulder), PhD

GWEN ANDERSON, 1986–90, 2001–*Lecturer in French Horn*

University of Minnesota, BA

DEBORAH APPLEMAN, 1986–*Hollis L. Caswell Professor of Educational Studies*

University of Minnesota, BS, MA, PhD

LAWRENCE L. ARCHBOLD, 1982–*Professor of Music & Enid and Henry Woodward College Organist*

University of California (Berkeley), AB, MA, PhD

JONATHAN J. ARMEL, 2009–*Visiting Instructor in Mathematics*

Oberlin College, BA

JENNIFER A. BADER, 2001–*Lecturer in Dance*

University of the Arts, BFA

PETER BALAAM, 2003–*Assistant Professor of English*

University of California (Berkeley), BA; Princeton Theological Seminary, MDiv; Princeton University, MA, PhD

LUCIANO BATTAGLINI, 2007–*Assistant Professor of Physical Education, Athletics and Recreation and Head Women's Tennis Coach*

Oklahoma Christian University, BS; Oklahoma State University, MS

SHADI BAYADSY, 2009–*Adjunct Instructor in Arabic and Hebrew*

University of Haifa, BA; University of Texas (Austin), MA

MARTHA-ELIZABETH (MARTY) BAYLOR<sup>4</sup>, 2007, 2009–*Assistant Professor of Physics*

Kenyon College, BA; University of Colorado, PhD

STACY N. BECKWITH, 1999–*Associate Professor of Hebrew*

University of Toronto, BA; University of Minnesota, MA, PhD

BRYN BENFORD, 2008–*Visiting Instructor in Geology*

Franklin and Marshall College, BA; University of Wisconsin (Madison), MS

CYNTHIA A. BLAHA<sup>4</sup>, 1987–*Professor of Physics and Astronomy*

University of Minnesota, BS, MS, PhD

BECKY J. BOLING, 1983–*Stephen R. Lewis, Jr. Professor of Spanish and the Liberal Arts*

Indiana State University, BS, MA; Northwestern University, PhD

ANNA L. BOSACKER, 2006–*Visiting Assistant Professor of Biology*

Carleton College, BA; University of Missouri, BA; University of Minnesota, MS, PhD

PETER DAVID BRANDON, 2008–*Broom Professor of Social Demography*

Michigan State University, BA; The University of Michigan, MA; The University of Chicago, PhD

JORGE J. BRAVO III, 2006–*Visiting Assistant Professor of Classical Languages*

Princeton University, AB; University of California (Berkeley), MA, PhD

JORGE BRIOSO<sup>5</sup>, 2001–*Associate Professor of Spanish*

University of Havana, BA; City University of New York, PhD

DANIEL P. BRUGGEMAN, 2002–*Senior Lecturer in Art*

University of Nebraska, BA, BFA; Hunter College, MFA

JACKSON BRYCE, 1972–*Marjorie Crabb Garbisch Professor of Classical Languages and the Liberal Arts and Senior Lecturer in Bassoon*

Catholic University of America, AB; Harvard University, AM, PhD

MICHAEL W. BURAND, 2007–*Visiting Assistant Professor of Chemistry*

University of Minnesota (Duluth), BS; University of Minnesota, MS, PhD

LINDA DEMAREST BURDELL, 2005–*Lecturer in Spanish*

Kalamazoo College, BA; University of Michigan, MA; University of Kansas, MA, PhD

LAWRENCE E. BURNETT, 1993–*Professor of Music and Choral Director*

Texas A & I University, BMus; Eastern New Mexico University, MMus; University of Texas (Austin), DMA

ROBERT S. CARLSON, 1997–*Assistant Professor of Physical Education, Athletics and Recreation and Head Men's Soccer Coach*

St. Olaf College, BA; Loyola University, MEd

SCOTT D. CARPENTER, 1990–*Professor of French*

University of Minnesota, BA; University of Wisconsin (Madison), PhD

DENNIS CASS, 2006, 2009–*Visiting Instructor in English*

Carleton College, BA

MARION E. CASS<sup>1</sup>, 1987–*Charles Jim and Marjorie Kade Professor of the Sciences*

Fort Lewis College, BS; University of Colorado, PhD

LAURA CAVIANI, 2003–*Lecturer in Jazz Piano*

Lawrence University, BMus; University of Michigan (Ann Arbor), MMus

JOSÉ CERNA-BAZÁN<sup>3</sup>, 2001–*Professor of Spanish*

Universidad Nacional de San Marcos, Lima, BA; University of Minnesota, MA, PhD

ARNAB CHAKLADAR, 2007–*Assistant Professor of English*

Delhi University, BA; University of Southern California, MA, PhD

JOSEPH WALTER CHIHADÉ, 2003–*Associate Professor of Chemistry*

Oberlin College, BA; Columbia University, MA, PhD

CHARLES CHIHARA, 2010–*Cowling Visiting Professor of Philosophy*

Seattle University, BS; Purdue University, MS; University of Washington, PhD

LAURA M. CHIHARA, 2000–*Professor of Mathematics*

University of Washington, BS; University of Minnesota, PhD

ANITA CHIKKATUR, 2008–*ScholarInResidence Fellow in Educational Studies*

Swarthmore College, BA; University of Pennsylvania, MEd, PhD

NANCY J. CHO, 1995–*Professor of English*

Yale University, BA; University of Michigan (Ann Arbor), MA, PhD

AIMEE ANNE CHOR, 2007, 2009–*Visiting Instructor in Religion*

Carleton College, BA; University of Chicago, MA

NELSON LLOYD CHRISTENSEN, JR., 1999–*Professor of Physics*

Stanford University, BS; Massachusetts Institute of Technology, PhD

ELIZABETH CINER, 1982–*Associate Dean of the College and Senior Lecturer in English*

University of Pennsylvania, BA; University of Washington, MA, PhD

ANDREW M. CLARK, 1993–*Professor of Physical Education, Athletics and Recreation and Head Swimming Coach*

Whitman College, BA; University of Oregon (Eugene), MS

CLIFFORD E. CLARK, JR., 1970–*Professor of History and M.A. and A.D. Hulings Professor of American Studies*

Yale University, BA; Harvard University, MA, PhD

KEVIN CLEMENTS, 2004–*Lecturer in Jazz Bass*

University of Missouri (Kansas City), BA

KELLY CONNOLE, 2004–*Assistant Professor of Art*

University of Montana (Missoula), BFA; San Francisco State University, MFA

LAURENCE D. COOPER<sup>6</sup>, 1997–*Associate Professor of Political Science*

University of Virginia, BA; New York University, MA; Duke University, MA, PhD

ELIZABETH COVILLE, 1985/91, 2000, 2008–*Visiting Assistant Professor of Anthropology*

Cornell University, AB; The University of Chicago, AM, PhD

CLINTON A. COWAN, 1997–*Associate Professor of Geology*

Carleton College, BA; University of Michigan, MS; Queen's University, PhD

STEPHANIE M. COX, 2007–*Visiting Assistant Professor of French*

Florida State University, BA; Bowling Green State University, MA; University of Louisiana (Lafayette), PhD

CHARLES E. CRUTCHFIELD, III, 2003–*Visiting Professor of Biology*

Carleton College, BA; Mayo Clinic, MA, MD

AMY CSIZMAR DALAL, 2003–*Assistant Professor of Computer Science*

University of Notre Dame, BS; Northwestern University, MS, PhD

ANGELA CURRAN, 2005–*Assistant Professor of Philosophy*

University of California (Berkeley), AB; University of Massachusetts (Amherst), PhD

CAMERON DAVIDSON, 2002–*Professor of Geology*

University of Wisconsin, BS; Princeton University, PhD

JASON DECKER, 2007–*Assistant Professor of Philosophy*

Grove City College, BA; Arizona State University, MA; Massachusetts Institute of Technology, PhD

SARAH DEEL, 1996–*Lecturer in Biology*

Grinnell College, BA; Oregon State University, MS

STEVEN P. DEHMER, 2010–*Visiting Instructor in Economics*

St. John's University, BA

LYNN DEICHERT, 1988–*Senior Lecturer in Trumpet*

Oberlin Conservatory, BMus; Boston University, MMus

ROBERT P. DOBROW, 2001–*Associate Professor of Mathematics*

State University of New York, BS; Johns Hopkins University, MSE, PhD

JESSICA DOCKTER TIERNEY, 2009–*Visiting Instructor in Educational Studies*

Carleton College, BA; University of Minnesota, MA

MARÍA ELENA DOLEMAN, 1991–*Senior Lecturer in Spanish*

Briar Cliff College, BA; University of Arkansas, MA

CAROL DONELAN, 1999–*Associate Professor of Cinema and Media Studies*

Iowa State University, BS; University of Iowa, MA; University of Massachusetts (Amherst), PhD

ANNA MIKHAILOVNA DOTLIBOVA, 1990–*Senior Lecturer in Russian*

AV Lunacharsky State Institute of Theatrical Art (GITIS), Moscow

STEVEN M. DREW, 1991–*Professor of Chemistry*

St. John's University (Collegeville), BA; University of Colorado, PhD

VERNE A. DUSENBERY, 1985/91, 2009–*Visiting Professor of Anthropology*

Stanford University, AB; University of Chicago, AM, PhD

MELISSA EBLEN-ZAYAS, 2005–*Assistant Professor of Physics*

Smith College, BA; University of Minnesota, PhD

ERIC S. EGGE, 2005–*Associate Professor of Mathematics*

Carleton College, BA; University of Wisconsin (Madison), MA, PhD

ROSS K. ELFLINE, 2009–*Assistant Professor of Art History*

Grinnell College, BA; School of the Art Institute of Chicago, MA; University of California (Los Angeles), PhD

JOHN ELLINGER, 1977–*Senior Lecturer in Music*

Carleton College, BA

ROY O. ELVETON, 1968–*Maxine H. and Winston R. Wallin Professor of Philosophy & Cognitive Science*

St. Olaf College, BA; Northwestern University, PhD

ELIZABETH M. ERICKSEN, 1993–*Senior Lecturer in Violin and Viola*

University of Illinois (Champaign-Urbana), BS, MMus

ADRIANA ESTILL, 2003–*Associate Professor of English and American Studies*

Stanford University, BA; Cornell University, MA, PhD

GREGORY EUCLIDE, 2009–*Visiting Instructor in Art*

University of Wisconsin-Oshkosh, BAE, BFA; Minneapolis College of Art and Design, MFA

ADRIENNE FALCÓN, 2006–*Adjunct Instructor in Sociology*

Carleton College, BA; University of Chicago, MA

LAUREN FEILER, 2007–*Assistant Professor of Economics*

Mount Holyoke College, BA; California Institute of Technology, MS, PhD

PAMELA FELDMAN-SAVELSBERG, 1993–*Professor of Anthropology*

Indiana University (Bloomington), BA; Johns Hopkins University, MA, PhD

TRICIA A. FERRETT, 1990–*Professor of Chemistry*

Grinnell College, BA; University of California (Berkeley), PhD

ANDREW B. FISHER, 2003–*Assistant Professor of History*

Stanford University, BA; University of California (San Diego), MA, PhD

MICHAEL J. FLYNN, 1986–*Professor of Linguistics*

University of Notre Dame, BA; University of Massachusetts, PhD

CATHERINE ROSE FORTIN, 2007–*Assistant Professor of Linguistics*

Tufts University, BA; University of Pittsburgh, MA; University of Michigan, PhD

ALEXANDER FREEMAN, 2007–*Assistant Professor of Music*

Eastman School of Music, BMus; Boston University College of Fine Arts, MMus; The Juilliard School, DMA

ANNICK FRITZ-SMEAD, 2000–*Visiting Lecturer in French and Francophone Studies*

University of Besancon, France, BA, MA; University of Minnesota, PhD

WEIHSIN FU, 2007–*Adjunct Instructor and GIS Specialist in Environmental Studies*

Taipei Medical College, BS; University of Minnesota, MS

KATHLEEN M. GALOTTI, 1983–*Professor of Cognitive Science*

Wellesley College, BA; University of Pennsylvania, MA, MSE (Computer & Information Sciences), PhD

LAURA GOERING, 1988–*Professor of Russian*

Oberlin College, BA; Cornell University, MA, PhD

JACK GOLDFEATHER, 1977–*William H. Laird Professor of Mathematics, Computer Science and the Liberal Arts*

Rutgers University, BA; Purdue University, MS, PhD

SARA M. GORCHOFF, 2009–*Visiting Assistant Professor of Psychology*

University of California (Santa Cruz), BA; University of California (Berkeley), MA, PhD

NATHAN D. GRAWE, 1999–*Associate Dean of the College and Associate Professor of Economics*

St. Olaf College, BA; University of Chicago, MA, PhD

SETH N. GREENBERG, 2005–*Benedict Distinguished Visiting Professor of Psychology*

Queens College, BA; Ohio State University, MA, PhD

DANIEL GROLL, 2009–*Assistant Professor of Philosophy*

McGill University, BMus, BA; University of Chicago, PhD

DEBORAH GROSS, 1998–*Associate Professor of Chemistry*

Haverford College, BA; University of California (Berkeley), PhD

ROY F. GROW, 1979–*Frank B. Kellogg Professor of International Relations*

University of Michigan, BA, MA, PhD

KEREN A. GUDEMAN, 2006–*Assistant Professor of Physical Education, Athletics and Recreation and Head Women's Soccer Coach*

Harvard University, AB; University of Chicago, MA

DEVASHREE GUPTA<sup>4</sup>, 2006–*Assistant Professor of Political Science*

Georgetown University, AB; University of Chicago, MA; Cornell University, PhD

FRED HAGSTROM, 1984–*Rae Schupack Nathan Professor of Art*

Hamline University, BA; University of Nebraska (Lincoln), MFA

BEREKET HAILEAB, 1993–*Associate Professor of Geology*



Addis Ababa University (Ethiopia), BS; University of Utah, MS, PhD

JANEAN HALL, 1994–*Lecturer in Harpsichord and Organ*

Concordia College (NE), BS, BA

MARK HANSELL, 1989–*Professor of Chinese*

McGill University, BA; University of California (Berkeley), MA, PhD

CLARA S. HARDY, 1990–*Professor of Classical Languages*

Oberlin College, BA; Brown University, PhD

ROBERT BURDETTE HARDY III, 2006, 2008–*Visiting Assistant Professor of Classical Languages*

Oberlin College, BA; Brown University, PhD

KEITH E. HARRISON, 1968/1996, 2009–*Professor of English and Writer in Residence, Emeritus*

Melbourne, BA; Iowa, MA

DEANNA BETH HAUNSPERGER<sup>6</sup>, 1994–*Professor of Mathematics*

Simpson College, BA; Northwestern University, MA, PhD

PIERRE HECKER<sup>6</sup>, 2006–*Assistant Professor of English*

Wesleyan University, BA; Columbia University, MA, MFA; University of Oxford, DPhil

MISTY LEE HEGGENESS, 2010–*Visiting Instructor in Economics*

University of Minnesota, BS

KENDALL HEITZMAN, 2009–*Visiting Instructor in Japanese*

Northwestern University, BS; Johns Hopkins University, MA

MICHAEL HEMESATH, 1989–*Professor of Economics*

St. John's University, BS; Harvard University, MA, PhD

MARSHA NIDANIE HENDERSON, 2008–*Assistant Professor of Biology*

Spelman College, BS; The Rockefeller University, PhD

KAI HERKLOTZ, 2007–*Visiting Assistant Professor of German*

Phillipps Universität (Marburg, Germany), MA; Pennsylvania State University, MA; University of California (Irvine), PhD

DANIEL LUIS HERNÁNDEZ, 2009–*Assistant Professor of Biology*

University of Kansas, BS; University of Minnesota, PhD

CHRISTOPHER HEURLIN, 2009–*Visiting Instructor in Political Science*

Carleton College, BA; University of Washington, MA, PhC

GREGORY G. HEWETT, 1997–*Associate Professor of English*

State University of New York (Binghamton), BA; University of California (Davis), MA; State University of New York (Albany), DA

JONATHAN HIBBARD, 2010–*Visiting Instructor in Mathematics*

Cambridge University, BA, MA; Yale University, MS

GRETCHEN E. HOFMEISTER, 2002–*Associate Professor of Chemistry*

Carleton College, BA; University of California (Berkeley), PhD

WILLIAM E. HOLLINGSWORTH, 1986–*Professor of Chemistry*

University of Texas (Austin), BS, BA; University of California (Berkeley), MS, PhD

GAO HONG, 2003–*Lecturer in Chinese Musical Instruments*

Central Conservatory of Music Beijing, BA

MARY BUDD HOROZANIECKI, 1993–*Senior Lecturer in Violin and Viola*

Indiana University, BMus

DAVID J. HOUGENEITZMAN, 1992–*Senior Lecturer in Biology*

St. Olaf College, BA; Duke University, PhD

JUDITH HOWARD, 2007–*Assistant Professor of Dance*

University of Maryland, BA; University of Wisconsin (Milwaukee), MFA

KENNETH HUBER, 1990–*Senior Lecturer in Piano*

Indiana University, BMus, MMus

HUMBERTO R. HUERGO, 1988–*Professor of Spanish*

Columbia College, AB, MA; Princeton University, MA, PhD

ANNA RACHEL IGRA, 1994–*Professor of History*

University of California (Los Angeles), BA; Sarah Lawrence College, MA; Rutgers University, PhD

ROGER R. JACKSON<sup>4</sup>, 1989–*John W. Nason Professor of Asian Studies and Religion*

Wesleyan University, BA; University of Wisconsin (Madison), MA, PhD

MARTHA JAMSA, 2000–*Lecturer in Flute*

University of Minnesota, BFA; Indiana University, MMus

FERNÁN JARAMILLO<sup>1</sup>, 1999–*Professor of Biology*

Pontificia Universidad Javeriana (Bogotá BS; Columbia University, PhD

SUSAN JARET MCKINSTRY<sup>1</sup>, 1982—*Helen F. Lewis Professor of English*

Miami University (Ohio), BA, MA; University of Michigan, PhD

BAIRD E. JARMAN<sup>5</sup>, 2002—*Associate Professor of Art History*

Williams College, BA; Williams College/Clark Art Institute, MA; Yale University, MA, MPhil, PhD

HEIDI L. JAYNES, 1999—*Associate Professor of Physical Education, Athletics and Recreation and Head Women's Volleyball Coach*

University of Oklahoma, BBA, MBA

JAY L. JOHNSON, 1988—*Lecturer in Percussion and Director of the Carleton African Drum Ensemble*

University of Minnesota, BFA, MMus

STEVEN MARK JONGEWAARD, 2009—*Visiting Professor of Educational Studies*

University of Minnesota (Duluth), BA; University of Minnesota, MEd, PhD

MARIKO KAGA<sup>1</sup>, 1986—*Class of 1952 Professor of Asian Languages*

Kobe Kaisei Women's College, BA; University of Illinois (Urbana-Champaign), MA, PhD

GUY A. KALLAND, 1984—*Professor of Physical Education, Athletics and Recreation and Head Basketball Coach*

Concordia College, BS; University of Minnesota, MS

MARK T. KANAZAWA, 1985—*Ada M. Harrison Distinguished Teaching Professor of the Social Sciences*

Earlham College, BA; Stanford University, MA, PhD

PAVEL S. KAPINOS<sup>1</sup>, 2005—*Assistant Professor of Economics*

Hanover College, BA; University of Illinois (Urbana), MA, PhD

RICHARD A. KEISER, 1991—*Professor of Political Science*

University of Pennsylvania, BA, MA; University of California (Berkeley), PhD

CHÉRIF KEÏTA, 1985—*Professor of French*

Institut Supérieur de l'État des Traducteurs et Interprètes (Brussels); University of Georgia, MA, PhD

MARY A. KELLING, 2003, 2005, 2009—*Lecturer in Theater and Dance*

St. Olaf College, BA; California State University, MFA

STEPHEN K. KELLY<sup>3</sup>, 1974—*Dye Family Professor of Music*

Spring Hill College, BS; Rutgers University, MA; Ohio State University, PhD

STEPHEN F. KENNEDY<sup>6</sup>, 1994—*Professor of Mathematics*

Boston University, BA; Northwestern University, MA, PhD

PATRICIA A. KENT, 2004—*Adjunct Instructor in Voice*

College of St. Benedict, BA; City University of New York, MA; University of Minnesota, DMA

ALISON KETTERING<sup>3</sup>, 1968/69, 1982—*William R. Kenan, Jr. Professor of Art History*

Oberlin College, BA; University of California (Berkeley), MA, PhD

ADEEB KHALID, 1993—*Jane and Raphael Bernstein Professor of Asian Studies and History*

University of Punjab, Lahore, BA; McGill University (Montreal), BA; University of Wisconsin (Madison), MA, PhD

JULIE A. KLASSEN, 1978—*Professor of German, Emerita*

University of California (Santa Barbara), BA; Stanford University, MA, PhD

YARON KLEIN, 2009—*Instructor in Arabic*

Tel Aviv University, BA; Harvard University, AM

MERILEE I. KLEMP, 1982—*Senior Lecturer in Oboe & English Horn*

Augsburg College, BA in MusEd; University of Minnesota, MA; Eastman School of Music, DMA

DANIELA KOHEN, 2002—*Associate Professor of Chemistry*

Universidad de Buenos Aires, Licenciada; University of Notre Dame, PhD

MICHAEL J. KOWALEWSKI, 1991—*McBride Professor of English and Environmental Studies*

Shasta College, AA; Amherst College, BA; Rutgers University, MD, PhD

STEVEN F. KOZBERG, 1981—*Senior Lecturer in Psychology*

Macalester College, BA; University of Minnesota (Duluth), MA; University of Wisconsin (Madison), PhD

MARK KREITZER, 2007—*Adjunct Instructor in American Folk Instruments*

University of Wisconsin (Madison), BA; MA

MARK KRUSEMEYER<sup>1</sup>, 1984—*Professor of Mathematics and Senior Lecturer in Recorder*

University of Utrecht (Netherlands), Kandidaatsexamen, Doctoraalexamen, PhD

CHRISTINE LAC, 1997—*Senior Lecturer in French*

Université Metz-France, BA; University of Nebraska, MA, PhD

BRENDAN LAROCQUE, 2009—*Andrew W. Mellon Post-Doctoral Fellow in History*

University of Wisconsin (Madison), BA, MA, PhD

DAVID LEFKOWITZ<sup>4</sup>, 1997—*Associate Professor of Art*

Carleton College, BA; University of Illinois (Chicago), MFA

JESSICA L. LEIMAN, 2003—*Assistant Professor of English*

Williams College, BA; Yale University, PhD

ANN LEMING, 1998—*Visiting Instructor in Educational Studies*

Westmont College, AB; University of Utah, MA

SIGRUN D. LEONHARD, 1982—*Professor of German*

Université Nantes, Licence en lettres modernes et philosophie; Stanford University, MA, PhD

JEROME M. LEVI, 1993—*Professor of Anthropology*

Harvard College, AB; Cambridge University, MPhil; Harvard University, PhD

BURTON LEVIN, 2000—*SIT Investment Visiting Professor of Asian Policy*

City University of New York, BA; Columbia University, MA

MARK ROSE LEWIS, 2009—*Visiting Instructor in Psychology*

Carleton College, BA; University of Minnesota, MA

DAVID LIBENNOWELL, 2005—*Assistant Professor of Computer Science*

Cornell University, BA; Cambridge University, MPhil; Massachusetts Institute of Technology, PhD

JEREMY L. LOEBACH, 2010—*Visiting Assistant Professor of Psychology*

Arizona State University, BS; University of Illinois (Urbana-Champaign), AM, PhD

JUSTIN M. LONDON, 1989—*Professor of Music*

University of Cincinnati, BMus, MMus; University of Pennsylvania, PhD

SILVIA L. LÓPEZ, 1997—*Associate Professor of Spanish*

Santa Clara University, BS; University of California (Santa Barbara), MA; University of Minnesota, PhD

DWIGHT R. LUHMAN, 2009—*Assistant Professor of Physics*

University of Wisconsin (River Falls), BS; University of Massachusetts (Amherst), PhD

MORGAN JAMES LUKER, 2010—*Visiting Assistant Professor of Music*

University of Wisconsin (Madison), BA; Columbia University, MA, PhD

LEON LUNDER, 1982–*Professor of Physical Education, Athletics and Recreation & Athletic Director*

St. Olaf College, BA; Mankato State University, MS

NEIL S. LUTSKY<sup>1</sup>, 1974–*William R. Kenan, Jr. Professor of Psychology*

University of Pennsylvania, BS; Harvard University, MA, PhD

BRIAN G. MARFLEET, 2002–*Associate Professor of Political Science*

McMaster University, BA, MA; Arizona State University, PhD

CONSTANCE K. MARTIN, 1998–*Lecturer in Bass*

Whitworth College, BA; University of Illinois (UrbanaChampaign), MMus

MARY BOYD MARTZ, 1989–*Senior Lecturer in Voice*

Moorhead State University, BS

OSWALD MASEBO, 2009–*Visiting Instructor in History*

University of Dar es Salaam, BA, MA

JUDITH MASON, 2001, 2003, 2006, 2009–*Adjunct Instructor in Recorder*

MATTHEW MCCRIGHT, 2005–*Adjunct Instructor in Piano*

Westminster College, BMus; University of Cincinnati College-Conservatory of Music, MMus; University of Minnesota, DMA

JAMES MCDONNELL, 1969/2007, 2009–*Class of 1941 Professor of English and the Liberal Arts, Emeritus*

Downing College Cambridge University, BA, MA; Washington University (St. Louis), PhD

SARAH ELIZABETH MCDOWELL, 2009–*Visiting Assistant Professor of Physics*

Carleton College, BA; University of Michigan, PhD

DOUGLAS MCGILL, 2008–*Visiting Instructor in English*

Reed College, BA

ELIZABETH MCKINSEY, 1989–*Professor of English and American Studies*

Radcliffe College, AB; Harvard University, PhD

MARK MCKONE, 1987–*Professor of Biology*

Cornell College, BSS; University of Minnesota, MS, PhD

MICHAEL MCNALLY, 2001–*Associate Professor of Religion*

Carleton College, BA; Harvard Divinity School, MDiv; Harvard University, AM, PhD

NICOLA MELVILLE, 2004–*Assistant Professor of Music*

Victoria University (Wellington), BMus; Eastman School of Music, MMus, DMA

TAMMY METCALF-FILZEN, 1992–*Associate Professor of Physical Education, Athletics and Recreation and Head Women's Basketball Coach*

St. Olaf College, BA; University of Minnesota, MA

RAKA MUSTAPHI MITRA, 2008–*Assistant Professor of Biology*

Massachusetts Institute of Technology, SB; Stanford University, PhD

STEPHEN MOHRING, 1998–*Associate Professor of Art*

Amherst College, BA; Rhode Island School of Design, MFA

ANNA MOLTCHANOVA, 2001–*Associate Professor of Philosophy*

St. Petersburg State University (Russia), First Class Diploma; Central European University in Prague, Diploma; McGill University, PhD

ALFRED P. MONTERO, 1998–*Associate Professor of Political Science*

University of Miami, BA; Columbia University, PhD

AMY HOA MOORE, 2007–*Visiting Assistant Professor of Biology*

Johns Hopkins University, BA; University of California (Los Angeles), PhD

VICTORIA MORSE<sup>1</sup>, 1999–*Associate Professor of History*

University of California (Berkeley), BA, MLS, MA, PhD

ETHAN MURROW, 2010–*Dayton Hudson Visiting Artist/Teacher in the Department of Art and Art History*

Carleton College, BA; University of North Carolina (Chapel Hill), MFA

DAVID R. MUSICANT, 2000–*Associate Professor of Computer Science*

Michigan State University, BS; University of Wisconsin (Madison), MA, MS, PhD

TUN MYINT, 2007–*Assistant Professor of Political Science*

Indiana University, BA, MA, PhD

BEVERLY NAGEL, 1980–*Dean of the College and Winifred and Atherton Bean Professor of Sociology, Science, Technology, and Society*

Carleton College, BA; Stanford University, MA, PhD

TSEGAYE H. NEGA<sup>2</sup>, 2002–*Assistant Professor of Environmental Studies*

Centro Universitario de Pinar del Rio, Cuba, BS, MS; University of Minnesota, PhD

JULIE J. NEIWORTH<sup>2</sup>, 1988–*Professor of Psychology*

Reed College, BA; Michigan State University, MA, PhD

GAIL S. NELSON, 1988—*Professor of Mathematics*

University of North Dakota, BS; University of Minnesota, PhD

DIANE M. NEMEC IGNASHEV, 1981—*Class of 1941 Professor of Russian and the Liberal Arts*

University of Illinois (Chicago Circle), BA; University of Chicago, MA, PhD

LOUIS E. NEWMAN, 1983—*John M. and Elizabeth W. Musser Professor of Religious Studies*

University of Minnesota, BA, MA; Brown University, PhD

ELINOR NIEMISTO, 1985—*Lecturer in Harp*

University of Michigan, BMus, MMus

ANNETTE NIEROBISZ, 2000—*Associate Professor of Sociology*

University of Winnipeg, BA; Queen's University at Kingston, MA; University of Toronto, PhD

WILLIAM NORTH, 1999—*Associate Professor of History*

Princeton University, AB; University of California (Berkeley), MA, PhD

ROBERT A. ODEN, JR., 2002—*President and Professor of Religion*

Harvard College, AB; Cambridge University, BA, MA; Harvard Divinity School, ThM; Harvard University, PhD; Dartmouth College, MA

CATHY TOWER OEHMKE, 2008—*Visiting Assistance Professor of Educational Studies*

Wellesley College, BA; University of Maine, MEd; Michigan State University, PhD

NINA E. OLSEN, 1996—*Senior Lecturer in Clarinet*

University of Denver, BMus; University of Michigan, MMus; University of Minnesota, DMA

JEFFREY R. ONDICH, 1991—*Professor of Mathematics and Computer Science*

St. Olaf College, BA; University of Minnesota, PhD

SUSANNAH R. OTTAWAY, 1998—*Associate Professor of History*

Carleton College, BA; Brown University, MA, PhD

KOFI OWUSU, 1990—*Professor of English*

University of Ghana, BA; University of Edinburgh, MLitt; University of Alberta, PhD

ADIL OZDEMIR, 2009—*Visiting Assistant Professor of Religion*

Institute of Social Sciences of Nine September University, BA, PhD

JOHN ROGER PAAS, 1974—*William H. Laird Professor of German and the Liberal Arts*



Hamilton College, BA; Bryn Mawr College, PhD

MARTHA WHITE PAAS, 1976–*Wadsworth A. Williams Professor of Economics*

Randolph-Macon Women's College, AB; Bryn Mawr College, PhD

ARJENDU K. PATTANAYAK, 2001–*Associate Professor of Physics*

St. Stephen's College Delhi University, BSc; Brown University, ScM; University of Texas (Austin), PhD

SAMUEL E. PATTERSON, 1988–*Professor of Mathematics*

Purdue University, BS; University of North Carolina, PhD

DIANE PEARSALL, 1985–*Senior Lecturer in Spanish*

Indiana University, BA; University of Michigan, MA

LORI K. PEARSON, 2003–*Associate Professor of Religion*

St. Olaf College, BA; Harvard University, MTS, ThD

CLINTON J. PECENKA, 2009–*Visiting Instructor in Economics*

Iowa State University, BS; University of Minnesota, MA

ZACHARY W. PELLETIER, 2008–*Adjunct Instructor in Cello*

University of Minnesota (Duluth), BMusEd; University of Wisconsin (Stevens Point), MMus

RICK PENNING, 1983/90, 1995–*Senior Lecturer in Voice*

Luther College, BA; University of Cincinnati, MMus; University of Minnesota, DMA

ELIZABETH PÉREZ, 2009–*Visiting Assistant Professor of Religion*

Hampshire College, BA; University of Chicago Divinity School, MA

YANSI Y. PÉREZ, 2006, 2009–*Assistant Professor of Spanish*

Stanford University, BA; Princeton University, MA, PhD

ÉVA PÓSFAY, 1991–*Associate Dean of the College and Professor of French*

Bryn Mawr College, AB, MA; Princeton University, MA, PhD

KURT RAMLER, 2006–*Assistant Professor of Physical Education, Athletics and Recreation and Head Football Coach*

St. John's University, BA; Wagner College, MA

MATTHEW S. RAND, 1995–*Associate Professor of Biology*

Oregon State University, BS; Wichita State University, MS; University of Colorado, PhD

JEFF RATHERMEL, 200305, 2007, 2009—*Visiting Assistant Professor of Art*

University of Minnesota, BFA, MFA

TIMOTHY J. RAYLOR, 1992—*Professor of English*

University of Newcastle upon Tyne, BA; Oxford University (Worcester College), DPhil

DAVID H. RICKS, 2003, 2005—*Assistant Professor of Physical Education, Athletics and Recreation and Head Men's Cross Country, Track and Field Coach*

Union College, BS, MS; Mankato State University, MBA

DONNA RICKS, 1993—*Professor of Physical Education, Athletics and Recreation and Head Women's Cross Country, Track and Field Coach*

Mankato State University, BS, MA

PAUL R. RILEY, 2010—*Visiting Instructor in Geology*

Franklin and Marshall College, BA; University of Wisconsin (Madison), MS

RONALD RODMAN, 1991—*Professor of Music and Director of the Carleton Symphony Band*

Indiana University, BMusEd; Georgia State University, MMus; Indiana University, PhD

THOMAS ROSENBERG, 1999—*Lecturer in Cello*

Oberlin College, BMus; Eastman School of Music, MMus

LINDA ROSSI, 2001—*Associate Professor of Art*

University of Minnesota, BFA; Cranbook Academy of Art, MFA

AARON RUSHING, 2005—*Assistant Professor of Physical Education, Athletics and Recreation and Head Baseball Coach*

Grinnell College, BA; Minot State University, MS

MELINDA RUSSELL<sup>4</sup>, 199394, 1996—*Professor of Music*

Simon's Rock Early College, BA; University of Minnesota, MA; University of Illinois, PhD

CAROL A. RUTZ, 1997—*Senior Lecturer in English*

Gustavus Adolphus College, BA; Hamline University, MA; University of Minnesota, PhD

KATHLEEN M. RYOR, 1996—*Professor of Art History*

University of Virginia, BA; New York University, MA, PhD

NADER SAIEDI<sup>2</sup>, 1986—*Professor of Sociology and Anthropology*

Pahlavi University, BS, MS; University of Wisconsin, PhD

NOAH SALOMON<sup>4</sup>, 2009—*Instructor in Religion*

Reed College, BA; University of Chicago, MA

ASUKA SANGO, 2007–*Assistant Professor of Religion*

International Christian University (Tokyo); Wittenberg University, BA; University of Illinois (Urbana-Champaign), MA; Princeton University, PhD

DAVID SAUNDERS, 1993–*Senior Lecturer in Saxophone*

Carleton College, BA; Indiana University, MMus

MARY E. SAVINA, 1978–*Charles L. Denison Professor of Geology*

Carleton College, BA; University of California (Berkeley), MA, PhD

MARY SCHIER, 2008, 2009–*Visiting Instructor*

University of Minnesota, BA; University of St. Thomas, MA

STEVEN E. SCHIER, 1981–*Dorothy H. and Edward C. Congdon Professor of Political Science*

Simpson College, BA; University of Wisconsin, MA, PhD

JOEL A. SCHLOSSER, 2008, 2010–*Visiting Instructor in Political Science*

Carleton College, BA; Duke University, MA

JOHN F. SCHOTT<sup>3</sup>, 1979–*James Woodward Strong Professor of the Liberal Arts*

University of Michigan, BA, MA

MEERA SEHGAL, 2005–*Assistant Professor of Women's and Gender Studies and Sociology*

Ferguson College, BA; University of Poona, MA; University of Wisconsin (Madison), MS, PhD

PARNA SENGUPTA, 2000–*Associate Professor of History*

University of California (Berkeley), BA; University of Michigan, PhD

UTTAM SHARMA, 2010–*Visiting Instructor in Economics*

Brandeis University, BA; University of Maryland (College Park), MA

CYNTHIA LUCK SHEARER, 1989–*Director of the Language Center and Senior Lecturer in French*

Pembroke College, Brown University, BA; University of Southern California (Los Angeles), MA

JANE SHOCKLEY, 1994–*Lecturer in Dance*

GEORGE G. SHUFFELTON, 2002–*Associate Professor of English*

Harvard College, AB; Cambridge University, MPhil; Yale University, PhD

SUSAN R. SINGER, 1986–*Laurence McKinley Gould Professor of the Natural Sciences*

Rensselaer Polytechnic Institute, BS, MS, PhD

DAVID SINGLEY, 1996–*Senior Lecturer in Jazz Guitar and Director of the Carleton Jazz Ensemble*

Berklee College of Music, BMus; Indiana University, MMus

SHANA L. SIPPY, 2009–*Visiting Instructor in Religion*

Barnard College, Columbia University, AB; Harvard Divinity School, MA

GREGORY BLAKE SMITH, 1987–*Lloyd P. Johnson Norwest Professor of English and the Liberal Arts*

Bowdoin College, AB; Boston University, MA; University of Iowa, MFA

KIMBERLY K. SMITH, 1999–*Associate Professor of Political Science and Environmental Studies*

University of Michigan, AB; University of California (Berkeley), JD; University of Michigan, PhD

KATHRYN W. SPARLING<sup>4</sup>, 1983–*Tanaka Memorial Professor of International Understanding and Japanese*

Stanford University, BA; Ochanomizu University, MA; Harvard University, PhD

KATHERINE ROSE ST. CLAIR, 2007–*Assistant Professor of Mathematics*

University of Minnesota (Duluth), BS; University of Minnesota, PhD

DANA J. STRAND, 1981–*Andrew W. Mellon Professor of French and the Humanities*

Vassar College, AB; Cornell University, MAT; Vanderbilt University, PhD

STEPHEN H. STRAND, 1981–*Raymond Plank Professor of Incentive Economics*

Cornell University, BS, ME; Vanderbilt University, MA, PhD

AARON M. SWOBODA, 2008–*Mellon Post Doctoral Fellow in Economics*

Carleton College, BA; University of California (Berkeley), MS, PhD

RADEK SZULGA<sup>6</sup>, 2006–*Assistant Professor of Economics*

Auburn University, BA; Miami University, MA; University of California (Davis), PhD

LAN LIANA TAN, 2007–*Visiting Instructor in Chinese*

Wuhan University of Technology (China), BA; Nanjing University (China), MA

AMY TENUTE, 1998–*Associate Professor of Physical Education, Athletics and Recreation and Head Softball Coach*

Moorhead State University, BA; Michigan State University, MS

SARAH J. TITUS<sup>4</sup>, 2006–*Assistant Professor of Geology*

Oberlin College, BA; University of Wisconsin (Madison), MS, PhD

WILLIAM J. TITUS, 1970–*John E. Sawyer Professor of Physics and Liberal Learning*

University of California (Davis), BS; Stanford University, MS, PhD

NOBORU TOMONARI, 2001–*Associate Professor of Japanese*

Sophia University, BA; Tsukuba University, MEd; Monash University, MA; University of Chicago, PhD

DAVID G. TOMPKINS, 2008–*Assistant Professor of History*

Rice University, BA; Universit Provence (France), licence; Columbia University, MA, PhD

ERIC TRETBAR, 2008–*Visiting Instructor in Cinema and Media Studies*

Carleton College, BA

JOHN L. TYMOCZKO<sup>6</sup>, 1976–*Towsley Professor of Biology*

University of Chicago, BA, PhD

ANNE C. ULMER, 1978–*Professor of German*

University of Minnesota, BA, MA; Yale University, MPhil, PhD

KEVIN TOSHIO UNO, 2009–*Visiting Instructor in Geology*

Carleton College, BA; University of Utah, MS

CHERLON L. USSERY, 2009–*ScholarInResidence Fellow in Linguistics*

University of Michigan (Ann Arbor), BA; University of South Carolina, MA

HECTOR LUIS VALDIVIA, 1994–*Professor of Music & S. Eugene Bailey Director of the Carleton Orchestra*

University of Wisconsin, BMus; Yale University, MMus, MMA, DMA

MIJA M. VAN DER WEGE<sup>1</sup>, 2002–*Assistant Professor of Psychology*

Wellesley College, BA; Stanford University, MS, PhD

SHAWN VANCOUR, 2008–*Visiting Assistant Professor of Cinema and Media Studies*

Binghamton University, BA; University of Wisconsin (Madison), MA, PhD

CARLOS VARGAS-SALGADO, 2008–*Visiting Lecturer in Spanish*

National University San Agustin (Peru), BA; University of Minnesota, MA

THEODORE A. VESSEY, 2008–*Visiting Professor of Mathematics*

University of Minnesota, BA, PhD

GEORGE H. VRTIS<sup>5</sup>, 2006–*Assistant Professor of Environmental Studies and History*

Marquette University, BS; Northwestern University, MA; Georgetown University, PhD

JENNY BOURNE WAHL<sup>6</sup>, 1997–*Professor of Economics*

Indiana University, AB; University of Chicago, MA, PhD

CONSTANCE H. WALKER, 1982–*Professor of English*

Allegheny College, BA; University of Pennsylvania, MA, PhD

DEBBY RAE WALSER-KUNTZ<sup>3</sup>, 1995–*Associate Professor of Biology*

Concordia College (Moorhead), BA; Colorado College, MAT; Mayo Graduate School, PhD

RUTH WEINER, 1969–*Class of 1944 Professor of Theater and the Liberal Arts*

University of Wisconsin, BS, MA

JOEL M. WEISBERG, 1984–*Herman and Gertrude Mosier Stark Professor of Physics and Astronomy and the Natural Sciences*

Massachusetts Institute of Technology, BS; University of Iowa, MS, PhD

JOHN WILFRED WEISS, 2009–*Visiting Assistant Professor of Astronomy*

Carleton College, BA; University of Colorado (Boulder), MS, PhD

DAVID WHETSTONE, 1991–*Lecturer in Raga and Sitar*

Ali Akbar College of Music

MELISSA K. WHITLER, 2009–*Visiting Instructor in Economics*

Carleton College, BA

LAWRENCE WICHLINSKI, 1990–*Associate Professor of Psychology*

Earlham College, BA; Syracuse University, MS; Southern Illinois University, PhD

MARCIA R. WIDMAN, 1975–*Senior Lecturer in Piano*

Morningside College, BMus; University of Michigan, MMus

DAVID WILES, 2004–*Associate Professor of Theater*

University of Cincinnati, BA; Yale School of Drama, MFA

NANCY C. WILKIE<sup>1</sup>, 1974–*William H. Laird Professor of Classics, Anthropology, and the Liberal Arts*

Stanford University, BA; University of Minnesota, MA, PhD

HARRY MCKINLEY WILLIAMS, 1989–*Laird Bell Professor of History*

Lincoln University, BA; University of Missouri, MA; Brown University, MA, PhD

WALTER F. WOJCIECHOWSKI, 1993–*Designer and Technical Director and Senior Lecturer in Theater*

University of Wisconsin (Milwaukee), BFA; University of Washington (Seattle), MFA

JENNIFER ROSS WOLFF, 2006—*Assistant Professor of Biology*

Millikin University, BS; Vanderbilt University, MS; University of Minnesota, PhD

HELEN WONG, 2009—*Assistant Professor of Mathematics*

Pomona College, BA; Yale University, PhD

CAROLYN WONG<sup>4</sup>, 2006—*Assistant Professor of Political Science*

City College of New York, BA; Massachusetts Institute of Technology, MS; University of California (Los Angeles), PhD

CATHY YANDELL, 1977—*W. I. and Hulda F. Daniell Professor of French Literature, Language and Culture & David and Marian Adams Bryn-Jones Distinguished Teaching Professor of the Humanities*

University of New Mexico, BA; University of California (Berkeley), MA, PhD

AKIRA VINCENT YATSUHASHI, 2009—*ScholarInResidence Fellow in Classical Languages*

Beloit, BA; Dartmouth College, MA; Tufts University, MA

SEUNGJOO YOON, 1999—*Associate Professor of History*

Seoul National University, BA; Harvard University, AM, PhD

GERALD L. YOUNG, 1992—*Professor of Physical Education, Athletics and Recreation*

Southwestern College, BS; St. Cloud State University, MS

SERENA R. ZABIN, 2000—*Associate Professor of History*

Bowdoin College, BA; University of North Carolina (Chapel Hill), MA; Rutgers University, PhD

HONG ZENG<sup>5</sup>, 2004—*Assistant Professor of Chinese*

Beijing Foreign Studies University, BA, MA, PhD; University of North Carolina (Chapel Hill), MA, PhD

QIGUANG ZHAO, 1987—*Burton and Lily Levin Professor of Chinese*

Tianjin Normal University (Tianjin, P.R.C.), BA; Chinese Academy of Social Sciences (Beijing, P.R.C.), MA; University of Massachusetts (Amherst), MA, PhD

CLAYTON L. ZIMMERMAN, 1989—*Humphrey Doermann Professor of Liberal Learning and Professor of Classical Languages*

Duke University, BA; University of North Carolina (Chapel Hill), MA, PhD

STEPHAN G. ZWEIFEL, 1991—*Professor of Biology and Men's Tennis Coach*

University of California (Davis), BS; University of Washington, PhD

## FACULTY EMERITI

DAVID F. APPELYARD, BA, MS, PhD—*Lloyd P. Johnson Norwest Professor of Mathematics, Computer Science and the Liberal Arts, 1966–2007*

VERN D. BAILEY, BA, MA, PhD—*Marjorie Crabb Garbisch Professor of English and the Liberal Arts, 1965–2000*

IAN G. BARBOUR, BA, MA, PhD, BD—*Winifred and Atherton Bean Professor of Science, Technology and Society, 1955–1986*

HELEN D. BERWALD, BA, MA, BS, PhD—*Professor of Educational Studies, 1952–1987*

ROBERT E. BONNER, BA, MA, PhD—*Marjorie Crabb Garbisch Professor of History and the Liberal Arts, 1967–2001*

CARYL E. BUCHWALD, BS, MS, PhD—*McBride Professor of Geology and Environmental Studies, 1967–2002*

W. RICHARD CANTWELL, BA, MA, PhD—*Professor of German, 1965–1993*

CHARLES H. CARLIN, BA, MA, PhD—*Charles “Jim” and Marjorie Kade Professor of the Sciences, 1966–2004*

WAYNE M. CARVER, BA—*William H. Laird Professor of Liberal Arts, 1954–1992*

WILLIAM C. CHILD, JR., BA, PhD—*Professor of Chemistry, 1956–1990*

W. HARTLEY CLARK, BA, MA, PhD—*Professor of International Relations, 1955–1992*

COCO COLTEAUX, BA, MA, PhD—*Professor of Spanish, 1972–2001*

RICHARD E. CROUTER, BA, BD, ThD—*John M. and Elizabeth W. Musser Professor of Religious Studies, 1967–2003*

PATRICK H. DUST, BA, MA, PhD—*Professor of Spanish, 1978–2002*

MARY EASTER, BA, MA—*Rae Schupack Nathan Professor of Dance and the Performing Arts, 1969–2009*

JAMES E. FINHOLT, BA, PhD—*William H. Laird Professor of Chemistry and the Liberal Arts, 1960–2001*

JAMES F. FISHER, BA, MA, PhD—*John W. Nason Professor of Asian Studies and Anthropology, 1971–2009*

ELEANOR H. HANSEN, BS, MEd—*Professor of Physical Education/Women, 1952–1986*

KEITH E. HARRISON, BA, MA—*Professor of English and Writer-In-Residence, 1968–1996*



- LOREN HASKINS, BA, MA, PhD—*Professor of Mathematics, 1968-1996*
- DALE K. HAWORTH, BA, MA, PhD—*Professor of Art History, Director of Exhibitions, and Curator of the Carleton Art Collection, 1960-1996*
- EILER L. HENRICKSON, BA, PhD—*Charles L. Denison Professor of Geology, 1946-1987*
- GERRY J. HILL, BS, PhD—*Towsley Professor of Biology, 1971-1999*
- GARY H. ISEMINGER, BA, MA, PhD—*Stephen R. Lewis, Jr. Professor of Philosophy and Liberal Learning, 1962-2004*
- RAYMOND I. JACOBSON, BFA, MFA—*Professor of Art, 1955-1986*
- KIRK JEFFREY, BA, MA, PhD—*Professor of History, 1970-2008*
- PAUL JENSEN, BS, PhD—*Professor of Biology, 1955-1986*
- PAUL S. JORGENSEN, BS, MEd, MS, PhD—*Professor of Educational Studies and Mathematics, 1955-1987*
- ROGER B. KIRCHNER, BA, MA, PhD—*Professor of Mathematics and Computer Science, 1962-2000*
- JULIE A. KLASSEN, BA, MA, PhD—*Professor of German, 1978-2009*
- PATRICIA A. LAMB, BS, MEd—*Professor of Physical Education, Athletics, and Recreation, 1962-1994*
- RUSSELL L. LANGWORTHY, BA, MA, PhD—*Professor of Sociology and Anthropology, 1953-1986*
- STEPHEN R. LEWIS, JR., BA, MA, PhD, LLD, LHD, LHD. LLD, DSocSci—*Professor of Economics, 1987-2008*
- TIMOTHY L. LLOYD, BFA, MFA—*Class of 1941 Professor of Art and the Liberal Arts, 1964-2004*
- DAVID J. MAITLAND, BA, BD, MS, PhD—*Professor of Religion and College Chaplain, 1956-1987*
- PERRY C. MASON, BA, STB, MA, PhD—*John E. Sawyer Professor of Philosophy and Liberal Learning, 1968-2004*
- ANNE B. MAYER, BA, MMus—*Dye Family Professor of Music (Piano), 1959-1999*
- JAMES MCDONNELL, BA, MA, PhD—*Class of 1941 Professor of English and the Liberal Arts, 1969-2007*
- JANE TAYLOR MCDONNELL, BA, MA, PhD—*Senior Lecturer in Women's and Gender Studies, 1970-2005*
- CHARLES A. MESSNER, PhB—*Professor of French, 1953-1991*
- JERRY R. MOHRIG, BS, PhD—*Herman and Gertrude Mosier Stark Professor of the Natural Sciences, 1967-2003*
- FRANK R. MORRAL, BA, MA, MA, PhD—*William R. Kenan, Jr. Professor of English, 1964-2006*
- RICHARD NAU, BS, MS, PhD—*Professor of Mathematics and Computer Science, 1970-2007*

- PHILIP H. NILES, BA, MA, PhD—*Professor of History, 1966–1999*
- RICHARD J. NOER, BA, PhD—*Laurence McKinley Gould Professor of the Natural Sciences, 1966–2004*
- HARRY W. NORDSTROM, BA, MMus, AMD—*Professor of Music (Violin), 1950–1989*
- ANNE E. PATRICK, BA, MA, PhD—*William H. Laird Professor of Religion and the Liberal Arts, 1980–2009*
- PETER M. PRENZEL-GUTHRIE, BS, MS, PhD—*Professor of Psychology, 1960–1992*
- DIETHELM PROWE, BA, MA, PhD—*Laird Bell Professor of History, 1966–2008*
- RICHARD W. RAMETTE, BA, PhD—*Laurence M. Gould Professor of Chemistry, 1954–1990*
- ROBERT A. REITZ, BS, MS, PhD—*Professor of Physics, 1954–1990*
- PHILLIP RHODES, BA, MM—*Andrew W. Mellon Professor of Humanities and Composer-In-Residence, 1974–2006*
- KIM RODNER, BA, MA, PhD—*Professor of Sociology, 1967–2001*
- CRIS ROOSENRAAD, BS, MS, PhD—*Professor of Mathematics, 1983–2007*
- SEYMOUR SCHUSTER, BA, MA, PhD—*William H. Laird Professor of Mathematics and the Liberal Arts, 1958–63, 1968–1994*
- ROSS L. SHOGER, BA, MS, PhD—*Professor of Biology, 1959–1992*
- DAVID A. SIPFLE, BA, MA, PhD—*William H. Laird Professor of Philosophy and the Liberal Arts, 1960–1998*
- BARDWELL L. SMITH, BA, BD, MA, PhD—*John W. Nason Professor of Religion and Asian Studies, 1960–1995*
- EDWARD L. SOSTEK, BA, MA, PhD—*Professor of English and Theater Arts, 1969–1996*
- LAUREN SOTH, BA, MA, PhD—*Professor of Art History, 1964–2004*
- GEORGE SOULE, BA, MA, PhD—*Professor of English, 1962–1995*
- BOB SULLIVAN, BA, MA—*Professor of Physical Education, Athletics, and Recreation, 1979–2001*
- WILLIAM TERRIQUEZ, BA, MA—*Professor of Physical Education, Athletics and Recreation, 1984–2007*
- BRUCE R. THOMAS, BA, PhD—*Laurence McKinley Gould Professor of the Natural Sciences, 1967–2006*
- JACK M. THURNBLAD, BA, MA—*Professor of Physical Education/Men, 1960–1984*
- ROBERT G. TISDALE, BA, MAT, MA, PhD—*Marjorie Crabb Garbisch Professor of English and the Liberal Arts, 1966–2006*
- MYLLA URBAN, BS, MEd—*Professor of Physical Education, Athletics, and Recreation, 1969–1999*

NORMAN VIG, BA, PhD—*Winifred and Atherton Bean Professor of Science, Technology and Society, 1966-2003*

GARY E. WAGENBACH, BS, MS, PhD—*Winifred and Atherton Bean Professor of Biology, Science, Technology, and Society, 1969-2008*

CARL D. WEINER, BA, MA—*W. H. Laird Professor of History and the Liberal Arts, 1964-2004*

WILLIAM B. WELLS, BA, MA, DMA—*Professor of Music and Choral Director, 1966-1993*

ROBERT E. WILL, BA, MA, PhD—*Raymond Plank Professor of Incentive Economics, 1957-1993*

WILLIAM F. WOEHLIN, BA, MA, PhD—*Laird Bell Professor of History, 1962-1993*

ELEANOR M. ZELLIOT, BA, MA, PhD—*Laird Bell Professor of History, 1969-1997*

## ADMINISTRATIVE OFFICES

### ACADEMIC SUPPORT CENTER

**Kathy J. Evertz**, BA, MA, PhD—*Director for Academic Support Center*

**Roberta A. Groth**—*Program Assistant, Academic Support Center*

### ACTING IN COMMUNITY TOGETHER

**Laura Riehle-Merrill**, BA, MA—*ACT Director*

**Amber J. Cameron**, BA—*Assistant Director, Acting in the Community Together*

### ADMISSIONS

**Paul J. Thiboutot**, BA, MA—*VP and Dean of Admissions and Financial Aid*

**Linda M. Borene**—*Assistant Dean of System Operations*

**Charles A. Cogan**, BA, MA—*Associate Dean and Director of International Recruitment*

**Virginia A. Deplazes**—*Admissions Application Specialist*

**Kendra J. Hanna**—*Lead Word Processing Operator & Lead Admissions Computer Lia*

**Jennifer Hantho**, BA—*Senior Associate Dean of Admissions*

**Kathryn M. Hargis**, BA, MA—*Admissions Software/Database Specialist & Assistant to DOA*

**Katherine L. Jumbe**, BA, MA—*Admissions Counselor*

**Michele D. Kamen**, BA—*Campus Visits Coordinator in Admissions*

**Maureen D. Kerns**, BS—*Admissions Receptionist*

**Linda Mueller**—*Administrative Assistant in Admissions*

**Rodney M. Oto**, BA, EdM—*Associate Dean of Admissions*

**Margaret M. Otten**, BA, MS—*Senior Associate Dean of Admissions*

**Hans A. Peterson**—*Assistant Dean of Admissions*

**Mary T. Steil, BA**—*Admin. Assistant, International Admissions & Admissions Receptionist*

**Brian D. Swann, BA**—*Coordinator of Outreach Programs and Assistant Dean*

**Judith K. Tatge**—*Admissions Data Specialist*

**Stefani Y. Tran, BA**—*Admin. Asst. in Admissions for Multicultural Recruitment & Outreach*

**Carla E. Zelada, BA, MA**—*Assistant Dean of Admissions*

## **ALUMNI AFFAIRS**

**Rebecca Zrimsek, BA**—*Director of Alumni Affairs*

**Merilyn E. Calcutt, BS**—*Alumni Affairs Project Coordinator*

**Jeanne E. Estrem**—*Alumni Affairs Administrative Assistant*

**Amy C. Goerwitz, BA**—*Associate Director of Alumni Affairs*

**Ann Iijima, BA, JD**—*Associate Director of Alumni Affairs*

**Emily F. Muirhead, BA**—*Alumni Fellow*

**Naja E. Shabazz, BA**—*Assistant Director of Alumni Affairs*

**Patsy J. Trusty**—*Alumni Affairs Administrative Assistant*

## **ALUMNI ANNUAL FUND OFFICE**

**Christopher A. Clark, BA**—*Executive Director of Alumni Annual Fund and Parent Funds*

**Beth A. Dahle, BS**—*Sr. Associate Director of Alumni Annual Fund*

**Robert V. Herrick, BA**—*Associate Director of the Alumni Annual Fund*

**Martha L. Jirovec**—*Alumni Annual Fund Assistant*

**Tricia L. Kasa**—*Alumni Annual Fund Assistant*

**Stefanie A. Morrison, BA**—*Associate Director of the Alumni Annual Fund*

**Aaron D. Seifert, BA**—*Assistant Director Alumni Annual Fund*

**Jennifer A. Whitson**—*Office Manager & Assistant to the Director of the Alumni Annual Fund*

## ALUMNI GUEST HOUSE

**Renee Rezac**—*Coordinator of Alumni Guest House*

## AMERICAN STUDIES

**Tamara S. Little**—*Administrative Assistant in American Studies and Arc Programs*

## ARB STUDIES

**Nancy C. Braker**, BA, MS—*Director of Cowling Arboretum*

**Matthew Elbert**—*Manager of Cowling Arboretum*

## ARCHIVES

**Eric S. Hillemann**, AB, MA, MALS—*College Archivist*

## ART GALLERY

**Laurel E. Bradley**, BA, MA, PhD—*Director of Exhibitions & Curator of the College Art Collect*

**Wendy Nordquist**—*Art Gallery Assistant*

**James F. Smith**—*Art Collection Registrar*

## ART AND ART HISTORY

**Heidi Eyestone**, BA—*Curator of the Visual Resources Collection, Art/Art History*

**Patricia J. Germann**—*Administrative Assistant in Art/Art History*

**Gerald A. Krause**, BA—*Technician in Studio Arts*

## ASIAN LANGUAGES & LITERATURES

**Marian J. Sherwin**, BS—*Administrative Assistant in Asian Languages and Literatures*

## BIOLOGY

**Marti L. Anderson**—*Animal Colony Supervisor*

**Randall Hagen**, BA, MS—*Greenhouse Coordinator*

**Carol L. Horan**—*Administrative Assistant in Biology*

**Alison L. Unger**, BA, MS—*Biology Stockroom Supervisor*

## BOOKSTORE

**David M. Schlosser**, BS, BA—*Director of Carleton Bookstore*

**Julie L. Daley**—*Office Supplies Specialist/Bookkeeper, Bookstore*

**Brendon L. Etter**, BA—*Textbook Manager, Bookstore*

**Viola T. Ryder**—*Trade Book Manager, Bookstore*

**Carleen M. Thurnblad**—*Clothing and Gift Buyer, Bookstore*

## BUSINESS OFFICE

**Linda Thornton**, BBA, MBA—*Comptroller*

**Susan D. Benson**—*Accounting Assistant*

**Denise M. Dube**, BA—*Senior Accountant - Facilities*

**Debra J. Fawcett**—*Student Accounts Specialist*

**Barbara R. Fowler**, BS—*Assistant Comptroller*

**Barbara Harden**—*Senior Payroll Specialist*

**Randie F. Johnson**, BS—*Purchasing, Accounts Payable, and Risk Manager*

**Candace L. Koen**—*Administrative Assistant*

**Kara L. Lloyd**, BA—*Accounting and Purchasing Assistant*

**Shari L. Mayer**, BS—*Senior Accountant*

**Sandra J. Pieri**—*Student Accounts Specialist*

**Melissa A. Smith**—*Accounts Payable Specialist*

**Julie A. Vossen**—*Payroll Specialist*

## CAMPUS ACTIVITIES

**Lee F. Clark**, AA, BS, MA,–*Director of Campus Activities*

**Gretchen K. Fierke**–*Cave Management*

**Michael K. Morris**, BA–*Cave Management*

**Justin R. Plank**–*Cave Management*

**Colleen M. Strese**–*Administrative Assistant in Campus Activities*

**Nadine D. Sunderland**–*Assistant Director of Campus Activities*

## CAMPUS SERVICES

**Julia H. Burmesch**, BS–*Director of Campus Services*

**Mary C. Amy**–*Information Desk & OneCard Program Coordinator*

**Marilyn J. Hollinger**–*Fleet Vehicle Services Manager & OneCard Program Coordinator*

**Noel S. Ponder**–*Campus Scheduling Coordinator & OneCard Program Coordinator*

## CAREER CENTER

**Richard T. Berman**–*Director of the Career Center*

**Susan A. Bovbjerg**, BS/BA, CMC–*Projects Coordinator/Administrative Assistant*

**Michael L. Hendel**, BS, MS–*Associate Director, Manager of Operations*

**Bradley A. Kmoch**, BA, MS–*Program Coordinator, Career Center*

**Jessica J. Mueller**, BA, MALS–*Program Coordinator, Career Center*

**Brent K. Nystrom**, BA, MA–*Associate Director, Career Center & Manager, Mentor Relations*

**Debra J. Olien**, BA, MS–*Associate Director, Manager of Campus Outreach*

## CHAPLAIN'S OFFICE

**Carolyn M. Fure-Slocum**, BA, MDIV, MA–*Chaplain*

**Shoshana S. Dworsky**, BA–*Associate Chaplain*



**Janis M. Truax**—*Administrative Assistant to Chaplain*

## **CHEMISTRY**

**Julie R. Karg**, BS—*Chemistry Technician*

**Brian T. Mars**, BA, MTh—*Lab Manager in Chemistry, Instrument Specialist, Hazard Wast*

**Wendy Zimmerman**—*Administrative Assistant in Chemistry*

## **CINEMA AND MEDIA STUDIES**

**Marla Erickson**, BS—*Administrative Assistant in Cinema and Media Studies*

**Paul Hager**, BA—*Technical Director of Cinema and Media Studies*

## **CLASSICAL LANGUAGES**

**Marian J. Sherwin**, BS—*Administrative Assistant in Classical Languages*

## **COLLEGE RELATIONS**

**Joe A. Hargis**, BS, MA—*Associate Vice President for External Relations*

**Gayle K. McJunkin**, BA, MDIV—*Associate Vice President for External Relations*

**Kerry Raadt**, BA—*Director of Events*

**J P. Stark**—*Technical Coordinator for Events*

**Melissa J. Thomas**—*Special Events Associate/Administrative Assistant for College Relations*

## **COMPUTER SCIENCE**

**Susan L. Jandro**—*Administrative Assistant in Computer Science*

**Michael N. Tie**, BS—*Technical Director in Computer Science*

## **CORPORATE/FOUNDATION RELATIONS**

**Mark J. Gleason**, BA, MA, PhD—*Director of Corporate & Foundation Relations*

**Nina P. Mangelsen**, AA—*Administrative Assistant to the Director of Corporate & Foundation Relations*

**Diane A. Menning**, BSN—*Corporate and Foundation Relations Administrative Assistant*

**Christopher J. Tassava**, BA, MA, PhD—*Associate Director of Corporate and Foundation Relations*

## **CROSS CULTURAL STUDIES**

**Petra E. Crosby**, BA, MA—*Director of International Student Programs & Administrator Cross Cult Studies*

**Autumn A. Bastian**, BA—*Assistant Cross Cultural Studies & International Student Program*

## **CUSTODIAL SERVICES**

**J. K. Campbell**, BS—*Director of Maintenance & Custodial Services*

**Karen L. Lawson**—*Custodial Services Supervisor*

**Patti L. Sabrowski**—*Custodial Services Supervisor*

## **DEAN OF STUDENTS OFFICE**

**M. H. Wagner**, BS, MS—*VP for Student Development and Dean of Students*

**Tamara M. Anderson**—*Senior Administrative Assistant to the Associate Deans*

**Joseph Baggot**, BS, MA, PhD—*Associate Dean of Students*

**Cathleen Carlson, BS, MEd**—*Associate Dean of Students*

**K.J. Spurgeon**—*Senior Assistant to the Dean of Students*

**Julie A. Thornton**, BA, MS—*Associate Dean of Students*

**Julia C. Uleberg Swanson**, BS, MS—*Dacie Moses House Coordinator*

## **DEAN OF THE COLLEGE OFFICE**

**Beverly Y. Nagel**, BA, MA, PhD —*Dean of the College*

**Elizabeth J. Ciner**, BA, MA, PhD—*Associate Dean of the College*

**Danette DeMann, AAS**—*Senior Administrative Assistant to the Associate Dean of College*

**Adrienne L. Falcón, BA, MA**—*Coordinator of Academic Civic Engagement*

**Nathan D. Grawe, BA, MA, PhD**—*Associate Dean of the College*

**Charlene Hamblin**—*Headley House Coordinator*

**Becky J. Krogh**—*Senior Administrative Assistant to the Associate Dean of College*

**Brian T. Mars, BA, MTh**—*Chemical Hygiene Officer*

**Karen K. Moldenhauer**—*Senior Administrative Assistant to the Associate Dean of College*

**Andrea L. Nixon, BA, MA, PhD**—*Director of Curricular and Research Support*

**Peggy L. Pfister, BA**—*Senior Assistant to the Dean of the College & Office Manager*

**Éva S. Pósfay, AB, MA, MA, PhD**—*Associate Dean of the College*

**Sarah B. Rechtzigel**—*Academic Project Specialist*

**Steven G. Richardson, BA**—*Director of the Arts*

## **DEVELOPMENT OFFICE**

**Gayle K. McJunkin, BA, MDIV**—*Director of Development*

**Mari T. Aylin, BA, MS**—*Director of Major and Planned Giving*

**Margaret J. Colangelo, BA**—*Administrative Assistant, Major & Planned Giving*

**Charles A. Donnell**—*Development Officer*

**Patrick Ganey, BA**—*Development Officer*

**Christian M. Hakala, BA, MA**—*Development Officer*

**Daniel G. Lugo, BA, JD**—*Planned Giving Officer*

**Mary A. Niebur**—*50th Reunion Assistant*

**Daniel Rustad, BA, MA**—*Development Officer*

**Paula R. Schanilec, BS**—*Administrative Assistant, Major and Planned Giving*

**Susan M. Streefland**—*Administrative Assistant to the Director of Development*

**Judith A. Tabert**—*Planned Gift Administrator*

**Michael J. Tompos**—*Director of 50th Reunion Programs*

**Lynne M. Wilmot, BA, JD**—*Planned Giving Officer*

## DEVELOPMENT SERVICES

**Julie K. Anderson**, BA, MBA—*Director of Development Services*

**Mark N. Egge**, BS, MA—*Director of Prospect Research*

**Denise M. Flicek**, BS—*Applications Support Specialist*

**Cynthia Grisim**—*Records System Administrator/Office Manager in Development Services*

**Terrence Hassanally**, BA, MBA—*Prospect Research Officer*

**Daniel J. Hinderaker**, BA, JD (Law)—*Prospect Research Analyst*

**Linda A. Irrthum**—*Alumni/Development System Specialist*

**Julie K. Kimber**—*Gift Accounting Assistant*

**Nancy L. Loesch**, BS—*Development Information Assistant*

**Anthony Pierre**, BA—*Applications Support Programmer*

**Shannon Schulz**, BA—*Director of Central Records*

**Pamela J. Sexton**, AA—*Gift Accounting Assistant*

**Carla J. Thomas**, BA—*Manager of Alumni/Development Information Systems*

## ECONOMICS

**Susan F. Quay**—*Administrative Assistant in Economics*

## EDUCATIONAL STUDIES

**Krista G. Herbstrith**, BA—*Administrative Assistant in Educational Studies*

## ENGLISH

**Carolyn Soule**, BA, MA—*Administrative Assistant in English*

## ENVIRONMENTAL & TECHNOLOGY STUDIES

**Tamara S. Little** – Administrative Assistant in Environmental & Technology Studies

## FACILITIES

**Steven K. Spehn**, BS – *Director of Facilities and Capital Planning*

**Gloria Heinz** – *Facilities Communications Specialist*

**Robert D. Lamppa**, PE, BS – *Director of Energy Management and Senior Project Manager*

**Daniel Stadler** – *Project Manager*

**Barbara M. Tousignant** – *Facilities Secretary*

## FRENCH AND FRANCOPHONE

**Mary Tatge** – *Administrative Assistant in French*

## GENDER AND SEXUALITY CENTER

**Kaaren M. Williamsen**, BA, MS, MA – *Director of Gender & Sexuality Center & LGBT Advisor*

## GEOLOGY

**Ellen T. Haberoth** – *Administrative Assistant in Geology*

**Timothy D. Vick**, BA, MAT – *Technical Director in Geology*

## GERMAN AND RUSSIAN

**Mary Tatge** – *Administrative Assistant in German and Russian*

## GROUNDS

**Dennis Easley**, BA – *Superintendent of Grounds*

## HISTORY

**Marilyn C. Lamberty**, BA—*Administrative Assistant in History and German Studies Review Assistant*

## HUMAN RESOURCES

**Kerstin M. Cardenas**, BA, MS—*Director of Human Resources*

**Karyn L. Jeffrey**, BS—*Associate Director of Human Resources*

**Samantha K. Malecha**, AAS—*Human Resource Analyst*

**Andrea M. Zunkel**—*Administrative Assistant and Receptionist*

## INFORMATION TECHNOLOGY SERVICE

**Joel P. Cooper**, BA, MA—*Director of Information Technology Services*

**David P. Aman**, BS—*Computing Support Specialist*

**Larry S. Azelton**—*Windows Systems Administrator*

**Troy Barkmeier**, BA, MA—*Desktop Systems Administrator and Desktop Systems Administrator*

**Russell E. Bauer**, BA, MIS/Business Administration—*Computing Support Associate*

**Matthew A. Bockol**, BA—*Web Technical Administrator*

**Carly J. Born**, BA, MA—*Academic Technologist*

**R. K. Chapman**, BSc—*Student Computing Coordinator*

**Michael T. Decker**, BS—*Hardware Asset Manager*

**Christopher J. Dlugosz**, BA—*Network Manager*

**David A. Flynn**, BA—*UNIX Systems Administrator*

**Douglas J. Foxgrover**, BA—*Communication & Training Coordinator/Curator, College Weather Database*

**Richard L. Goerwitz**, BA, MA, PhD—*Database Administrator and Integrator/Data Warehouse Architect*

**Richard C. Graves**, BA—*Senior Unix Administrator/Network Security Administrator*

**Mark F. Heiman**, BA—*Senior Web Application Developer*

**Randy Hoffner**, BS, AB—*Science Support Specialist*

**Leslie P. LaCroix**, BA—*Strategic Technologist and Team Lead*

**Paula Lackie, BA, MA**—*Academic Technologist*

**Julie M. Latham, BA, MAT**—*Enterprise Applications and Data Warehouse Administrator*

**Matthew E. Lauterbach, BS**—*Applications Support Programmer*

**Candyce Lelm**—*Administrative Assistant for Information Technology Services*

**Fiona J. MacNeill, BA**—*Media Lab Specialist and Academic Technologist*

**Karl E. Madsen, BS, MA**—*Applications Analyst*

**Chad W. Miller, BS**—*Systems and Project Manager, Team Lead*

**Sande Nissen, BA**—*Desktop Systems Administrator*

**Sara Oster, BS**—*Database Administrator*

**James R. Pence, BS**—*Hardware Repair Technician*

**James A. Pierret, BS, MAT**—*Presentation Technology Specialist*

**Austin Robinson-Coolidge, BA**—*Computing Support Specialist, Team Leader*

**Suzanne A. Traxler, BS**—*Associate Director of Information Technology Services*

**Neal L. Weeg, BA**—*Applications Support Programmer*

**Lewis Weinberg, BA**—*Media Technology Specialist and Team Lead*

**Tamara Wellentin**—*Computing Support Specialist*

## **INSTITUTIONAL RESEARCH AND ASSESSMENT**

**James C. Fergerson, BA, MA**—*Director of Institutional Research and Assessment*

**Jodine K. Friedow, BS**—*Associate Director of Institutional Research and Assessment*

## **INTERCULTURAL LIFE OFFICE**

**Kristen Askeland**—*Administrative Assistant to Director of Intercultural Life*

**Joy J. Kluttz, BS, MA**—*Director of Intercultural Life*

## **THE LANGUAGE CENTER**

**Mary H. Nelson, BA**—*Assistant to the Director of the Language Center*

**Cynthia L. Shearer**, BA, MA—*Director of the Language Center*

## **LIBRARY**

**Samuel G. Demas**, BA, MA, MLS—*College Librarian*

**Matthew S. Bailey**, BA, MA, MLS—*Media Resources Coordinator*

**Vicki L. Burgess**, BS—*Library Acquisitions Assistant*

**Katherine A. Cooper**—*Interlibrary Loan Specialist*

**Jennifer Edwins**, BA—*Assistant to the College Librarian & Loan Services Manager*

**Carol Eyler**, AB, MLS—*Head of Technical Services*

**Anita Grommesh**, BS—*Library Associate Acquisitions*

**Merry L. Hoekstra**, BA—*Administrative Assistant to the College Librarian*

**Iris M. Jastram**, BA, MA,—*Reference & Instruction Librarian for Literature and Languages*

**Christine R. Jensen**, BA—*Library Assistant Loan Services*

**Terese L. Kissner**, BS—*Library Assistant Collections*

**Ashlie B. Kollmansberger**, BA—*Project Coordinator for Periodicals*

**Danya E. Leebaw**, BA, MS—*Reference & Instruction Librarian for Social Sciences*

**Hsianghui Liu-Spencer**, BA, MEd, MLS—*Cataloging/Metadata Librarian*

**Veronica Otte**—*Library Assistant Reserves Coordinator*

**Kristin L. Partlo**, BA, MA—*Reference & Instruction Librarian for Social Sciences*

**Lois Perkins**, BA—*Library Assistant Loan Services*

**Margaret R. Pezalla-Granlund**, BA, MA—*Curator of Library Art & Exhibitions*

**Charles F. Priore**, BA, MLS—*Research and Instruction Librarian & Liaison for Sciences*

**Carolyn Sanford**, BA, MA—*Head of Reference and Instruction*

**Kathleen Schwartz**—*Library Assistant in Technical Services*

**Christina A. Sinkler-Miller**, BA—*Periodicals/E-Journals Librarian*

**Sandra Smith**—*Library Assistant Loan Services*

**Kathy E. Tezla**, BA, MA, MLS—*Head of Collection Development*

**Carol R. Thunem**, BMed, MM—*Library Assistant in Technical Services*



**Heather Tompkins**—*Reference and Instruction Librarian*

**Kristi R. Wermager**, BA, MA—*Bibliographer & Curator of Special Collections*

**Ann Zawistoski**, BA, MS—*Science Librarian*

## LINGUISTICS

**Tamara S. Little** – *Administrative Assistant in Linguistics*

## MAINTENANCE

**Gregory F. McCracken**—*Maintenance Supervisor*

**Diane Fredrickson**—*Maintenance Secretary*

## MATH SKILLS CENTER

**Russell J. Petricka**, BA, MAT—*Supervisor of the Math Skills Center*

## MATHEMATICS

**Susan L. Jandro**—*Administrative Assistant in Mathematics*

**Michael N. Tie**, BS—*Technical Director in Mathematics*

## MEDIA AND PUBLIC RELATIONS

**Jessica J. Paxton**, BA—*Media Relations Assistant*

**Eric Sieger**, BA, MA—*Director of Media Relations and Public Relations*

## MUSIC

**Susan M. Beeby**, BA, MLIS—*Music Collections Curator*

**Carole D. Engel**—*Administrative Assistant in Music*

## NUTTING HOUSE

**Laurie S. Brackee**—*Nutting House Operations Manager*

## OFF CAMPUS STUDIES OFFICE

**Helena I. Kaufman**, BA, MA, PhD—*Director of Off-Campus Studies*

**Leslie A. Vanderwood**, BA—*Administrative Assistant for Off-Campus Studies*

**Naomi J. Ziegler**, BA, MA, MS, PhD—*Assistant Director of Off Campus Studies*

## PERLMAN LEARNING/TEACHING CTR

**Clayton Zimmerman**, BA, MA, PhD—*Coordinator Perlman Center for Learning & Teaching*

**Charlene Hamblin**—*Administrative Assistant to Coordinator Perlman Center for Learning & Teaching*

## PHILOSOPHY

**Sandra R. Saari**, BS—*Administrative Assistant in Philosophy*

## PHYSICAL EDUCATION, ATHLETICS, RECREATION

**Laura Kay G. Allen**, BA, MA, EdS, EdD—*Building Supervisor, Recreation Center and Building Supervisor, Recreation Center*

**Rebecca J. Carel**—*Building Supervisor, Recreation Center*

**Aaron J. Chaput**, BA, MEd—*Asst Dir, Recreation Center & Club Sports Director*

**Ross Currier**—*Building Supervisor, Recreation Center*

**Richard H. Douglass**—*Building Supervisor, Recreation Center*

**Catherine L. Funke**, BA, MA—*Assistant Women's Cross County & Track Coach*

**John Gray**—*Building Supervisor, Recreation Center*

**Martin G. Hoffmann**, BA, MA—*Assistant Football Coach*

**Donald E. Janke**—*Building Supervisor, Recreation Center*

**Linda K. Luedke**, AA—*Administrative Assistant in Physical Education, Athletics & Recreation*

**Karen S. Montgomery**, BA—*Building Supervisor, Recreation Center*

**Robert G. Pagel**—*Assistant Football Coach/Defensive Coordinator*

**Michele L. Showers**, BS—*Director of Recreational Sports & Manager Recreation Center*

## PHYSICS AND ASTRONOMY

**Thomas R. Baraniak**—*Electronics & Laboratory Manager in Physics & Astronomy*

**Mary S. Drew**, BA—*Administrative Assistant in Physics and Astronomy and Science Initiative Administrative Assistant*

**Bruce S. Duffy**, BS—*Technical Assistant in Physics and Astronomy*

**Mark J. Zach**, BSME—*Instrument Project Manager*

## POLITICAL SCIENCE

**Patricia K. Peterson**, BS—*Administrative Assistant in Political Science*

## PRE-MED ADVISING

**Pamela Middleton**, BA, PhD—*Pre-Health Advisor*

## PRESIDENT'S OFFICE

**Robert A. Oden**, AB,BA,MA,ThM,PhD—*President*

**Vickie L. Duscher**—*Receptionist and Scheduler*

**Elise A. Eslinger**, BA, MBA—*Associate Vice President and Chief of Staff*

**Stephanie A. Huston**, BS—*Administrative Assistant and Travel Coordinator*

**Jane A. Nelson**—*Secretary to the Board of Trustees & Assistant to President*

## PRINTING AND MAILING SERVICES

**Tracy E. Barron**—*Mail Services Coordinator*

**Jackie M. McBeain**, AA—*Mail Services Assistant*

**Corwyn L. Pulju**—*Duplicating Assistant*

**Loretta Springer**—*Duplicating Coordinator*

## PSYCHOLOGY

**Anne M. Fossum**—*Animal Care Supervisor*

**Lorie L. Tuma, BA**—*Administrative Assistant in Psychology and Cognitive Science*

## PUBLICATIONS OFFICE

**Kristi K. Anderson, BA**—*Graphic Designer*

**Kayla M. Berger, BA**—*Publications and Production Assistant*

**Marla J. Holt, BA**—*Writer/Editor*

**Jonathon L. Reese**—*Graphic Designer*

**Teresa Scalzo, BA**—*Director of Publications*

## REGISTRAR'S OFFICE

**Candace I. Braun**—*Academic Records Coordinator*

**Evelyn Johnson**—*Registration Coordinator*

**Roger A. Lasley, BA, MA**—*Registrar*

**Ann M. May**—*Transcript Coordinator & Senior Administrative Assistant to Registrar*

**Cynthia A. Plash**—*Certification Coordinator*

## RELIGION

**Sandra R. Saari, BS**—*Administrative Assistant in Religion*

## RESIDENTIAL LIFE

**Steve Wisener, BA, MEd**—*Director of Residential Life*

**Vicky K. Deering**—*Administrative Assistant/Data Specialist*

**Kari L. Scheurer**—*Administrative Assistant/Project Specialist*

**Amy L. Sillanpa**, BS, MS—*Associate Director of Residential Life*

**Linda F. Stadler**—*Office Manager/Senior Administrative Assistant to the Director*

## SCIENCE EDUCATION RESOURCE CENTER

**Monica Z. Bruckner**, BA, MS—*Web Content Developer & Evaluation Assistant*

**Sean Fox**, BA, MS—*Technical Director in SERC*

**Linda M. Goozen**, BS—*Administrative Assistant in Science Education Resource Center*

**Ellen Iverson**—*Web Programmer*

**Karin B. Kirk**—*Geoscience Assistant*

**Randahl S. Kirkendall**, BS, MPH—*SERC Evaluation Specialist*

**Jon A. Lee**—*SERC Office Manager*

**Cathryn A. Manduca**, BA, MS, PhD—*Director, Science Education Resource Center*

**John McDaris**—*Geoscience Assistant*

**Carol J. Ormand**—*Geoscience Assistant*

**Gudrun A. Willett**, BA, MA, PhD—*SERC Evaluation Specialist*

## SECURITY

**Wayne Eisenhuth**, BS—*Director of Security Services*

**Randall R. Atchison**—*Security Shift Supervisor*

**James Bushey**—*Security Shift Supervisor*

**Klay Christianson**, BA—*Security Shift Supervisor*

**Chad G. Drazkowski**, AA—*Security Officer*

**Steven R. Hanson**, BS—*Security Shift Supervisor*

**Ryan J. Holicky**, AAS—*Security Officer*

**Sharon M. Wadkamper**—*Security Shift Supervisor*

**Noel C. Williams**—*Security Shift Supervisor*

## **SOCIOLOGY AND ANTHROPOLOGY**

**Jean M. Goss**, BS, MS, MA—*Administrative Assistant, Sociology and Anthropology*

## **SPANISH**

**Mary Tatge**—*Administrative Assistant in Spanish*

## **SPORTS INFORMATION**

**David S. Pape**, BA—*Sports Information Director*

## **STEWARDSHIP**

**Sarah J. Forster**, BA, MA—*Director of Stewardship*

**Marin K. Amundson-Graham**, BA—*Associate Director of Stewardship*

**Christine Krejci**, BS—*Stewardship Coordinator*

## **STUDENT FINANCIAL SERVICES**

**Rodney M. Oto**, BA, EdM—*Director of Student Financial Services*

**Cynthia Diessner**, BA—*SFS Office Assistant/Loan Specialist*

**Dana L. Edwards**—*Assistant to the Director of Student Financial Services*

**Michael Kotchevar**, BS—*Assistant Director of Student Financial Services*

**Revae K. Nelson**, BA—*Assistant Director of Student Financial Services*

**Kris O. Parker**, BA—*Assistant Director of Student Financial Services*

**Elizabeth J. Rowley**, BS—*Application & Processing Specialist/Administrative Assistant*

## SUMMER ACADEMIC PROGRAMS

**Jeremy M. Updike**, BS—*Director of Summer Academic Programs*

**Charlene Hamblin**—*Administrative Assistant to the Director of Summer Academic Programs*

## TRIO-SSS PROGRAM

**Mitchell Madson**—*Interim Director, TRIO/Student Support Services*

**Susannah J. Shmurak**, BA, MA, PhD—*Writing Assistant/Database Manager*

**Sarita S. Winterrowd-Lundin**—*Interim Supplemental Advisor, TRIO/Student Support Services*

## TELECOMMUNICATIONS

**Deborah T. Ludwig**—*Telecommunications Specialist*

**Mary Ann Wroblewski**, AAA—*Telecommunications Specialist*

## THEATER & DANCE

**Mary Ann Kelling**, BA, MFA—*Costume Designer and Shop Supervisor*

**Allison M. Koster**, BA, MFA—*Assistant Technical Director/Lighting Designer*

## VICE PRESIDENT AND TREASURER

**Frederick Rogers**, BA, MS—*Vice President and Treasurer*

**Daniel R. Bergeson**, BA—*Director of Auxiliary Services & Special Projects*

**Megan M. Bosco**, BS—*Investment Analyst*

**Andrew D. Christensen**, BS, MBA—*Investment Manager*

**Elizabeth J. Hubbard**—*Assistant to the Vice President and Treasurer*

**Patricia M. Langer**, BS, MA—*Budget Analyst*

**Jason B. Matz**, BS, MBA—*Director of Investments*

**Kelly M. Roehl**—*Administrative Assistant for Business and Finance*

**Daniel S. Singer**, BSB—*Investment Accountant*

## VICE PRESIDENT FOR EXTERNAL RELATIONS

**Kristine A. Cecil**—*Vice President for External Relations*

**Gayle A. Bauer**—*Assistant to Vice President/External Relations & Office Manager*

## VOICE PUBLICATIONS

**Teresa Scalzo**, BA—*Editor of the Carleton Voice*

**Janice Senn**, BS, MA—*Managing Editor of the Voice*

## WEB SERVICES

**Jaye E. Lawrence**, BA—*Director of Web Communications and Development*

**Douglas Bratland**, BA—*Web Writer*

**Matthew D. Ryan**, BA—*Associate Director of Web Communications Development*

**Nathan A. White**, BA—*Web Application Developer*

## WELLNESS CENTER

**Cathleen J. Carlson**, BS, MEd—*Director of the Wellness Center*

**Anne M. Fossum**—*Receptionist Wellness Center*

**Jennifer L. Gildner**, BS, MS, PhD—*Counseling Psychologist*

**Denise M. Intihar-Lum**, FNP, MSN, BSN—*Family Nurse Practitioner*

**Natalee J. Johnson**—*Advanced Practice Nurse/Coordinator of Medical Services*

**Anne M. Lamppa**, BA, MS—*Coordinator of Disability Services for Students*

**Sherryl D. Regenscheid**—*Administrative Assistant/Student Insurance Specialist*

**Andrew C. Weis**, BS, MS, PhD, LP—*Clinical Psychologist*



## WOMEN'S AND GENDER STUDIES

**Tamara S. Little**—*Administrative Assistant in Women's and Gender Studies*

## WRITING PROGRAM

**Carol A. Rutz**, BA, MA, PhD—*Director of the College Writing Program*

**Susan F. Quay**—*Assistant to the Director of the College Writing Program*

**Gudrun A. Willett**, BA, MA, PhD—*Project Director, Writing Program*

### Important Phone Numbers

Admissions Office: (507) 222-4190

Business Office: (507) 222-5424

Campus Activities: (507) 222-4462

Computing: (507) 222-7277

Dean of the College: (507) 222-4300

Dean of Students: (507) 222-4248

Registrar: (507) 222-4289

Residential Life: (507)222-4072 or (507) 222-5465

Student Financial Services: (507) 222-4138

Wellness Center: (507) 222-4080