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Foreword

Brown University is a leading Ivy League institution and the only major research university in the nation where undergraduates are the architects of their own course of study. Brown is distinguished by its unique undergraduate academic program, a world-class faculty, outstanding graduate and medical students, and a tradition of innovative and rigorous multidisciplinary study.

The University's mission—to serve the community, the nation, and the world by educating and preparing students (in the words of the College charter) to "discharge the offices of life with usefulness and reputation"—is fulfilled through a strong partnership of students and teachers.

The seventh oldest university in America, Brown was established in 1764 as Rhode Island College in the town of Warren, Rhode Island, and enrolled its first students in 1765. In 1770 the College moved to its present location, and in 1804 it was renamed Brown University to honor a $5,000 donation from local merchant Nicholas Brown. Today the University's main campus covers nearly 140 acres on a historic residential hill overlooking downtown Providence, a vibrant city of some 170,000 people and the capital of Rhode Island.

Brown draws men and women from all over the United States and many other countries. Distinguished by their academic excellence, creativity, self-direction, leadership, and faculty known for its prize-winning multidisciplinary scholarship and dedication to teaching. By providing a rich undergraduate experience together with strong graduate and medical programs, the University fosters internal and external discovery at every level of the academic enterprise.

Brown is internationally known for its dynamic undergraduate curriculum, implemented by faculty vote in 1969. Undergraduates must pass 30 courses and complete the requirements for a concentration, or major, in order to receive a bachelor's degree. The curriculum does not require distribution or core courses outside the concentration. More than 2,000 undergraduate courses support just under 80 concentrations, many of them interdisciplinary, and a wide variety of independent studies.

At the heart of the Brown curriculum are three basic principles: that students are active participants in learning; that acquiring analytical and critical skills is as important as mastering factual knowledge; and that learning requires opportunities for experimentation and cross-disciplinary synthesis.

The Graduate School at Brown is a national leader in the creation and dissemination of new knowledge. In 2003, Brown celebrated the centennial of the Graduate Department, formally established in 1903 to confer advanced degrees.

The Warren Alpert Medical School, which awarded its first M.D. degrees in 1975, is renowned for innovation in medical education and for its programs in family medicine and primary care. The Warren Alpert Medical School now enrolls some 400 students, most of whom are accepted through Brown's unique Program in Liberal Medical Education (PLME), which combines undergraduate study with professional studies in medicine.

Beginning in 2002, fortified by vigorous leadership, prudent planning, and new ideas, the University launched an exciting program for academic enrichment to enlarge its faculty by 100 members over the next five to ten years, improve support for graduate students, and invest in libraries, information technology, and academic facilities. As part of this extensive program of improvements, the University instituted a need-blind undergraduate admission process to ensure all worthy applicants access to the University, regardless of their ability to pay.

Brown University is accredited by the New England Association of Schools and Colleges. In addition, the Warren Alpert Medical School is accredited by the Liaison Committee on Medical Education. The School of Engineering has received accreditation from the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology for its bachelor of science programs in civil, chemical, electrical, materials, and mechanical engineering.

Academic Freedom

Consonant with Brown's tradition concerning academic freedom, the faculty and Corporation, in 1966, adopted the following statement of principles:

Academic freedom is essential to the function of education and to the pursuit of scholarship in universities.

Therefore, Brown University, mindful of its historic commitment to scholarship and to the free exchange of ideas, affirms that faculty and students alike shall enjoy full freedom in their teaching, learning, and research.

Brown University also affirms that faculty and students shall have freedom of religious belief, of speech, of press, of association and assembly, of political activity inside and outside the University, the right to petition the authorities, public and university, to invite speakers of their choice to the campus, and that students and faculty as such should not be required to take any oath not required of other citizens. The time, place, and manner of exercising these rights on campus shall be subject to reasonable regulation only to prevent interference with the normal functions of the University.

Nondiscrimination Policy

Brown University does not discriminate on the basis of sex, race, color, religion, age, disability, status as a veteran, national or ethnic origin, sexual orientation, gender identity or gender expression, in administration of its educational policies, admissions policies, scholarship and loan programs, or other school-administered programs. For further information on Brown's Nondiscrimination policy as it relates to Title IX please visit: https://www.brown.edu/about/administration/title-ix/policy

The Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 (P.L. 93–380) extends to a student the right of access to his or her education records maintained at the University. Education records are those records maintained by or for Brown University that directly relate to an individual who is or has been in attendance (enrolled) at Brown University and for whom Brown maintains educational records. Information and notification as to the type of record; the accessibility of and policies for maintaining, reviewing and expunging the record; and the procedure for inspecting, reviewing, obtaining copies of, or challenging the record are established and promulgated by the appropriate executive officers. Further information may be obtained on the Office of the Registrar's website (http://www.brown.edu/about/administration/registrar/student-information-rights-ferpa). For the University's complete definition of directory information and disclosure please visit https://www.brown.edu/about/administration/student-life/student-conduct/policies-regulations/family-educational-rights-and-privacy-act-ferpa

IMAGE USE

Brown University often captures photographic images and video of campus life, events, ceremonies, and other activities to advance the mission of the institution.

The University is not prohibited from capturing and using student images through photography or video for University purposes unless a student has requested that the University maintain the confidentiality of that student’s directory information, per FERPA. By enrolling at Brown University, students not requesting directory withholding authorize the use and reproduction by the University, or parties authorized by the University, of any photographs taken while at Brown without compensation.

Faculty, staff, visitors to campus, and participants in University-sponsored events beyond campus also may have their images captured for news or promotional purposes.

All photographic prints and digital image and video files shall constitute Brown University property and be used to advance the University's educational objectives.
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Assistant Professor of Medicine

Cristina Abbona-Sneider
Senior Lecturer in Italian Studies

J. Dawn Abbott
Associate Professor of Medicine

Ruhul Abid
Assistant Professor of Surgery (Research)

Dan Abramovich
Professor of Mathematics

Ana M. Abrantes
Associate Professor of Psychiatry and Human Behavior (Research)

Nicole Abrunzo
Clinical Instructor in Pediatrics

Anna Acidera
Clinical Instructor in Medicine

Felicia Nimue Ackerman
Professor of Philosophy

Cathleen M. Adams
Assistant Professor of Psychiatry and Human Behavior (Clinical)

Charles A. Adams
Associate Professor of Surgery (Trauma)

Marilyn Jager Adams
Professor Emeritus of Medical Science

Purva Agarwal
Assistant Professor of Medicine (Clinical)

Saurabh Agarwal
Assistant Professor of Diagnostic Imaging (Clinical)

Liza M. Aguiar
Assistant Professor of Surgery (Urology); Assistant Professor of Pediatrics

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<tr>
<td>Sahini Ramachandran</td>
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Newell Maynard Stultz  
Professor Emeritus of Political Science

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Faculty

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Professor of Sociology

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Frank W. Sullivan
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Clinical Assistant Professor of Medicine

James K. Sullivan
Clinical Assistant Professor of Psychiatry and Human Behavior

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Eleanor M. Summerhill
Associate Professor of Medicine

Shouheng Sun
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Selim Suner
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Timothy Sung
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Professor of Literary Arts

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Dominick Tammaro
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Chung-I Tan
Professor of Physics

Charu Taneja
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Nina Tannenwald
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Marshall A. Taylor
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Kurt Teichert
Senior Lecturer in Environmental Studies
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Professor of Orthopaedics
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Sarah L. Thomas
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Professor of Modern Culture and Media
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Romeo Elton Professor of Natural Theology
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Professor of Surgery and Pediatrics
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Edward Wing  
Professor of Medical Science  
Rena R. Wing  
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Rudolf M. Winkes  
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Associate Professor of Surgery  
Todd E. Winkler  
Professor of Music  
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Associate Professor of Medicine; Associate Professor of Epidemiology  
Yilun Wu  
Tamarkin Assistant Professor of Mathematics  
Zhijin J. Wu  
Associate Professor of Biostatistics  
Donna M. Wulff  
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Joseph Wylie  
Clinical Assistant Professor of Medicine  
Gang Xiao  
Professor of Physics; Professor of Engineering  
Jinjun Xiong  
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Jingming Xu  
Charles C. Tillinghast, Jr. ’32 University Professor of Engineering  
Israel Yaar  
Associate Professor Emeritus of Neurology  
Shadi Yaghi  
Assistant Professor of Neurology  
Evgeny Yakirevich  
Associate Professor of Pathology and Laboratory Medicine  
Ali Yalcindag  
Associate Professor of Pediatrics (Clinical)  
Kikuko Yamashita  
Associate Professor of East Asian Studies  
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Ronald A. Yankee  
Professor Emeritus of Medicine  
Hongwei Yao  
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See-Chen Ying  
Professor of Physics  
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Tongzhang Zheng  
Professor of Epidemiology

Anatoly Zhiltkovich  
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General Regulations

General academic requirements

Undergraduate degrees:
Information regarding general academic degree requirements are listed under 'The College' section of the University Bulletin as well as on the respective websites of the Office of the Registrar (http://www.brown.edu/about/administration/registrar/degree-guidelines-0/college) and the Dean of the College (http://brown.edu/Administration/Dean_of_the_College/degree).

Advanced degrees:
Information regarding Advanced degree requirements for specific academic programs are listed on the Graduate School (http://www.brown.edu/academics/degree-granting) website. Information regarding general and overall guidelines for advanced degrees are also listed on the Office of the Registrar (http://www.brown.edu/about/administration/registrar/degree-guidelines-0/graduate-school) website.

Enrollment and course registration

Instructions about enrollment will be sent via e-mail prior to the opening of each semester to all students. To complete enrollment, all requirements of the pertinent administrative offices of the University must be met, including registration for courses, payment of accounts, and arrangements for housing as appropriate. Fees will be charged for failure to meet established deadlines. All students must complete enrollment in order to be eligible to remain at the University.

Students are urged to note carefully the instructions provided at registration in order to assure eligibility for enrollment, proper registration in courses, and to avoid unnecessary payment of Late Registration and Change of Course fees. All registration materials and/or processes are considered official university documents. Any falsification of signatures or other tampering with such forms/processes constitutes a violation of the Academic Code.

All registration-related deadlines for each semester are listed in the 'Academic Calendar' section of the Bulletin and also on the Office of the Registrar website as well as answers to common registration-related questions.

For the full text on the Academic Regulations and Instructions for Registration, see the Registrar’s Office web site at:
http://www.brown.edu/about/administration/registrar/course-enrollment/registration

For a tutorial on registration, see:
https://wiki.brown.edu/confluence/display/CISDOC/Screencasts

To access the most up-to-date course information including credit bearing summer session offerings (*The course information in the PDF versions of the University Bulletin and Course Announcement Bulletin is current as of February 2016), see:
http://selfservice.brown.edu/menu and select 'Brown Course Search'

Course Credit

The semester course is the unit of credit. This is defined as a course taken for the duration of one semester and, for purposes of evaluation, may be considered the approximate equivalent of four semester hours.

Course Numbering

Courses numbered 0001-0999 are strictly for Undergraduate credit (Graduate students may enroll in such courses with the permission of the instructor and the Graduate School.)

Courses numbered between 1000-1999 are for both Undergraduate and Graduate credit depending on the level of the student's degree program.

Courses numbered between 2000-2999 are for Graduate credit (Undergraduate students may enroll in such courses and may be applied towards their Undergraduate degree requirements by permission of the instructor.)

Courses numbered above 3000 are strictly for credit in the Alpert Medical School. Certain MD level courses may be taken for credit for Undergraduate students enrolled in the PLME program, but such courses do not count towards quantity, concentration, or Latin honors requirements for the Baccalaureate degree.

Maximum Course Load and Auditing

No student enrolled in The College or the Graduate School may enroll for more than five Brown credits in a semester. A degree candidate paying full tuition (4 or more enrollment units per semester) and is enrolled in less than five academic credits may be permitted to audit (see below section on auditing) additional course(s). At no time may a student be registered for more than 5 credits/courses including audits.

Enrollment Without Academic Credit

Auditing. An auditor is a student who is registered in a course without earning academic credit upon successful completion under the following conditions: (1) the student must be properly registered for it; (2) the student must pay the usual course fee except as indicated in the next paragraph; (3) the student is entitled to all instruction in the course, including conferences, the criticism of papers, tests, and examinations.

Any student registered on a full-time basis may be permitted to audit additional courses in any semester without charge. The total number of course registrations, including audits, may not exceed five credits.

Non-degree or student paying less than four enrollment units of tuition may choose to audit if they so choose, but the student does so with the understanding that they will pay the equivalent rate as if registered for academic credit.

With the concurrence of the instructor, the fact that a course has been audited shall be entered on the permanent record of any student electing this privilege. The status of a course in which a student has registered may not be changed from audit to credit after the fourth week of classes or from credit to audit after midsemester.

Vagabonding. A "vagabond" is a student who, with the permission of the instructor involved, visits a given course occasionally or regularly without payment of fee. It is understood that such a student shall be entitled to participate in classes and activities, including discussions, conferences, and papers, only at the pleasure of the instructor.

Attendance, Grading, Examinations

Attendance

It is in the interest of every student to attend all sessions of the classes in which registered, and each student has an obligation to contribute to the academic performance of all by full participation in the work of each class; however, within such limits as are necessary for the general welfare, a student benefits also from exercising discretion and assuming responsibility for his or her educational progress.

Accordingly, unless the instructor imposes attendance requirements, students are not limited with respect to the number of absences from a course. When, in the instructor’s opinion, a student is abusing the privilege of voluntary attendance, the appropriate dean's office should be notified so that appropriate action may be taken.

A student is always fully responsible for any course work missed because of absences and will be assigned failing grades in final examinations missed without excuse from the dean's office.

No student organization shall make any appointment for undergraduates which conflicts with college exercises unless permission has been obtained from the dean.

Grading System

At the end of each semester final grades are given in semester courses. In all courses, except those designated by the instructor as Mandatory Satisfactory/No Credit, a student may, in consultation with the advisor, elect to be graded on a basis of either Satisfactory/No Credit or A, B, C/
No Credit. A student must for every course taken indicate by the end of the fourth week of the semester which basis for grading is elected. Any student regularly enrolled in a course, no matter whether for A, B, C/NC Credit or for Satisfactory/No Credit, may request from the instructor a more detailed written evaluation of his or her work. (See Course Performance Report below.) Such supplemental evaluations are intended primarily for the information of the student and do not replace departmental evaluations.

No Credit. This grade is given when courses are not satisfactorily completed. The notation No Credit, and the description of the course in which it is given, are not entered on the official academic transcript.

1. Courses may be designated to be graded on a Mandatory Satisfactory/No Credit basis for all students enrolled on the initiative of the instructor. The designation of a course by an instructor to be graded S/NC only must be announced no later than the first day of classes and entails the responsibility for providing Course Performance Report forms to all students who request them. An asterisk shall accompany the listing on the transcript of any course that has been designated by the instructor to be graded on the basis of S/NC only, with an appropriate explanation of the symbol provided.

2. In exceptional circumstances, a course may be left incomplete (except for a regularly scheduled final examination—see paragraph 3 below), with the instructor’s consent. In such cases, a grade of INC will be assigned provided that the student has filed a request for extension of time to complete the work of the course and the instructor has consented to such a request. Unless an earlier date is specified by the instructor, grades of INC must be made up as follows: for Semester I, by midsemester of Semester II; for Semester II or the for-credit 7 week Summer Session, by the first day of Fall semester. Extensions beyond semester in which the course left incomplete was taken may be granted by the instructor who will indicate this in writing to the registrar. A course not completed by the designated time will be assigned a grade of NC unless the instructor indicates that sufficient work has been completed to justify course credit by submitting, as appropriate, a grade change from INC to A, B, C, or S. A grade of NC assigned in accordance with these procedures may be changed subsequently, but no later than one calendar year after the end of the semester in which the course was taken.

3. If a student is absent from a regularly scheduled final examination for a course, the instructor should submit either an INC or an NC. If the absence from the examination is excused by the dean, the student will be permitted to take a Special Examination and the original grade will be made into an ABS temporarily. The Special Examination will be administered by the Office of the Registrar in accordance with the provisions in the Faculty Rules for such examinations, unless other arrangements are agreed to by the instructor and the student, and communicated to the registrar. If the absence from the final examination is not excused by the dean, the student will receive no credit for the course.

Year Courses: A year course is one in which both halves must be passed in order to get credit for the entire year. The grade at the end of the first semester is normally a temporary one. Either semester may be elected independently without special permission. The final grade submitted at the end of the course covers the work of the entire year and is recorded as the final grade for both semesters. It is normally expected that the second half of a year course will be completed in the second semester of the same academic year in which the first half was taken. If the second half of the year course is not completed at the end of that academic year, the grade for the first semester will become a No Credit. If the student completes the second part of the year course during a later academic year, he or she may need to notify the Registrar’s Office, in order to reactivate the first part of the course.

In registering for the second half of a year course, students must register for credit if the first half was taken for credit. Similarly, if registered for audit in the first half, the second half of the course registration must also be as an audit. Exceptions must be approved by both the academic department and the Committee on Academic Standing.

Repeating Courses: Unless a course is explicitly approved by either the College Curriculum Council or Graduate Council as being able to be repeated for credit. Once course credit has been earned with an initial passing grade A, B, C, or Satisfactory (S) or through Transfer Credit it cannot be officially registered for again for in an effort to improve one’s initial grade.

Grade Requirements for Advanced Degrees: A minimum grade of either Satisfactory or C in a 1000 or 2000 level course carries credit toward all advanced degrees. Individual departments may, subject to the approval of the Graduate Council, set higher grade requirements.

Advanced degree candidates may be required to register in courses primarily for undergraduates (numbered 1—999); these courses do not carry advanced degree credit. On occasion, however, and with approval of the student’s department and the dean, a student may register for such a course with extra work for advanced degree credit. This course then has the same standing as a 1000-level course and an EX is noted on the transcript. This provision for extra work does not apply to courses of the level of 1—999 taken for graduate credit by students in MD program.

Course Performance Reports: Students, regardless of grade option selected, may request the instructor to complete a Course Performance Report. This request should be by the deadline specified in the Academic Calendar for the semester in which the course is being completed. The instructor may decline to complete such a form if it is believed he or she has inadequate information to do so. Particular consideration should be given to requests from students for whom the course is part of their concentration program or the course is taken on the S/NC basis. Copies of Course Performance Reports will be made available to: (1) the student, (2) the dean’s office, and (3) the student’s concentration advisor. While not part of the official record, Course Performance Reports may be sent out of the University at the student’s request along with an official Brown University academic transcript. In such cases, the student must provide copies of such CPRs to be enclosed at the time the transcript is initially requested.

Transcripts: Requests for transcripts must be made either in writing by completing a Transcript Order Form, or electronically. For further information please visit the Office of the Registrar’s website (http://www.brown.edu/about/administration/registrar/academic-transcript-requests). Transcripts will be issued only if all financial obligations to the University have been met.

An official transcript consists of a copy of the permanent record listing courses passed and grades received. A statement is added to all transcripts explaining the grading system and indicating that the student may elect to include other material with the official transcript. The student should choose this material in consultation with his or her advisor. The University will mail this material in one envelope along with the official transcript.

Examinations

A final, written examination (at the end of each semester) shall be given in each course numbered under 2000 unless the instructor of a particular course decides to use some other mode of final evaluation. If the written examination is not to be used, the mode of final examination which is to be used shall be made known to the students in the course no later than midterm and, in addition, the department and the registrar shall be informed.

Final Examination Schedule: A pre-defined period at the close of each semester is provided for final examinations for those courses for which such an examination is scheduled. Two examination periods are scheduled for each day. The examination group is determined by, in most cases, the offering time associated with the course (indicated by the figure in parentheses) and also as displayed on Banner Web. The schedule for 2016-2017 is as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>9 am Group</th>
<th>2 pm Group</th>
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<tbody>
<tr>
<td>Dec. 13 T</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Dec. 14 W</td>
<td>15</td>
<td>8</td>
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<tr>
<td>Dec. 15 Th</td>
<td>12</td>
<td>10</td>
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<tr>
<td>Dec. 16 F</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Dec. 17 Sat</td>
<td>17</td>
<td>4</td>
</tr>
</tbody>
</table>
Exam Excuses: The Office of the Dean of the College is solely responsible for determining whether a student’s absence from a final examination is excused. To ensure equitable treatment of all students, students are excused from exams only for family or medical emergencies or for religious reasons. Please note that students’ travel plans are never an excuse for missing a final exam. Faculty wishing to grant a student an exam excuse may contact the appropriate academic deans authorized to grant exam excuses. In emergency situations, students who are unable to contact their professors must contact the Office of the Dean of the College, which will determine whether or not an exam excuse is warranted. Course instructors are notified of exam excuses granted by the Dean of the College Office.

Consistent with Brown's policy on nondiscrimination, students who are unable to take a final examination due to religious observance may arrange to take their final at an alternate time. Consultation is required with the course instructor, the Chaplain's Office, and the Office of the Registrar, and the arrangements must be made by mid-semester. Students may obtain more information and an application for rescheduling a final due to religious observance from the Registrar's Office.

Make-up exams for approved exam excuses are administered by the Registrar in the second week of the subsequent fall or spring term. The Registrar's Office informs students by email of the date, time, and location of make-up exams.

Placement and Achievement Tests in Foreign Languages. Placement tests in the foreign languages are given during Orientation Program in the fall and during the first week of classes in each semester.

All students, before taking college courses in a foreign language in which they have presented entrance credit, must take either a placement test at Brown University or, preferably, a College Board Language Achievement Test in secondary school. Students with outstanding performance on these tests, or on the Advanced Placement Tests of the College Entrance Examination Board, may be admitted to advanced courses without the usual course prerequisites.

Student Code of Conduct

Academic Code Violations

All cases of academic dishonesty among undergraduates, graduate, or medical students, as defined in the Academic Code at Brown University, shall be referred to the dean of the College, Graduate School, or Medical School, or his or her designated representative. A student accused of such an offense shall be notified in writing as soon as possible of the specific charge or charges against him or her before his or her case is considered. The student shall be given the opportunity of a hearing before the designated representative of the dean of the College, Graduate School, or Medical School, and two members of the faculty, at which all relevant facts may be presented. A student shall have the right to appeal any decision to the dean of the College, Graduate School, or Medical School within five business days after receipt of the official letter outlining the case and the decision reached. For definitions of offenses against the Academic Code, procedures, policies, and a list of penalties, see the pamphlet issued by the Office of the Dean of the College, Principles of the Brown University Community: The Academic Code and Non-Academic Disciplinary System.

Nonacademic Discipline

Brown strives to sustain a learning environment that supports individual exploration. Central to this effort are the four primary Principles of the Brown University Community: individual integrity, respect for others, respect for University resources, and respect for the values of teaching, learning and scholarship. Our community believes that adherence to these principles supports the overall academic mission of the University. Violations of these principles will be handled through the procedures governing the Academic Code and the Non-Academic Disciplinary Procedures. These procedures are designed to address behaviors that impede the educational activity of the University or that infringe upon the rights of others.

Non-academic disciplinary cases are administered by the Office of Student Life, the Peer Community Standards Board, and the University Disciplinary Council. Specific hearing procedures can be found online at www.brown.edu/randr. Printed copies of the Non-Academic Disciplinary Procedures are available from the Office of Student Life.
## Academic Calendar

### Summer 2016
- **April 1 - 21, 2016**<br>  Fri. - Thurs.  Pre-registration for Summer courses.
- **April 22 - May 2, 2016**<br>  Fri. - Mon.  Summer registration closed for Fall registration (online via Banner for continuing students).
- **May 3 - June 29, 2016**<br>  Tues. - Wed.  Late registration period for Summer courses.
- **June 27, 2016**<br>  Mon.  Summer Session begins.
- **June 29, 2016**<br>  Wed.  Last day to change courses. (All students MUST be in their registered courses by Thursday, June 30.)
- **July 4, 2016**<br>  Mon.  Independence Day holiday. No University exercises.
- **July 12, 2016**<br>  Tues.  Last day to change grade options.
- **Aug 6 - 9, 2016**<br>  Sat. - Tues.  Reading period.
- **August 9, 2016**<br>  Tues.  Last day to drop a course. Last day to initiate a Course Performance Report via ASK.
- **Aug 10 - Aug 12, 2016**<br>  Wed. - Fri.  Final examination period.
- **August 12, 2016**<br>  Fri.  Summer Session ends.
- **August 13, 2016**<br>  Sat.  Residence halls close.

### Fall 2016
- **Aug. 1, 2016**<br>  Mon.  Last day for payment of charges.
- **Sept. 2, 2016**<br>  Fri.  Beginning of Graduate School Orientation.
- **Sept. 3, 2016**<br>  Sat.  Beginning of College Orientation.
- **Sept. 6, 2016**<br>  Tues.  Opening Convocation at 4:00 p.m. Registration of new students for the first semester (7:00 pm to midnight).
- **Sept. 7, 2016**<br>  Wed.  Classes of the first semester begin. Web registration begins at 8:00 a.m.
- **Sept. 8, 2016**<br>  Thurs.  First day of RISD Fall Session.
- **Sept. 15, 2016**<br>  Thurs.  Last day to register for a Fall RISD course without a fee or change a grade option for a Fall RISD course - (5:00 p.m. deadline).
- **Sept. 20, 2016**<br>  Tues.  Last day to add a course without a fee. (5:00 p.m. deadline.) The web will be taken down for approximately one hour. Once relaunched, all course adds require Instructor override and will be charged late fee of $15 per course.
- **Oct. 4, 2016**<br>  Tues.  Last day to add a course (includes late fee), change from audit to credit, or change a grade option declaration (5:00 p.m. deadline).
- **Oct. 11, 2016**<br>  Tues.  Date by which sophomores entering their 5th semester must file their concentration declaration forms via ASK to avoid having a No Concentration hold placed against their Banner registration (5:00 pm deadline).
- **Oct. 14, 2016**<br>  Fri.  Mid-semester deadline. Last day to change from credit to audit in a course (5:00 p.m. deadline).
- **Oct. 15, 2016**<br>  Sat.  Deadline for students currently on leave to apply for readmission for Semester II.
- **Oct. 17 - Oct. 28, 2016**<br>  Mon.- Fri.  Advising period for spring pre-registration. Students in their first through third semesters will need to procure their advising PIN from their advisor in order to register.
- **Oct. 27, 2016**<br>  Thurs.  Date by which advisors must approve sophomore submitted concentrations in ASK to avoid having a No Concentration hold placed against the student's Banner registration. (5:00 pm deadline).
- **Oct. 28 , 2016**<br>  Fri.  Deadline for submission of proposals for undergraduate group study projects (GISPs) for Semester II.
- **Nov. 1 - 8, 2016**<br>  Tues. - Tues.  Registration for Semester II. (Note: No student will be permitted to register for his or her fifth semester unless an approved declaration of concentration has been filed.)
- **Nov. 8, 2016**<br>  Tues.  End of the pre-registration period.
- **Nov. 23 - 27, 2016**<br>  Wed. - Sun.  Thanksgiving recess beginning Wednesday at noon.
- **Nov. 28, 2016**<br>  Mon.  Classes resume.
- **Dec. 1, 2016**<br>  Thurs.  Deadline for undergraduates to declare a leave for Semester II.
- **Dec. 3, 2016**<br>  Sat.  Midyear Completion Celebration at 4:00 p.m. in Salomon De Ciccio Family Auditorium. Reception to follow in Sayles Hall.
- **Dec. 6, 2016**<br>  Tues.  Last day of Fall RISD classes.
- **Dec. 8 - 12, 2016**<br>  Thurs. - Mon.  Reading Period (optional and at the discretion of the instructor.)
- **Dec. 12, 2016**<br>  Mon.  Classes end for courses not observing the Reading Period. Last day to drop a course (5:00 p.m. deadline) or to request an incomplete from an instructor. Last day for advisors to approve second or third concentrations in ASK for students in their penultimate semester (for most students this is 7th semester) who are declaring a second/third concentration (5:00 p.m. deadline). *Any declarations not advisor approved and recorded in Banner by the Office of the Registrar by the 5:00 p.m. deadline will not be honored. Last day to initiate a Course Performance Report via ASK.

### Winter 2017
- **Dec. 5 - Oct. 18, 2016**<br>  Wed. - Tue.  Registration for Wintersession courses.
- **Oct 19 - Nov 8, 2016**<br>  Fri. - Mon.  Wintersession registration closed for Spring registration (online via Banner for continuing students).
- **Nov. 9 - Nov. 22, 2016**<br>  Wed. - Tue.  Late registration period for Wintersession courses with late fee.
- **December 1, 2016**<br>  Thurs.  Wintersession tuition due.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>December 22, 2016</td>
<td>Thurs.</td>
<td>Wintersession online courses may begin</td>
</tr>
<tr>
<td>January 6, 2017</td>
<td>Fri.</td>
<td>Last day to change a grade option declaration.</td>
</tr>
<tr>
<td>January 16, 2017</td>
<td>Mon.</td>
<td>Martin Luther King, Jr. holiday. No University exercises.</td>
</tr>
<tr>
<td>January 20, 2017</td>
<td>Fri.</td>
<td>Last day to drop a course or request an incomplete from an instructor.</td>
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<tr>
<td><strong>Spring 2017</strong></td>
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</tr>
<tr>
<td>Jan. 1, 2017</td>
<td>Sun.</td>
<td>Last day for payment of charges.</td>
</tr>
<tr>
<td>Jan. 11, 2017</td>
<td>Wed.</td>
<td>Last day to register for a Winter RISD course without a fee or change a grade option for a Winter RISD course (5:00 p.m. deadline).</td>
</tr>
<tr>
<td>Jan. 16, 2017</td>
<td>Mon.</td>
<td>Martin Luther King, Jr. holiday. No University exercises.</td>
</tr>
<tr>
<td>Jan. 24, 2017</td>
<td>Tues.</td>
<td>Registration of new students for the second semester (4:00 pm to midnight).</td>
</tr>
<tr>
<td>Jan. 25, 2017</td>
<td>Wed.</td>
<td>Classes of the second semester begin. Web registration begins at 8:00 am. Theses of candidates for Masters and Ph.D. degrees in May (on Semester I registration fee) are due.</td>
</tr>
<tr>
<td>Feb. 7, 2017</td>
<td>Tues.</td>
<td>Last day to add a course without a fee. (5:00 p.m. deadline) The web will be taken down for approximately one hour. Once relaunched, all course adds require Instructor override and will be charged late fee of $15 per course.</td>
</tr>
<tr>
<td>Feb. 16, 2017</td>
<td>Thurs.</td>
<td>First day of RISD Spring Session.</td>
</tr>
<tr>
<td>Feb. 22, 2017</td>
<td>Wed.</td>
<td>Classes resume. Last day to add a course (includes late fee), change from audit to credit, or change a grade option declaration (5:00 p.m. deadline).</td>
</tr>
<tr>
<td>Feb. 23, 2017</td>
<td>Thurs.</td>
<td>Last day to register for a Spring RISD course without a fee or change a grade option for a Spring RISD course (5:00 p.m. deadline).</td>
</tr>
<tr>
<td>March 10, 2017</td>
<td>Fri.</td>
<td>Mid-semester deadline. Last day to change from credit to audit in a course (5:00 p.m. deadline).</td>
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</table>
Admission

In order to receive information about admission to the undergraduate college, please visit our website to register online: www.brown.edu/Admission. Requests for applications for admission to undergraduate study should be addressed to:

College Admission Office
Brown University
Box 1876
Providence, Rhode Island 02912
(401) 863-2378

The application deadline for the regular admission process is January 1 of the year of desired entrance to Brown. An early plan is available for students who wish to receive December notification. Early Decision candidates must apply as early in the fall of the senior year of high school as possible but in any case by November 1.

Subject Requirements

Brown’s commitment to fostering a liberal education assumes that a candidate for admission will profit most from pursuing a comprehensive college preparatory program. A strong background in English (both literature and writing), foreign languages, mathematics, science, and history will enable students to benefit from the intellectual opportunities offered by Brown University. Brown considers the programs listed below to be a desirable secondary school preparation.

English—four years with significant emphasis on writing, continued through the senior year;

Mathematics—at least three years of college preparatory mathematics, preferably continued through the senior year;

Foreign Language—at least three years, preferably continued through the senior year;

Laboratory Science—at least two years of laboratory science above the freshman-year level. Prospective science or engineering students should take both physics and chemistry, and as advanced a level of mathematics as possible;

History—at least two years, including American History;

The Arts—at least one year of study in music or art;

Elective Subjects—at least one year of elective academic subjects;

Information Technology—facility with computers is recommended for all applicants.

Exceptions may be made. The Board of Admission encourages the growth of innovative programs and welcomes applications from students of varying educational backgrounds who have shown outstanding intellectual promise. Exceptionally able students who are well-prepared to enter college before completion of secondary school may also be admitted, although such cases are unusual.

College Entrance Examination Board Tests

Each applicant must take the Scholastic Assessment Test (SAT Reasoning Test) and any two SATSubject Tests of the College Entrance Examination Board no later than January of the senior year. Scores for the examinations administered through the American College Testing Program (the ACT) may be submitted in lieu of those of the College Board; the ACT with the Writing Test will serve as a substitute for the SAT requirements. It is the responsibility of each candidate to take the appropriate tests and to see that they are officially reported to the Board of Admission at The College by January 1 (or the January administration of the tests). A final decision on the application cannot be made until official scores have been received.

Advanced Placement Examinations

Brown participates in the Advanced Placement Program of the College Entrance Examination Board. The program’s aims are “to give able students challenging educational experiences in school, and to increase for these able students the opportunity to take advanced work in college.” Students enrolled in secondary schools participating in this program may take the appropriate examinations given in May and have the scores sent to the Office of the Dean of the College. Course credit and/or placement is determined by the appropriate academic department of Brown University, which may review the examination booklets and other materials. Policies on credit and/or placement vary from department to department. Students will be notified of such credit upon matriculation at Brown. Subjects in which course credit may be granted include American history, biology, European history, French, German, Latin, mathematics, physics, and Spanish.

Advanced Placement credits may not be applied to the minimum 30 courses needed to earn a Brown degree.

Advanced Standing for Work Done Prior to Entrance

Freshmen who have taken college courses at an accredited institution prior to matriculation at Brown may be considered for some advanced standing. Further, freshmen who have received certification under various international educational systems may also be considered for some advanced standing. Questions concerning course credit and advanced standing should be addressed to the Office of the Dean of the College.

Course Credit and Advanced Standing

By the end of their fifth semester, students must declare to the Office of the Dean of the College whether or not they wish to use their A.P. and/or international examination credit to accelerate their graduation. To use credit for acceleration, students may request one semester of Advanced Standing (and enrollment credit) for 3–6 course credits or two semesters of Advanced Standing (and enrollment credit) for 7–10 course credits. Students not requesting Advanced Standing (and enrollment credit) from the registrar by this deadline may not do so subsequently, except by petitioning the Committee on Academic Standing.

Transfer Admission from Other Colleges

Only a limited number of transfer students can be accepted each year. A maximum of two years of study elsewhere is transferable; extension (in most cases) and correspondence courses are not transferable, nor are courses outside the realm of defined academic disciplines (nursing, radio electronics and/or broadcasting, or business administration, to name a few). Students who wish to be considered as transfer candidates should write or call The College Admission Office for additional information, application forms, and procedures.

Special and Visiting Students

Each year, a number of students enrolled at other colleges spend a semester or a year as “visitors” at Brown to pursue course work (toward credit at their own college) not offered at their own institution. Other students are accepted on a non-matriculated basis for a limited number of courses and are classified as special students.

Resumed Education Program

The Resumed Undergraduate Education (RUE) Program is a small, highly competitive program ideal for students who interrupted or delayed their formal education due to family commitments, financial concerns, health issues, military service, employment opportunities, or simply a compelling need to explore other paths. Applicants must have earned a high school diploma or equivalent and have been out of high school for six or more years by the time of proposed enrollment at Brown. Interested people should write to:

The Resumed Undergraduate Education Program
The College Admission Office, Box 1876
Brown University, Providence, Rhode Island 02912
or call (401) 863-2378.
Requirements for Baccalaureate Degrees

Baccalaureate Degree Programs

At Brown, two baccalaureate degrees are awarded—the Bachelor of Arts (A.B.) and the Bachelor of Science (Sc.B.). The degree awarded is determined by a student’s chosen concentration program. All Brown undergraduates must complete the requirements for either an A.B. or a Sc.B. in order to earn the baccalaureate degree at Brown.

The Sc.B. degree recognizes a science concentration that demonstrates both breadth and depth in science beyond the minimum required for the A.B. degree in the same field. An Sc.B. program normally follows these guidelines:

1. The concentration program, with the exception of Engineering, shall require no more than ten courses in any one department. The total number of concentration courses required shall not exceed twenty (twenty-one for Engineering).
2. At least one semester course of independent study, research, or design in the concentration discipline must be included.
3. Additional electives must be chosen to meet the quantity requirement for all baccalaureate degrees. In cases where the student may successfully complete the Sc.B. degree on the basis of one concentration as well as an additional concentration associated with an A.B. degree, only one degree (Bachelor of Science) is awarded upon graduation. *See below for requirements associated with combined degrees.*

Degrees with Distinction

Baccalaureate degrees may be awarded with distinction (*magna cum laude*) to those students whose percentage of quality grades -- grades of "A" or "S with Distinction" -- in courses taken at Brown puts them in the top 20% of the entire undergraduate graduating class. The Registrar will provide an opportunity for students to indicate that they do not wish to be considered for a degree with distinction.

Quantity and Progress Requirements

In order to graduate with a Brown baccalaureate degree, a student must successfully complete at least 30 courses (equivalent to 120 semester hours), 15 of which must be taken at Brown. A maximum of 4 summer courses may be applied toward this requirement. Approved study at another institution may also count toward the 30-course degree requirement.

The standard semester course load at Brown is four courses. Full-time students are permitted to enroll in a maximum of five courses in a given semester; students may take three courses in a semester as long as doing so will not bring them below the level of good academic standing. A student may not enroll in fewer than three courses in any semester without written permission from a designated academic dean. Resumed Undergraduate Education students may study on either a part-time or full-time basis.

Residence Requirement

With the exception of students admitted to the Resumed Undergraduate Education (RUE) Program, every candidate for a baccalaureate degree must be in residence at Brown for at least four semesters as a full-time student. Credits from Brown Exchange programs, Brown Approved Alternative Study Abroad programs, and the Brown Summer School do not apply to the residency requirement. Students in the RUE Program must be in residence for the equivalent of four full-time semesters. RUE students may study on either a part-time or full-time basis. Every student must spend sufficient time in concentration studies to permit faculty evaluation of his or her concentration.

Writing Requirement

In order to earn a baccalaureate degree, all students must demonstrate the ability to write well. Learning to write well is a developmental process that occurs over time; Brown students are therefore expected to work on their writing across the four years, in their general studies and the concentration. Students may begin to fulfill this expectation by taking one or more WRIT designated courses, which require students to draft and revise writing assignments based on feedback about their prose. When they declare their concentration, students explain what writing they have completed at Brown and the writing they intend to do in the concentration. The University provides an online portfolio in which students may save examples of their best work each year. This evidence allows students to demonstrate their abilities not only to Brown advisors but also to future colleagues and employers.

All students are expected to communicate effectively in writing in all of their courses. If an instructor is concerned about a student’s ability to write competently, he or she may contact the Associate Dean of the College for Writing, who will help the student identify a course in which the student may work on writing. Some students may be urged to complete a writing course when they first study at Brown; such cases are determined on the basis of materials students submit when applying for admission to Brown or during the summer prior to matriculation. Students with identified writing concerns who do not complete such a course satisfactorily and/or are judged by the dean to be incompetent in writing will be refused registration by the Committee on Academic Standing until they demonstrate that they can meet University standards for written communication.

Concentration Requirement

An academic concentration is the focal point for a student’s undergraduate educational experience at Brown. It is an in-depth study centering on a discipline or disciplines, a problem or a theme, or a broad question. Concentrations aid intellectual development by encouraging conceptual and methodological study on a sophisticated level. A concentration may coincide in some ways with specific prerequisite training for professional goals, but professional training is not the central aspect of the concentration process. Rather, the concentration is designed to foster students’ command of an area of knowledge and ability to use a concentration’s concepts and methods in a coherent manner.

Brown offers standard concentrations that lead to either the Sc.B. or the A.B. degree. In keeping with the philosophy of the open curriculum, students may design an independent concentration if standard concentration offerings do not match their interests. Independent concentration proposals are sponsored by at least one faculty member and must be reviewed and approved by a subcommittee of the College Curriculum Council.

A listing of departmental and interdepartmental concentration programs that are currently available may be found at: http://www.brown.edu/academics/college/concentrations/. The programs have been approved and are subject to periodic review by the College Curriculum Council. Guidelines for preparing an independent concentration proposal are on the Dean of the College website.

All students must request, in writing, admission to a concentration program no later than the middle of their fourth semester, before pre-registering for semester five (usually spring semester of sophomore year). The written proposal should outline the student’s major objectives in choosing the concentration, while also listing the specific courses to be taken. This proposal functions as a kind of contract, and is signed jointly by the student and the concentration advisor for the relevant department or program. Once the contract has been signed, the departmental concentration advisor becomes the student’s advisor for the remainder of his or her time at Brown.

Students may complete as many as three concentrations during a regular four-year program; Brown does not offer minors. A student who satisfactorily completes more than one concentration program may have that fact indicated on his or her permanent record. In order to accomplish this, the student must have filed a declaration form for each concentration by the end of the pre-registration period in the student’s seventh semester. Sponsorship and authorization of each concentration program shall follow the usual procedures.

No student will be permitted to register for his or her fifth semester unless a declaration of concentration has been filed. Students failing to complete registration on time because of the failure to file a concentration declaration will be subject to the same action taken by the University for all cases of late registration (see Financial Information (p. 687)).
Honors in the Concentration: Students whose work in the field of concentration has demonstrated superior quality and culminated in an honors thesis of distinction are awarded departmental honors at Commencement. The designation “Honors” is included on the student’s transcript and diploma. No distinctions are made among quality levels of honors work. Students considering honors work should consult their departmental, interdepartmental, or independent concentration advisor.

Recommendations for honors are due in early May preceding Commencement. Brown does not grant honors retroactively. Therefore, students who consider taking a grade of incomplete in a thesis project should understand that they will not receive honors unless the thesis is completed in time to be evaluated by faculty readers and a recommendation submitted before graduation.

Enrollment Requirement

By decision of the Corporation, prior to the awarding of a baccalaureate degree each student is required to accumulate eight semesters, or 32 units, of enrollment credit. The eight-semester enrollment requirement is separate from and in addition to any other degree requirements. A semester of enrollment credit can be earned by studying full-time at Brown for a semester, by transferring in a full semester’s worth of work from an approved program of study at another institution, from certain Advanced Placement (AP) exams, and from some international certification programs such as the British A-Levels and the International Baccalaureate. Summer school courses do not count toward the enrollment requirement unless students successfully complete four summer courses at Brown. (See section below on Tuition Regulations Relating to Brown Summer Session Courses.)

Requirements for Combined Degree Programs

Combined A.B./Sc.B. Degree

Students who wish to earn a combined A.B. and Sc.B. degree may do so in a five-year program in which work for both degrees proceeds concurrently. Students who elect this five-year plan will usually arrange their programs of study so that they may change to either degree candidacy alone prior to the fourth year.

Requirements for this degree program are as follows:

- Declaration of intent. A formal application approved by the appropriate dean must be filed with the Registrar no later than the student's fifth semester of study.
- Satisfactory completion of the Sc.B. requirements for a standard concentration program in the life sciences, physical sciences or mathematics, or an approved independent Sc.B. program spanning one or more of these areas.
- Satisfactory completion of the A.B. requirements for a standard or independent concentration in the humanities or social sciences.
- A minimum of 38 courses passed. Transfer credits are awarded according to the University’s standard rules and regulations.
- At least three years in residence.
- Ten semesters, or 40 units, of enrollment credit. At least six of the ten semesters must be completed in residence at Brown. The ten-semester enrollment requirement is separate from and in addition to any other degree requirements. A semester of enrollment credit can be earned by studying full-time at Brown for a semester, by transferring in a full semester’s worth of work from an approved program of study at another institution, from certain Advanced Placement (AP) exams, and from some international certification programs such as the British A-Levels and the International Baccalaureate. Summer school courses do not count toward the enrollment requirement unless students successfully complete four summer courses at Brown (see section below on Tuition Regulations Relating to Brown Summer Session courses.)

Concurrent Program Leading to a Baccalaureate Degree and a Master’s Degree

Subject to the prior approval of the department involved, the Graduate Council, and the Committee on Academic Standing, exceptionally capable students may be permitted, in their junior year, to enter a graduate program of study leading to the earning of both baccalaureate and master’s degrees at the end of eight or nine semesters. Specific requirements for both degrees must be met, although some courses may be used for credit toward both degrees. Normally, no more than two courses counted toward the undergraduate concentration may be used to fulfill the requirements of the graduate degree. The program includes at least two 2000-level courses, not including any 2000-level courses counted for the independent project or thesis.

In cases where the requirements for an advanced degree are partially completed by students in meeting the requirements for a baccalaureate degree, graduate credit for such work may be allowed upon formal admission to the Graduate School. The Graduate Council shall, in consultation with the department involved, determine the remaining requirements to be satisfied for the advanced degree.

The Committee on Academic Standing follows certain guidelines in considering requests for admission to this combined degree program. Interested students should obtain a copy of these guidelines at the Office of the Registrar prior to filing an application.

Integrated Five-Year Baccalaureate–Master’s Degree Program

With the approval of the Graduate Council, academic departments may establish integrated programs leading to the successive awarding of the bachelor’s and the master’s degrees. In such programs, a student may offer up to two courses taken during undergraduate study at Brown in partial fulfillment of the requirements for the master’s degree. In all cases, the equivalent of at least six semester courses must be taken in-residence at Brown University.

A student must apply for admission to an integrated program no later than the end of the third week of his or her penultimate semester of undergraduate study. Admission to the Graduate School for the fifth year will ordinarily be a matter of course; however, such admission must be applied for at the proper time and decided on in the regular way. Students interested in this program should consult with the Associate Dean for Academic Affairs in the Graduate School.

Brown-Rhode Island School of Design Dual Degree Program

In this five-year program, students complete a baccalaureate degree at Brown and a Bachelor of Fine Arts (B.F.A.) degree at RISD. The Brown degree earned by students in the program will ordinarily be an A.B. degree. Earning a Bachelor of Science degree is not prohibited, but doing so is difficult because Sc.B. programs are more credit heavy than A.B. programs. For this reason, permission to pursue an Sc.B. in this program is granted on a case-by-case basis. The RISD degree will in all cases be a bachelor of fine arts (B.F.A.) degree. Other degrees offered at RISD ordinarily take five years and thus are excluded from the program.

To gain admission to the program, students must apply to and be admitted by both schools. Because of the program’s strict requirements, only students applying to enter as first-year students are eligible. Approximately 15 students matriculate in the program each year. Once admitted to the program, students must complete 156 credit hours, at least 60 of which (15 courses) must be taken at Brown. This requirement does not include courses earned on Brown sponsored exchange or approved study abroad programs nor Brown summer session courses.
Program in Liberal Medical Education

Each year, Brown's Program in Liberal Medical Education (PLME) matriculates approximately fifty first-year students who will pursue an undergraduate degree and professional studies in medicine in a single eight-year program. As undergraduates, PLME students may choose to work toward an A.B. or Sc.B. degree in the sciences, or toward an A.B. in the humanities, social sciences, or behavioral sciences. The undergraduate experience is designed to prepare students for the last four years of the program, which constitute the medical school years and culminate in the MD degree.

To apply to the PLME program, students submit the standard Brown application. Candidates considered admissible by the College Admission Office are reviewed by the PLME Advisory Board. Applicants not admitted to PLME are still considered candidates to the College for the Bachelor of Arts or Bachelor of Science degree.

Academic Advising Programs

A strong network of advisors and mentors helps students engage fully and successfully with Brown’s open learning environment. Brown’s advising programs are designed to facilitate these relationships and provide students with maximum opportunity to formulate and achieve their educational objectives. Students are expected to take the initiative in seeking out and working with advisors to make the best use of their time at Brown.

To ensure that students have the guidance and support they need to make informed choices, the University assigns each first-year student two advising partners: an academic advisor. The academic advisor provides a long-term institutional perspective on educational options while generally informing, sometimes encouraging, and occasionally challenging students. The student Meiklejohn provides an experienced perspective on the ins and outs of course registration, course reputations, prerequisites, and the like.

As first-year students transition to the sophomore year, they are encouraged to stay with their first-year advisors so that they can benefit from the continuity and depth of a two-year advising relationship. Most do stay with the same advisor, although some select a different faculty member or administrator. The efforts of assigned sophomore advisors are augmented by Randall Advisors and Sophomore Deans in the Dean of the College Office. These advising resources constitute the foundation of “sophomore advising” at Brown and help students navigate the critical second year of undergraduate study.

Students declare a concentration in their fourth semester of study. Concentration advisors help with this process by explaining the dimensions of their academic disciplines, reading and providing feedback on students’ concentration declaration essays, and advising students during their final two years at Brown. Faculty of individual departments and programs that administer concentrations often serve as informal advisors to their concentrators.

Students in all four years can interact informally with advisors over coffee or tea in Advising Central, located on the third floor of J. Walter Wilson. Academic deans and Faculty Advising Fellows hold office hours in Advising Central every weekday afternoon. Faculty Advising Fellows (FAFs) are experienced academic advisors who are interested in students’ lives both in and outside the classroom. By directing students to Brown’s many programs and resources, FAFs can help first years, sophomores, juniors, and seniors make the most of their college experience.

A broad network of academic, co-curricular, and personal counseling complements the work of assigned advisors and faculty fellows. Throughout the year, deans in the College and in the Office of Student Life provide one-on-one consultation to all students who request it. Additional support is available from the Tutoring Program, the Curricular Resource Center, the Sarah Doyle Women’s Center, the Brown Center for Students of Color, the Career Development Center, the professional staff in University Health Services, and the chaplains. Peer advising groups include Brown’s Meiklejohn advising program, residential peer leaders, minority peer counselors, Career Center peer counselors, pre-med peer counselors, and athlete peer advisors.

Academic Support Services

A number of programs support undergraduates’ academic success and help them take full advantage of the curriculum.

- The Office of Co-Curricular Advising and Tutoring organizes academic coaching, group tutoring, and individualized tutoring. Group tutoring is offered for select courses in chemistry, economics, math, and physics. Individual tutoring is available by application.
- The Curricular Resource Center provides advising, facilitation and reference materials for students wishing to design their own courses (ISPs and GISPs), to craft independent concentrations, and to explore options for time away from Brown.
- Student and Employee Accessibility Services (SEAS) coordinates and facilitates services for students, faculty, and staff with physical, psychological, and learning disabilities.
- The Math Resource Center assists students in introductory mathematics courses.
- The Science Center offers academic support, tutoring, science-related activities, and a network of faculty and peer advisors familiar with Brown’s science curricula. Through various events and workshops, the Center works to increase the Brown community’s understanding of science.
- The Writing Center provides individual and group writing support to any member of the Brown community. Writing Center staff members help students with all stages of the writing process, from finding a topic through drafting, revising, and final editing. Writing Center associates also offer workshops for groups of students on various writing topics.

Academic Standing

The Brown Faculty and Corporation set the minimum standards students must meet in order to earn the baccalaureate degree. Undergraduate students are normally expected to take 4 courses each semester for a total of 32 courses in 8 semesters and will ordinarily complete 8 courses in every 2 consecutive semesters. Students must complete a minimum of 30 courses in 8 semesters. (Successful completion means a course completed with a grade of A, B, C, or S.)

To remain in good academic standing, Brown students must satisfactorily complete at least three courses by the end of the first semester, seven courses by the end of the second semester, eleven courses by the end of the third, fifteen by the end of the fourth, eighteen by the end of the fifth, twenty-two by the end of the sixth, twenty-six by the end of the seventh, and thirty courses to graduate after eight semesters. In addition, students making satisfactory academic progress will complete a minimum of seven courses in any two consecutive semesters. Academic standing is determined only on the basis of courses completed at Brown. Transfer credit, Advanced Placement (A.P.) credit, and summer credit earned away from Brown do not figure in the determination of academic standing.

Undergraduates who, in the judgment of the Committee on Academic Standing, have unsatisfactory scholastic records may be placed in one of three categories—Academic Warning, Serious Warning, or Academic Suspension. Academic Suspension includes a permanent transcript notation. The Committee’s judgment will depend on the extent of a student’s academic deficiency as defined by rules approved by the Faculty on February 5, 1991:

- **Academic Warning** cautions a student that his or her record is below the standard for graduation.
- **Serious Warning** notifies a student that, unless the record improves, he or she will be subject to academic suspension at the end of the semester.
- **Academic Suspension** may be ordered when the Committee finds that a student’s academic record falls more than two credits below the number expected for the student’s semester level.

Students on Academic Warning and Serious Warning are required to obtain special academic advising from an assigned dean.

Guidelines for Study Elsewhere

Students who wish to transfer credit for study completed at other four-year institutions may do so with prior approval of the appropriate departments.
and the Committee on Academic Standing (CAS). The rules governing transfer credit for study away from Brown are complex. One set of rules governs study abroad; another applies to study away in the U.S. Yet another set of rules applies to summer study transfer credits. This section describes the policies and procedures that are most commonly called into play when matriculated students wish to have credits from elsewhere added to their Brown transcript.

Students may receive up to eight course credits for work undertaken during one academic year. In a semester credit hour system, one Brown course is considered the equivalent of four semester hours. In a quarter credit hour system, one Brown course is considered the equivalent of six quarter hours. For that reason, the number of course credits received for study away from Brown may not be equal to the number of courses taken. For example, a student taking three four-semester-hour courses, all properly approved for Brown transfer credit, will receive the equivalent of three Brown course credits. However, a student taking three four-quarter-hour courses, all properly approved for Brown transfer credit, will receive the equivalent of two Brown course credits. It is the student's responsibility to clarify in advance any concerns regarding the amount of transfer credit that may be awarded.

In order to be considered for transfer credit, courses must be completed with a grade of C or better, and an official transcript must be received by Brown’s Office of the Registrar from the host institution. This transcript will be retained by the University. All transfer credit must receive faculty and Committee on Academic Standing approval. Students should also keep all records from their work away, including: course syllabi, exams, papers, notes, projects, and portfolios, in the event that post-approval is required from an academic department at Brown.

The Brown transcript will indicate the name of the host institution, the time period during which the student studied there, as well as the courses taken and/or unassigned credits at Brown. In the case of Brown sponsored exchange and approved study abroad programs during the academic year, all course work is reflected with the actual course title and a grade of ‘S.’ Students applying to graduate and professional schools are often asked to provide official transcripts from all institutions at which they have been enrolled. In such cases, the student will need to request copies of their transcripts from the study-away institution.

Study Away in the U.S.

Students planning to study elsewhere in the United States should obtain an instruction sheet and a preliminary transfer credit approval form from the Dean of the College website. Students should then work out a program and present it to their concentration advisor and/or other appropriate faculty members for approval. When the preliminary transfer credit form is returned to the study away dean, that dean will approve it on a tentative basis for the CAS, and the student may proceed to the CAS, in which case the student will be instructed to submit a petition for transfer credit for the program. Students should also keep all records from their work away, including course syllabi, exams, papers, notes, projects, and portfolios, in the event that post-approval is required from an academic department at Brown.

Two avenues of study are available to undergraduate students interested in summer work. They may take courses in Brown’s Summer School, or apply for transfer credit from other summer programs—either domestic or international—that meet certain conditions. Whether studying in the U.S. or abroad, students must study at accredited, degree granting, four-year institutions. Extension division courses are generally not allowed. Students should obtain preliminary approval for summer study away from Brown by the Committee on Academic Standing and appropriate faculty.

Students may count as many as four summer courses from all sources (or their equivalent, if summer courses carrying fewer than 4 credits were transferred to Brown) toward the baccalaureate degree. No more than the equivalent of two Brown courses will be transcripted for any given summer of enrollment. Summer transfer credit may not be used to advance a student’s date of graduation, nor will it figure in the determination of academic standing. Students interested in summer study elsewhere should consult staff in the Dean of the College Office or the Office of International Programs (OIP), as appropriate.

International Study

Brown’s Office of International Programs (OIP) coordinates all study abroad undertaken by Brown students either on Brown sponsored programs or on Brown approved programs. At present, Brown sponsors programs in France, Spain, Cuba, Czech Republic, Italy, Germany, Denmark, Sweden, The United Kingdom, Tanzania, Japan, Barbados, Brazil, India. Students interested in study abroad should check with OIP as far in advance of any intended study as possible. Brown students of any nationality are not allowed to study abroad in countries where there is a travel ban by the U.S. State Department.

The College Curriculum Council (CCC) has established the following guidelines for study abroad by Brown students:

To receive credit for international study, students must spend at least one semester enrolled in an international institution of higher learning, subject to the same rules and regulations as the host institution’s regular students. There are two exceptions: where the language of study is one in which sufficient proficiency is unlikely to be achieved by the average Brown undergraduate, but the student should study the language while in the country; and where the usual assessment procedures may not be appropriate, in which case special arrangements may have to be made. Students may not study on itinerant programs (i.e., those which travel through many sites rather than being based in one primary site). Nor may they study at an institution known for excellence in a specific field; and programs providing for studies pursued at Brown but often not found in regular university programs overseas, such as studio art or theater arts. Prerequisites for such programs will be stated and must include previous course work pertinent to the intended study abroad.

International Study and Brown Curriculum

International study should complement the student’s program of study at Brown. This should be ascertained by the Office of International Programs (OIP) in consultation with the CCC subcommittee on International Study, the Committee on Academic Standing (CAS), and regional advisory committees.

Non-Brown programs

Brown’s Office of International Programs works closely with key academic departments to develop a list of programs approved for international study. This list includes all Brown-sponsored programs and programs administered by institutions other than Brown in each region. All such programs should conform to the above guidelines for international study. Students do not need CAS approval for study on these programs. The list will be reviewed every two years, and any new Brown-sponsored programs are added immediately.

For Programs Not on the List

Students may petition for approval to study on other programs but should be sure to check the international study guidelines to see if the proposed program meets the criteria. Grounds for exceptions include: the desire to study in a country where there is no approved program; or the desire to study at an institution known for excellence in a specific field. Students must submit a written rationale, a tentative list of courses, and a supporting statement by a faculty member who is familiar with the program or who has expertise in the field of study being pursued. The proposal will be evaluated by the appropriate regional committee; CAS will make the final decision.

OIP reports annually on petition actions to the CCC subcommittee on international study.

Students planning to study abroad must be in good academic standing. They must be able to demonstrate competency in a foreign language, if one is involved in the international study opportunity. Brown program
Curricular Programs

Diverse Perspectives in Liberal Learning

Brown’s open curriculum challenges students to open their perspective on the world by embracing new experiences, new ways of thinking, and new people. One way students can address this expectation is through challenging coursework. Diverse Perspectives in Liberal Learning courses offer students the means not only to understand the complex dynamics of social inequity, exclusion, and difference but also to do something with what they learn.

Through content, methodology, or pedagogy, DPLL courses seek to:
- Expose and critique the diverse historical and cultural forces that shape the construction of knowledge in all disciplines;
- Teach the arts of critical reflection: questioning thoughtfully, listening openly, and speaking cogently about differing points of view;
- Develop responsible citizens by examining the ways that power and privilege affect human lives and providing pathways to meaningful change.

Some DPLL courses may, through their content, focus on questions of race, nationality, ethnicity, sexuality, religion, gender, age, disability, or socio-economic status. Others may employ creative methods to investigate how knowledge is constructed and received in different contexts. Still others may feature community-based activities, encouraging students to become agents of change both locally and globally.

A complete list of each semester’s DPLL courses may be viewed in Courses@Brown by choosing “Diverse Perspectives in LL” in the Curricular Programs field.

First Year Seminars

First-year seminars ensure close contact between first-year students and faculty members while simultaneously offering a rigorous introduction to the concepts and methods of a particular subject area or department. Seminars have few if any prerequisites and are offered in all areas of the curriculum, from anthropology to physics to literary arts. Students receive regular feedback on the work they produce for the seminars, and seminar faculty often serve as informal mentors for their students long after the class has ended.

A complete list of each semester’s seminars may be viewed in Courses@Brown by choosing “First-Year Seminar” in the Curricular Programs field. Registration for first-year seminars takes place during the summer prior to students’ matriculation to Brown. Depending on availability, first-year students may also add seminars to their course schedules during pre-registration and shopping periods.

Liberal Learning

The Liberal Learning course list was created to assist students in planning a course of study consistent with the goals of a liberal education. These courses, which are an established part of the Brown curriculum, emphasize synthesis rather than survey and focus on methods, concepts, and values. Reflecting Brown’s conviction that liberal education requires active student involvement, Liberal Learning courses entail extensive student participation through papers, projects, reports, and class discussion.

A complete list of each semester’s LILE courses may be viewed in Courses@Brown by choosing “Liberal Learning” in the Curricular Programs field.

Sophomore Seminars

Sophomore seminars bring together ideas, perspectives, and approaches that are not normally seen side by side in a given course or program. Embracing a range of intellectual perspectives, many of the seminars focus specifically on issues of social justice, identity, and difference.

Limited to twenty students each, the seminars help students develop the skills, knowledge, and values they need to progress toward more advanced learning in a discipline or field.
A complete list of each semester’s SOPH seminars may be viewed in Courses@Brown by choosing “Sophomore Seminar” in the Curricular Programs field.

Writing-Designated Courses

Brown students are expected to work on writing in their general studies and in the concentration. Students may begin to fulfill this expectation by taking at least one course that carries the WRIT designation. WRIT courses are offered across the curriculum and help students develop the ability to write well in styles appropriate to different academic disciplines.

A complete list of each semester’s WRIT courses may be viewed in Courses@Brown by choosing “Writing-Designated Courses” in the Curricular Programs field.

Diverse Perspectives in Liberal Learning

Fall 2016

African Studies
AFRI 0090 S01 15787 An Intro to African Studies Francoise N. Hamlin
AFRI 0210 S01 15784 Afro Latin Americans Anani Dzidzienyo
AFRI 0670 S01 16566 Global Black Radicalism Brian W E Meeks
AFRI 0830 S01 16713 How Structural Racism Works Tricia Rose
AFRI 1110 S01 15774 Voices Beneath the Veil Elmo Terry-Morgan
AFRI 1150 S01 15736 Afro-Caribbean Philosophy Paget Henry
AFRI 1210 S01 15785 Afro-Brazilians + Brazilian Polity Anani Dzidzienyo

American Studies
AMST 0192B S01 16690 Remixed Racial Codes TBD
AMST 1700D S01 15461 Race and Remembering Monica M. Martinez
AMST 1901D S01 15212 Motherhood in Black and White Beverly Haviland

Anthropology
ANTH 0066J S01 16772 You Want to Change the World Daniel Smith
ANTH 1112 S01 16564 Anthropology of Climate Change Dana J. Graef
ANTH 1120 S01 16298 People + Cultures of Americas Kay B. Warren
ANTH 1242 S01 16299 Bioethics and Culture Katherine A. Mason
ANTH 1505 S01 16560 Vertical Civ: SouthAm Arch Parker Van Valkenburgh
ANTH 1624 S01 16303 NE Indians, Colonists, Africans Patricia E. Rubertone
ANTH 1649 S01 16305 Ethnography + Social Critique Matthew C. Gutmann

Arabic
ARAB 1100 S01 16568 Modern Arabic Poetry Miled Faiza

Biology
BIOL 0190P S01 14801 Pride/Prej Dev of Sci Theories Stephen L. Helfand

Classics
CLAS 0855 S01 15972 The Bhagavad Gītā David Buchta

East Asian Studies
EAST 1012 S01 15371 20th century Japanese Lit Kikuko Yamashita
EAST 1030 S01 16346 Words on Things: Lit/Mat China TBD
EAST 1951A S01 16344 Prose of the World TBD

Economics
ECON 0190P S01 16361 Health, Hunger + the Household Andrew D. Foster

Education
EDUC 1700 S01 16007 Asian Americans in Higher Educ Liza D. Cariaga-Lo

English
ENGL 0100V S01 16547 Inventing Asian Am Lit Daniel Kim
ENGL 0110Q S01 15716 Literature Segregation Rolland D. Murray
ENGL 1710P S01 15745 Lit and Culture of Black Power Rolland D. Murray
ENGL 1900R S01 15750 Aesthetics and Sexuality Jacques Khalip

Environmental Studies
ENVS 0070E S01 16775 What Does It Mean To Be Green? Dana J. Graef

Ethnic Studies
ETHN 0500 S02 16281 Intro to Amercn/Ethnic Studies Elizabeth M. Hoover

Gender and Sexuality Studies
GNSS 1721 S01 16724 Cinema’s Bodies Gertrud M. Koch

German Studies
GRMN 1340R S01 16332 Literature and Multilingualism Zachary Sng

Haitian-Creole
CROL 1804A S01 15205 Framing Haiti: Hist. Cit. Pol Patrick Sylvain

Hispanic Studies
HISP 0730 S01 15302 Early/Contmp Wrtr of Span Amer Felipe I. Martinez-Pinzon

History
HIST 0654S S01 15523 AmericanPatriotism Black/White Francoise N. Hamlin

H Judyca Studies
JUDS 0050A S01 14919 Believers, Agnostics, Atheists David C. Jacobson
JUDS 0050M S01 14920 Judaism and Christianity Adam Teller
JUDS 0830 S01 14925 The Bible as Literature David C. Jacobson
JUDS 1614 S01 16390 Heidegger, the Jews, + Crisis Paul E. Nahme
JUDS 1630 S01 14926 The Talmud Michael L. Satlow

Music
MUSC 0021B S01 15629 Reading Jazz Matthew Richards McGarrell
MUSC 0044 S01 16682 East Asian Popular Music John Byrd McDaniel
MUSC 1935 S01 16181 Brazilian Music and Society Christopher Joshua Tucker

Public Health
PHP 1070 S01 16585 Brdn of Disease in Devel Cntry Stephen T. McFarvey
PHP 1100 S01 16586 Comparative Health Care Systms Cara J Sammartino
PHP 1680 S01 16590 Disability/Health and Community Sarah E. Skeels

Religious Studies
RELS 0015 S01 16531 Sacred Stories Susan Ashbrook Harvey
RELS 0260 S01 16550 Religion Gone Wild Mark Cladis
RELS 1380A S01 15554 Money, Media, and Religion Daniel Vaca

Russian
RUSS 0320C S01 15617 Demons and Angels Michal Oklot
RUSS 1840 S01 16518 Nabokov Michal Oklot

Sociology
SOCI 1872F S01 16013 Solidarity and Social Change Michael D. Kennedy

Turkish
TKSH 0100 S01 14891 Introduction to Turkish Erkan Balci

Urban Studies
URBN 0210 S01 15262 The City: Intro to Urban Study Dietrich Neumann
URBN 1000 S01 16761 Fieldwork in the Urban Community Jan Mateusz Pacewicz
URBN 1230 S01 15263 Crime and the City Stefano Bloch

Spring 2017

African Studies
AFRI 0610 S01 25400 Black Student Protest Matthew Guterl
AFRI 0760A S01 25398 Rastafarianism Brian W E Meeks
AFRI 0990 S01 24634 Black Lavendr-Gay+Lesbn Plays Elmo Terry-Morgan
AFRI 1050A S01 24675 Advanced RPM Playwriting Elmo Terry-Morgan
AFRI 1050D S01 24676 Intermediate RPM Playwriting Elmo Terry-Morgan
AFRI 1050E S01 24677 RPM Playwriting Elmo Terry-Morgan
American Studies
AMST 1600D S01 25269 Sports in American Society Hilary L. Levey Friedman
AMST 1904V S01 24401 Decolonizing Minds Naoko Shibusawa
AMST 1905L S01 24199 Transcultural Popular Culture Robert George Lee
AMST 1906I S01 24202 Collecting Indigenous Culture Caroline B. Frank

Anthropology
ANTH 0077N S01 25152 The Anthropology of Gender and Matthew C. Gutmann
ANTH 0066J S01 16772 You Want to Change the World Daniel Smith

Classics
CLAS 0210Y S01 16571 Philosophy of Yoga James L. Fitzgerald
CLAS 0210L S01 15975 Who Owns the Classical Past? John F. Cherry

Czech
CZCH 0320A S01 24586 Czech Animation Masako Ueda Fidler

Economics
ECON 1310 S01 25204 Labor Economics Kenneth Chay
ECON 1360 S01 24382 Health Economics Anna Aizer
ECON 1480 S01 25227 Public Economics Dror Brenner
ECON 1510 S01 25221 Economic Development Anja Sautmann

Education
EDUC 0610 S01 25040 Brown v. Board of Education TBD
EDUC 1035 S01 25043 Decolonizing African Education Rachel A. Kantrowitz
EDUC 1870 S01 25037 Education in East Asia Yoko Yamamoto

English
ENGL 0100G S01 24588 Literature of Identity Jacques Khalip
ENGL 0150D S01 16220 Chemistry of Renewable Energy Kathleen M. Hess

Ethnic Studies
ETHN 1750A S01 24201 Immigrant Social Movements Kevin A. Escudero
ETHN 1870 S01 24397 Extravagant Texts: The World Daniel Kim

Gender and Sexuality Studies
GNSS 0090C S01 24661 Reproductive Health Sarah D. Fox
GNSS 1310 S01 25564 Gender, Race, Humanitarianism Anila Daulatzai

Haitian-Creole
CROL 1804A S01 24298 Framing Haiti: Hist, Cit, Pol Patrick Sylvain

Judaic Studies
JUDS 0060 S01 25047 The Bible and Moral Debate Saul Olyan
JUDS 0061 S01 25447 Foreigner, Refugee, + Minority Paul E. Nahme
JUDS 0600 S01 23908 Issues in Israel in Hebrew David C. Jacobson
JUDS 0700 S01 25048 Religion and Nationalism Paul E. Nahme
JUDS 1702 S01 25446 Creating the Global Economy Adam Teller
JUDS 1713 S01 23912 Intro to Yiddish Culture + Lang Rachel Rojanski
JUDS 1726 S01 25445 Jewish Humor + Commit Mary Gluck

Literary Arts
LITR 1230J S01 24886 Writing: Material Differences John H. Cayley

Modern Culture and Media
MCM 0800L S01 25518 Television+Race in America Lynne Joyrich
MCM 1701A S01 24086 Art/Gender/Technology Elisa Giardina Papa

Music
MUSC 1922 S01 25534 Black Sound Kiri M. Miller

Portuguese and Brazilian Studies
POBS 0620 S01 24702 Map Portugues-Speak Citr:Portugl Leonor Simas-Almeida

Public Health
PHP 1400 S01 25403 HIV/AIDS in Africa Medeva Ghee
PHP 1500 S01 25404 Global Health Nutrition Stephen T. Mcgarvey
PHP 1920 S01 25409 Social Determinants of Health Eric B. Loucks
PHP 2360 S01 25423 Public Health Interventions Matthew J. Mimiaga
PHP 2380 S01 25424 Health Communication Kate B. Carey

Religious Studies
RELS 0820 S01 24318 African American Religious Str Andre C. Willis

Russian
RUSS 1967 S01 25003 Russian Postmodernism Michel Oklot

First Year Seminars Fall 2016
Anthropology
ANTH 0066J S01 16772 You Want to Change the World Daniel Smith

Applied Mathematics
APMA 0100 S01 16352 Elementary Probability TBD

Archaeology and Ancient World
ARCH 0270 S01 16674 Troy: Archaeology of an Epic TBD

Biology
BIOL 0150A S01 14796 Tech/Anlys DNA-based Biotech Jody Hall
BIOL 0150D S01 14797 Technq in Regenerative Medcne Beth Anne Zielinski-Habershaw
BIOL 0190E S01 14799 Botanical Roots/Mod Medicines Fred V Jackson
BIOL 0190F S01 14800 Darwinian Medicine Marc Tatar
BIOL 0190P S01 14801 Pride/Preg Dev of Sol Theories Stephen L. Helfand
BIOL 0190R S01 14802 Phage Hunters, Part I Yang Zhou
BIOL 0190U S01 14803 Plant Devel, Struct, Function Peter Heywood

Chemistry
CHEM 0800E S01 16220 Chemistry of Renewable Energy Kathleen M. Hess

Classics
CLAS 0210L S01 15975 Who Owns the Classical Past? John F. Cherry
CLAS 0210Y S01 16571 Philosophy of Yoga James L. Fitzgerald

Cognitive, Linguistic and Psychological Sciences
CLPS 0050A S01 16495 Computing as in Brains/Computrs James A. Anderson
CLPS 0050L S01 16552 Anthropog. Activity + Animals Ruth Melanie Colwill

Comparative Literature
COLT 0610D S01 15209 Rites of Passage Arnold Louis Weinstein
COLT 0710N S01 15414 Comp Intro Lit of Americas Luiz Fernando Valente

Economics
ECON 0180D S01 15595 The Power of Data Emily F. Oster

Education
EDUC 0400 S01 15226 Amer College/Universty-1960's Luther Speoehr

English
ENGL 0150D S01 15737 Shakespeare's Present Tense Stephen Merriam Foley
Curricular Programs

Environmental Studies
ENVS 0070C S01 16133 Transcending Transptn Impacts Kurt Teichert
ENVS 0070E S01 16775 What Does It Mean To Be Green? Dana J. Graef

French Studies
FREN 0720A S01 15770 De l'Amour courtois au désir Virginia A. Krause

Geological Sciences
GEOL 0160I S01 16662 Diamonds Stephen Parman

German Studies
GRMN 0750F S01 16138 Historical Crime Fiction Thomas W. Knesche

History
HIST 0510A S01 16287 Shanghai in Myth and History Rebecca A. Nedostup
HIST 0537A S01 15117 Popular Culture/Latin America Jennifer L. Lambe
HIST 0550A S01 15108 Object Histories Linford D. Fisher
HIST 0551A S01 16219 Lincoln in History and Culture Michael Vorenberg
HIST 0555B S01 16357 Robber Barons Lukas B. Rieppel
HIST 0556A S01 15103 Sport in American History Howard P. Chudacoff
HIST 0559B S01 16679 Asian American Third World Naoko Shibusawa
HIST 0580M S01 15121 Age of Revolutions, 1760-1824 Jeremy R. Mumford

Italian Studies
ITAL 0950 S01 15100 Intro to Ital Cinema:Film/Hist Suzanne Stewart-Steinberg

Judaic Studies
JUDS 0050A S01 14919 Believers, Agnostics, Atheists David C. Jacobson
JUDS 0050M S01 14920 Judaism and Christianity Adam Teller

Literary Arts
LITR 0100A S01 16070 Introduction to Fiction TBD
LITR 0100B S01 16080 Introduction to Poetry TBD
LITR 0100B S02 16083 Introduction to Poetry TBD
LITR 0510C S01 16084 The Pleasures of the Text Carole Maso
LITR 0710 S01 16069 Writers on Writing Seminar John H. Cayley

Music
MUSC 0021B S01 15629 Reading Jazz Matthew Richards McGarrell

Political Science
POLS 0820B S01 15365 The Politics of Leadership Roger Cobb
POLS 0820W S01 15993 Bleeding Heart Libertarianism John O. Tomasi

Portuguese and Brazilian Studies
POBS 0910 S01 15938 On the Dawn of Modernity Onesimo T. Almeida

Public Health
PHP 0050 S01 16581 Pain and the Human Condition Nisha Gupta Trivedi
PHP 0100 S01 16582 Statistics is everywhere Zhijin J. Wu

Russian
RUSS 0320C S01 15617 Demons and Angels Michal Oklot
RUSS 1812 S01 16550 Fathers and Sons in Literature Vladimir Golstein

Sociology
SOC 0300E S01 15683 HIV/AIDS Politics, Cultr + Soc Nitsan Chorev

Spring 2017
Africana Studies
AFRI 0610 S01 25400 Black Student Protest Matthew Guterl

Biology
BIOL 0150C S01 23921 Scndary Metabolites Med Plants Fred V Jackson
BIOL 0190S S01 23925 Phage Hunters, Part II Sarah E. Taylor

Cognitive, Linguistic and Psychological Sciences
CLPS 0050J S01 25342 Psychology of Creativity Joachim Israel Krueger

Czech
CZCH 0320A S01 24586 Czech Animation Masako Ueda Fidler

Education
EDUC 0410E S01 25036 Empowering Youth TBD

Engineering
ENGN 0120A S01 24439 Crssng Consumr Chasm by Desgn Richard D. Fleeter
ENGN 0120B S01 24440 Crssng Spce Chsm Thr Engn Dsgn Richard D. Fleeter

English
ENGL 0150X S01 24589 The Claims of Fiction Olakunle George

Ethnic Studies
ETHN 0090A S01 24204 The Border/La Frontera Evelyn Hu-Dehart

French Studies
FREN 0720B S01 25330 The French Novel Today TBD

Gender and Sexuality Studies
GNSS 0090C S01 24681 Reproductive Health Sarah D. Fox

Hispanic Studies
HISP 0750C S01 25392 Love, War Mdv/Cntmp Span Fict TBD

History
HIST 0521A S01 24537 Christianity in Conflict Jonathan P. Conant
HIST 0537B S01 24576 Tropical Delights James N. Green
HIST 0577A S01 25590 Chinese Diaspora Evelyn Hu-Dehart

Judaic Studies
JUDS 0050H S01 23905 Israel's Wars Rachel Rojanski

Literary Arts
LITR 0100A S01 24888 Introduction to Fiction TBD
LITR 0100B S02 24899 Introduction to Fiction TBD
LITR 0710 S01 24884 Writers on Writing Seminar TBD

Modern Culture and Media
MCM 0800L S01 25518 Television+Race in America Lynne Joyrich

Political Science
POLS 0820U S01 24112 Drug War Politics Peter R. Andreas

Public Health
PHP 0030 S01 25401 Health of Hispanola Timothy M. Empkie

Sociology
SOC 0300D S01 24843 Who Am I? Gregory C. Elliott

Liberal Learning
Fall 2016
Africana Studies
AFRI 0090 S01 15787 An Intro to Africana Studies Francoise N. Hamlin
AFRI 1150 S01 15788 Afro-Caribbean Philosophy Pagel Henry

American Studies
AMST 1700D S01 15461 Race and Remembering Monica M. Martinez

Anthropology
ANTH 0066J S01 16772 You Want to Change the World Daniel Smith
ANTH 0110 S01 16294 Anth and Global Socl Problems Sarah Besky
### Curricular Programs

#### Archaeology and Ancient World
- **ARCH 0666 S01 25296 Cult Archaeology Laurel D. Bestock**

#### Biology
- **BiOL 0200 S01 23928 Foundation of Living Systems Kenneth Raymond Miller**

#### Cognitive, Linguistic and Psychological Sciences
- **CLPS 0200 S01 25344 Human Cognition Joseph L. Austerweil**
- **CLPS 1170 S01 25351 Theories of Learning Ruth Melanie Colwill**

#### Comparative Literature
- **COLT 0710C S01 24155 Intro Scandinavian Literature Arnold Louis Weinstein**
- **COLT 0811I S01 24315 Classical Mythlgy/Western Trad Molly Ierulli**
- **COLT 1610T S01 25238 Critical Approaches to China Tamara Chin**

#### Computer Science
- **CSCI 0080 S01 25118 A First Byte of Comp Science Michael L. Littman**
- **CSCI 0931 S01 25123 Intro to CS for Hum + Soc Sci TBD**
- **CSCI 1800 S01 25142 Cybersec and Intl Relations John E. Savage**

#### Contemplative Studies
- **COST 0100 S01 25582 Intro to Contemplative Studies TBD**

#### Czech
- **CZCH 0320A S01 24586 Czech Animation Masako Ueda Fidler**

#### East Asian Studies
- **EAST 1070 S01 24180 An Intro to Lit of 20thC China TBD**
- **EAST 1950M S01 24817 Critical Approaches to China Lingzhen Wang**

#### Education
- **EDUC 0610 S01 25040 Brown v. Board of Education TBD**
- **EDUC 1870 S01 25037 Education in East Asia Yoko Yamamoto**

#### English
- **ENGL 0100G S01 24588 Literature of Identity Jacques Khalip**
- **ENGL 0310A S01 24591 Shakespeare James A. Kuzner**
- **ENGL 1360J S01 24568 Middle English Literature Elizabeth Johnson Bryan**
- **ENGL 1361G S01 24570 Tolkien and the Renaissance James A. Kuzner**

#### History of Art and Architecture
- **HIAA 1550C S01 25373 Dreaming of Food in EM World Evelyn Lincoln**

#### Judaic Studies
- **JUDS 0060 S01 25047 The Bible and Moral Debate Saul Olyan**
- **JUDS 0061 S01 25447 Foreigner, Refugee, + Minority Paul E. Nahme**
- **JUDS 0600 S01 23908 Issues in Israel in Hebrew David C. Jacobson**
- **JUDS 0700 S01 25048 Religion and Nationalism Paul E. Nahme**
- **JUDS 1702 S01 25446 Creating the Global Economy Adam Teller**
- **JUDS 1726 S01 25445 Jewish Humor + Comm Ent Mary Gluck**

#### Modern Culture and Media
- **MCM 0150 S01 25520 Text/Media/Culture Philip Rosen**
- **MCM 0750 S01 24083 Art in Digital Culture Elisa Giardina Papa**
- **MCM 0800L S01 25518 Television+Race in America Lynne Joyrich**
- **MCM 1505A S01 24390 Television Realities Lynne Joyrich**

#### Music
- **MUSC 1922 S01 25534 Black Sound Kiri M. Miller**

#### Public Health
- **PHP 0310 S01 25402 Health Care in US Ira B. Wilson**

#### Religious Studies
- **RELS 0068 S01 24316 Religion and Torture Stephen S. Bush**
- **RELS 0820 S01 24318 African American Religious Str Andre C. Willis**

#### Russian
- **RUSS 1967 S01 25003 Russian Postmodernism Michal Oklot**

#### Science and Society
- **SCSO 1700P S01 25504 Neuroethics Jeffrey S. Poland**

#### Sophomore Seminars

### Fall 2016

#### Africana Studies
- **AFRI 0670 S01 16566 Global Black Radicalism Brian W E Meeks**

#### Biology
- **BIOL 0140K S01 14795 Conservation Medicine Katherine F. Smith**
- **BIOL 0940A S01 14814 Viral Epidemics Walter J. Atwood**
- **BIOL 0940B S01 14815 Life in a Shell Donald C. Jackson**
- **BIOL 0940D S01 16470 Rhode Island Flora:Local Plant Timothy J. Whitfeld**

#### History
- **HIST 0545B S01 15523 AmericanPatriotism Black/White Francoise N. Hamlin**

#### Portuguese and Brazilian Studies
- **POBS 0915 S01 15939 On cultural & pers. identities Onesimo T. Almeida**

### Spring 2017

#### Anthropology
- **ANTH 0077N S01 25152 The Anthropology of Gender and Matthew C. Gutmann**

#### Biology
- **BIOL 0940C S01 24582 Insect Biology Douglass H. Morse**

#### Education
- **EDUC 0610 S01 25040 Brown v. Board of Education TBD**

#### History
- **HIST 0654A S01 25202 Welfare States Robert O. Self**
- **HIST 0658D S01 25193 Walden + Woodstock Kenneth S. Sacks**

#### Portuguese and Brazilian Studies
- **POBS 0990 S01 24707 Mapping Cross-Cult. Identities Patricia I. Sobral**

#### Sociology
- **SOC 1872G S01 25552 First-Generation College Stude Gregory C. Elliott**

### Writing-Designated Courses

### Fall 2016

#### Africana Studies
- **AFRI 0090 S01 15787 An Intro to Africana Studies Francoise N. Hamlin**
- **AFRI 1110 S01 15774 Voices Beneath the Veil Elmo Terry-Morgan**

#### American Studies
- **AMST 0191Y S01 16774 Cradle of Democracy? TBD**
- **AMST 01928S S01 16690 Remixing Racial Codes TBD**
- **AMST 1601 S01 16453 Health/Healing in US History Debbie Weinstein**
- **AMST 1700D S01 15461 Race and Remembering Monica M. Martinez**
- **AMST 1900P S01 15459 Essaying Culture Ralph E. Rodriguez**
- **AMST 1901D S01 15212 Motherhood in Black and White Beverly Haviland**
- **AMST 1905N S01 15599 War + Mind in Modern America Debbie Weinstein**

#### Anthropology
- **ANTH 1242 S01 16299 Bioethics and Culture Katherine A. Mason**
- **ANTH 1300 S01 16302 Anthropology of Addictions Irene Glasser**
### Literary Arts
- LITR 0100A S01 16070 Introduction to Fiction TBD
- LITR 0100B S01 16080 Introduction to Poetry TBD
- LITR 0100B S02 16083 Introduction to Poetry TBD
- LITR 0101A S01 16071 Fiction I TBD
- LITR 0101A S02 16072 Fiction I TBD
- LITR 0101A S03 16073 Fiction I TBD
- LITR 0101B S01 16074 Poetry I TBD
- LITR 0101B S02 16075 Poetry I TBD
- LITR 0101D S01 16077 Digital Language Art I TBD
- LITR 0210A S01 16060 Fiction Writing II Joanna E. Howard
- LITR 0210A S02 16061 Fiction Writing II TBD
- LITR 0210B S01 16079 Poetry Writing II Andrew E. Colarusso
- LITR 0210D S01 16081 Digital Language Art II TBD
- LITR 0510C S01 16084 The Pleasures of the Text Carole Maso
- LITR 0710 S01 16069 Writers on Writing Seminar John H. Cayley
- LITR 1010A S01 16057 Advanced Fiction Meredith Steinbach
- LITR 1010A S02 16053 Advanced Fiction TBD
- LITR 1010B S01 16065 Advanced Poetry Peter Gale Nelson
- LITR 1010D S01 16068 Advanced Digital Language Arts John H. Cayley
- LITR 1110S S01 16059 Fiction into Film Meredith Steinbach

### Modern Culture and Media
- MCM 0240 S01 15290 Television Studies Lynne Joyrich

### Philosophy
- PHIL 0030 S01 15498 Skepticism and Knowledge Felicia Nimue Ackerman
- PHIL 0350 S01 15499 Ancient Philosophy Mary Louise G. Gill
- PHIL 0500 S01 16218 Moral Philosophy Michelle N. Mason
- PHIL 1400 S01 15510 Ethics in the Novel Felicia Nimue Ackerman
- PHIL 1590 S01 15562 Philosophy of Science David P. Christensen
- PHIL 1640 S01 15584 The Nature of Morality James Dreier

### Political Science
- POLS 1820H S01 15353 Contraband Capitalism Peter R. Andreas
- POLS 1821M S01 15377 War in Film and Literature Rose McDermott
- POLS 1822I S01 15366 Geopolitics of Oil and Energy Jeffrey D. Colgan
- POLS 1823H S01 15392 Public Opinion Katherine Tate
- POLS 1823L S01 15400 Human Rights: For and Against TBD
- POLS 1823M S01 15373 Democracy Among the Ruins Bonnie H. Honig
- POLS 1824B S01 15359 Post Conflict Politics Robert A. Blair
- POLS 1824D S01 15396 Power and Prosperity in Urban Margaret M. Weir

### Portuguese and Brazilian Studies
- POBS 0400 S01 15935 Writing + Speaking Portuguese Patricia I. Sobral
- POBS 0910 S01 15938 On the Dawn of Modernity Onesimo T. Almeida
- POBS 1030 S01 15940 Adv Lang Study/Creative Wrtng Leonor Simas-Almeida

### Public Health
- PHP 0050 S01 16581 Pain and the Human Condition Nisha Gupta Trivedi
- PHP 1070 S01 16585 Red of Disease in Devel Cntry Stephen T. McGarvey
- PHP 1910 S01 16646 Public Health Senior Sem Eric B. Loucks

### Public Policy
- PLCY 0100 S01 15197 Introduction to Public Policy Robert B. Hackey

### Religious Studies
- RELS 0015 S01 16531 Sacred Stories Susan Ashbrook Harvey
- RELS 0065 S01 15549 On Being Human Thomas A. Lewis
- RELS 0830 S01 15551 Kant to Nietzsche Thomas A. Lewis
- RELS 1000 S01 15552 Methods in Religious Studies Paul E. Nahme
- RELS 1430 S01 15555 Buddhist Classics Janine T Anderson Sawada

### Russian
- RUSS 1290 S01 15562 Russian Lit in Translation Alexander Levitsky
- RUSS 1820 S01 15543 Dostoevsky Vladimir Golstein

### Sociology
- SOC 0020 S01 16024 Perspectives on Socl Interactn Gregory C. Elliott
- SOC 0300E S01 15683 HIV/AIDS Politics, Cultur + Soc Nitsan Chorev
- SOC 1010 S01 16027 Classical Sociological Theory Scott A. Frickel
- SOC 1340 S01 15684 Pr/Method Geographic Info Systm Rachel S. Franklin
- SOC 1440 S01 16032 Intimate Violence Gregory C. Elliott
- SOC 1871O S01 16033 Law, Innovation, Entrepreneur Mark C. Suchman
- SOC 1950 S01 16085 Senior Seminar TBD

### Theatre Arts and Performance Studies
- TAPS 1000 S01 16421 Playwriting I TBD
- TAPS 1000 S02 16422 Playwriting I Elmo Terry-Morgan
- TAPS 2000 S01 16418 Playwriting II TBD
- TAPS 1230 S01 16417 Performance Theory Rebecca Schneider
- TAPS 1400 S01 16387 Advanced Performance Spencer Golub

### Urban Studies
- URBN 0210 S01 15262 The City: Intro to Urban Study Dietrich Neumann
- URBN 1000 S01 16761 Fieldwrk in the Urban Community Jan Mateuscz Pacewicz
- URBN 1870D S01 15266 Downtown Development Robert E. Azar
- URBN 1870G S01 15659 Ancient Cities Katharina M. Galor
- URBN 1870Q S01 15374 Cities Mind: Mod Urb Thought Samuel Zipp

### Visual Art
- VISA 1800C S01 16157 Honors Seminar Leigh Tarentino

### Spring 2017

### Africana Studies
- AFRI 0990 S01 24634 Black Lavendr-Gay+Lesbn Plays Elmo Terry-Morgan

### American Studies
- AMST 1700 S01 24195 Community Engagement Elizabeth M. Hoover
- AMST 19022 S01 24403 Radio: From Hams to Podcasts Susan Smulyan
- AMST 1905Q S01 25448 Laboring Women in US History Debbie Weinstein
- AMST 1906H S01 24420 Pageant in American Society Hillary L. Levey Friedman
- AMST 1906I S01 24202 Collecting Indigenous Culture Caroline B. Frank

### Anthropology
- ANTH 1000 S01 25153 Intro to Cultural Anthropology Bhrigupati Singh
- ANTH 1003 S01 25162 Culture and Health Katherine A. Mason
- ANTH 0680 S01 25163 Anthropology of Food Andrew K. Scherer
- ANTH 1224 S01 25168 Human Trafficking Kay B. Warren

### Assyriology
- ASYR 1500 S01 24667 Anc Babylonian Magic + Med Matthew T. Rutz

### BioMed-Neuroscience
- NEUR 1600 S01 24651 Experimental Neurobiology John J. Stein

### Biology
- BIOL 0140A S01 23920 Topics in Sci Communicatns Scott J. Turner
- BIOL 1800 S01 24543 Animal Locomotion TBD

### Business, Entrepreneurship and Organizations
- BEO 1940A S01 23879 BEO Capstone II TBD
- BEO 1940B S01 23880 BEO Capstone II TBD

### Chemistry
- CHEM 1450 S01 24238 Advanced Organic Chemistry TBD

### Cognitive, Linguistic and Psychological Sciences
- CLPS 1193 S01 25352 Laboratory in Genes + Behavior TBD

### Computer Science
- CSCI 1800 S01 25142 Cybersec and Intl Relations John E. Savage

### Contemplative Studies
- COST 0100 S01 25582 Intro to Contemplative Studies TBD
Czech
CZCH 0320A S01 24586 Czech Animation Masako Ueda Fidler

Education
EDUC 0410E S01 25036 Empowering Youth TBD
EDUC 0610 S01 25040 Brown v. Board of Education TBD

Engineering
ENGR 0120A S01 24439 Crssng Consumr Chsm by Desgn Richard D. Fleeter
ENGR 0120B S01 24440 Crssng Spce Chsm Thr Engr Dsgn Richard D. Fleeter
ENGR 1010 S01 24455 Entrepreneurial Process Brendan C. McNally
ENGR 1010 S02 24456 Entrepreneurial Process Daniel E. Warshay

English
ENGL 0310A S01 24591 Shakespeare James A. Kuzner

Environmental Studies
EVNS 1415 S01 25399 Power, Justice, Climate Change J Timmons Roberts

Ethnic Studies
ETHN 0090A S01 24204 The Border/La Frontera Evelyn Hu-Dehart

French Studies
FREN 0720B S01 25330 The French Novel Today TBD
FREN 0750G S01 25456 L'animal dans la culture Thangam Ravindranathan
FREN 1130E S01 25452 Le Poétique et le quotidien Thangam Ravindranathan
FREN 1510C S01 25557 A table! Annie J. Wiart
FREN 1900H S01 24633 La France en guerre Gretchen Schultz

Gender and Sexuality Studies
GNSS 0090C S01 24661 Reproductive Health Sarah D. Fox
GNSS 0120 S01 25551 Intro Gend/Sexuality Studies Drew Walker

Geological Sciences
GEOG 0240 S01 25567 Earth/Evolution Planet Timothy D. Herbert
GEOG 1350 S01 25568 Weather and Climate Amanda Lynch
GEOG 1450 S01 25591 Structural Geography Jan Tullis

German Studies
GRMN 0400 S01 24973 Intermediate German II Jane Sokolosky
GRMN 0400 S02 24974 Intermediate German II Jane Sokolosky
GRMN 0600B S01 24975 Was ist Deutsch? Thomas W. Niessche
GRMN 0900C S01 24976 Intro to German Literature Zachary Sng

Hispanic Studies
HISP 0760 S01 24109 Transatlantic Crossings TBD

History of Art and Architecture
HAA 0560 S01 24788 Renaissance Rome Evelyn Lincoln
HAA 1201 S01 24818 Brushwork: Chinese Painting in Jeffrey Moser
HAA 1550C S01 25373 Dreaming of Food in EM World Evelyn Lincoln
HAA 1870B S01 25376 SoCal: Art in Los Angeles Courtney J. Martin

History
HIST 0215 S01 25240 Modern Korea James L. McClain
HIST 0257 S01 246536 Modern American History Howard P. Chudacoff
HIST 0537B S01 24576 Tropical Delights James N. Green
HIST 0577A S01 25590 Chinese Diaspora Evelyn Hu-Dehert
HIST 0654A S01 25202 Welfare States Robert O. Self
HIST 0658D S01 25193 Walden + Woodstock Evelyn Hu-Dehart
HIST 1030 S01 25233 South African History Nancy J. Jacobs
HIST 1150 S01 25301 Modern Japan Kerry Smith
HIST 1201B S01 25281 Roman History II: The Empire John P. Bodel
HIST 1211 S01 25364 Europe in High Middle Ages Amy G. Remensnyder
HIST 1230A S01 24577 Revolution and Romanticism Mary Gluck
HIST 1286D S01 24580 British History, 1660-1800 Timothy J G Harris
HIST 1511 S01 24929 Sinners, Saints, and Heretics Linford D. Fisher
HIST 1741 S01 24946 Capitalism, Land and Water Jo Guldi
HIST 1825M S01 25209 Science at the Crossroads Joan L. Richards
HIST 1963Q S01 25210 Sex, Power, and God Amy G. Remensnyder
HIST 1964E S01 24579 The English Revolution Timothy J G Harris
HIST 1967F S01 25378 The Maya in the Modern World Robert Douglas Cope
HIST 1969B S01 25456 Israel-Palestine: Land/ Peoples! Omer Bartov
HIST 1970D S01 25267 Problem of Class Early America Seth E. Rockman
HIST 1976R S01 25300 Histories of the Future Kerry Smith
HIST 1992 S01 25500 History Honors Workshop Ethan Pollock
HIST 1994 S01 25502 History Honors Thesis Part II Ethan Pollock

Judaic Studies
JUDS 0060 S01 25047 The Bible and Moral Debate Saul Olyan
JUDS 0061 S01 25447 Foreigner, Refugee, + Minority Paul E. Nahme
JUDS 0700 S01 25048 Religion and Nationalism Paul E. Nahme
JUDS 1615 S01 23911 The Archaeology of Palestine Katharina M. Galor
JUDS 1702 S01 25446 Creating the Global Economy Adam Teller

Literary Arts
LITR 0700A S01 24888 Introduction to Fiction TBD
LITR 0700B S01 24889 Introduction to Poetry TBD
LITR 0710 S01 24887 Writers on Writing Seminar TBD
LITR 1010A S01 24875 Advanced Fiction Meredith Steinbach
LITR 1010A S02 25532 Advanced Fiction TBD
LITR 1010B S01 24885 Advanced Poetry TBD
LITR 1010D S01 24897 Writing 3D John H. Cayley
LITR 1110N S01 24883 Wrkshp Potential Lit Peter Gale Nelson

Modern Culture and Media
MCM 0150 S01 25520 Text/Media/Culture Philip Rosen

Philosophy
PHIL 0010 S01 24246 The Place of Persons David P. Christensen
PHIL 0360 S01 24247 Early Modern Philosophy Justin Broackes
PHIL 0400 S01 24253 Marxism Charles Larmore
PHIL 0420 S01 24254 Ethical Themes Amer Short Story Felicia Nimue Ackerman
PHIL 1250 S01 24257 Aristotle Mary Louise G. Gill
PHIL 1660 S01 24658 Metaphysics Adam R. Pautz
PHIL 1670 S01 24398 Time Nina E. Emery
PHIL 1750 S01 24259 Epistemology David P. Christensen
PHIL 1765 S01 25396 Sense and Reference Richard Heck

Physics
PHYS 0560 S01 24689 Experiments in Modern Physics TBD
PHYS 1560 S01 24693 Modern Physics Laboratory TBD
PHYS 1600 S01 24694 Computational Physics TBD

Political Science
POLS 0110 S01 24130 Intro to Political Thought Sharon R. Krause
POLS 0820U S01 24112 Drug War Politics Peter R. Andreas
POLS 1202D S01 24122 Civil Liberties: Moral, Political Corey L. Brettschneider
POLS 1820J S01 24124 Dynamics of Agenda Building Roger Cobb
POLS 1821G S01 24137 Represent/ Parties/Interest Groups Wendy J. Schiller
POLS 1821T S01 24123 Criminal Justice System Ross E. Cheit
POLS 1822A S01 24132 Nuclear Weapons and International Pol Jordan N. Branch
POLS 1822B S01 24120 Technology + International Relations TBD
POLS 1823A S01 24129 Freedom, Work, Leisure Alexander H. Gourevitch
POLS 1823V S01 24127 Politics of Ethnic Conflict Linda J. Cook
POLS 1823Y S01 24142 Global Governance Nina Tannenwald
POLS 1823Z S01 24133 Gender and Public Policy Susan L. Moffitt
Curricular Programs

POLS 1824C S01 24148 Political Communication Richard A. Arenberg
POLS 1920 S01 24149 Senior Honors Thesis Preparation TBD

**Portuguese and Brazilian Studies**

POBS 0400 S01 24698 Writing + Speaking Portuguese Naomi Parker
POBS 0620 S01 24702 Map Portugese-Speak Cltr:Portuguese Leonor Simas-Almeida
POBS 1080 S01 24710 Brazil: Lang/Theater/Culture Patricia I. Sobral
POBS 1080 S02 24776 Brazil: Lang/Theater/Culture Patricia I. Sobral

**Public Health**

PHP 0030 S01 25401 Health of Hispaniola Timothy M. Empkie

**Public Policy**

PLCY 0100 S01 24037 Introduction to Public Policy Robert B. Hackey

**Religious Studies**

RELS 0068 S01 24316 Religion and Torture Stephen S. Bush
RELS 0820 S01 24318 African American Religious Str Andre C. Willis

**Russian**

RUSS 1300 S01 25017 Russian Lit in Translation Vladimir Golstein
RUSS 1967 S01 25003 Russian Postmodernism Michal Oklot

**Sociology**

SOC 0300D S01 24843 Who Am I? Gregory C. Elliott
SOC 1870A S01 24870 Investing in Social Change Katherine C. Trimble
SOC 1871D S01 24871 Sociology of Development Jose Itzigsohn
SOC 1871L S01 24872 Migration, Displacement and Em Lisa DiCarlo
SOC 1950 S01 24906 Senior Seminar TBD

**Theatre Arts and Performance Studies**

TAPS 0100 S01 25263 Playwriting I TBD
TAPS 0200 S01 25280 Playwriting II TBD
TAPS 1240 S01 25264 Perform Histriography/Theatr Hist VK Preston
TAPS 1250 S01 25265 20th-Cent W Theatre/Performanc Spencer Golub
TAPS 1380 S01 25276 Mise en Scene Spencer Golub
TAPS 1630 S01 25271 Race + Gender in Performance Colleen K. Daniker
TAPS 1650 S01 25251 21st Century American Drama Patricia Ybarra

**University Courses**

UNIV 1520 S01 24712 The Shaping of World Views Onesimo T. Almeida

**Visual Art**

VISA 1800P S01 25000 Art/Work: Profession Practice Heather Darcy Bhandari
The Graduate School

The Graduate School oversees graduate education at Brown University, which prepares students for distinguished careers in research, teaching, and as experts in the public and private sectors. Master’s students are trained to assess information and trends in their fields and to create original works. Doctoral students perform research at the highest level, advancing knowledge in their fields.

The rigors of research, analysis, debate, performance, and publication prepare our graduates to help solve local, national, and international problems.

Brown University offers more than 70 graduate programs through the Graduate School. Brown has a friendly scale and collaborative culture. With 2,000 graduate students and more than 700 full-time faculty members, Brown offers exceptionally close mentoring in its doctoral and terminal master’s programs.

The Graduate School website (http://www.brown.edu/academics/gradschool) serves as the primary source of information on doctoral programs (http://www.brown.edu/academics/gradschool/phd-programs) and master’s programs (http://www.brown.edu/academics/gradschool/masters-programs) including a distinct page (also contained with this Bulletin) for each program in terms of application and completion requirements. The Graduate School website also explains the general application (http://www.brown.edu/academics/gradschool/application-information) process as well as provides the link to the online application.

Information on general rules and regulations are detailed on the Graduate School (http://www.brown.edu/academics/gradschool/academics/rules-regulations) site. The Graduate School Handbook, dissertation guidelines, and master’s thesis guidelines can all be found in that section. Additional regulations with regards to overall requirements and tuition regulations can also be found on the Office of the Registrar’s (http://www.brown.edu/about/administration/registrar/degree-guidelines-0/graduate-school) website.
The Division of Biology and Medicine

The Division of Biology and Medicine is home to five academic departments, fourteen clinical departments, and is affiliated with seven diverse teaching hospitals (http://brown.edu/academics/medical/about/hospitals) in and around Providence. At the Division's core is the Warren Alpert Medical School and the five academic departments in Biology (which includes study at the undergraduate and graduate levels).

For more information on Brown's many research centers, institutes, programs, and other initiatives in the health and life sciences found within the Division of Biology and Medicine, please visit http://biomed.brown.edu/research/cip.

For further summary information on the academic units within the Division, please follow the below links:

- The Warren Alpert Medical School of Brown University (p. 80)
- Biology (Undergraduate) (p. 88)
- Biology (Graduate) (p. 105)
- Neuroscience (p. 110)

The Warren Alpert Medical School of Brown University

Dean

Jack A. Elias

Admissions

Students interested in the study of medicine at the Warren Alpert Medical School of Brown University may apply through a variety of admission routes designed to create a highly qualified and diverse medical student body.

The majority of the 120 matriculants in the first-year class apply through the American College Application Service (AMCAS). Approximately (40%) of the first-year class enroll from Brown’s eight-year combined Bachelor’s-medical degree Program in Liberal Medical Education. These students are joined by students entering through special programs at institutions with which the medical school has formed linkages (postbaccalaureate and early identification). These admission routes are described below.

AMCAS Admission

Qualified students or graduates of accredited colleges or universities in the United States or Canada may apply to Alpert Medical School (AMS) through the AMCAS route. Individuals must first complete and submit the electronic AMCAS application, found on the website of the American Association of Medical Colleges (https://www.aamc.org), and indicate that they wish to apply to the Warren Alpert Medical School of Brown University. Applicants must also complete a web-based secondary application (forwarded by AMS Office of Admissions) and submit an application fee to be considered an eligible candidate for admission.

The AMCAS applicant pool for the most recent entering class (MD 2016) was competitive, with over 3300 applicants vying for 57 seats (of 120). The applicant pool was impressive in geographic scope and size, including residents of 49 states, the District of Columbia, the Commonwealth of Puerto Rico, and a number of foreign countries (predominantly Canada, China, and South Korea).

Additional information and related admission requirements may be found at http://www.brown.edu/academics/medical/admission/. The Office of Admissions may be contacted by email (MedSchool_Admissions@brown.edu) or telephone (401) 863-2149. Letters and other correspondence should be mailed to the Office of Admissions, Box G-M, Brown University, Providence, RI 02912-9706.

Program in Liberal Medical Education (PLME)

The Program in Liberal Medical Education is an eight-year continuum of liberal arts and medical education leading to both the bachelor’s and M.D. degrees. The PLME is open to high school graduates who have applied to and are simultaneously admitted to Brown for their undergraduate studies. The PLME seeks highly qualified and strongly motivated high school students who are committed to a career in medicine at an early age and who also wish to pursue another area of academic interest to an advanced level of scholarship within the framework of a broad liberal education.

From a large (approximately 2,000) and highly qualified applicant pool, roughly 50 students matriculate annually. For additional information regarding the PLME, access the website at http://www.brown.edu/academics/medical/plme/ or contact the College Admission Office, Brown University, Prospect Street, Providence, RI 02912-9706; (401) 863-2378.

Postbaccalaureate Linkage Programs

The Postbaccalaureate (PB) Linkages are cooperative ventures between Alpert Medical School and the Premedical PB Programs at Bryn Mawr College, Columbia University, Johns Hopkins University, and Goucher College. Postbaccalaureate students enrolled in these programs may be offered admission to the medical school during the spring semester of their first year of study, thus allowing them to enter the medical school in the next class.

Selection occurs by a nomination process in which the premedical advisor selects candidates meeting established eligibility criteria (e.g., age, postbac grade point average). The number of PB students in each medical school class depends upon the number of places available as well as the caliber of the applicant pool. PB students nominated for admission must apply to AMCAS and complete an AMS secondary application. The MCAT is not required for admission. Timelines for this process are distributed to PB Program Directors on a yearly basis. Completed applications are reviewed by a subcommittee of the Admissions Committee, which selects nominees for interviews. The interviews follow the same protocol as that for AMCAS applicants and the same evaluation form is used.

The Early Identification Program (EIP)

The Early Identification Program (EIP) provides selected students at cooperating institutions with a place at Alpert Medical School upon continued academic progress and college graduation. This route provides opportunities for a medical career to two groups:

- Rhode Island residents enrolled at Providence College, Rhode Island College, and the University of Rhode Island; and
- Students enrolled at Tougaloo College, a historically black, liberal arts institution in Mississippi.

Eligible students are identified by their premedical advisor in the sophomore year of college, participate in selected PLME activities, and enroll in medical school after receiving the bachelor’s degree. Generally, up to two students may be admitted annually from each school. For more information and application procedures, please contact the premedical advisor at the participating institutions. For more information access the website at http://www.brown.edu/academics/medical/admission/other-routes-of-admission.

Definition of Rhode Island Residency for Medical School Admission

An individual is considered a Rhode Island resident if he or she graduated from a Rhode Island high school and if the individual’s parent(s) have lived in Rhode Island for the previous two calendar years, as documented by federal tax returns. For dependent students, the custodial parent(s) must claim the student as a dependent on his or her federal tax returns for the prior two years. Individuals who are independent (i.e., not living with parents and filing individual federal tax returns for the previous two years) must have at least one parent residing in Rhode Island for the previous two years, as documented by federal tax returns.

Selection Factors

Students admitted to Alpert Medical School must attain competence in the sciences basic to medicine at a sufficient level to provide adequate
preparation for medical school. Applicants are expected to demonstrate competence by successfully completing the following premedical course requirements at a college or university in the United States or Canada: one semester of organic chemistry; and two semesters of physics, inorganic chemistry, and social and behavioral sciences. The Medical College Admission Test (MCAT) is required for AMCAS route applicants.

All applicants are selected on the basis of academic achievement, faculty evaluations, evidence of maturity, motivation, leadership, integrity, and compassion. For the PLME, Brown seeks highly qualified and strongly motivated students who wish to pursue an area of academic interest to an advanced level of scholarship within the framework of a liberal premedical education.

In order to be eligible for consideration, candidates must present a minimum cumulative grade point average of 3.00 (on a 4.00 scale) in courses taken as a matriculated student at an undergraduate college. Applicants who have attended graduate school must achieve a cumulative grade point average of 3.00 (on a 4.00 scale) in courses taken in graduate school. Applicants must have completed requirements for the baccalaureate degree before matriculating into the medical school. All applicants must be capable of meeting the competency requirements expected of all graduates. Technological compensation can be made for some disabilities in certain competency requirements. Candidates accepted for admission who will need special accommodations cannot be admitted unless those supportive services are available, as determined by the Dean of Medicine and Biological Sciences. The processes for assessing whether applicants will be able to meet the competency requirements for the M.D. degree are described in Technical Standards for Medicine, listed below.

In keeping with the mission of Brown University, the office of admissions recognizes the importance of diversity to the success of the medical school. Dimensions of diversity include, but are not limited to: race, ethnicity, religious affiliation, gender identity, sexual orientation, veteran status, age, socioeconomic status and geographic background. Multicultural perspectives enrich educational understanding, improve outreach to the community, enhance trust and communication, and facilitate development of culturally appropriate clinical and research programs.

**Technical Standards for Medicine**

Process for Assessing Whether Applicants Meet Technical Standards for Medicine:

1. No inquiry will be made on the application forms concerning disability. Brown’s policies regarding technical abilities and skills necessary to meet the competency requirements are included with the letter of admission, and students are asked at that time to contact the Associate Dean for Medical Education if they have any concerns about their ability to meet these standards.

2. Applicants who are identified as having a disability through volunteered information, supporting credentials, or interviews will have an assessment of their ability to meet competency requirements only after a determination is made of their admissibility to the medical program.

3. Those applicants with disabilities deemed admissible to the Medical School will be requested to have submitted on their behalf appropriate documentation in regard to the disability from a qualified health professional. The health professional will be asked to provide an opinion on the candidate’s ability to meet the competency requirements for the M.D. degree. The applicant may also be requested to respond to that question.

4. The responses will be submitted to a committee appointed by the Dean of Medicine and Biological Sciences. This committee may ask for a review of the supporting documentation by appropriate members of the faculty in regard to the applicant’s meeting the competency requirements. The committee will ascertain what accommodations, if any, the medical program would need to make in order that the applicant might be able to meet the competency requirements, and assess the feasibility of any needed accommodations.

5. The committee will review the information received to determine if the applicant will be able to meet the competency requirements, with reasonable accommodations on the part of the medical program, if necessary.

6. The committee will recommend to the Dean of Medicine and Biological Sciences acceptance of applicants who can meet the competency requirements or will recommend nonacceptance if they cannot.

**Process for Assessing Student’s Ability to Continue in the Medical School Should Disability Occur After Matriculation at Brown University:**

1. A student who develops a disability after matriculation at Brown University may be identified to the Medical Student Affairs Office through a variety of sources, e.g., reporting of accident or illness by peers, family, friends, or faculty and subsequent follow-up with health professionals managing the care.

2. If the degree to which the student has become disabled raises questions related to meeting the competency requirements after a review by the Associate Dean for Medical Education, a meeting of an ad hoc committee will be set up to discuss the situation. The student will be asked to meet with the committee members, unless the disability is so severe that the student needs to be represented by another individual. In some cases, it might be more appropriate to have a health professional, not directly involved in the care, serve as a consultant to the committee on the issues surrounding the disability.

3. The ad hoc committee will develop a recommendation as to the student’s ability to successfully pursue a medical education based on his or her ability to meet the competency requirements of the medical program. These educational accommodations will be discussed with the appropriate course directors to be certain that there is agreement on how the student will be managed. If facilities accommodations are recommended, the committee will discuss these with the appropriate individuals to be certain that the needs for the disabled student can be provided. The committee’s recommendations will be discussed with the student or his or her representative in the event that the student cannot attend.

4. When the recommendation is that the disabled student can meet the medical program’s competency requirements, the committee will develop a report on any educational program accommodations that, if made, will still meet the competency requirements.

5. Should the decision of the committee be to recommend to the dean that the student be dropped from enrollment in the medical program, the normal due process appeals mechanism will be in effect, and the Student Affairs Office will work with the individual as appropriate on potential alternative career options. For students in the Program in Liberal Medical Education continuum, being dropped from the program due to inability to meet competency requirements for medical education does not necessitate the withdrawal of the student from the undergraduate college if that phase of the student’s education has not been completed.

**Advanced Scholarship**

Medical students who wish to earn an advanced degree (M.A., Sc.M., M.P.H., Ph.D.), must meet the requirements of the Graduate School. Numerous academic departments at Brown offer graduate programs. All graduate studies are carried out under the supervision of a faculty member of a graduate program at Brown University and are subject to the specific requirements of that program in addition to the general guidelines given below. Students should discuss their interests and goals with a director of a graduate program in planning any study that might lead to an advanced graduate degree.

**Educational Programs**

**Program in Liberal Medical Education**

The Program in Liberal Medical Education (PLME) offers a unique opportunity to combine undergraduate education and professional studies in medicine into an eight-year program.

The PLME is not an accelerated medical program. Rather, it encourages students to take advantage of the breadth of a liberal arts education, to
take charge of their education, and to become active learners. At Brown, creative students need not sacrifice the benefits of a rich liberal arts education in order to gain admission to medical school.

The PLME provides great flexibility in curriculum planning. During the early years, students take courses related to their chosen concentration and to obtain a broad liberal education. In addition, students take courses designed to meet the competencies required for admission to Alpert Medical School. This begins with courses in the natural, social and behavioral sciences, and mathematics, which provide a foundation for later medical science and clinical courses.

Students may choose to work towards an A.B. or Sc.B. degree in the sciences, or to fulfill the requirements for an A.B. in the humanities, social sciences or behavioral sciences. Several interdisciplinary concentrations such as Public Policy and International Relations are also available. The expected duration of the program is eight years. The last four years of the program culminate in the M.D. degree.

Brown’s entire faculty is available to PLME students. This access to faculty throughout the University fosters collaborative teaching and research among scholars and students from widely divergent disciplines. Although the program is characterized by the unique breadth of educational opportunities available to students, it has great strength in the conventional biomedical sciences accompanied by in depth research opportunities as well.

The Medical Curriculum

The Alpert Medical School curriculum has been designed and implemented with the intention of creating an integrated, contemporary, compassionate, and flexible program of learning for our students. Our approach to medical education is predicated on the vision that tomorrow’s physician must be a lifelong learner who is scientifically and clinically enlightened, and who understands the economic underpinnings of the US health care system. Our goal is to train physicians who will provide informed and compassionate care while at the same time serving as leaders and change agents in the health care system. To achieve the latter goal, we aim to train physicians who will be leaders at all levels.

These educational goals are pursued through a curriculum with the following structure. During Years 1 and 2, students enroll in four sequential semesters of Integrated Medical Sciences (IMS-I through -IV) and Doctoring-I through -IV. The elective Scholarly Concentrations Program is introduced to students during Year 1. Year 3 allows students to explore core disciplines and related specialties through the completion of required clerkships in medicine, surgery, pediatrics, obstetrics & gynecology, psychiatry, and family medicine. The transition from the third year to the fourth year takes place in May, after which time students have the opportunity to develop a program of elective rotations aimed at finalizing a career choice, and obtaining and preparing for a residency in their chosen field.

Alpert Medical School continues to employ a competency-based curriculum that was officially launched in 1996 for the graduating MD Class of 2000. The rationale behind the competency-based curriculum stems from the need to define the outcomes of the educational process: what are the desirable qualities of a medical school graduate, and what constitutes the essential knowledge base that will enable a graduate to make a successful transition to his or her chosen medical field?

All students are expected to gain competency in the Nine Abilities (see below) and knowledge base by graduation. Each course within the core curriculum of the Medical School identifies which abilities and parts of the knowledge base it addresses. Students may also meet the competency requirements through individualized study, group independent study projects (GISPs), or alternative courses that might be arranged as part of collaborative learning opportunities.

Nine Abilities:
1. Effective communication
2. Basic clinical skills
3. Using basic science in the practice of medicine
4. Diagnosis, prevention, and treatment
5. Lifelong learning
6. Professionalism
7. Community health promotion and advocacy
8. Moral reasoning and clinical ethics
9. Clinical decision making

For additional information regarding Alpert Medical School please visit the website at: http://brown.edu/academics/medical/

Courses

Biology

BIOL 3001. Clerkship in Medicine.
Twelve weeks.

BIOL 3010. Systemic Pathology.
First-semester systemic pathology course building on the general principles of disease introduced in general pathology IMS-1. Objectives include learning the classification of systemic disease according to basic pathological mechanisms, describing and explaining the functional and structural changes produced by the most common diseases, and enhancing the ability to diagnose and treat patients. Runs in parallel with pathophysiology BIOL 3500; covers four organ system segments: cardiovascular, renal, and pulmonary and supporting structures.

BIOL 3015. Individualized Clerkship in Medicine.

BIOL 3020. Nephrology.
No description available.

BIOL 3025. Longitudinal in Renal Disease.
No description available.

BIOL 3030. Clinical Nephrology.
No description available.

BIOL 3035. Clinical Nephrology.
No description available.

BIOL 3040. Clinical Dermatology.
No description available.

BIOL 3050. Gastroenterology.
No description available.

BIOL 3060. Gastroenterology.
No description available.

BIOL 3070. Infectious Disease.
No description available.

BIOL 3075. Infectious Disease.

BIOL 3080. HIV/AIDS.
No description available.

BIOL 3090. Allergy and Clinical Immunology Seminar
The pathophysiology, diagnosis, and treatment of allergic and immunological diseases. Particularly addresses the following diseases: asthma, rhinitis, sinusitis, urticaria, anaphylaxis, primary immunodeficiencies, food allergy, allergic reactions to medications, atopic eczema and insect-sting allergy. Molecular, cellular, and genetic components of allergy and other immunologic inflammation guide consideration of the diagnosis, clinical management, and prevention of allergic and other immunological diseases.

BIOL 3100. Cardiology.
No description available.

BIOL 3110. Clinical Adult Cardiology.
No description available.

BIOL 3120. Coronary Care Unit.
No description available.

BIOL 3140. Cardiology.
No description available.

BIOL 3165. Med/Peds Infectious Diseases.
No description available.

BIOL 3170. Urgent Care.
No description available.
BIOL 3180. Hospice and Palliative Medicine.
No description available.

BIOL 3200. Tropical Medicine in East Africa.
No description available.

BIOL 3205. International Critical Care at Tuebingen.

BIOL 3210. Hospice and Palliative Medicine.
No description available.

BIOL 3215. Internal Medicine Night Float.

BIOL 3220. Endocrinology.
No description available.

BIOL 3230. Hematology Oncology.
No description available.

BIOL 3240. Clinical Hematology/Oncology.
No description available.

BIOL 3260. Hematology Oncology.
No description available.

BIOL 3270. Hematology.
No description available.

BIOL 3280. Allergy.
No description available.

BIOL 3290. Pulmonary Diseases.
No description available.

BIOL 3300. Pulmonary Diseases.
No description available.

BIOL 3310. Pulmonary Diseases.
No description available.

No description available.

BIOL 3330. Subinternship in Medicine.
No description available.

BIOL 3331. Subinternship in Medicine - MH.

BIOL 3332. Subinternship in Medicine - MHRI.

BIOL 3333. Subinternship in Medicine - RIH.

BIOL 3334. Subinternship in Medicine - VAMC.

BIOL 3340. Subinternship in Medical Intensive Care (MICU).
No description available.

BIOL 3350. Subinternship in Critical Care Medicine.
No description available.

No description available.

BIOL 3390. Psychiatry in Medical Practice.
No description available.

BIOL 3400. Medical Consultation - OB/Gyn.
No description available.

BIOL 3405. Medical Consult in OB/Gyn and Periop Med.
No description available.

BIOL 3410. Internal Medicine in the Dominican Republic.
No description available.

BIOL 3415. Clinical Medicine in Nicaragua.

BIOL 3460. College Health Longitudinal.
No description available.

BIOL 3470. Issues Concerning Deaf Patients in Healthcare.
Students will gain understanding of the basics of communication with and among the Deaf, including ASL, lip-reading, current technologies, and the use of interpreters.

No description available.

BIOL 3490. Cardiology.
No description available.

BIOL 3500. Cardiovascular Medicine - Outpatient and Inpatient Practice.
No description available.

BIOL 3505. Medical and Interventional Pain Management.

BIOL 3510. Clinical Reasoning and Human Errors in Medicine.
No description available.

BIOL 3551. Advanced Clinical Mentorship in Renal.

BIOL 3552. Advanced Clinical Mentorship in Dermatology.

BIOL 3553. Advanced Clinical Mentorship in Cardiology.

BIOL 3554. Advanced Clinical Mentorship in Endocrinology.

BIOL 3555. Advanced Clinical Mentorship in Med/Peds Primary Care.

BIOL 3556. Advanced Clinical Mentorship in Infectious Disease.

BIOL 3557. Advanced Clinical Mentorship in Comprehensive HIV Care.

BIOL 3558. Advanced Clinical Mentorship in Adult Oncology.

BIOL 3559. Advanced Clinical Mentorship in Hematology/Oncology.

BIOL 3560. Advanced Clinical Mentorship in Pulmonary Disease.

BIOL 3561. Advanced Clinical Mentorship in Rheumatology.

BIOL 3562. Advanced Clinical Mentorship in Internal Medicine.

BIOL 3563. Advanced Clinical Mentorship in Gastroenterology.

BIOL 3564. Advanced Clinical Mentorship in Functional Neurosurgery.


BIOL 3566. Advanced Clinical Mentorship in Orthopedic Surgery.

BIOL 3567. Advanced Clinical Mentorship in Anesthesiology.


BIOL 3570. Advanced Clinical Mentorship in Pediatric Surgery.

BIOL 3571. Advanced Clinical Mentorship in Urology.


BIOL 3573. Advanced Clinical Mentorship in ENT.


BIOL 3575. Advanced Clinical Mentorship in Pediatric Neurology.


BIOL 3577. Advanced Clinical Mentorship in OB/Gyn.

BIOL 3578. Advanced Clinical Mentorship in Outpatient Psychiatry.


BIOL 3580. Advanced Clinical Mentorship in Clinical Rehabilitation Medicine.


BIOL 3583. Advanced Clinical Mentorship in Family Medicine.


BIOL 3585. Advanced Clinical Mentorship in Radiation Oncology.

BIOL 3586. Advanced Clinical Mentorship Independent Study.

BIOL 3587. Advanced Clinical Mentorship in Primary Care/Behavioral Medicine.

BIOL 3640. Doctoring 1.
BIOL 3641. Integrated Medical Sciences I.
BIOL 3642. IMS 1 - Scientific Foundations of Medicine.
BIOL 3643. IMS-1 Histology.
BIOL 3644. IMS-1 Human Anatomy I.
BIOL 3645. IMS-1 General Pathology.
BIOL 3650. Doctoring 2.
BIOL 3651. Integrated Medical Sciences II - Comprehensive.
BIOL 3652. IMS-2 Brain Sciences.
BIOL 3653. IMS-2 Microbiology/Infectious Diseases.
BIOL 3654. IMS-2 Endocrine Sciences.
BIOL 3655. Human Anatomy II.
BIOL 3656. Health Systems and Policy I.
BIOL 3657. Health Systems and Policy II.
BIOL 3660. Doctoring 3.
BIOL 3661. Integrated Medical Sciences III - Comprehensive.
BIOL 3662. IMS-3 Cardiovascular.
BIOL 3663. IMS-3 Pulmonary.
BIOL 3664. IMS-3 Renal.
BIOL 3665. IMS-II Supporting Structures.
BIOL 3666. Integrated Medical Sciences III - Systemic Pathology.
BIOL 3667. Integrated Medical Sciences III - System-Based Pharmacology.
BIOL 3670. Doctoring 4.
BIOL 3671. Integrated Medical Sciences IV - Comprehensive.
BIOL 3672. IMS-4 Hematology.
BIOL 3673. IMS-4 Gastroenterology.
BIOL 3674. IMS-3 Human Reproduction.
BIOL 3675. Integrated Medical Sciences IV - Systemic Pathology.
BIOL 3676. Integrated Medical Sciences IV - System-Based Pharmacology.
BIOL 3691. System-Based Pharmacology.
BIOL 3750. Neurology.
No description available.
No description available.
No description available.
BIOL 3790. Aging and Dementia.
No description available.
BIOL 3795. Elective Clerkship in Neurology.
BIOL 3800. Neurosurgery.
No description available.
BIOL 3815. Subinternship in Neurosurgery.

BIOL 3890. Culture, Patient, Advocacy and the Community.
This course focuses on the knowledge, skills, and attitudes required for effective patient advocacy with an emphasis on the role of culture in developing advocacy partnerships with patients, families, peers and community service providers. Specifically, it examines the relationships between race, ethnicity, social factors, economic factors and health status indicators. The course will provide opportunities to build self-awareness, to develop greater insight into the social and community contexts of health care and patient advocacy, and to refine physician-patient communication skills.

Six weeks.
BIOL 3910. Introduction to Surgical Oncology.
No description available.
BIOL 3920. Surgery of the Alimentary Tract.
No description available.
BIOL 3930. Physical Medicine and Rehabilitation.
No description available.
No description available.
BIOL 3950. Outpatient Management of Musculoskeletal Problems.
No description available.
BIOL 3960. Orthopedic Surgery.
No description available.
BIOL 3970. Orthopedic Surgery in the Community.
No description available.
BIOL 3975. Primary Care Orthopedics.
No description available.
BIOL 3990. Pediatric Orthopedic Surgery.
No description available.
BIOL 4000. Outpatient Orthopedics.
No description available.
BIOL 4010. Anesthesiology.
No description available.
BIOL 4011. Anesthesiology - MH.
BIOL 4012. Anesthesiology - RIH.
BIOL 4013. Anesthesiology - WIH.
BIOL 4020. Pediatric Anesthesiology.
No description available.
BIOL 4030. Ophthalmology.
No description available.
BIOL 4040. Ophthalmology in a Missionary Hospital.
No description available.
BIOL 4070. Ophthalmology.
No description available.
BIOL 4100. Pediatric Surgery.
No description available.
BIOL 4110. Adult Cardiac Surgery.
No description available.
BIOL 4120. Cardiothoracic Surgery.
No description available.
BIOL 4130. Subinternship in Cardiovascular Surgery.
No description available.
BIOL 4140. Endocrine Surgery.
No description available.
BIOL 4150. Clinical Urology.
No description available.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4170</td>
<td>Plastic Surgery</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4180</td>
<td>Subinternship in Surgery</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4185</td>
<td>Subinternship in Surgical Oncology</td>
<td>No description available.</td>
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<tr>
<td>BIOL 4190</td>
<td>Subinternship in Surgery</td>
<td>No description available.</td>
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<tr>
<td>BIOL 4195</td>
<td>Subinternship in Colon and Rectal Surgery</td>
<td>No description available.</td>
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<tr>
<td>BIOL 4197</td>
<td>Vascular Surgery</td>
<td>No description available.</td>
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<tr>
<td>BIOL 4210</td>
<td>Otorhinolaryngology</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4220</td>
<td>Head/Neck Pathology-Maxillofacial Surgery</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4230</td>
<td>Nutrition and Nutritional Support</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4240</td>
<td>Ambulatory Plastic Surgery</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4250</td>
<td>Trauma</td>
<td>No description available.</td>
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<tr>
<td>BIOL 4270</td>
<td>Subinternship in Cardiac Surgery</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4280</td>
<td>Introduction to Thoracic Surgery</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4285</td>
<td>4th Year Surgery Boot Camp</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4300</td>
<td>Orofacial Surgery</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4500</td>
<td>Core Clerkship in Pediatrics</td>
<td>Six weeks.</td>
</tr>
<tr>
<td>BIOL 4505</td>
<td>Individualized Clerkship in Pediatrics</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4510</td>
<td>Pediatric Hematology Oncology</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4520</td>
<td>Pediatric Neurology</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4530</td>
<td>Pediatric Urology</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4540</td>
<td>Child Development and Developmental Disabilities</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4550</td>
<td>Adolescent Medicine</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4560</td>
<td>Pediatric Cardiology</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4570</td>
<td>Pediatric Infectious Diseases</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4580</td>
<td>Pediatric Endocrinology</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4590</td>
<td>Ambulatory Pediatrics</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4600</td>
<td>Pediatric Neurorehabilitation</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4620</td>
<td>Subinternship in Perinatal Medicine (NICU)</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4630</td>
<td>Subinternship in Pediatrics</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4640</td>
<td>Subinternship in Pediatric Critical Care</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4650</td>
<td>Child Abuse Pediatrics</td>
<td>No description available.</td>
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<tr>
<td>BIOL 4670</td>
<td>Pediatrics in a Developing Country: Cambodia</td>
<td>No description available.</td>
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<tr>
<td>BIOL 4680</td>
<td>Subinternship in Pediatric Hematology-Oncology</td>
<td>No description available.</td>
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<tr>
<td>BIOL 4900</td>
<td>Core Clerkship in Obstetrics and Gynecology</td>
<td>Six weeks.</td>
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<tr>
<td>BIOL 4905</td>
<td>Individualized Clerkship in Ob/Gyn</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4910</td>
<td>Subinternship in Maternal Fetal Medicine</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4920</td>
<td>Subinternship in Urogynecology + Reconstructive Pelvic Surgery</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4940</td>
<td>Reproductive Endocrinology and Infertility</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4950</td>
<td>Subinternship in Gynecologic Oncology and Pelvic Surgery</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4955</td>
<td>Subinternship in Women's Ambulatory Ob-Gyn</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4960</td>
<td>Women's Reproductive Health Topics</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4970</td>
<td>Breast Disease</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4975</td>
<td>Gynecologic and Breast Pathology</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4980</td>
<td>Patients with Women's Cancers</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 4990</td>
<td>Clinical Cancer Genetics</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5100</td>
<td>Core Clerkship in Psychiatry</td>
<td>Six weeks.</td>
</tr>
<tr>
<td>BIOL 5105</td>
<td>Individualized Clerkship in Psychiatry</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5110</td>
<td>Subinternship in Psychiatry</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5130</td>
<td>Addiction Psychiatry</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5140</td>
<td>Triple Board Elective in Pediatrics, Psychiatry and Child and Adolescent Psychiatry</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5150</td>
<td>Neuropsychiatry and Behavioral Neurology</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5210</td>
<td>Child Psychiatry</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5220</td>
<td>Subinternship in Child Psychiatry</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5270</td>
<td>Psychiatry of Late Life</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5300</td>
<td>Clerkship in Psychiatry-Clinical Neuroscience</td>
<td>Six weeks.</td>
</tr>
<tr>
<td>BIOL 5315</td>
<td>Clerkship in Psychiatry</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5325</td>
<td>Clerkship in Neurology</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5400</td>
<td>Core Clerkship in Community Health</td>
<td>Six weeks.</td>
</tr>
<tr>
<td>BIOL 5460</td>
<td>Physical Medicine and Rehabilitation</td>
<td>No description available.</td>
</tr>
<tr>
<td>BIOL 5480</td>
<td>Rural Community Medicine</td>
<td>No description available.</td>
</tr>
</tbody>
</table>
BIOL 5490. Geriatrics and Rehabilitation.
No description available.

BIOL 5510. Introduction to the Basic Science Curriculum in the Medical School.
The preclinical elective is designed for PLME students who will enter the Alpert Medical School. The seminar series provides perspectives on teaching and learning in the Alpert Medical School—with a specific focus on understanding how the basic sciences are addressed in lectures and in the laboratory.

BIOL 5525. Medical French Elective.

BIOL 5530. College Student Health.
No description available.

BIOL 5540. Controversies in Health Care Policy.
No description available.

BIOL 5560. Law and Medicine.
No description available.

BIOL 5570. Elective in San Lucas Toliman, Guatemala.
No description available.

BIOL 5580. Frontier Nursing Service, Mary Breckinridge Hospital.
No description available.

BIOL 5590. Mississippi Family Health Center.
No description available.

BIOL 5600. Rural Family Practice.
No description available.

No description available.

BIOL 5630. Emergency Medicine.
No description available.

No description available.

BIOL 5660. Wilderness and Environmental Medicine.
No description available.

BIOL 5690. Spirituality and Medicine.
No description available.

BIOL 5700. Bridging the Bench and Bedside.

BIOL 5730. Introduction to Medical Portuguese.

BIOL 5800. Core Clerkship in Family Medicine.
Six weeks.

BIOL 5805. Individualized Clerkship in Family Medicine.

No description available.

BIOL 5815. Subinternship in Maternal and Child Health.

BIOL 5820. Elective in Family Medicine.
No description available.

BIOL 5850. Primary Care Sports Medicine.

BIOL 5860. Preventive Cardiology Nutrition.
No description available.

BIOL 5870. Subinternship in Family Medicine.
No description available.

BIOL 5880. Clinical Skills Clerkship Teaching Academy.
No description available.

BIOL 5885. Clinical Skills Clerkship.

BIOL 5900. Art and Medicine Seminar.
No description available.

BIOL 5920. Public Health and Primary Care in Rural Honduras.

BIOL 5990. Internship Preparation Elective.

BIOL 6010. Human Morphology II.
No description available.

BIOL 6110. Applied Pathology.
No description available.

BIOL 6120. Research in Perinatal/Pediatric Pathology.
No description available.

BIOL 6140. Seminar in Clinical Pathological, Developmental and Pediatric Pathology.
No description available.

BIOL 6260. Radiation Oncology in a Private Practice Setting.
No description available.

BIOL 6280. Diagnostic Radiology and Nuclear Medicine.
No description available.

BIOL 6290. Diagnostic Radiology.
No description available.

BIOL 6300. Nuclear Medicine Preceptorship.
No description available.

BIOL 6320. Vascular and Interventional Radiology.
No description available.

No description available.

BIOL 6360. Neuroradiology.
No description available.

BIOL 6380. Pediatric Radiology.
No description available.

BIOL 6390. Intro to Women’s Diagnostic Imaging.
No description available.

BIOL 6400. Radiation Oncology.
No description available.

BIOL 6500. Cancer Action and Reflection (CARE).
No description available.

BIOL 6501. Medical Chinese Elective.
Students will attain a working knowledge of Chinese relevant to medical practice in order to better communicate with and serve Chinese-speaking patients. Open to students who a proficient in the Mandarin dialect of Chinese.

BIOL 6502. Intermediate Medical Spanish.
The course is designed for students to gain beginning-level competence in Medical Spanish that will enable them to communicate more effectively with Spanish-speaking patients and their families. Specifically, the students will develop critical Spanish lexicon and language skills for conducting the medical interview. Perquisite: Background in Spanish. Grading: S/NC

BIOL 6503. Poverty, Health and Law.
No description available.

BIOL 6504. Health Care in America.
No description available.

BIOL 6505. Introduction to Multidisciplinary Fetal Medicine.
An 8-session elective seminar for 2nd year medical school students. Emphasis is placed on the multidisciplinary approach to medical problems. The course concentrates on those conditions for which fetal and/or neonatal intervention may be indicated, from gene therapy to fetal surgical intervention.

No description available.

BIOL 6507. Elective in Mindfulness Training.
No description available.
BIOL 6508. Gender and Sexuality in Healthcare: Caring for All Patients.
The goal of the course is to provide medical students with the knowledge needed to effectively and competently work with a growingly diverse patient (and colleague) population. Contemporary medical school curricula are lacking in the instruction and discussion of patients of all genders and sexualities. This elective will address this need. The course will consist of eight 2-hour sessions, with guest speakers lecturing for the first hour and small group discussion happening for the second hour. Students are required to keep a journal of their experiences as their final assignment for the class. The class will be graded S/NC. The topics range from LGBTQ Teenagers to Institutionalized Homophobia to Hormone Therapy, led by experts in each field.

BIOL 6509. Introduction to Surgery.
No description available.

BIOL 6510. Topics in Medicine - An International Perspective at University of Rostock, Germany.
No description available.

BIOL 6511. Comparative Medical Ethics at University of Tuebingen, Germany.
No description available.

BIOL 6512. Modern Genetics: Ethics, Policy, and the Doctor-Patient Relationship.
No description available.

BIOL 6513. (Play)writing and Medicine.
No description available.

This elective seminar for 1st and 2nd year medical school and PLME students will introduce them to the world of complementary and alternative forms of healing (CAM) and place it into a framework of an Integrative medicine.

BIOL 6515. Humanities as Medical Instruments.

BIOL 6516. Race, Health Disparities, and Biomedical Interpretations.

BIOL 6517. Diseases, Doctors and Divas.

BIOL 6518. Design and Health.

BIOL 6519. Leadership in the Health Professions.

BIOL 6520. Artists and Scientists as Partners.

BIOL 6521. Advanced Spanish.

BIOL 6522. The Healer's Art.

BIOL 6524. Introduction to Sports Medicine.


BIOL 6526. Neuroimaging of Mindfulness + Contemplative Practice.

BIOL 6527. Physician as Medical Illustrator.

BIOL 6528. Art and Healing.

BIOL 6529. Addiction Medicine.


BIOL 6550. Medical Students Outreach to Mothers to Be (MOMS).
No description available.

BIOL 6551. The Bionic Human Elective.
No description available.

BIOL 6552. Wilderness Medicine Preclinical Elective.
The Wilderness Medicine elective is designed to instill the basic survival skills training necessary for environments outside the hospital, both urban and wild. It combines didactic lectures on such topics as toxicology and travel medicine with field skills sessions & workshops (e.g. suturing, splinting). These sessions also include mock medical scenarios, such as near drownings, for the students to handle. It includes off-campus consultation with experts to review their medical emergency procedures. A final project consisting of writing about a popular wilderness myth and its voracity is required.

BIOL 6553. Refugee Health and Advocacy.
No description available.

No description available.

BIOL 6555. Health Care of Underserved.
No description available.

No description available.

BIOL 6557. Sexual Health.
No description available.

BIOL 6558. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6559. Entrepreneurship in Medicine.

BIOL 6600. Elective in Biotechnology.
No description available.


BIOL 6602. Environmental Health.

BIOL 6603. Qualified Professional Test Counselor Certification Course.

BIOL 6604. Research Statistics.

BIOL 6605. Classroom Connection: Understanding Allergy and Immunology.

BIOL 6606. Food and Health.


BIOL 6608. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6609. Introduction to Surgery.
No description available.

BIOL 6610. Topics in Medicine - An International Perspective at University of Rostock, Germany.
No description available.

BIOL 6611. Comparative Medical Ethics at University of Tuebingen, Germany.
No description available.

BIOL 6612. Modern Genetics: Ethics, Policy, and the Doctor-Patient Relationship.
No description available.

BIOL 6613. (Play)writing and Medicine.
No description available.

This elective seminar for 1st and 2nd year medical school and PLME students will introduce them to the world of complementary and alternative forms of healing (CAM) and place it into a framework of an Integrative medicine.

BIOL 6615. Humanities as Medical Instruments.

BIOL 6616. Race, Health Disparities, and Biomedical Interpretations.

BIOL 6617. Diseases, Doctors and Divas.

BIOL 6618. Design and Health.

BIOL 6619. Leadership in the Health Professions.

BIOL 6620. Artists and Scientists as Partners.

BIOL 6621. Advanced Spanish.

BIOL 6622. The Healer's Art.

BIOL 6624. Introduction to Sports Medicine.

BIOL 6625. Sex Ed by Brown Med.

BIOL 6626. Neuroimaging of Mindfulness + Contemplative Practice.

BIOL 6627. Physician as Medical Illustrator.

BIOL 6628. Art and Healing.

BIOL 6629. Addiction Medicine.


BIOL 6650. Medical Students Outreach to Mothers to Be (MOMS).
No description available.

BIOL 6651. The Bionic Human Elective.
No description available.

BIOL 6652. Wilderness Medicine Preclinical Elective.
The Wilderness Medicine elective is designed to instill the basic survival skills training necessary for environments outside the hospital, both urban and wild. It combines didactic lectures on such topics as toxicology and travel medicine with field skills sessions & workshops (e.g. suturing, splinting). These sessions also include mock medical scenarios, such as near drownings, for the students to handle. It includes off-campus consultation with experts to review their medical emergency procedures. A final project consisting of writing about a popular wilderness myth and its voracity is required.

BIOL 6653. Refugee Health and Advocacy.
No description available.

No description available.

BIOL 6655. Health Care of Underserved.
No description available.

No description available.

BIOL 6657. Sexual Health.
No description available.

BIOL 6658. Medical Impact of Translational and Basic Science.
No description available.

BIOL 6659. Entrepreneurship in Medicine.


BIOL 6662. Environmental Health.

BIOL 6663. Qualified Professional Test Counselor Certification Course.


BIOL 6665. Classroom Connection: Understanding Allergy and Immunology.

BIOL 6666. Food and Health.

BIOL 6667. Quantitative Statistics.

BIOL 6668. Intro to Patient Safety + Quality Improvement.

BIOL 6669. The Virtuous Physician.

BIOL 6670. Narrative Medicine.


BIOL 6680. Elective in Biotechnology.
No description available.

BIOL 7000. Away Elective 1.
No description available.

BIOL 7010. Away Elective 2.
No description available.

BIOL 7020. Away Elective 3.
No description available.

BIOL 7030. Away Elective 4.
No description available.

BIOL 7040. Away Elective 5.
No description available.

BIOL 7050. Away Elective.
No description available.

BIOL 7100. Independent Study 1.
No description available.

BIOL 7110. Independent Study 2.
No description available.

BIOL 7120. Independent Study 3.
No description available.

BIOL 7130. Independent Study.
No description available.

BIOL 7140. Approved Subinternship Independent Study.
No description available.

BIOL 7150. Independent Study.
No description available.

BIOL 7160. Scholarly Concentration Independent Study.
No description available.

BIOL 7165. Scholarly Concentration Independent Study.
Biology (Undergraduate)

BIOL 7170. Academic Scholar Program.
No description available.

BIOL 7180. Advanced Independent Study.

BIOL 7200. International Elective: University of Bologna (Italy).


BIOL 7210. International Elective: Moi University (Kenya).


BIOL 7225. International Elective: University of Rostock (Germany).

BIOL 7230. International Elective: Technion-Israel Institute of Technology.


BIOL 7240. International Elective: University of Tuebingen (Germany).


BIOL 7301. Seminar on Race + Health Disparities.

BIOL 7600. Approved Subinternship Away.
No description available.

BIOL 7605. Approved Subinternship Away 2.

Medical Education

The thesis requirement for the Master of Science degree in Population Medicine is an integral component of the Primary Care- Population Medicine program at Brown University. This course will help students develop and demonstrate the necessary research skills to formulate a population medicine research question and then design, conduct, and write a manuscript presenting a research study that will satisfy the thesis requirements. The course itself has three parts:

An introductory primary on biostatistics A research methodology seminar series A journal club in which the biostatistics and research methodology will be integrated in the analysis and critique of studies related to population medicine.

MED 2040. Health Systems and Policy II.
This course will offer an overview of the critical issues in U.S. healthcare and public health policy. It will also provide future leaders in population medicine with a foundation for analyzing healthcare reform and public health efforts and for identifying the role of physicians in driving and shaping future policy reforms to improve the healthcare system and population health.

MED 2045. Quantitative Reasoning.
In this course, students will be introduced to fundamental concepts in clinical epidemiology and basic statistics, as they relate to population and clinical research. This course is intended to teach students both the basic knowledge required to develop and interpret clinical studies as well as the skills in order to conduct basic statistical analyses.

MED 2046. Leadership in Health Care.
This course emphasizes practical application of teamwork and leadership skills across multiple settings. Leadership in Health Care is a master’s level course for second year medical students enrolled in the Primary Care-Population Medicine (PC-PM) program. Through interactive classroom sessions, field work in health care advocacy, and a team-based “leadership action project,” students will develop foundational leadership skills. The first formal leadership course at Alpert Medical School, Leadership in Health Care will contribute to the PC-PM program’s ultimate goal of preparing physician leaders who will improve the quality of health care and wellness of the population.

MED 2060. Population and Clinical Medicine II.
This is the second semester of Population and Clinical Medicine, a two- semester course focused on the integration of population medicine and clinical practice. In this course, students will focus on topics integral to clinical medicine, but expand beyond the patient into the population and beyond. Given the importance of population health interventions for impacting the health of vulnerable and underserved patients, the course will focus on issues affecting these populations.

For students enrolled in the Primary Care-Population Medicine program at Alpert Medical School, this course is structured to allow students to conduct research focused on population health with a mentor at Brown University.

Program in Liberal Medical Education

PLME 0200. Primetime Bioethics.
Is it ethical to design a perfect baby? Who should get these organs? Is it ever okay to be dishonest with patients for their own good? These questions and more will be tackled in this discussion-based course that uses episodes of popular medical television shows to highlight topics in medical ethics. Students will watch 1-2 episodes of TV shows and read related articles and chapters on biomedical ethics and ethics theory. The goal is to give students the background with which to approach the ethical topics. This course may be most beneficial to students pursuing a career in medicine.

This program has been developed for Brown PLME students and first year Italian medical students to familiarize the future physicians with the much-debated theme of health care delivery and policies. Students will focus on medicine beyond science through the critical study of how socioeconomic and cultural factors impact this field. Students will compare the Italian and American systems, focusing on historical structures and current issues in health care regulation. Enrollment limited to 10.

PLME 1000. PLME Senior Seminar in Scientific Medicine.
This course is an interdisciplinary and integrative science course that will supplement the preparation of both PLME and pre-medical students for the study of medicine in the 21st century. The course will use a case-based approach to relevant and contemporary subjects in medicine and health care, such as: biological systems and their interactions; diagnosis and therapy optimization; and the humanistic aspects of patient care. The course is intended for seniors interested in attending medical school but will preferentially enroll PLME students. Prerequisite: PLME competency in Biology, Chemistry (inorganic and organic), Physics, and introductory calculus. Enrollment limited to 40.

Biology (Undergraduate)

Associate Dean of Biology and Chair
Edward Hawrot

Director of Undergraduate Affairs
Katherine F. Smith

The Undergraduate Program in Biology offers courses at all levels of biological organization: molecular, cellular, organismal and population, and concentration programs with varying degrees of multidisciplinary or specialty foci.

There is a vast range of collaborative opportunities for independent study and research under the mentorship of the faculty. Faculty maintain research programs at the cutting edge of their fields including biochemistry, biophysics, cell biology, developmental biology, ecology, evolution, genetics, immunology, molecular biology, neurobiology, physiology, anatomy, artificial organs, microbiology, virology, experimental pathology, and pharmacology. The close administrative relationship with the Alpert Medical School offers additional opportunities for blending fundamental biology and clinical sciences in research projects at the Brown-affiliated hospitals.
The Office of Biology Undergraduate Education is a full service academic resource center, serving a key role for students of the life sciences here. The Office provides individualized advising for students at all levels; oversees student-faculty research collaborations, holds special events and maintains a variety of programs that support and enrich student life. For further information, please visit: http://www.brown.edu/academics/biology/undergraduate-education/

Biology Concentration Requirements

The Biology concentration invites students to study, in depth and in breadth, the science of life and living matter. Whether pursuing the A.B. or Sc.B. in biology, students can expect to learn broadly in the discipline through a selection of courses in three areas: cell and molecular biology, structure and function, and organismal biology. In addition, students pursuing the Sc.B. complete a thematic track through which they gain an in-depth understanding of a particular subfield (such as, Immunopathology; Ecology and Evolutionary Biology; Physiology/Biotechnology; Cell and Molecular Biology; Physical Sciences; Marine Biology (through 2016). The concentration also emphasizes practical skills and experimental design. Concentrators are required to take at least 3 courses with a laboratory or fieldwork component. Within all of these requirements, students have a high degree of flexibility and choice. Broad research opportunities are also available across several departments within the basic sciences as well.

Standard program for the A.B. Biology

The concentration program for the A.B. in Biology consists of four prerequisite courses in math, chemistry, and a statistics course as well as ten courses in biological sciences, including at least one course in each of the following three areas: Area 1: Cell/Molecular Biology, Area 2: Structure/Function, and Area 3: Organismal Biology.

Prerequisites: 1

CHEM 0330  Equilibrium, Rate, and Structure
CHEM 0350  Organic Chemistry
MATH 0090  Introductory Calculus, Part I (or placement. MATH 0050/MATH 0060 may be substituted for MATH 0090.)

One of the following:

MATH 0100  Introductory Calculus, Part II (or placement)
MATH 0170  Advanced Placement Calculus (or equivalent placement)

Or a statistics course, to be approved by the concentration advisor.

Ten Core Courses:

BIOL 0200  The Foundation of Living Systems (Required course; AP credit or similar IB or A-levels accepted, placement test available.)

The Area requirement must be fulfilled by taking at least one course in each of these groups: 2,3

Area 1 (Cell/Molecular Biology)

BIOL 0280  Introductory Biochemistry
BIOL 0470  Genetics
BIOL 0500  Cell and Molecular Biology
BIOL 0510  Introductory Microbiology
BIOL 0530  Principles of Immunology
BIOL 1050  Biology of the Eukaryotic Cell
BIOL 1310  Developmental Biology
NEUR 1020  Principles of Neurobiology

Area 2 (Structure/Function)

BIOL 0400  Biological Design: Structural Architecture of Organisms
BIOL 0410  Invertebrate Zoology
BIOL 0440  Inquiry in Plant Biology: Analysis of Plant Growth, Reproduction and Adaptive Responses

Area 3 (Organismal Biology)

BIOL 0800  Principles of Physiology
BIOL 1120  Biomaterials
BIOL 1310  Developmental Biology
BIOL 1330  Biology of Reproduction
BIOL 1880  Comparative Biology of the Vertebrates
NEUR 0010  The Brain: An Introduction to Neuroscience

Area 3 (Organismal Biology)

BIOL 0140K  Conservation Medicine
BIOL 0210  Diversity of Life
BIOL 0350  The Fossil Record: Life through Time on Earth
BIOL 0380  The Ecology and Evolution of Infectious Disease
BIOL 0410  Invertebrate Zoology
BIOL 0415  Microbes in the Environment
BIOL 0420  Principles of Ecology
BIOL 0430  The Evolution of Plant Diversity
BIOL 0480  Evolutionary Biology
BIOL 1880  Comparative Biology of the Vertebrates
ENVS 0490  Environmental Science in a Changing World

Six additional courses chosen from BIOL and/or NEUR offerings for concentrators. At least two at the advanced (1000-2000) level. The Core may include up to two related sciences, with advisor approval.

Total Credits 10

1 AP scores of 4 or above may substitute Math courses.
2 At least two biology and/or neuroscience courses must be at the advanced level (between 1000-2999). EXCLUSIONS: BIOL 0920 series courses, BIOL 1070, & BIOL 1920 series courses. Courses numbered below BIOL 1000 do not carry concentration credit. At least three of the Biology and/or Neuroscience courses must include laboratory or fieldwork. BIOL 1950/BIOL 1960, (Directed Research) may be included, but is not required. If a lab project, this can count for ONE of the three lab course requirements, and one advanced course.
3 No substitutions per above Area list. If a course is listed in more than one area, it may be used to fulfill one of those, the other must be fulfilled by a different course.
4 Biology courses for concentration credit include those numbered greater than 0100 with some exceptions noted within the course descriptions. Courses numbered over 3000 do not count towards Undergraduate requirements either quantity or for concentration.

Honors: Honors in biology requires a thesis and presentation based on a research project (conducted via BIOL 1950/BIOL 1960), and quality grades in the concentration. Guidelines and information on faculty research are available in the Office of Biology Undergraduate Education or found at http://www.brown.edu/academics/biology/undergraduate-education/

Standard Program for the Sc.B. Biology

The concentration program for the Sc.B. in Biology consists of seven prerequisite courses in math, chemistry, and physics as well as thirteen to fourteen courses in biological sciences, including courses in each of the following three areas: Area 1: Cell/Molecular Biology, Area 2: Structure/Function, and Area 3: Organismal Biology, and the three-course Track. The biological sciences requirement also requires research (BIOL 1950/BIOL 1960), which should reflect the advanced cluster.

As of the 2014-15 academic year, students pursuing a ScB in Biology have the option to substitute a core course for CHEM 0360 (Organic Chemistry) in their background core. For students pursuing the Marine Biology track, an upper level course in Geological Sciences may replace CHEM 0360. For students pursuing all other tracks, BIOL 0280 (Introductory Biochemistry) may serve as the replacement course. Please note that approval from the concentration advisor is required for these background course substitutions. If the student has already declared, then a revised concentration plan must be submitted and approved via the ASK system. If BIOL 0280 is used as a substitute for CHEM 0360, it cannot be counted as a core course, as a laboratory course, or as an Area 1
Students planning to apply to medical or graduate school should consider courses (BIOL 1950, 1960). Typically, two courses in Track is advanced level research. Alternatively, students may include up to two related (non-BIOL/NEUR) sciences suitable for science concentrators.

**Core Courses:**
- BIOL 0200 The Foundation of Living Systems (or placement) 1
- The Area requirement must be fulfilled by taking at least one course in each of these groups:
  - **Area 1 (Cell/Molecular Biology):**
    - BIOL 0280 Introductory Biochemistry
    - BIOL 0470 Genetics
    - BIOL 0500 Cell and Molecular Biology
    - BIOL 0510 Introductory Microbiology
    - BIOL 0530 Principles of Immunology
    - BIOL 1050 Biology of the Eukaryotic Cell
    - BIOL 1310 Developmental Biology
    - NEUR 0102 Principles of Neurobiology
  - **Area 2 (Structure/Function):**
    - BIOL 0400 Biological Design: Structural Architecture of Organisms
    - BIOL 0410 Invertebrate Zoology
    - BIOL 0440 Inquiry in Plant Biology: Analysis of Plant Growth, Reproduction and Adaptive Responses
    - BIOL 0800 Principles of Physiology
    - BIOL 1120 Biomaterials
    - BIOL 1310 Developmental Biology
    - BIOL 1330 Biology of Reproduction
    - BIOL 1880 Comparative Biology of the Vertebrates
    - NEUR 0010 The Brain: An Introduction to Neuroscience
  - **Area 3 (Organismal Biology):**
    - BIOL 0140K Conservation Medicine
    - BIOL 0210 Diversity of Life
    - BIOL 0350 The Fossil Record: Life through Time on Earth
    - BIOL 0370 - Experimental Evolution
    - BIOL 0410 Invertebrate Zoology
    - BIOL 0415 Microbes in the Environment
    - BIOL 0420 Principles of Ecology
    - BIOL 0430 The Evolution of Plant Diversity
    - BIOL 0480 Evolutionary Biology
    - BIOL 1880 Comparative Biology of the Vertebrates
    - ENVS 0490 Environmental Science in a Changing World

Five additional courses chosen from BIOL and/or NEUR offerings for concentrators. Alternatively, students may include up to two related (non-BIOL/NEUR) sciences suitable for science concentrators.

**Research:** Typically, two courses in Track is advanced level research (BIOL 1950, 1960).
student's chosen theme: senior year, fulfilled by one of the following, and related to the SENIOR CAPSTONE ACTIVITY: Must be conducted during the Notes below:

THEME: With the advisor's assistance, a theme is chosen and a chosen theme course grouping. At least one must be at the advanced level. Students will then select from FOUR theme options: 1) Health Behavior, 2) Environmental Health, 3) Global/International Health, 4) Social Context of Health and Disease. Students can choose from SIX theme options: 1) Health Behavior, 2) Environmental Health, 3) Global/International Health, 4) Social Context of Health and Disease, 5) Health Systems, Structure and Policy, and 6) Women's/Children Health.

CORE PROGRAM:
In addition to the stated background in Chemistry, Math, Biology and Statistics, five (5) Biology plus four (4) coherently-grouped Theme courses, plus a Senior-Year Capstone course or project. See description of Capstone at link below this table.

BIOLOGY:
Five (5) courses, including:

- Genetics
- Evolutionary Biology
- Developmental Biology
- Animal Locomotion
- Comparative Biology of the Vertebrates
- The Brain: An Introduction to Neuroscience

One course in organismal/population biology such as:

- Biological Design: Structural Architecture of Organisms
- Principles of Physiology
- Vertebrate Evolution and Diversity
- Biological Design: Structural Architecture of Organisms
- Invertebrate Zoology
- Principles of Ecology
- Comparative Biology of the Vertebrates
- Environmental Science in a Changing World

Select one course in structure/function/development such as:

- Equilibrium, Rate, and Structure
- The Foundation of Living Systems
- Statistics course chosen with advisor's help.

Total Credits: 14

THEME:
- Approved courses must be above the introductory level and at least one must be 1000-level or above.
- No more than TWO courses from a given department may be included in the theme portion.
- Students will then select from FOUR theme options: 1) Health Behavior, 2) Environmental Health, 3) Global/International Health, 4) Social Context of Health and Disease.

CAPSTONE: See http://www.brown.edu/academics/biology/undergraduate-education/ for more information on the Capstone Activity.

HONORS: See more information about Honors at http://www.brown.edu/academics/biology/undergraduate-education/.

Applied Mathematics-Biology Concentration Requirements
The Applied Math - Biology concentration recognizes that mathematics is essential to address many modern biological problems in the post genomic era. Specifically, high throughput technologies have rendered vast new biological data sets that require novel analytical skills for the most basic analyses. These technologies are spawning a new "data-driven" paradigm in the biological sciences and the fields of bioinformatics and systems biology. The foundations of these new fields are inherently mathematical, with a focus on probability, statistical inference, and systems dynamics. These mathematical methods apply very broadly in many biological fields including some like population growth, spread of disease, that predate the genomics revolution. Nevertheless, the application of these methods in areas of biology from molecular genetics to evolutionary biology has grown very rapidly in with the availability of vast amounts of genomic sequence data. Required coursework in this program aims at ensuring expertise in mathematical and statistical sciences, and their application in biology. The students will focus in particular areas of biology. The program culminates in a senior capstone experience that pairs student and faculty in creative research collaborations.

Standard program for the Sc.B. degree
Required coursework in this program aims at ensuring expertise in mathematical and statistical sciences, and their application in biology. The students will focus in particular areas of biology. The program culminates in a senior capstone experience that pairs student and faculty in creative research collaborations. Applied Math – Biology concentrators are prepared for careers in medicine, public health, industry and academic research.

Required Courses:
Students are required to take all of the following courses.

- MATH 0090 Introductory Calculus, Part I
- MATH 0100 Introductory Calculus, Part II
- MATH 0170 Advanced Placement Calculus
- MATH 0180 Intermediate Calculus (or equivalent placement)
- MATH 0520 Linear Algebra
- MATH 0540 Honors Linear Algebra

Brown University
in these areas that are not listed below. However, all classes must be biosciences and neuroscience, students are free to explore classes in a specific area of emphasis, at least two of which should be at the 1000-level and advisor. These four courses should form a cohesive grouping in a study in Biology. For example:

- A course from the APMA 1930 series
- A course from the APMA 1940 series
- APMA 1970 Independent Study
- BIOL 1950 Directed Research/Independent Study
- BIOL 1960 Directed Research/Independent Study

Four classes in the biological sciences agreed upon by the student and advisor. These four courses should form a cohesive grouping in a specific area of emphasis, at least two of which should be at the 1000-level. Some example groupings are below:

**Areas of Emphasis and Suggested Courses:**

Some areas of possible emphasis for focusing of elective courses are listed below. Given the large number of course offerings in the biosciences and neuroscience, students are free to explore classes in these areas that are not listed below. However, all classes must be approved by the concentration advisor.

**Biochemistry**

- BIOL 0280 Introductory Biochemistry
- BIOL 1270 Advanced Biochemistry
- CHEM 0350/0360
- CHEM 1230 Chemical Biology

**Biotechnology and Physiology**

- BIOL 0800 Principles of Physiology
- BIOL 1100 Cell Physiology and Biophysics
- and/or appropriate bioengineering courses, such as:
  - BIOL 1090 Polymer Science for Biomaterials
  - BIOL 1120 Biomaterials
  - BIOL 1140 Tissue Engineering
  - BIOL 1150 Stem Cell Engineering
  - BIOL 1210 Synthetic Biological Systems

**Ecology, Evolution, and Genetics**

- BIOL 0410 Invertebrate Zoology & BIOL 0480 and Evolutionary Biology
- BIOL 0420 Principles of Ecology & BIOL 0430 and The Evolution of Plant Diversity
- BIOL 0470 Genetics
- BIOL 1420 Experimental Design in Ecology
- BIOL 1430 Computational Theory of Molecular Evolution and Population Genetics
- BIOL 1465 Human Population Genomics
- BIOL 1540 Molecular Genetics

**Neuroscience**

- APMA 0410 Mathematical Methods in the Brain Sciences

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**Honors**

Requirements and Process: Honors in the Applied Math-Biology concentration is based primarily upon an in-depth, original research project carried out under the guidance of a Brown (and usually Applied Math or BioMed) affiliated faculty advisor. Projects must be conducted for no less than two full semesters, and student must register for credit for the project via APMA 1970 or BIOL 1950/BIOL 1960 or similar independent study courses. The project culminates in the writing of a thesis which is reviewed by the thesis advisor and a second reader. It is essential that the student have one advisor from the biological sciences and one in Applied Mathematics. The thesis work must be presented in the form of an oral presentation (arranged with the primary thesis advisor) or posted at the annual Undergraduate Research Day in either Applied Mathematics or Biology. For information on registering for BIOL 1950/BIOL 1960, please see https://www.brown.edu/academics/biology/undergraduate-education/undergraduate-research

Excellence in grades within the concentration as well as a satisfactory evaluation by the advisors are also required for Honors. The student’s grades must place them within the upper 20% of their cohort, in accordance with the university policy on honors. Honors recipients typically maintain a Grade Point Average of 3.4 or higher in the concentration. However, in the case of outstanding independent research as demonstrated in the thesis and supported by the Thesis Committee, candidates with a GPA between 3.0 an 3.4 will be considered and are encouraged to apply.

The deadline for applying to graduate with honors in the concentration are the same as those of the biology concentrations. However, students in the joint concentration must inform the undergraduate chair in Applied Mathematics of their intention to apply for honors by these dates.

**Biochemistry & Molecular Biology Concentration Requirements**

How does life work at the molecular level? This question is at the core of the concentration program Biochemistry and Molecular Biology. In earlier years of this discipline, the focus was on structure and function of proteins, nucleic acids, lipids, carbohydrates and small molecules such as vitamins. Today the logical approach and tools of biochemical science are being expanded to new areas in neuroscience, developmental biology, immunology, pharmacology and synthetic biology (the design of analogs of biological systems). Training in biochemistry begins with a foundation in mathematics, physics, chemistry and biology. Some courses offered in other departments, including engineering, geology and computer science, are also useful. A key component of this program is the year of hands-on research carried out in collaboration with a faculty member here at Brown. Faculty sponsors are drawn from both the Chemistry Department and the Division of Biology and Medicine, and include basic science and clinical faculty.

**Standard program for the Sc.B. degree**

Students must take twenty courses in biology, chemistry, mathematics, and physics, including the following core requirements, some of these may be fulfilled with AP credits. Students are expected to take courses that will count toward the concentration ABC/NC. Students should discuss the S/NC option with their concentration advisor if circumstances warrant.
consideration. Students should not register S/NC for a concentration course without advisor pre-approval.

Three courses in mathematics, statistics and/or computer science, typically including MATH 0080, MATH 0100, or equivalent) 1
Two courses in physics, typically: 2
PHYS 0030 Basic Physics
or PHYS 0050 Foundations of Mechanics
or ENGN 0030 Introduction to Engineering
PHYS 0040 Basic Physics
or PHYS 0060 Foundations of Electromagnetism and Modern Physics
or ENGN 0040 Dynamics and Vibrations

Three courses in physical and organic chemistry: 3
CHEM 0330 Equilibrium, Rate, and Structure
CHEM 0350/0360 Organic Chemistry

One course in biophysical or related chemistry: 1
CHEM 0400 Biophysical and Bioorganic Chemistry
or CHEM 0500 Inorganic Chemistry
or CHEM 1660 Instrumental Analysis with Environmental Applications

- or -
GEOI 1660 Instrumental Analysis with Environmental Applications

Three courses in biochemistry: 3
BIOL 0280 Introductory Biochemistry
BIOL 1270 Advanced Biochemistry
CHEM 1230 Chemical Biology
or CHEM 1240 Biochemistry

Select two courses of independent research approved by a concentration advisor: 2
BIOL 1950/1960 Directed Research/Independent Study
-or-
CHEM 0970/0980 Undergraduate Research

Suggested Elective Courses:

Students are required to take six (6) elective courses: four (4) taken from the chart below and two (2) from any science or mathematics course relevant to biochemistry, cell and molecular biology from the suggested courses below:

**Biology Electives:**

BIOL 0200 The Foundation of Living Systems
BIOL 0470 Genetics
BIOL 0500 Cell and Molecular Biology
BIOL 0530 Principles of Immunology
BIOL 0800 Principles of Physiology
BIOL 1050 Biology of the Eukaryotic Cell
BIOL 1090 Polymer Science for Biomaterials
BIOL 1100 Cell Physiology and Biophysics
BIOL 1110 Topics in Signal Transduction
BIOL 1200 Protein Biophysics and Structure
BIOL 1150 Stem Cell Engineering
BIOL 1260 Physiological Pharmacology
BIOL 1290 Cancer Biology
BIOL 1540 Molecular Genetics
BIOL 1560 Virology

**Neuroscience Electives:** 2
NEUR 1020 Principles of Neurobiology
NEUR 1670 Neuropsychology and Synaptic Transmission

**Chemistry Electives:**

CHEM 0500 Inorganic Chemistry

CHEM 1140 Physical Chemistry: Quantum Chemistry
CHEM 1220 Computational Tools in Biochemistry and Chemical Biology
CHEM 1230 Chemical Biology
CHEM 1240 Biochemistry
CHEM 1450 Advanced Organic Chemistry

**Quantitative Science or Mathematics Electives:** 2
Select two electives from any quantitative science or mathematics course relevant to biochemistry (including courses on the preceding list) and approved by a concentration advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1950/1960</td>
<td>Directed Research/Independent Study</td>
</tr>
<tr>
<td>CHEM 0970/0980</td>
<td>Undergraduate Research</td>
</tr>
</tbody>
</table>

**Honors Requirements for Biochemistry**

All ScB Biochemistry concentrators are candidates for Honors; no separate application is necessary.

The requirements for Honors in Biochemistry are:

* A strong grade record in concentration courses. This means a grade point average for the concentration that is higher than 3.25.
* Two semesters of Independent Study (CHEM 0970, CHEM 0980 or equivalent. Guidelines and requirements associated with Independent Study are in the Undergraduate Concentration Handbook which can be found at the department website (http://www.brown.edu/academics/chemistry/undergraduate).
* A Thesis in a form approved by the research advisor, and recommended by the research advisor. Additional information about thesis guidelines will be provided by the Concentration Advisor in the first half of the fall semester.

**Biomedical Engineering Concentration Requirements**

The Sc.B. program in Biomedical Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/. It is jointly offered by the School of Engineering and the Division of Biology and Medicine as an interdisciplinary concentration designed for students interested in applying the methods and tools of engineering to the subject matter of biology and the life sciences. The education objectives of the Biomedical Engineering program are to prepare graduates: (1) to be employed in careers of useful service to society, including scientific and technical areas within medicine, industry, and health care delivery; (2) to demonstrate the ability to apply the basic principles of engineering and science, as well as problem solving skills and critical thinking, to a broad spectrum of biomedical engineering problems; (3) to demonstrate their ability to work in teams, and to effectively communicate and understand the broad social, ethical, economic and environmental consequences of their lifelong education. The student outcomes of this program are the (a) - (k) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs (available online at http://www.abet.org/accreditation-criteria-policies-documents/)." The Biomedical Engineering concentration shares much of the core with the other engineering programs, but is structured to include more courses in biology and chemistry, and a somewhat different emphasis in mathematics.

The requirements regarding Mathematics, Advanced Placement, Transfer Credit, Substitutions for Required Courses, and Humanities and Social Science Courses are identical to those of the Sc.B. degree programs in Engineering. Please refer to the Engineering section of the University Bulletin for explicit guidelines.

The Biomedical Engineering concentration shares much of the core with the other engineering programs, but is structured to include more courses in biology and chemistry, and a somewhat different emphasis in mathematics.
## Standard program for the Sc.B. degree

1. Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGN 0030</td>
<td>Introduction to Engineering</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0040</td>
<td>Dynamics and Vibrations</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0510</td>
<td>Electricity and Magnetism</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0720</td>
<td>Thermodynamics</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0810</td>
<td>Fluid Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0200</td>
<td>The Foundation of Living Systems</td>
<td>1</td>
</tr>
<tr>
<td>or NEUR 0010</td>
<td>The Brain: An Introduction to Neuroscience</td>
<td></td>
</tr>
<tr>
<td>BIOL 0800</td>
<td>Principles of Physiology</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0350</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>MATH 0190</td>
<td>Advanced Placement Calculus (Physics/Engineering)</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 0170</td>
<td>Advanced Placement Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH 0200</td>
<td>Intermediate Calculus (Physics/Engineering)</td>
<td>1</td>
</tr>
<tr>
<td>or MATH 0180</td>
<td>Intermediate Calculus</td>
<td></td>
</tr>
<tr>
<td>or MATH 0350</td>
<td>Honors Calculus</td>
<td></td>
</tr>
<tr>
<td>APMA 0330</td>
<td>Methods of Applied Mathematics I, II</td>
<td>1</td>
</tr>
<tr>
<td>or APMA 0350</td>
<td>Applied Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>APMA 0650</td>
<td>Essential Statistics</td>
<td>1</td>
</tr>
<tr>
<td>or APMA 1650</td>
<td>Statistical Inference I</td>
<td></td>
</tr>
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</table>

2. Upper Level Biomedical Engineering Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGN 1110</td>
<td>Transport and Biotransport Processes</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1210</td>
<td>Biomechanics</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1230</td>
<td>Instrumentation Design</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1490</td>
<td>Biomaterials</td>
<td>1</td>
</tr>
</tbody>
</table>

Three Additional Upper Level Biomedical Engineering Courses 3

Select at least one of the following: 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1140</td>
<td>Tissue Engineering</td>
<td>1</td>
</tr>
<tr>
<td>or ENGN 1220</td>
<td>Neuroengineering</td>
<td></td>
</tr>
<tr>
<td>or ENGN 1400</td>
<td>Analytical Methods in Biomaterials</td>
<td></td>
</tr>
<tr>
<td>or ENGN 1930</td>
<td>Photons and Biophotonics</td>
<td></td>
</tr>
<tr>
<td>or ENGN 1930</td>
<td>Molecular and Cell Biology for Engineers</td>
<td></td>
</tr>
<tr>
<td>or ENGN 2910</td>
<td>Cancer Nanotechnology</td>
<td></td>
</tr>
</tbody>
</table>

Select at most two of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1150</td>
<td>Stem Cell Engineering</td>
<td>1</td>
</tr>
<tr>
<td>or BIOL 1210</td>
<td>Synthetic Biological Systems</td>
<td></td>
</tr>
<tr>
<td>or BIOL 1800</td>
<td>Animal Locomotion</td>
<td></td>
</tr>
<tr>
<td>or BIOL 2110</td>
<td>Drug and Gene Delivery</td>
<td></td>
</tr>
<tr>
<td>or BIOL 2130</td>
<td>Techniques in Molecular and Cell Science</td>
<td></td>
</tr>
</tbody>
</table>

3. Capstone Design 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGN 1930L</td>
<td>Biomedical Engineering Design, Research and Modeling</td>
<td>1</td>
</tr>
</tbody>
</table>

* In addition to program requirements above, students must take four courses in the humanities and social sciences.

## Biophysics Concentration Requirements

Biophysics is that it is a quantitative science that requires a significant level of competence in physics, chemistry, mathematics, and biology. These areas therefore form the required background coursework for this program, and serve as a springboard to an advanced focus, developed in consultation with a concentration advisor. Advanced foci may include structure-function relations of macromolecules, biomechanics of cell cytoskeleton, biotechnology for drug and gene delivery, molecular mechanisms of membrane transport, sensory signal transduction, for examples. The program also requires a capstone research project that reflects this focus and may be drawn from collaborative research opportunities offered by faculty in biology, chemistry, or physics departments.

Additional detailed information about the field of Biophysics may be found at: [http://www.biophysics.org/AboutUs/Biophysics/tabid/517/Default.aspx](http://www.biophysics.org/AboutUs/Biophysics/tabid/517/Default.aspx).

## Standard program for the Sc.B. degree

Requirements

Select one of the following Series: 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 0050 &amp; PHYS 0060</td>
<td>Foundations of Mechanics and Foundations of Electromagnetism and Modern Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 0070 &amp; PHYS 0160</td>
<td>Analytical Mechanics and Introduction to Relativity and Quantum Physics</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure</td>
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</tr>
<tr>
<td>CHEM 0350</td>
<td>Organic Chemistry</td>
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</tr>
<tr>
<td>CHEM 0360</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two additional biology courses chosen with approval of the advisor. Examples include courses in:

### Cell Biology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 0500</td>
<td>Cell and Molecular Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1050</td>
<td>Biology of the Eukaryotic Cell</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1200</td>
<td>Protein Biophysics and Structure</td>
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</tr>
</tbody>
</table>

### Physiology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 0800</td>
<td>Principles of Physiology</td>
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</tr>
<tr>
<td>BIOL 1100</td>
<td>Cell Physiology and Biophysics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1190</td>
<td>Synaptic Transmission and Plasticity</td>
<td>1</td>
</tr>
<tr>
<td>NEUR 1020</td>
<td>Principles of Neurobiology</td>
<td>1</td>
</tr>
</tbody>
</table>

### Pharmacology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1260</td>
<td>Physiological Pharmacology</td>
<td>1</td>
</tr>
</tbody>
</table>

### Biotechnology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1090</td>
<td>Polymer Science for Biomaterials</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1120</td>
<td>Biomaterials</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1140</td>
<td>Tissue Engineering</td>
<td>1</td>
</tr>
</tbody>
</table>

Select six additional intermediate or advanced level courses, chosen from biology (e.g., biochemistry, genetics, physiology, physics, chemistry, and/or computer sciences and mathematics). Examples include:

### Biology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 0280</td>
<td>Introductory Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0470</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0800</td>
<td>Principles of Physiology</td>
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<tr>
<td>BIOL 1190</td>
<td>Synaptic Transmission and Plasticity</td>
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### Computational Biology Concentration Requirements

Computational biology involves the analysis and discovery of biological phenomena using computational tools, and the algorithmic design and analysis of such tools. The field is widely defined and includes foundations in computer science, applied mathematics, statistics, biochemistry, molecular biology, genetics, ecology, evolution, anatomy, neuroscience, and visualization.

Students may pursue a Bachelor of Arts or a Bachelor of Science. Students pursuing the ScB have the option of electing a concentration in Computational Biology with one of three focus areas: Computer Sciences, Biological Sciences, or Applied Mathematics & Statistics. Both programs require a senior capstone experience that pairs students and faculty in creative research collaborations.

### Standard program for the A.B. degree

**Prerequisites:**
- **MATH 0100** Introductory Calculus, Part II
  - or **MATH 0170** Advanced Placement Calculus
- **BIOL 0200** The Foundation of Living Systems

**General Core Requirements: Biology**
- **BIOL 0470** Genetics
  - or **BIOL 0500** Cell and Molecular Biology

**General Core Requirements: Chemistry**
- **CHEM 0330** Equilibrium, Rate, and Structure
  - or **CHEM 0350** Organic Chemistry

**General Core Requirements: Computer Science**
- **CSCI 0150** Introduction to Object-Oriented Programming and Computer Science
  - and Introduction to Algorithms and Data Structures

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<tr>
<th>Course</th>
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<tr>
<td>CSCI 0170</td>
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<tr>
<td>&amp; CSCI 0320</td>
<td>Introduction to Software Engineering</td>
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<td>&amp; CSCI 0330</td>
<td>and Introduction to Computer Systems</td>
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<tr>
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<td>and Models of Computation</td>
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**Total Credits** 19

### University Writing Requirement:
As part of Brown’s writing requirement, all students must demonstrate that they have worked on their writing both in their general studies and their concentration. There are a number of ways for Computational Biology concentrators to fulfill these requirements:
- Writing an Honors Thesis
- Taking a “WRIT” course in the final two years

### Capstone Experience
Students enrolled in the computational biology concentration will complete a research project in their senior year under faculty supervision. The themes of such projects evolve with the field and the technology, but should represent a synthesis of the various specialties of the program. The requirements are either one semester of reading and research with a CCMB Faculty member or approved advisor, or a 2000-level Computational Biology course.

### Standard program for the Sc.B. degree

**Prerequisites**
- **MATH 0100** Introductory Calculus, Part II (or equivalent)
  - or **MATH 0170** Advanced Placement Calculus
- **BIOL 0200** The Foundation of Living Systems (or equivalent)

**General Core Course Requirements: Biology**
- **BIOL 0470** Genetics
  - or **BIOL 0500** Cell and Molecular Biology

**General Core Course Requirements: Chemistry**
- **CHEM 0330** Equilibrium, Rate, and Structure
  - or **CHEM 0350** Organic Chemistry

**General Core Course Requirements: Computer Science**
- **CSCI 0150** Introduction to Object-Oriented Programming and Computer Science
  - and Introduction to Algorithms and Data Structures

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**Total Credits** 12
OR
CSCI 0170 & CSCI 0180 Computer Science: An Integrated Introduction
& Computer Science: An Integrated Introduction

OR
CSCI 0190 & CSCI 0180 Accelerated Introduction to Computer Science & Computer Science: An Integrated Introduction
& CSCI 0320 and Introduction to Software Engineering
& CSCI 0330 and Introduction to Computer Systems

CSCI 0220 Introduction to Discrete Structures and Probability 1

General Core Requirements: Probability & Statistics
APMA 1650 Statistical Inference I 1
or CSCI 1450 Probability and Computing
or MATH 1610 Probability

General Core Requirements: Computational Biology
CSCI 1810 Computational Molecular Biology 1
APMA 1080 Inference in Genomics and Molecular Biology 1

Capstone Experience
BIOL 1465 Directed Research/Independent Study 1950/1960
CSCI 1970 Individual Independent Study

Six courses in one of the following three tracks: 6

Computer Science Track:
Three of the following:
CSCI 1230 Introduction to Computer Graphics
CSCI 1270 Database Management Systems
CSCI 1410 Applied Artificial Intelligence
CSCI 1550 Probability and Computing: Randomized Algorithms and Probabilistic Analysis
CSCI 1570 Design and Analysis of Algorithms
or other Computer Science courses approved by the concentration advisor
Three of the following:
CSCI 0330 Introduction to Computer Systems
or CSCI 0320 Introduction to Software Engineering
CSCI 1820 Algorithmic Foundations of Computational Biology
PHP 2620 Statistical Methods in Bioinformatics, I
APMA 1660 Statistical Inference II
BIOL 1430 Computational Theory of Molecular Evolution and Population Genetics
BIOL 1465 Human Population Genomics
APMA 1690 Computational Probability and Statistics

Biological Sciences track
At least four courses comprising a coherent theme in one of the following areas: Biochemistry, Ecology, Evolution, or Neurobiology.
AND select two courses from the following:
CSCI 1820 Algorithmic Foundations of Computational Biology
PHP 2620 Statistical Methods in Bioinformatics, I
APMA 1660 Statistical Inference II
BIOL 1430 Computational Theory of Molecular Evolution and Population Genetics
BIOL 1465 Human Population Genomics
APMA 1690 Computational Probability and Statistics

Applied Mathematics & Statistics Track:
At least three courses from the following:
APMA 1660 Statistical Inference II
APMA 1690 Computational Probability and Statistics
CSCI 1410 Applied Artificial Intelligence
APMA 0340 Methods of Applied Mathematics I, II
& APMA 0330 and Methods of Applied Mathematics I, II
OR
APMA 0360 Methods of Applied Mathematics I, II

& APMA 0350 and Applied Ordinary Differential Equations
At least three of the following:
BIOL 1430 Computational Theory of Molecular Evolution and Population Genetics
CSCI 1820 Algorithmic Foundations of Computational Biology
PHP 2620 Statistical Methods in Bioinformatics, I
APMA 1070 Quantitative Models of Biological Systems
BIOL 1465 Human Population Genomics

Total Credits 18-20

Honors:
In order to be considered a candidate for honors, students will be expected to maintain an outstanding record, with no "C"s in concentration courses and with a minimum of an "A-" average in concentration courses. In addition, students should take at least one semester, and are strongly encouraged to take 2 semesters, of reading and research with a CCMB faculty member or approved advisor. Students must submit to a public defense of their theses to be open to the CCMB community:

- Students seeking honors are advised to choose a Thesis Advisor prior to the end of their Junior year
- Students must complete the Registration form for Comp Bio and submit it to CCMB@BROWN.EDU

Any deviation from these rules must be approved by the director of undergraduate studies, in consultation with the student's advisor.

Marine Biology Concentration Requirements

Note: This concentration program is being phased out for Class of 2017 students and greater in favor of a track program within the Sc.B. in Biology.

Standard program for the Sc.B. degree
CHEM 0330 Equilibrium, Rate, and Structure (or equivalent) 1
PHYS 0030 Basic Physics (or equivalent) 1
PHYS 0040 Basic Physics (or equivalent) 1
MATH 0090 Introductory Calculus, Part I (or equivalent) 1
MATH 0100 Introductory Calculus, Part II (or equivalent) 1
Two additional courses in physics, chemistry, mathematics, applied mathematics, computer science, engineering, or geological sciences, as approved by advisor.

Select four of the following biology courses: 4
BIOL 0410 Invertebrate Zoology
BIOL 0420 Principles of Ecology
BIOL 0510 Introductory Microbiology
BIOL 0800 Principles of Physiology
BIOL 1180 Comparative Animal Physiology
BIOL 1440 Marine Biology
BIOL 1880 Comparative Biology of the Vertebrates

Select three additional biology courses, highly recommended are: 3
BIOL 0200 The Foundation of Living Systems
BIOL 0470 Genetics
BIOL 0480 Evolutionary Biology
BIOL 0500 Cell and Molecular Biology
BIOL 1180 Comparative Animal Physiology
BIOL 1310 Developmental Biology
BIOL 1410 Evolutionary Genetics
BIOL 1420 Experimental Design in Ecology
BIOL 1470 Conservation Biology
ENVS 0490 Environmental Science in a Changing World

Select two of the following group of related science courses: 1 2
OR
CSCI 0040 Introduction to Scientific Computing and Problem Solving
GEOL 0070 Introduction to Oceanography
GEOL 0310 Fossil Record
GEOL 1110 Estuarine Oceanography
GEOL 1120 Paleoceanography
GEOL 1130 Ocean Biogeochemical Cycles
GEOL 1240 Stratigraphy and Sedimentation
GEOL 1330 Global Environmental Remote Sensing
GEOL 1580 Quantitative Elements of Physical Hydrology
CHEM 0350 Organic Chemistry
CHEM 0360 Organic Chemistry
An approved course in statistics
BIOL 1950/1960 Directed Research/Independent Study (conducted at Brown or an approved marine lab or field station).  

Total Credits 17

1 Or substitutions as approved by the concentration advisor.
2 A summer or semester at a field station is recommended. Please note that some recommended courses are offered every other year; others have limited enrollment and require early sign-up.

Courses

BIOL 0030. Principles of Nutrition. Introduces the basic principles of human nutrition, and the application of these principles to the specific needs of humans, and the role of nutrition in chronic diseases. Provides an overview of the nutrients and their use by the human body. Also examines the role of nutrients in specific functions and disease states of the body. Not for biology concentration credit. Enrollment limited to 100. LILÉ

BIOL 0040. Nutrition for Fitness and Physical Activity. Reviews the role of nutrition in physical activity and health. It is designed to provide the student with the information and skills needed to translate nutrition and physical activity recommendations into guidelines for both the athlete for maximal performance and the non-athlete to improve both health and body weight. Students will learn the use of the energy yielding nutrition in physical activity and how food choices can influence both athletic performance and long-term health through the effect on risk factors for chronic diseases. Prerequisite: BIOL 0030. Enrollment limited to 20. Instructor permission required.

BIOL 0060. Introduction to Human Physiology. An introduction to human physiology aimed primarily at undergraduates who have minimal to no Biology background or who are not concentrating in biology. Acquire a basic understanding of the physiological mechanisms that allow for the running of each major organ systems. Topics include basic cardiovascular, respiratory, urinary, digestive, endocrine, and neuromuscular function, as well as aspects of reproduction and exercise physiology. Not for biology concentration credit. Lab.

BIOL 0080. Biotechnology Management. An examination of the pharmaceutical, biotechnology, and medical product industries: what they are, how they function, whence they originate, and various perspectives on why some succeed and others fail. Pathways from lab-bench to marketplace are described as are the pervasive influences of the FDA, patent office, and courts. Extensive reading; emphasis on oral presentation. Primarily intended for students planning a career in biomedical industry. Not for biology concentration credit. Students MUST register for the lecture section and the conference. Enrollment limited to 20.

BIOL 0140A. Topics in Science Communications: Science Journalism Practicum. Participants will understand how to read scientific research papers to interpret their findings and communicate these to a broader lay audience; analyze and understand best practices in science writing and the challenges of covering science for mass media; interviewing; fair and balanced coverage in reporting; give and receive peer feedback. Not for concentration credit in Biological Sciences programs. Enrollment limited to 10. Instructor permission required. S/NCR WRIT

BIOL 0140B. Communicating Science: Biological Illustration. This Sophomore Seminar is an immersion practicum that combines art and science. Employing a series of techniques, students will learn the protocols of scientific rendering in an intensive hands-on approach. Field trips will include the RISD Nature Lab, the Brown Greenhouse, and John Hay collection of biomedical and botanical folios. Media will include graphite/ carbon dust; pen and ink (stipple, line); coquille board; scratch-board, colored pencil, watercolor and polymer clay. Course will be driven by project presentations focused on communicating science through illustration. Not for concentration credit in Biological Sciences programs. Instructor permission required; enrollment 10 students. 1/2 credit. SOPH

BIOL 0140C. Communicating Science: Animating Science. Taught by RISD/Brown professors with the Science Ctr and Creative Mind Initiative, this course explores the pedagogy of using visual media to convey scientific concepts. The goal is to assess the quality of existing material and design new material that fill an educational need and makes science engaging and accessible. Lectures, labs, discussions, critiques and speakers. Teams collaborate on a series of short exercises leading to the creation of videos/animations explaining scientific concepts. Projects evaluated on accuracy, clarity of explanation, educational value, viewer engagement and creativity. Not for concentration credit in Biological Sciences programs. Enrollment limited to 12; instructor permission.

BIOL 0140K. Conservation Medicine. How have fruit bats contributed to the emergence of Nipah virus in Malaysia? Is an infectious cancer going to drive the Tasmanian Devil to extinction? Will a warmer world be a sicker world? We will consider these and additional topics at the intersection of global change biology and infectious disease emergence in this course. The course should be of interest to pre-med, general biology and environmental studies concentrators seeking interdisciplinary learning classroom experience. This will satisfy "Area 3" organismal biology concentration requirement for Biology/Health-Human Biology. Expected background: BIOL 0200 or equivalent placement. Enrollment limited to 15 sophomores. Instructor permission required. SOPH

BIOL 0150A. Techniques and Analyses using DNA-Based Biotechnology. Students will study and practice a range of methods used in molecular biology while examining the ways in which those tools are used in research and in the development of medical treatments. This experience, combined with the reading and discussion of selected papers from the primary literature, fosters development of a skill set critically important for the modern day biology student. Expected background: high school Biology course. Enrollment limited to 10 first year students. Instructor permission required. Half-credit course. S/NCR. FYS

BIOL 0150B. Statistical Computing for Biology. Modern biological research is a data rich endeavor, necessitating strong quantitative and computational skills to interpret the results of experimental and observational studies. In this course we will explore the application of statistics and modeling in biological research and environmental science. Topics covered will include basic probability, experimental design, sampling, hypothesis testing and mathematical models for prediction. No prior statistics knowledge is assumed. Enrollment limited to 10 first year and sophomore students. Instructor permission, based on a portfolio review. This is a half-credit course. S/NCR

BIOL 0150C. Methods for Extraction and Analyzing Secondary Metabolites of Medicinal Plants. Plant secondary metabolites are currently the subject of much research interest when investigating new target compounds for potential medicine from natural products. New leads for drugs and phytomedicines from plants and plant parts have been increasing at a rapid rate especially by the pharmaceutical industry. Many plants have been selected and collected for their specific secondary compounds and healing powers by ethnobotanists in the field. The final step is the extraction, analyzing and identification of these plant specimens. Enrollment limited to 10 first year students. Instructor permission required. Half-credit course. S/NCR. FYS
Biology (Undergraduate)

BIOL 0150D. Techniques in Regenerative Medicine: Cells, Scaffolds and Staining.

Regenerative Medicine, also known as Tissue Engineering, is the process of creating living, functional tissues to repair or replace native tissue or organ functions that have been lost due to disease or congenital defects. As such, it is a prominent scientific discipline that can either "stand alone" or complement material-based research efforts in the areas of device design, drug delivery, diagnostics and pharmaceuticals. Students will develop skill sets in basic cell culture techniques, early stage tissue regeneration strategies, and histochemical characterization of mammalian cell constructs. Enrollment limited to 10 first-year students. Instructor permission required. Half-credit course. S/NC. FYS

BIOL 0160. Plants, Food, and People.

Examines the selection, breeding, cultivation and uses of food plants. Discusses the effects on agriculture of pathogens, climate change, and loss of biodiversity. Considers whether enough food can be produced for a world population of possibly 10 billion, while sustaining biodiversity and environmental quality. Course will include two papers and assistance from Writing Fellows; feedback from first paper will be available when writing second paper. Enrollment limited to 50. LILE

BIOL 0170. Biotechnology in Medicine.

Introduces undergraduates to the main technological advances currently dominating the practice of medicine. Provides an overview of the objectives, techniques, and problems related to the application of biomedical technology to the diagnosis and treatment of disease and the contemporary health care industry. Topics include: pharmaceutical development and formulation; organ replacement by prosthesis and transplantation; medical imaging; tissue engineering, therapeutic cloning, regenerative medicine; stem cells; societal, economic, and ethical issues. This course does carry Biology concentration credit.

BIOL 0180. The Biology of AIDS.

AIDS represents an example of the vulnerability of humans to new infectious agents. We will review some human infectious diseases including smallpox, yellow fever, and influenza, and then explore AIDS/HIV. First characterized in 1981, AIDS became the leading cause of death in U.S. males aged 25-44 within a decade. We will examine what factors make HIV such a potent pathogen. The course is intended for students beginning in biology. Expected: BIOL 0200, or equivalent placement. This course does carry Biology concentration credit.

BIOL 0190E. Botanical Roots of Modern Medicine.

This course will explore a variety of medicinal plants found throughout the world, the diverse cultures that use them in their daily lives and the scientific underpinnings of their medicinal uses. In conjunction with readings, students will gain a hands-on approach in lab, observing, identifying and growing these plants. Enrollment limited to 20. Students MUST register for the lecture section and the lab. FYS

BIOL 0190F. Darwinian Medicine.

Explores evolutionary explanations of why we get sick, and how this can shape, or misshape, our interpretations of medicine. Draws on evolutionary genetics, population biology, molecular biology and physiology. This course will build on evolutionary biology and then focus on disease processes such as infection, aging, cancer, allergy, diabetes, and obesity. Enrollment limited to 20 first-year students. FYS

BIOL 0190P. Pride and Prejudice in the Development of Scientific Theories.

We will examine how the pace and shape of scientific progress is affected by the social/cultural context and the "personality" of the individual. We will look into how the interplay between society and the individual affects how scientific theories arise, are presented, are debated and are accepted. The course will initially focus on Charles Darwin and his theory of Natural Selection using the biography of Adrian Desmond and James Moore, "Darwin: The Life of a Tormented Evolutionist." Enrollment limited to 20 first-year students. FYS DPLL

BIOL 0190Q. Climate Change and Species Extinction.

In this course students will go beyond the headlines and delve into the science to explore the impact of climate change on species extinction. Students will explore the integration of science and technology through traditional textbooks, primary literature, open source databases, simulations, and discussions. Students will investigate the impact of climate change on species distribution, ecology, and behavior through interactive, inquiry-based, collaborative classroome investigations. Students will learn to integrate information from a variety of sources and disciplines and share their ideas through classroom discussion, written assignments, and oral presentations. Enrollment limited to 20 first-year students. FYS WRIT

BIOL 0190R. Phage Hunters, Part I.

A research-based lab class for freshmen; both semesters are required in the sequence. Students will isolate and characterize a bacteriophage viruses found in the soil. Lab work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several phages will be selected for genome sequencing over winter break, and are annotated in the spring. One hour lecture, discussion, and 3 hours lab per week. Expected: AP Biology or equivalent, and HS chemistry. Instructor permission required. Admittance based on review of applications in the first class. Limited to 20 freshmen. FYS

BIOL 0190S. Phage Hunters, Part II.

A research-based laboratory/class for freshmen; both semesters are required. Students will isolate and characterize a bacteriophage viruses found in the soil. Lab work includes isolation and purification of your own phage, DNA isolation and restriction mapping, and EM characterization of your phage. Several phages will be selected for genome sequencing over Winter Recess, and annotated in the spring. One hour of lecture/discussion, and 3 hours lab per week. Expected: AP Biology or equivalent, HS chemistry, and permission of the instructor. Students are expected to take fall and spring courses in the sequence. Enrollment limited to 20 first-year students. Instructor permission. FYS

BIOL 0190T. Bioinformatics: A Practical Introduction.

The amount of biological sequence data has grown at an exponential pace and spurred the development of computational tools that allow biologists to use this information. Students will become familiar with useful bioinformatics tools used by researchers. The course will introduce concepts of information transfer in biological molecules, storage in public databases, and how to use tools to access this information and organize it meaningfully. We will explore tools for studying whole genomes, including high-throughput sequencing data to assemble genomes and mapping subsets. Students will gain hands-on experience using these tools. Expected: AP credit or equivalent placement for BIOL 0200. FYS


This course presents an integrated account of development, structure and function in plants, especially seed plants. Enrollment limited to 20 first-year students. FYS WRIT

BIOL 0200. The Foundation of Living Systems.

A broad overview of biological systems, emphasizing patterns and processes that form the basis of life. Explores essentials of biochemistry, molecular, and cellular biology and their relationship to the larger issues of ecology, evolution, and development. Examines current research trends in biology and their influence on culture. Appropriate for all students interested in biology. Serves as a gateway course to much of the intermediate and advanced curriculum. Placement tests are offered (contact Jody_Hall@brown.edu); AP scores of 4 or 5 are equivalent to BIOL 0200, and place a student out of this course. Students will be assigned to a lab section during the second week of class. LILE

98 Biology (Undergraduate)
BIOL 0210. Diversity of Life.
This course will explore biological diversity – the number of taxa, and the functions, and processes that support life – from the perspectives of ecology and evolutionary biology. It will draw on examples and case studies from the geological record, functional morphology, the evolution of organ systems in vertebrates, genomics, behavior and sexual selection in birds and invertebrates. Overarching themes will emphasize that taxonomic diversity is an emergent property of complex life on Earth, and the importance of diversity of biological functions and processes in generating and maintaining taxonomic diversity. Class Restriction: Freshmen and sophomores; others by instructor permission.

BIOL 0280. Introductory Biochemistry.
Lectures and recitation sections explore the mechanisms involved in the principles of macromolecular structure and function, the organization and regulation of pathways for intermediary metabolism, and the transfer of information from genes to proteins. It is expected that students have taken CHEM 0350 or are taking it concurrently.

BIOL 0285. Introductory Biochemistry Laboratory.
Working in small groups, students will examine enzymatic reactions in bacterial metabolic pathways. They will gather information from online databases, define a working model and test this model by purifying a target enzyme and characterizing its biochemical function. They will then propose a hypothesis for the enzymatic reaction mechanism and test this hypothesis by designing mutations in the enzyme active site and characterizing these mutant enzymes experimentally. Priority given to sophomore and junior students planning to enter research careers. Expected: Students have previously taken or are concurrently enrolled in BIOL 0280; preference given to students concurrently enrolled. Instructor permission required. Course credit 0.5; final grade determined for BIOL 0285.

BIOL 0300. Endocrinology.
A basic examination of endocrinology with emphasis on hormone biosynthesis, mechanism of action, physiological roles, and endocrine pathology. Topics include: mechanism of action of steroid, amine, and peptide hormones; neuroendocrinology; reproductive endocrinology; and endocrinology of metabolism and calcium homeostasis. It is expected that students have taken BIOL 0200 (or equivalent) and CHEM 0350.

BIOL 0320. Vertebrate Embryology.
Introduction to the developmental anatomy of vertebrate embryos, including humans, in an evolutionary context, through lecture, discussion and microscope slide study. Gametogenesis through germ layers and their organ system derivatives. Expected: BIOL 0200, or equivalent placement, or AP Biology score of 4 or 5. Limited to 18 freshmen and 18 sophomores. Students MUST register for the lecture section and the lab.

BIOL 0350. The Fossil Record: Life through Time on Earth.
Course is designed for students with prior background in geology or evolutionary biology and who want to learn more about the fossil record, the origins of modern biodiversity and ecosystem structure, and interaction between organisms, and the geological and chemical cycles on the Earth. Lectures will cover major time periods during which animals and plants lived, as well as focusing on major transitions in the evolution of life on Earth. This course will fulfill requirements in both the geology/biology and evolutionary biology concentrations. Expected: BIOL 0210, GEOL 0240 or equivalent. Instructor permission, enrollment limited to 20 sophomores/juniors; register for course/lab.

BIOL 0380. The Ecology and Evolution of Infectious Disease.
We will survey the diverse biology of microbes responsible for human infectious disease, develop and apply ecological and evolutionary theory to infectious microbes, and provide practical experience interpreting and synthesizing the peer-reviewed scientific literature. The discovery of infectious microbes, the role of genetic novelty, population structure and transmission mode, and the influence of clinical therapies and host immune response will be considered. Evaluation will be based on preparation, participation, weekly student presentations, brief weekly written assignments, a midterm and a final. Expected: BIOL 0200 or equivalent. Enrollment limited to 25 first year students and sophomores.

BIOL 0390. Vertebrate Evolution and Diversity.
An overview of vertebrate evolution that not only covers historical events, but also introduces various scientific concepts and modes of thought. Topics include past and present biodiversity, convergent evolution, biogeography, competition, continental drift, climatic change over time, the notion of evolution as progress, and a whole-animal approach to understanding evolutionary events. Enrollment limited to 50. WRIT

Many questions about the workings of living creatures can be answered by joining math, physics, and biology. We will identify basic physical science concepts that help biologists understand the structure and function of animals, plants, and microorganisms, and use these to study how the physical world constrains and facilitates the evolution of the extraordinary design and diversity of organisms. For first and second year students; others by permission. Recommended background: BIOL 0200, or equivalent. Enrollment limited to 40. Instructor permission required. WRIT

BIOL 0410. Invertebrate Zoology.
A survey of invertebrate animals emphasizing evolutionary patterns and ecological relationships. Functional morphology, physiology, reproduction, development, and behavior of invertebrates will be examined. Laboratory exercises and two separate day-long field trips provide firsthand experience with the animals. Expected: BIOL 0200 or equivalent. Enrollment limited to 44. Students MUST register for the lecture section and a lab.

Examines the diversity of microbial life in the environment. Surveys key services that microbes perform on land and sea, including biodegradation of contaminants in the environment and ecosystem processes related to climate change. Examines biological interactions of symbioses, quorum sensing, and antibiotic production in an ecological context. Explores the genomic mechanisms explaining phylogeny and life history strategies in microbes. Demonstrate knowledge of the diversity of microbes in the environment and benefits in an ecological/evolutionary context. Lecture based, two fieldtrips to expand appreciation for microbial ecology. BIOL 0200 or equivalent placement; CHEM 0350. Enrollment limited to 20 sophomores, juniors and seniors. WRIT

The principles, concepts, and controversies involved in the study of the distribution and abundance of plant and animal populations and their integration into natural communities. Emphasizes interactions among organisms and the hierarchical nature of ecological processes affecting individuals, populations, and communities. Expected: BIOL 0200 (or equivalent) and MATH 0090. Lectures and weekly discussion.

BIOL 0430. The Evolution of Plant Diversity.
Examines the evolutionary history of plants from a phylogenetic perspective. Introduces the science of phylogenetics - how to infer phylogenies and how to use them to understand organismal evolution. Highlights major trends in plant evolution over the past 400 million years. Lectures survey major plant lineages, with special focus on flowering plants. Weekly labs, field trips, and assignments stress basic plant anatomy and morphology, identification, and learning the local flora. Expected: BIOL 0200 (or equivalent placement), WRIT

This course focuses on what plants do and how they do it. Introduces the biology of plants, their growth and development, structural features, and their cellular and organismal responses to key stimuli. Examines physiological, reproductive and developmental strategies throughout the plant life cycle and in relation to environmental challenges. Discusses the significance of various plant model systems for genetic research and understanding of mechanisms controlling plant growth and development. Prerequisites: BIOL 0200 (or equivalent placement). Students MUST register for the lecture section and a lab. Enrollment limited to 24 students.
BIOL 0455. Coastal Ecology and Conservation. Will enable to students to master fundamental ecological concepts and understand how this knowledge can be used to inform coastal conservation and management. Case studies from New England and elsewhere, field trips to rocky shores, salt marshes and coastal ecosystems enable students to develop scientific skills and experience the challenges of coastal conservation science. The course is aimed at freshmen and sophomores. Expected background: BIOL 0200 or equivalent placement. Enrollment limited to 15 students, and written permission required. Email (Mark_Bertness@brown.edu) to receive course application (due May 1). Admitted students register for the course in September.

BIOL 0460. Insect Biology. Focuses on characteristics that make insects unique and why more insect species have been described than all other organisms combined; the opportunity to investigate diversity and adaptation; their abundance, small size, and short lifespans; their importance as agents of biocatalytic processes, agricultural pests, and disease vectors. Expected: BIOL 0200 or equivalent. Enrollment limited to 20. Students MUST register for lecture AND lab. Primarily for freshmen and sophomores.

BIOL 0470. Genetics. Genetic phenomena at the molecular, cellular, organismal, and population levels. Topics include transmission of genes and chromosomes, mutation, structure and regulation of the expression of the genetic material, elements of genetic engineering, and evolutionary genetics. One laboratory session and one discussion session per week. (Students should not plan to take BIOL 0470 after 1540.) Expected: BIOL 0200 (or equivalent placement). Students will be assigned to Lab sections the first week of class.

BIOL 0480. Evolutionary Biology. A broad introduction to the patterns and processes of evolution at diverse levels of biological organization. Topics covered include natural selection, adaptation, speciation, systematics, macroevolution, mass extinction events, and human evolution. Weekly discussion sections involve debates on original research papers. Occasional problem sets involve computer exercises with population genetics and phylogeny reconstruction. Expected: BIOL 0200 (or equivalent placement).

BIOL 0495. Statistical Analysis of Biological Data. A first course in probability distributions and the use of statistical methods for biological data. Topics covered will include describing data, statistical inference (hypothesis tests and confidence intervals), analyzing associations, and methods for categorical data (contingency tables and odds ratios). Methods will be applied to data drawn from areas of biological inquiry. For statistics or related science credit in Biology programs. Expected background: BIOL 0200 or equivalent, math equivalent to MATH 0100. This course is for related science credit only in Biological Sciences concentration programs. Enrollment limited: 40 undergraduates--20 juniors and 10 sophomores, and 10 for seniors requiring permission of instructor.

BIOL 0500. Cell and Molecular Biology. This course examines the structure and function of the basic unit of an organism, the cell. An experimental approach is used to examine cellular functions, ranging from gene transcription, cell division and protein secretion, to cell motility, and signal transduction. Relevance to health and disease will be considered. Expected: BIOL 0200 (or equivalent placement).

BIOL 0510. Introductory Microbiology. Introduces role of microbes in our understanding of biology at the cellular and molecular level. Focuses on microbial significance for infectious disease, public health, genetics, biotechnology, and biochemical cycles. Laboratory involves basic microbiological techniques and selection and manipulation of microbes. Expected: BIOL 0200 (or equivalent placement). Students MUST register for the lecture section, conference, and the lab. Enrollment limited to 108.

BIOL 0530. Principles of Immunology. Introduction to experimental and theoretical foundations of immunology. Focuses on concepts, landmark experiments and recent advances. Topics include innate and adaptive immunity; structure/function of antibody molecules and T cell receptors; regulation of immune responses through cellular interactions. Applications of concepts to medically significant issues (vaccines, transplantation, inflammation, autoimmunity, cancer, HIV/AIDS) are discussed. Interpretative analysis of experimental data is emphasized. Expected background: BIOL 0200 or equivalent placement credit.

BIOL 0800. Principles of Physiology. Introduction to the function and integration of organ systems with an emphasis on human physiology. Includes basic concepts in cell and organ system physiology as well as fundamentals of modern trends in physiological science. Emphasizes the application of physical and chemical principles to organ function at both the cellular and systemic levels. Expected: BIOL 0200 or equivalent.

BIOL 0860. Diet and Chronic Disease. This course addresses the relationship of food to the development and treatment of chronic diseases. Chronic diseases discussed are obesity, dyslipidemia/heart disease, diabetes mellitus, cancers and osteoporosis. Dietary recommendations for these diseases are critically assessed. Geared toward students interested in nutrition, medicine, and public health. Prerequisites: BIOL 0030 and 0800, plus permission of the instructor. Enrollment limited to 20.

BIOL 0920A. Controversies in Medicine. Why and how do controversies in medicine emerge at specific moments in time? Why do scientists come to different conclusions based on the same data? Does it matter how we interpret controversies? This sophomore-level seminar critically analyzes contemporary controversies in medicine and public health. Using a case study approach, we will examine the social and political assumptions that inform important controversies. Questions related to the relationship between science, media, activism, and health inequality will be woven into the case studies. Enrollment limited to 20 sophomores. (For theme, not biology, credit in Health and Human Health and Biology only.) SOPH

BIOL 0940A. Viral Epidemics. This sophomore seminar will examine epidemics (outbreaks) of viral infections from a historical perspective. We will also cover current literature and up to the minute news accounts of infectious disease related outbreaks occurring around the globe. The major focus will be on virus related diseases but any microbial outbreak in the news will be explored. The seminar will cover basic aspects of microbial pathogenesis so students can gain an appreciation of microbial host interactions. Essential writing skills will also be developed. Enrollment limited to 20 sophomore students. WRIT SOPH

BIOL 0940B. Sophomore Seminars in Biology: Life in a Shell. This Sophomore seminar is an examination of themes in whole animal physiology with an emphasis on environmental adaptations. The foundation of the course will be the instructor’s recent book “Life in a Shell: A Physiologist’s View of Turtle.” A consideration of this iconic animal’s novel biological traits will lead into comparisons with our own biology and that of other animals. Topics: respiration, circulation, metabolic rate, buoyancy control, overwintering, migration, reproduction, and bone structure and function. Relevant original research papers will be used. Mandatory S/NC; enrollment of 20 students; override required. Expected: BIOL 0200 or equivalent placement credit. SOPH

BIOL 0940C. Sophomore Seminar: Insect Biology. Focuses on characteristics that make insects unique and why more insect species have been described than all other organisms combined; the opportunity to investigate diversity and adaptation; their abundance, small size, and short lifespans; their importance as agents of biocatalytic processes, agricultural pests, and disease vectors. Expected: BIOL 0200 or equivalent. Enrollment limited to 12 sophomores only. Students MUST register for lecture AND lab. SOPH
BIOL 0940D. Rhode Island Flora: Understanding and Documenting Local Plant Diversity.
This Sophomore Seminar focuses on species level identification of plants in Rhode Island and will cover the dominant plant species in each of the state’s main habitats including coastal wetlands and uplands, freshwater wetlands, peatlands, upland forests, and disturbed areas. Students will learn to identify plants using online interactive keys as well as more traditional dichotomous keys and will also cover basic ecological processes in each habitat including the interaction of soils, geology, and hydrology. Materials related to plant morphology, plant taxonomy, plant evolution, understanding phylogenetic trees, and botanical illustration. Pre-requisites: BIOL 0200. Instructor permission required. SOPH

BIOL 0960. Independent Study in Science Writing.
Incorporates a nontechnical science journalism component into the BioMed curriculum. A series of four to six specific assignments are recommended, based on topics derived from another biology course taken previously by the student, whose instructor has agreed to serve as a BIOL 0960 sponsor. Assignments may include, for example, investigative or analytical reviews, or feature articles on ethical or social impacts of new discoveries. The student and instructor schedule meetings to discuss topics and due dates, review rough drafts, and evaluate completed work. Not for concentration credit in the biological sciences programs. Permission must be obtained from the instructor prior to registering. Section numbers vary by instructor. Half credit.

BIOL 1040. Ultrastructure/Bioimaging.
This course examines microscopy and image analysis in the life sciences. Theoretical and practical aspects of microscopy will be discussed. Students will obtain hands-on experience with electron microscopy, light microscopy, fluorescence microscopy, and confocal microscopy. Students will learn to display images in 3D. Advanced undergraduates. Instructor permission required.

BIOL 1050. Biology of the Eukaryotic Cell.
Examines organelles and macromolecular complexes of eukaryotic cells with respect to structural and functional roles in major cellular activities. Emphasizes experimental basis for knowledge in modern cell biology using original literature, and discusses validity of current concepts. For advanced undergraduates and beginning graduate students. Complementary to BIOL 1270 and 1540. Prerequisites: BIOL 0280, 0470, 0500, or instructor permission. Graduate students register for BIOL 2050.

This course examines contemporary biotechnologies used to combat the predominant, worldwide problems in human health. Global health will be addressed from the scientific and engineering perspectives while integrating public health policy, health systems and economics, medical and research ethics, and technology regulation and management. This course is intended for graduate and advanced undergraduate students in biology, engineering, or related fields who have an interest in global health initiatives. Expected background: BIOL 0200 and BIOL 0800, or equivalents. Preference will be granted to graduate students in the Biotechnology and Biomedical Engineering programs. Only for related course credit in Biology, and for theme course credit in Health and Human Biology programs. Enrollment limited to 20. Instructor permission required.

BIOL 1090. Polymer Science for Biomaterials.
Basic principles of polymer science and its application in medicine. Topics include basic polymerization chemistry, kinetics of polymerization and depolymerization with emphasis on bioerodible polymers, characterization of polymers by physical methods, bulk and surface properties, behavior of polymers in solutions, crystallization, gelation, and liquid crystals. Hands-on experience with polymer characterization. Expected: CHEM 0350. Enrollment limited to 25.

BIOL 1100. Cell Physiology and Biophysics.
Current topics in cell physiology, with an emphasis on membrane-mediated interactions between cells and their environment. Topics may include: ion channel structure, function and regulation; intracellular regulatory molecules; mechanisms of sensory transduction; membrane receptors and second messenger systems; vesicle secretion; and cytoskeletal regulation of cell function. Lectures, discussion, and student presentations of the current literature. Expected: BIOL 0800 or NEUR 0910. Instructor permission required. Registration overrides will not be given out until after the first one or two classes. Enrollment limited to 30, and admission is based on seniority — graduate students, seniors, then juniors. (Not for first and second-year undergraduates.)

BIOL 1110. Topics in Signal Transduction.
Signal transduction is one of the most rapidly developing fields in biomedical sciences. Defects in signaling pathways can be responsible for diseases such as cancer, diabetes, cardiovascular disorders and psychoses. This course offers students an overview of the molecular pathways that allow cells to receive and process signals from their external environment, with an emphasis on the emerging state-of-the-art techniques used in their study. Expected background: BIOL 0200, 0280, 0470, or 0500. Enrollment limited to 20 juniors and seniors. Instructor permission required.

BIOL 1120. Biomaterials.
A biomaterial is defined as a material suitable for use in medical implants that come in direct contact with patients’ tissues. These include polymers, metals, and ceramics, and materials obtained from biological sources or through recombinant biotechnology. Goal: to provide comprehensive coverage of biomaterial science and technology. Emphasizes the transition from replacement to repair strategies. For advanced undergraduates and graduate students. Prerequisite: BIOL 0800 or instructor permission.

BIOL 1140. Tissue Engineering.
Tissue engineering is an interdisciplinary field that incorporates progress in cellular and molecular biology, materials science, and engineering, to advance the goal of replacing or regenerating compromised tissue function. Using an integrative approach, we will examine tissue design and development, manipulation of the tissue microenvironment, and current strategies for functional reconstruction of injured tissues. Expected: CHEM 0330, plus BIOL 0500 or 0800. Enrollment limited to 20. Instructor permission required.

BIOL 1150. Stem Cell Engineering.
Stem cell engineering focuses on using adult, embryonic, and induced stem cells to repair damaged or diseased tissues. This course will examine the role of stem cells in development, tissue homeostasis, and wound healing, as well as how they are being applied in regenerative medicine. A lecture and discussion format for major topic areas. Students will receive hands-on training in how to isolate, culture, and differentiate adult stem cells in a laboratory setting. Expected: CHEM 0330 and BIOL 0500 or an equivalent course in cell biology or physiology. Cell culture experience highly recommended. Enrollment limited to 20. Instructor permission required.

BIOL 1160. Principles of Exercise Physiology.
Application of the basic principles of physiology to the study of the response mechanisms of the human body during exercise. Topics include muscle and neural control, energy metabolism, cardiovascular and respiratory effects, endocrinology, principles of training, and special topics (e.g., diving, high altitude, and microgravity). Students presentations based on scientific articles are included. Expected: BIOL 0800 or written permission of the instructor.

BIOL 1180. Comparative Animal Physiology.
Comparative approach to the function and regulation of animal systems with an emphasis on vertebrates. Topics include circulation, gas exchange, neuromuscular function, excretion, acid-base and ion regulation, and temperature regulation. Considers the unity and diversity of physiological processes in animals differing both in phylogeny and environmental adaptation. Original papers are discussed. Expected: BIOL 0800 or equivalent.
BIOL 1190. Synaptic Transmission and Plasticity. Synapses are the means by which the nervous system communicates. In this seminar-style course, we will explore the molecular and physiological underpinnings of synaptic transmission. We will then examine ways in which synapses can modulate their strength during development, learning, and other adaptive processes. Expected: BIOL 0800 or NEUR 1020. Enrollment limited to 20. Instructor's permission required.

BIOL 1200. Protein Biophysics and Structure. Structural Biology is the science to determine 3-dimensional structures of biomacromolecules (i.e. proteins, RNA, and DNA). These structures enable biologists to understand and explore their function. Since proteins, RNA, and DNA are the primary molecules of life, structural biology enables us to understand and influence these molecular machineries which form the basis of all biological processes. Throughout the class, the students will see examples of biologically important proteins and protein complexes that will allow them to correlate structure and biological function. Prerequisite: BIOL 0280.

BIOL 1210. Synthetic Biological Systems. A multidisciplinary course that combines science and engineering providing a solid foundation in a cutting edge field of biological engineering. Synthetic biology is a mixture of biology, chemistry, engineering, genetic engineering and biophysics. It builds on recent work in systems biology which involves the modeling of biological systems, but goes further in that it involves the construction and standardization of biological parts, that fit together to form more complex systems. Expected: at least four courses beyond BIOL 0200, CHEM 0330, PHYS 0300, ENGN 0300, MATH 0900, or CSI 0040.

BIOL 1220. Synthetic Biological Systems in Theory and Practice. A multidisciplinary laboratory, lecture, and discussion based course that combines several areas of science and engineering providing a foundation in the cutting edge field of synthetic biological engineering. The field of synthetic biology is centered around trying to make biology easier to engineer. It builds on recent work in systems biology which involves the modeling of biological systems, but goes further in that it involves the construction and standardization of biological parts that fit together making complex systems. This course will combine classes, guest lectures and discussion lab visits to give students the best possible tools for understanding and applying research in synthetic biology. Expected: at least two courses in any of the key disciplines (biology, chemistry, physics, math, engineering, computer science) beyond the introductory level, and permission of the instructor.

BIOL 1222A. Current Topics in Functional Genomics. A technological revolution in genomics has exponentially increased our ability to gather biological data. A host of new methods and types of analysis has arisen to accommodate this dramatic shift in data collection. The broad scope of inquiry has ushered in an era of “system-wide” approaches and brute-force strategies where rare signals can be detected and studied. In this seminar we will cover papers that embody this new approach. Students typically have taken an advanced undergraduate-level course in biology.

BIOL 1250. Host-microbiome Interactions in Health and Disease. Will focus on our current understanding of how various microbiomes communicate and interact with the host and the factors that influence these interactions. We will discuss how the new technologies such as metagenomics and metabolomics have enhanced our understanding of host-microbiome interactions in health and disease. Students will have the opportunity to participate in discussions on how to apply recent discoveries to disease processes, health restoration and maintenance. The course will help students develop skills in critical thinking and in reading and evaluating original scientific literature. Expected: students with a background in basic microbiology (BIOL 0530 or its equivalent). 20 enrollment.

BIOL 1260. Physiological Pharmacology. Covers the physiology of human disease (e.g., Heart failure and arrhythmia; cancer signaling pathways with a focus on breast cancer; neurological disorders such as schizophrenia and Parkinson’s disease) and discusses the pharmacology of the drugs used to treat disease. A group of the most commonly prescribed drugs is discussed in terms of their fundamental modes of action and clinical importance. Expected: BIOL 0800.

BIOL 1270. Advanced Biochemistry. An advanced course in biochemistry, biochemical methods, and reading of the primary literature, featuring systematic coverage of the biochemistry of the central dogma, including DNA (replication, repair, recombination), RNA (regulation and mechanism of transcription, processing, turnover), and proteins structure, synthesis, modification, degradation, mechanisms of action, function). Expected: BIOL 0280, CHEM 0350, 0360. Graduate students register for BIOL 2270.

BIOL 1290. Cancer Biology. Provides a conceptual understanding of molecular events underlying development of human cancer. Focused on genetic changes leading to malignant transformation of cells. Covers cell cycle control, DNA damage, mutagenesis, cancer predisposition syndromes, oncogenic viruses, tumor immunology, metastasis, cancer chemotherapy and drug resistance. Lecture plus discussion of primary literature. Prerequisites: BIOL 0280, 0470 or 0500.

BIOL 1300. Biomolecular Interactions: Health, Disease and Drug Design. Interactions between the molecules of life-proteins, RNA, DNA, membrane components-underlie all functions necessary for life. This course focuses on how nature controls these interactions, how these interactions can go awry in disease, and how we can learn the rules of these interactions to design drugs to treat disease. Students will review the physical basis of molecular interactions, learn classic and state-of-the-art high-resolution and high-throughput tools used to measure interaction, and survey the experimental and computational strategies to harness these interactions using a case study in rational drug design. Prerequisite: Introductory Biochemistry (BIOL 0280). Enrollment limited to 20; instructor permission. WRIT

BIOL 1310. Developmental Biology. Covers the molecular and cellular events of development from fertilized egg to adult. Genetic basis of body form, cell fate specification and differentiation, processes controlling morphogenesis, growth, stem cells and regeneration will be examined. Differential gene regulation, intracellular signaling and their evolutionary conservation will be central to discussion of mechanisms governing developmental processes. Additional topics: developmental plasticity, impact of epigenetic and environmental factors, and basis of disease gleaned from developmental biology research. Live embryos will complement and reinforce concepts covered in class. Enrollment limited to 36. Expected: BIOL 0200 (or equivalent), and one course in genetics, cell biology or embryology.

BIOL 1330. Biology of Reproduction. This course is an advanced, seminar-based course. Primary literature is emphasized to complement the format of extensive student seminar presentations. It is essential that students have a strong background in biology in order to gain the most from this course. The emphasis of the course is student seminar presentation and extensive discussion on the material. This is often the first opportunity for students to present/discuss science in a seminar format. Expected background: a course in Cell Biology (e.g. BIOL 0500 or 1050), and two additional Biology courses above the introductory (BIOL 0200) level. Enrollment limited to 20.

BIOL 1410. Evolutionary Genetics. This course will focus on selected topics in molecular population genetics, molecular evolution, and comparative genomics. Classic and current primary literature at the interface of evolution and genetics will be discussed in a seminar format. The laboratory involves wet-lab exercises (allozymes, PCR- RFLP, sequencing), plus computer labs using DNA analysis packages. Students will prepare a final grant proposal on specific research interests. Expected: BIOL 0470 or 0480. Students MUST register for the lecture section and the lab. Enrollment limited to 20.
BIOL 1420. Experimental Design in Ecology.
An overview and discussion of the basic principles used to design lab and field experiments in ecology and environmental science. Topics include: replication and statistical power, appropriate use of factorial designs, nonparametric methods, post hoc tests, natural versus manipulative experiments, experimental artifacts and impact study design. Discussions based on primary literature and a new text. Expected: BIOL 0420.

BIOL 1425. Phylogenetic Biology.
This course is the study of the evolutionary relationships between organisms, and the use of evolutionary relationships to understand other aspects of organism biology. This course will provide a detailed picture of the statistical, mathematical, and computational tools for building phylogenies and using them to study evolution. Enrollment is by instructor permission. Students will present scientific papers in class and complete a final project consisting of their own phylogenetic analysis. Expected Background: Evolutionary Biology and quantitative methods (such as statistics, computation, or math). Open to juniors, seniors, and graduate students. Enrollment limited to 16.

Population genetics is the study of how biological processes such as mutation, natural selection, population size, and subdivision drive evolution over the timescale of generations. The past 20 years have seen a flourishing in our understanding of this process from both theoretical and experimental perspectives. This course will present a rigorous introduction to modern population genetics, with particular emphasis on the complementary interplay between theory and experiment. Students will also gain extensive experience with the primary literature of the field. Prerequisites: MATH 0100 and one of BIOL 0470 or 0480, or permission. LILE

BIOL 1440. Marine Biology.
An examination of current topics in the ecology of marine organisms and communities. Current literature and ideas are analyzed in a seminar format (Shr week). A class research project provides hands-on experience with designing and interpreting experimental field work. Prerequisites: BIOL 0410 and 0420. Instructor's permission required.

This course will explore foundational concepts in community ecology, and will draw on examples and case studies from marine and terrestrial ecosystems, including species-rich tropical rain forests and coral reefs, the marine intertidal and benthic environments, and species-poor forests and grasslands of the temperate zone. Overarching themes will emphasize the role of communities in understanding the evolution of origins and maintenance of this biological diversity. This will be accomplished using traditional lectures, weekly student-led discussions, readings of the primary literature, and class activities. Expected background: BIOL 200 or equivalent placement; and BIOL 0420; OR instructor permission.

BIOL 1465. Human Population Genomics.
An introduction to human genomics and the evolutionary forces that shape observed genetic variation across humans today. Topics will include the relationship among humans and other primates, human population genetics and genomics, and examples of the concomitant evolution of both cultural traits and domesticated organisms. Assignments include a class presentation and reviewing papers on a selected topic. Expected background: BIOL 0470 or 0480, and BIOL 0495, PHP 2500, or equivalent. Enrollment limited to 25. Instructor permission required. WRIT

BIOL 1470. Conservation Biology.
Conservation Biology is the scientific study of the phenomena that affect the maintenance, loss, and restoration of biological diversity. Topics covered include: 1) the impacts of global warming, species invasions, and habitat destruction on biodiversity, 2) strategies developed to combat these threats, and 3) a consideration of key economic and ethical tradeoffs. Special attention will be paid to current debate and controversy within this rapidly emerging field of study. Readings will include the primary literature. A term-paper will be required. Prerequisite: BIOL 0420 or instructor permission. Enrollment limited to 30.

BIOL 1475. Biogeography.
Will provide an overview of the field of biogeography—the study of geography of living organisms. Class meetings will be split between lectures and discussions. Each discussion will expose students to foundational papers, which set the context for the field's development, and more recent papers, which show where the field is headed. Each student will conduct a short (but time consuming) original research project on some topic in biogeography. Prerequisites: BIOL 0420 and 0480. Expected: one taxonomy-based course (e.g., BIOL 0410, 0430, or 0460). Enrollment limited to 15 juniors, seniors, and graduate students. Instructor permission required.

BIOL 1480. Terrestrial Biogeochemistry and the Functioning of Ecosystems.
Three fundamental multidisciplinary questions will be addressed: How do ecosystems work? What limits the growth of life on Earth? How are humans altering the framework in which all life exists? Earth is basically a closed chemical system, and the reactions that support life are fueled by sunlight. But added to this chemistry and physics is the tremendous influence of life. Life created an oxygen atmosphere; the evolution of biological nitrogen fixation exponentially increased how many organisms could exist, and the soils that support human food production developed only by biologically-mediated processes. Throughout Earth's 4.5 billion-year history changes in Earth's basic biogeochemical processes have been fairly slow. Under our inattentive stewardship, we have almost instantaneously altered all of the major element cycles. We will focus heavily on what these changes mean for life on Earth. Instructor permission required.

Explore the linkages between climate change and health. Students will come to appreciate the topic through the foundations of the primary disciplines relevant to the field including global health, environmental change, disease ecology, and others. Climate-health linkages will be learned through weekly case studies addressed collectively through student-centered lectures, discussion of the primary literature, groups activities, and guest lectures from campus faculty on topics ranging from climate migration to infectious disease range shifts. Expected background: BIOL 0475, or BIOL 1470, or PHP 1070, or PHP 1920, or equivalent experience with instructor's permission. Enrollment limited to 12 juniors and seniors.

BIOL 1500. Plant Physiological Ecology.
An in-depth look at plant ecological strategy, focusing on the anatomical and physiological adaptations of plants to particular environments. Additional topics include plant-animal interactions, historical biogeography, and community assembly processes. A comparative, phylogenetic approach is emphasized. Lectures present a broad overview of topics, and discussions focus on current outstanding problems. Lab exercises provide hands-on experience in designing experiments, measuring plant performance, and scientific writing. Required laboratory hours to be arranged by the instructor. Expected: BIOL 0430 or BIOL 0440. Enrollment limited to 15.

BIOL 1520. Innate Immunity.
Innate immunity is the initial response to microbes that prevents infection of the host. It acts within minutes to hours, allowing the development of the adaptive response in vertebrates. It is the sole mechanism of defense in invertebrates such as insects. The components and mechanisms dictating this response are explored. Prerequisite: BIOL 0530. Enrollment limited to 30. Graduate students must obtain instructor permission.

BIOL 1540. Molecular Genetics.
Covers advanced genetic and molecular methods and their use in analysis of complex biological phenomena such as development, signaling, behavior, and disease. Discusses how these techniques are applied in various organisms, with emphasis on the major Eukaryotic genetic model systems (Drosophila, nematodes, mouse, yeast, Arabidopsis) and on human genetics. Uses primary literature to analyze the design of forward-- and reverse--genetic approaches to discover novel gene function. For advanced undergraduates and beginning graduate students. Prerequisite for undergraduates: BIOL 0470 or instructor permission. Expected background: any of BIOL 0280, 0500, 1050, or 1310. Graduate students should register for BIOL 2540.
BIOL 1550. Biology of Emerging Microbial Diseases.
Emerging diseases influence the health of human populations in less developed countries and are expected to have similar effects worldwide. Rising incidence of "new" diseases underscores the need for knowledge of infection mechanisms and their outcomes. Focuses on biochemical, genetic, cellular and immunological events of emerging pathogens and host responses. Expected: BIOL 0470 or BIOL 0530.

BIOL 1555. Methods in Biomedical Informatics.
Will provide a methodological survey of approaches used in biomedical informatics. Particular emphasis given to formalisms and algorithms used within the context of biomedical research and healthcare, including those used in biomolecular sequence analysis, electronic health records, clinical decision support, and public health surveillance. Practical programming will also be taught within these contexts. The final project of the course is to demonstrate an understanding of biomedical informatics approaches through development of a solution within biomedical research or healthcare context. Prerequisite: introductory statistics course. Enrollment: 20 students. For biological science concentrators, graduate students, others with permission.

BIOL 1560. Virology.
Emphasizes the understanding of molecular mechanisms of viral pathogenesis. Begins with a general introduction to the field of virology and then focuses on the molecular biology of specific viruses that are associated with human disease. Lectures based on current literature. Prerequisite: BIOL 0280, 0470, or 0530, or instructor permission.

BIOL 1600. Development of Vaccines to Infectious Diseases.
Provides background steps involved in vaccine development, from conceptualization to production to deployment. Considers infectious diseases and associated vaccines in context of community health. Appropriate for students wanting to gain an understanding of vaccine science. Provides a foundation for advanced courses in immunology and infectious disease, biomedical research, or medical/graduate studies. Activities include a weekly section meeting for discussion of relevant primary literature, and a final project of the student's choice in the form of an in-class presentation, a research paper or an approved alternative format. Expected: BIOL 0200 or equivalent placement; BIOL 0530, and at least one additional biology course.

How and why do animals run, jump, swim and fly? Physiology, anatomy, ecology, and evolutionary history all influence, and are influenced by, the way animals move around. We will integrate analyses from many levels of biological organization - from molecular motors, through bone-muscle systems, to biogeography - with methods and approaches from mechanics, fluid dynamics, and robotics. Expected: BIOL 0800 and PHYS 0030. Instructor permission required. WRIT

BIOL 1820. Environmental Health and Disease.
Fundamental concepts relating to the adverse effects of chemical agents on human health. Topics include dose-response relationships, absorption, distribution, metabolism, excretion, mechanisms of toxicity, and the effects of selected environmental toxicants on organ systems. Many of these concepts will be reinforced through the use of a case-study approach where a pertinent environmental issue is incorporated into the ongoing lectures. Expected: BIOL 0500 and BIOL 0800, plus either ENVIS 0490 or BIOL 0420.
Advanced students have priority.

BIOL 1850. Environmental and Genetic Toxicology.
Human disease is produced by complex interactions between inherited genetic predisposition and environmental exposures. These interactions will be explored at the molecular, cellular, and systemic levels. Prototype diseases will include hereditary disorders of hemoglobin, hypercholesterolemia, birth defects, and cancer. Expected: Cell Biology.
Directed research/independent study in biological sciences: basic science, social studies of biomedical science, and clinically-oriented projects, mentored by individual faculty members in the Division of Biology and Medicine. Sites include campus and hospital based facilities. Projects can serve as the basis for Honors theses, or to fulfill research requirements in a Bio-Med concentration program. Students planning to use 1950/1960 to fulfill a concentration requirement must receive approval from the concentration advisor. No more than two (2) semesters of BIOL 1950/1960 may be used toward a concentration program in the biological sciences. Faculty from outside the Division may supervise projects for bio-med program concentrators, but should do so using their Department's own Independent Study course number.

Directed research/independent study in biological sciences: basic science, social studies of biomedical science, and clinically-oriented projects, mentored by individual faculty members in the Division of Biology and Medicine. Sites include campus and hospital based facilities. Projects can serve as the basis for Honors theses, or to fulfill research requirements in a Bio-Med concentration program. Students planning to use 1950/1960 to fulfill a concentration requirement must receive approval from the concentration advisor. No more than two (2) semesters of BIOL 1950/1960 may be used toward a concentration program in the biological sciences. Faculty from outside the Division may supervise projects for bio-med program concentrators, but should do so using their Department's own Independent Study course number.

BIOL 1970A. Stem Cell Biology.
Senior seminar course will provide an interactive forum by which up to twenty seniors (and qualified juniors with permission) will explore the biology of stem cells from their humble beginnings in the embryo to their potential use in regenerative medicine. The potency and regulation of embryonic and adult stem cell populations derived from diverse organisms will be contrasted with laboratory-derived human stem-like cells for biomedical applications. Critical reading of classical and modern literature in the field of stem cell biology will form the basis of student-led presentations, papers and ethical forums. Expected: biochemistry, genetics and/or cell biology. Instructor permission; 20 students.

BIOL XLIST. Courses of Interest to Biology Concentrators.

Biology (Graduate)

Associate Dean of Biology
Edward Hawrot

Associate Dean of Graduate and Postdoctoral Studies
Elizabeth O. Harrington

Graduate Biological Sciences Education

The Division of Biology and Medicine offers multiple programs of advanced graduate study leading to the degrees of A.M., Sc.M., and Ph.D. These programs are thematically based: Biotechnology; Molecular Biology, Cell Biology, and Biochemistry; Molecular Pharmacology and Physiology; Pathobiology; Ecology and Evolutionary Biology; Computational Biology; Neuroscience; and Biomedical Engineering.

The research network at Brown features advanced facilities situated on campus and at partner institutions which encourages discovery and innovation with state-of-the-art equipment and resources including: Genomics Core (http://www.brown.edu/Research/CGP/core/equipment) and Proteomics Facility (http://biomed.brown.edu/epscor_proteomics), Bioimaging facility (http://www.brown.edu/Facilities/Leduc_Bioimaging_Facility), Mouse Transgenic and Knockout Core (http://www.brown.edu/Departments/Molecular_Biology/Transgenic), Animal Care Facilities (http://biomed.brown.edu/ancare), Plant Environmental Center (http://www.brown.edu/academics/ecology-and-evolutionary-biology/plant-environmental-center), Water Flume (http://www.brown.edu/Departments/EEB/research/morphology.htm), RI BioBank (http://biomed.brown.edu/rhode-island-biobank), Molecular Pathology Core (http://brown.edu/Research/SRP/coreD.shtml). More information about the Division's Research Facilities can be found here: http://biomed.brown.edu/research/facilities.

Students entering graduate programs generally have appropriate preparatory course work as well as significant research experience. Courses are chosen with the advice of program counselors, and may include, in addition to divisional offerings, courses offered by other university departments. As a part of the doctoral training most students will be required to participate in the teaching of one or more courses related to the program.

For further information on Graduate Study in the Biological Sciences at Brown, please visit the Office of Graduate and Postdoctoral Studies website: http://biomed.brown.edu/grad-postdoc/

Biotechnology Graduate Program

The Biotechnology graduate program offers the Master of Arts (A.M.), Master of Science (Sc.M.), and Doctor of Philosophy (Ph.D.) degrees and is designed for students interested in a range of topics related to the field of biotechnology including drug & gene delivery, drug discovery, and cell therapy. The educational objective is to promote an understanding of the designs and materials used in novel cell and drug delivery systems; the molecular, cellular and animal sciences of drug discovery & drug development; and the development and testing of cell-based therapies for the treatment of diseases. Active areas of research include: bioadhesive drug delivery systems, mesenchymal stem cells, alternatives to animal testing, nerve guidance channels, cartilage regeneration, cardiac arrhythmias, micro-vesicles, anti-microbials, insulin regulation, neuroactive & neuroprotective agents and cell delivery & encapsulation strategies.

For further information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/biomed-biotechnology-0

Ecology and Evolutionary Biology Graduate Program

The graduate program in Ecology and Evolutionary Biology is intended for highly qualified students who plan to pursue a career that includes research or teaching in ecology and/or evolutionary biology. Individual programs are designed to meet each student's needs and interests while providing a strong background in ecology, evolutionary biology and related disciplines. All students are expected to attain proficiency in ecological and evolutionary theory, quantitative research methods, statistical analysis, writing, and oral presentation. Depending on the student's interests, they may be expected to demonstrate proficiency in other areas such as functional morphology or genetics and genomics. This proficiency may be attained through coursework, seminars, independent reading, and laboratory and field programs. The Ecology and Evolutionary Biology program offers a Doctor of Philosophy (Ph.D.) degree as well as a 5th year Master of Science (Sc.M.) degree for students who would like to continue the research they started as an undergraduate at Brown. The Master of Science degree is also available for participants in Brown's Open Graduate Education Program.

For further information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/biomed-ecology-and-evolutionary-biology

Pathobiology Graduate Program

The graduate program in Pathobiology is an interdisciplinary and interdepartmental program devoted to biomedical research into the mechanisms of human diseases. The program offers a Doctor of Philosophy (Ph.D.) degree as well as a 5th year Master of Arts (A.M.) degree. The four major research and teaching thematic areas are: (I) Environmental Pathology, II) Immunology & Infectious Diseases, III) Aging, and IV) Cancer biology. Training may be obtained in the areas of immunopathology, pulmonary pathology, chemical pathology, environmental and viral carcinogenesis, cancer biology, toxicologic
pathology, extracellular matrix biology, hepatology, aging, and infectious diseases.

For further information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/biomedical-pathobiology

**Molecular Biology, Cell Biology, and Biochemistry Graduate Program**

The graduate program in Molecular Biology, Cell biology, and Biochemistry (MCB) is intended for highly qualified students who plan to pursue a career which includes research in biology or medical sciences. The MCB Program offers a Doctor of Philosophy (Ph.D.) degree as well as 5th Year Master of Arts (A.M.) and Master of Science (Sc.M.) degrees. The program is interdisciplinary, focusing on molecular and cellular aspects of developmental biology, genetics, genomics and gene expression, signal transduction, oncogenesis, immunology, protein biochemistry, structural biology, proteomics, cell surface receptors, molecular modeling, DNA/RNA protein interactions, epigenetics, and virology.

For further information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/biomedical-biology-cell-biology-and-biochemistry

**Molecular Pharmacology and Physiology Graduate Program**

The graduate program in Molecular Pharmacology and Physiology offers advanced training appropriate for academic and research careers in the fields of biology and medical sciences that include molecular and structural pharmacology; neuropharmacology; cellular, comparative, and organ systems physiology; and chemical biology. Programs of study and research are developed individually in consultation with the student's adviser and advisory committee and are designed to ensure expertise in the student's principal field. The Molecular Pharmacology & Physiology Program offers a Doctor of Philosophy (Ph.D.) degree, as well as a 5th-Year Master of Science (Sc.M.) degree for students who would like to continue the research they started as an undergraduate at Brown.

For more information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/biomedical-pharmacology-and-physiology

**Biomedical Engineering Graduate Program**

The Biomedical Engineering (BME) program provides cutting-edge, interdisciplinary, graduate-level education at the interface of engineering, biology, and medicine. The program features an interdisciplinary approach in three, complementary research areas: I) Mechanobiology, II) Neuroengineering, and III) Regenerative Engineering. Research in these areas is advancing the understanding of fundamental problems in engineering, biology, and medicine, while developing new therapies to improve the quality of life for people with medical problems. The program is distinguished by its quantitative rigor and strong collaborative connections among academic science, clinical medicine, and industry.

The BME graduate program is designed for students with backgrounds in engineering, physics, or applied mathematics that seek additional education and training in the biological sciences.

The Biomedical Engineering program offers both the Master of Science (Sc.M) degree and the Doctor of Philosophy (Ph.D) degree.

For more information on admission and program requirements, please visit: http://www.brown.edu/academic/gradschool/programs/biomedical-engineering

**Courses**

**Biology (Graduate)**

**Biol 2000B: Topics in MCB: How Protein Structure Influces Biological Function.**

This course covers various aspects of structural and functional biology from primary to quaternary structure and deals with the 3D structure of proteins and nucleic acids and 3D structure determination. Course will be a mixture of lecture and class discussion/presentations. Students typically have taken an advanced undergraduate-level course in biology or biochemistry. Advanced undergraduates with permission. Enrollment limited to 20 students.

**Biol 2000C: Protein Biophysics and Structure: Molecular Basis of Disease.**

Proteins are the engines of life. Determining how they function from a biophysical and structural perspective enables us to understand how they work and, equally important, how we can direct and alter their activities. These types of efforts are the basis of all medicinal and drug research. Students will obtain a broad and firm foundation of both biophysical methods and in depth studies of medicinally important proteins and protein complexes that will allow them to correlate structure and biological function. Graduate course; open to junior and senior undergraduates with appropriate prior coursework. Instructor permission required; enrollment limit: 12 students.

**Biol 2000D: Current Topics in Molecular, Cellular, Developmental Biology Biochemistry.**

Protein synthesis is a fundamental cellular process mediated by ribosomes. This course will focus on progress in understanding: ribosome structure and function, ribosome biogenesis and export, quality control, ribosome degradation, and interface of ribosomes with other cellular pathways. Students will present research publications on a given topic and lead a discussion examining the experimental approach and findings of each publication. Enrollment limited to 20. Intended for graduates and advanced undergraduates with instructor permission.

**Biol 2000E: Topics in MCDB: The Genomics Revolution and its Impact on Genetics, Medicine and Society.**

A technological revolution in genomics has exponentially increased our ability to gather biological data. A host of new methods and types of analysis has arisen to accommodate this dramatic shift in data collection. The broad scope of inquiry has ushered in an era of “system-wide” approaches and brute-force strategies where rare signals can be detected and studied. In this seminar we will cover papers that embody this new approach. Enrollment limited to 20 graduate students. Advanced undergraduates with appropriate course preparation and permission from instructor.

**Biol 2010. Quantitative Approaches to Biology.**

Graduate level introduction to quantitative and computational methods in modern biology. Topics include Programming, Modeling, Algorithms, Bioinformatics, Applied Statistics, Structural Biology, Molecular Dynamics, Enzyme Kinetics, and Population and Quantitative Human Genetics. Preference is given to graduate students in Molecular Biology, Cell Biology and Biochemistry and Molecular Pharmacology, Physiology, and Biotechnology. Limited to 20 students. Instructor permission required.

**Biol 2020. Biotechnology Science and Industry.**

This course provides a comprehensive overview of the primary functional roles and steps involved in developing and commercializing a novel technology/scientific breakthrough within the biotechnology industry. This course is particularly suitable for students interested in pursuing a career within a biotechnology company, or for those interested in developing an in-depth knowledge of how the science of biotechnology becomes real world products. Pre Requisites: Foundations of Living Systems (BIOL0020), Principles of Physiology (BIOL0080), and Principles of Economics (ECON0110)/equivalent or instructor's permission is required.
BIOL 2030. Foundations for Advanced Study in the Life Sciences. A double-credit graduate course on multidisciplinary experimental approaches to biological questions. Focusing on primary literature, lectures and discussions cover the mechanisms and regulation of basic cellular processes involving nucleic acids (synthesis, structure, maintenance and transmission) and proteins (synthesis, maturation, function) and their integration into more complex circuits (signaling, organelle biogenesis and inheritance, cell cycle control). Required for PhD students in the MCB Graduate Program; all others must obtain instructor permission. Enrollment is limited to graduate students.

BIOL 2040. Ultrastructure/Bioimaging. This course examines microscopy and image analysis in the life sciences. Theoretical and practical aspects of microscopy will be discussed. Students will obtain hands-on experience with electron microscopy, light microscopy, fluorescence microscopy, and confocal microscopy. Students will learn to display images in 3D. For graduate students and advanced undergraduates. Instructor permission required.

BIOL 2050. Biology of the Eukaryotic Cell. (Undergraduate students should register for BIOL 1050.)

BIOL 2089. The Importance of Intellectual Property in Biotechnology. This course delves into the various roles of intellectual property in biotechnology. In addition to providing a solid foundation in the fundamentals of intellectual property, the course will use case studies in biotechnology to explore in depth the interplay between specific scientific breakthroughs and intellectual property. An understanding of the science of biotechnology is critical for advanced understanding of the value and possibilities of biotechnology intellectual property.

BIOL 2110. Drug and Gene Delivery. Topics in drug delivery systems including history of the field, advantages of controlled release technology, stabilization and release of proteins, fabrication methods, regulatory considerations, economic aspects, patents and intellectual property rights, and more. Prepares students for research in industry and academia, and offers information for consultants in the field. Expected: BIOL 1090, 1120; CHEM 0350, 0360.

BIOL 2117. Human Physiology. For Brown-Pfizer Master of Arts Program students. Provides an introduction to basic human physiological concepts along with more advanced coverage of selected systems. We'll start with topics of diffusion, cell physiology and the basis of cell membrane potential and then cover the nervous, endocrine, musculoskeletal, cardiovascular, respiratory, renal and gastrointestinal systems. We'll focus on normal human physiology and at times incorporate discussions of exercise physiology, pathophysiology, and specific physiologic scenarios to build toward the goal of understanding complex integration of function between cells, tissues and organ systems. Readings will consist of textbook chapters along with primary literature covering selected topics.

BIOL 2130. Techniques in Molecular and Cell Science. This course provides hands-on laboratory training in state-of-the-art techniques in molecular and cellular sciences, and reinforces this training with didactic lectures that stress key principles, the quantitative approach and the most exciting applications of these technologies in the context of current research. Areas covered include cell culture, tissue engineering, DNA cloning, gene therapy, quantitative assays, microscopy and image analysis. Enrollment is limited to 12; written permission required. Permission will be granted after the first class. Students MUST register for the lecture section and a lab.

BIOL 2135. Pharmacokinetics and Drug Design. Consists of the absorption, distribution, metabolism, and elimination of drugs. These factors, including dosage, determine the concentration of drugs at its sites of action, and intensity of effects. Will examine models describing the relationship between plasma drug concentrations and therapeutic drug effect. Will acquire biologic sampling techniques, analytic methods for measurement of drugs and metabolites, and procedures facilitating data used in designing drugs and dosage regimens. Prerequisite: BIOL 0800 or equivalent. Enrollment limited to 20. Preference given to graduate students in Biotechnology and BME, especially Masters students. Graduate students (PhD and ScM) from other programs enroll if permission of instructor is granted.

BIOL 2140. Principles in Experimental Surgery. An introduction to the principles and practice of surgery, sterile technique, anesthesia, and laboratory animal care. Intended to provide highly supervised, hands-on experience in techniques for humane handling and surgical management of experimental animal subjects. Emphasizes surgical technique, anesthesia technique, and laboratory animal medicine. Prerequisite: BIOL 0800. Limited to five (5) Graduate students only. Instructor permission required. Students MUST register for the lecture section and the lab.

BIOL 2145. Molecular Targets of Drug Discovery. This course emphasizes the role of cell physiology in the identification of drug targets and the development of novel drugs. Specific protein drug targets such as G-protein coupled receptors will be examined in detail from identifying a target to development of drugs for that target and the physiological consequences. Prerequisite: BIOL 0800. Enrollment limited to 20. Preference is given to graduate students in Biotechnology and BME, especially Masters students. Graduate students from other programs may enroll if permission of the instructor is granted.

BIOL 2150. Scientific Communication. Focused on the effective dissemination of scientific information. Through practical examples of activities common to the profession (writing a grant proposal, presenting research work orally, and preparing a critical review of a submitted scientific manuscript), students will develop the skills necessary to effectively communicate scientific ideas, experiments and results. Each of the activities will be dissected into key sets that will be individually developed with the aid of interactive discussions and peer review. Enrollment limited to 12 graduate students.

BIOL 2156. Special Topics in Biotechnology Writing. This course is open to Biotechnology Masters students not involved in lab-based research. Students choose from a list of topics and faculty mentors in the field of biotechnology. Teams conduct in-depth research and writing, with the goal of producing a final report and presentation equivalent to a professional consultant's report. Students meet weekly with mentor to monitor progress. Prerequisite: BIOL 0280 and 1120; CHEM 0350/0360 or equivalent. Enrollment limited to 20 students. Instructor permission required. Course is offered in both, Semester 1 and 2, and may be repeated once for credit.

BIOL 2160. Analytical Methods in Biotechnology. This course will cover principles and practical applications of important analytical tools used in the field of Biotechnology. Topics covered include spectroscopy, chromatography, and physical and chemical methods of characterization of a variety of molecules used for therapeutic applications. The molecules will range in size from traditional drugs with molecular weights of less than 1000, peptides and proteins as well as SiRNA and industrial polymers. This course is suitable for students intending on pursuing a career in biomedical research in academia or industry. Prerequisites: BIOL 0280, BIOL 1120, CHEM 0350/0360, or equivalent course. Enrollment limited to 20 Masters students in Biotechnology and BME.
BIOL 2167. In Vitro Models for Disease.
This course will use case studies to examine high burden diseases, their pathophysiology, treatment, and the models used to study the disease. Literature will be used to discuss the current models for the disease and the associated limitations of each of these models. The course will also cover the use of animals in research and how new in vitro models could be used to decrease their use. This course is intended for graduate students in biology, engineering, or related fields. Prerequisites: BIOL 0200 and 0800, or equivalent. Enrollment limited to 20 graduate students.

BIOL 2170. Molecular Pharmacology and Physiology.
Fundamental concepts in pharmacology and physiology from the cellular/ molecular level to organ systems. Required of first-year graduate students in Molecular Pharmacology and Physiology.

BIOL 2180. Experiential Learning Industry, ELI.
Experiential Learning in Industry is restricted to biomedical engineering (BME) Sc.M. and biotechnology (Biotech) Sc.M. students, permission also required. The course is an extended in-depth learning experience in an industry environment related to the discipline of BME and Biotech. Industry environments include medical device, pharmaceutical or biotechnology and industries that provide BME and Biotech relevant services to the aforementioned companies including patent law, licensing, regulatory and consulting. Students will pursue Experiential Learning in Industry during one summer plus one semester or during two semesters for which they will receive credit towards their degree. This course is restricted to BME and Biotech Masters students only. Students must have successfully completed the first year of the BME Masters Program. Slots are limited so permission is required.

BIOL 2190. MPPB Professional Development Seminar.
Professional development seminar required of all first year graduate students in the Molecular Pharmacology and Physiology Graduate Program, and open to graduate students in other programs. Topics include grants and funding, effective oral presentation skills, alternative careers in science, and others. All students will be required to present a research seminar during the scheduled class time. Instructor permission required for graduate students outside the Molecular Pharmacology and Physiology Graduate Program. Not intended for undergraduate students.

BIOL 2200A. Molecular Biology and Chemistry.
A critical evaluation of contemporary research in biochemistry, molecular biology, and structural biology. Intensive reading and discussion of the current literature, critical analysis, and student presentations in seminars. Advanced undergraduates with permission. Enrollment limited to 20.

BIOL 2200B. Post–Transcriptional Regulations of Gene Expression.
Enrollment limited to 20.

BIOL 2200D. Current Topics in Biochemistry: Biochemical Genomics.
A critical evaluation of current research in biochemistry and molecular biology focusing on the mechanism and regulation of transcription. Intensive reading, critical analysis, and discussion of the relevant literature in the context of student presentations in seminars. Advanced undergraduates with permission of the instructor. Enrollment limited 20 students. Instructor permission required.

BIOL 2210A. Molecular Mechanisms in Site–Specific Recombination and DNA Transposition.
Enrollment limited to 20.

BIOL 2210C. Current Topics in Molecular Biology: Cellular Quality Control Mechanisms.
Protein synthesis is a fundamental cellular process that is dependent upon the rapid and accurate synthesis of ten to twenty thousand ribosomes per generation to carry out the equally rapid and accurate synthesis of protein. Progress in understanding Ribosome structure and function, Ribosome evolution, Ribosome biogenesis and coordination of cell growth with cell division will be explored using the current literature with weekly student seminars and a final research proposal.

BIOL 2222B. Current Topics in Functional Genomics.
A technological revolution in genomics has exponentially increased our ability to gather biological data. A host of new methods and types of analysis has arisen to accommodate this dramatic shift in data collection. The broad scope of inquiry has ushered in an era of “system-wide” approaches and brute-force strategies where rare signals can be detected and studied. In this seminar we will cover papers that embody this new approach. Students typically have taken an advanced undergraduate-level course in biology.

BIOL 2230. Biomedical Engineering and Biotechnology Seminar.
Required of all first- and second-year graduate students in the Biomedical Engineering and Biotechnology Seminar graduate program, and open to others. Concepts of drug delivery and tissue engineering, implantation biology, and cellular therapy, as well as the research projects directed by program faculty. Students present research seminars and participate in presentations by outside speakers. Includes Journal Club activities. Open to graduate students only.

BIOL 2240. Biomedical Engineering and Biotechnology Seminar.
See Biomedical Engineering and Biotechnology Seminar (BIOL 2230) for course description.

Blood serves many critical functions including respiratory gas transport, hemostasis and host defense. Plasma and cellular components of blood, their functional mechanisms, pathophysiologic consequences when deficient and current treatments will be reviewed. Finally, development of blood component substitutive therapeutics (blood substitutes) based on protein and cellular engineering technologies (biotherapeutics) will be discussed. Open to Graduates students and Juniors and Seniors who meet the pre-requisites BIOL 0800 and BIOL 0280 or with instructor's permission.

BIOL 2260. Physiological Pharmacology.
The objective of this course is to present drugs in the context of the diseases they are used to treat. A list of the Common medically prescribed drugs will be discussed in terms of their fundamental modes of action and clinical importance. Pertinent background biochemistry, physiology, and pathology is provided, e.g., the electrophysiology of the heart is discussed as a background to anti-arrhythmic drugs. Course is required for students interested in medicine journalism, law, government, precollege teaching, biomedical research, and pharmacy. Expected: background in physiology. For graduate students ONLY register for BIOL 2260 (enrollment limit 15); all others BIOL 1260.

BIOL 2270. Advanced Biochemistry.
(Undergraduate students should register for BIOL 1270.)

BIOL 2290A. Mechanisms of Virus Entry, Replication, and Pathogenesis.
This course will focus on the interactions between viruses and host cells that contribute to invasion, manipulation of viral and cellular gene expression, and manipulation of the host's response to infection. We will address interactions between viruses infecting humans, as well as those of plants, fungi, and bacteria. Students will be evaluated on their ability to critically analyze data in published manuscripts, including presentations of primary papers, classroom discussion, and completion of a research proposal. Expected: at least two of the following: BIOL 1050, 1270, 1520, 1540, 1560. Advanced undergraduates with permission of the instructor.

BIOL 2290B. Mechanisms of Protein Synthesis and Impact on Human Disease.
This course will examine mechanisms central to the regulation of protein synthesis in both prokaryotes and eukaryotes. Targeting protein synthesis through ribosomes is a proven drug target commonly used to treat many infectious diseases. The regulation of protein synthesis in eukaryotes is critical for myriad human conditions including aging and cancer, including the recently discovered role of microRNAs. This course will explore the common and unique mechanisms of regulation of protein synthesis between prokaryotes and eukaryotes and the importance of understanding these mechanisms for human health. For graduate students and advanced undergraduates with permission.
BIOL 2290C. Neuronal Signaling meets the RNA World.
The concept of one gene, one protein is nowhere more violated than in protein encoding genes expressed in the nervous system. We will cover a variety of post-transcriptional processing events which serve to generate protein diversity in the nervous system including alternative splicing, trans-splicing, and RNA editing. We will also address non-coding RNAs and their roles, in particular, in regulating nervous system function. Since it is clear that nervous system complexity is not a function of gene number across large phylogenetic distances, the course will be aimed at instilling a greater understanding of how the regulation of shared “toolkit” genes results in organismal complexity. Advanced undergraduates with permission of the instructor.

BIOL 2290D. Small RNA Regulation of Germ Cells and Development.
Enrollment limited to 20.

BIOL 2290E. Signal Transduction.
This seminar course will provide a broad introduction to basic mechanisms of cell signaling from the extracellular environment to the nucleus of a cell, and to the mechanisms that regulate signal transmission. Topics of discussion will include: processing and modification of signaling molecules; signal recognition/ligand binding; co-receptors and receptor trafficking; intracellular relays; transduction to the nucleus; regulation of signal intensity and duration; feedback controls. Signal transduction pathways from several model systems will be examined and their relevance to development and disease will be considered. Senior undergraduates with permission of the instructors. Enrollment limited to 20.

BIOL 2310. Developmental Biology.
Covers the molecular and cellular events of development from fertilized egg to adult. Genetic basis of body form, cell fate specification and differentiation, processes controlling morphogenesis, growth, stem cells and regeneration are examined. Differential gene regulation, intercellular signaling and evolutionary conversation are central to discussion of mechanisms governing developmental processes. Additional topics: developmental plasticity, impact of epigenetic and environmental factors, and basis of disease gleaned from developmental biology research. Live embryos complement and reinforce concepts covered in class. Expected: BIOL0200 (or equivalent), and one course in genetics, embryology, cell biology or molecular biology. Enrollment limited to 36. (Undergraduate students register for BIOL 1310.)

BIOL 2320E. Genetic Control of Cell Fate Decisions.
A cell’s fate is acquired in a process whereby largely uncommitted progenitor cells are instructed down a commitment path that ultimately results in a specific cell type with distinct molecular and physiological properties. This process is critical for the establishment of all cell types and tissues and is poised to be a critical topic in cell-based therapeutic strategies. We will investigate the intrinsic and extrinsic mechanisms that manifest at the genetic level to impart cell fate decisions on progenitors. Advanced undergraduates with permission of the instructor.

BIOL 2340. Neurogenetics and Disease.
Genetic mutations provide a powerful approach to dissect complex biologic problems. We will focus on fascinating discoveries from "forward genetic" studies — moving from nervous system phenotype to genetic mutation discovery. There will be an emphasis of neurologic disease phenotypes and the use of novel genomic methods to elucidate the central molecular and cellular causes for these conditions. The course will emphasize the use of "reverse genetics" — engineered mutations in model systems — to dissect nervous system function and disease mechanisms. Disorders to be covered include autism, intellectual disability, schizophrenia, epilepsy. Enrollment limited to 20. Instructor permission required.

BIOL 2350. The Biology of Aging.
Studying the mechanisms underlying the process of aging promises to be one of the next frontiers in biomedical science. Understanding the biology of aging is important for the long-term possibility of increasing life span, and for the immediate benefits it will have on age-related diseases. As demographics of industrialized countries have changed, age-related diseases such as cancer/cardiovascular/stroke, osteoporosis/arthritis/Alzheimer’s have assumed epidemic proportions. Understanding the aging process is a pre-requisite for designing interventions for treatment. Focus is on examining the biology of aging through the examination of a molecular/cellular/genetic and demographic nature. Suggested prerequisites: BIOL 0200, 0280, 0470, 0800. Enrollment limited to 20. Advanced undergraduates with permission of instructor.

BIOL 2430. Topics in Ecology and Evolutionary Biology.
Current literature in ecology, behavior, and evolutionary biology is discussed in seminar format. Topics and instructors change each semester. Representative topics have included: structuring of communities, biomechanics, coevolution, quantitative genetics, life history strategies, and units of selection. Expected: courses in advanced ecology and genetics.

BIOL 2440. Topics in Ecology and Evolutionary Biology.
See Topics In Ecology And Evolutionary Biology (BIOL 2430) for course description.

BIOL 2450. Exchange Scholar Program.

BIOL 2540. Molecular Genetics.
(Undergraduate students should register for BIOL 1540.)

BIOL 2640A. Viral Immunology.
Viral Immunology is an advanced topics course in Microbiology and Immunology which will be focused on viral immunology. Weekly meetings will cover different issues concerning defense against viral infections and pathology related to viral infection, with focus on viral-host interactions. Topics will be selected to present either important basic concepts in the context of immune responses and/or major challenges in controlling viral infections. Recent advances in understanding virus-host interactions, host responses to viruses, cytokine regulation of immune responses or cytokine-mediated pathology during viral infections will be emphasized.

BIOL 2640B. Microbial Pathogenesis.
Examines microbial pathogens and the underlying mechanisms by which infectious organisms cause diseases. Bacterial, fungal, protozoal and viral pathogens will be studied using tools of modern biology. Also examined are the host’s immune responses to infection and disease. Areas covered include mechanisms of pathogen internationalization and survival, immune responses, signal transduction and pathophysiology. Expected: BIOL 0510, 0530, or 1550.

BIOL 2640C. The Immune System.
Introduction to the experimental and theoretical foundations of immunology and the function of the mammalian immune system. Focuses on concepts, landmark experiments and recent advances. Topics include innate and adaptive immunity; structure/function of antibody molecules and T cell receptors; and regulation of immune responses through cellular interactions. Application of concepts to medically significant issues (vaccines, transplantation, hypersensitivity, autoimmunity, cancer, immunodeficiency) is discussed. Interpretative analysis of experimental data is emphasized. Activities include written assignments that analyze a hypothetical immune system and a final paper addressing an immunological topic of the student’s choosing. For Pfizer students only.

BIOL 2850. Introduction to Research in Pathobiology.
Introduces incoming pathobiology graduate students with research opportunities in the laboratories of program faculty. Consists of seminars with individual faculty members in the graduate program in pathobiology. Required background reading of recent papers lead to a discussion of current research in the faculty member’s laboratory. Additional discussions include safety and ethical issues in research. Open only to first-year graduate students in the program in pathobiology.
BIOL 2860. Molecular Mechanisms of Disease. This course is designed for graduate students and focuses on the underlying causes of human disease. Students should have a solid background in the life sciences with an understanding of the fundamental principles of molecular biology, genetics, biochemistry and cell biology. A discussion of cystic fibrosis, using this disease to explore basic principles of molecular biology, genetics, physiology and pathology. Then the course centers on the genetic and environmental basis of disease and carcinogenesis. Will lecture individual student presentations and experimental planning exercises. Emphasis will be placed on the development of presentation skills and research design. Undergraduates require instructor permission.

BIOL 2970. Preliminary Examination Preparation. For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

BIOL 2980. Graduate Independent Study. Independent study projects at the graduate level. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

BIOL 2985. Graduate Seminar. Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

BIOL 2990. Thesis Preparation. For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

BIOL 2995. Thesis. Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

Neuroscience

Chair
Barry William Connors

Neuroscience is the scientific study of the nervous system, including its development, functions, and pathologies. It is an interdisciplinary field that encompasses neurobiology (anatomy, physiology, biochemistry, molecular biology, genetics), elements of psychology and cognitive science, and mathematical and physical principles involved in modeling neural systems. The Department of Neuroscience offers an undergraduate concentration leading to the Sc.B. degree and a graduate program leading to the Ph.D. degree. These programs include courses offered by the department and by several allied departments. The Department of Neuroscience has modern facilities for conducting research in a broad range of areas from molecular mechanisms to behavior and undergraduate students are encouraged to pursue research projects.

For additional information, please visit: http://neuroscience.brown.edu/

Neuroscience Concentration

Requirements

Neuroscience is an interdisciplinary field that seeks to understand the functions and diseases of the nervous system. It draws on knowledge from neurobiology as well as elements of psychology and cognitive science, and mathematical and physical principles involved in modeling neural systems. Through the Neuroscience concentration, students develop foundational knowledge through courses in biology, chemistry, and mathematics as well as three core courses in neuroscience. They are also required to develop facility with research methodologies (through courses in statistics and laboratory methods) before moving into specific topics in the field (e.g., visual physiology, neurochemistry and behavior, and synaptic transmission and plasticity). Members of the Neuroscience faculty are affiliated with the Brown Institute for Brain Science, a multidisciplinary program that promotes collaborative research about the brain. Prospective concentrators should contact Scott_Rathbun@brown.edu in order to have a faculty advisor assigned to them.

Standard program for the Sc.B. degree

The concentration combines a general science background with a number of specific courses devoted to the cellular, molecular, and integrative functions of the nervous system. The concentration allows considerable flexibility for students to tailor a program to their individual interests. Elective courses focus on a variety of areas including molecular mechanisms, cellular function, sensory and motor systems, neuropharmacology, learning and memory, animal behavior, cognitive function, bioengineering, theoretical neuroscience and computer modeling.

The concentration in neuroscience leads to an Sc.B. degree. The following background courses, or their equivalent, are required for the degree:

Background Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 0090</td>
<td>Introductory Calculus, Part I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 0100</td>
<td>Introductory Calculus, Part II</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 0030</td>
<td>Basic Physics</td>
<td>1</td>
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<tr>
<td>PHYS 0040</td>
<td>Basic Physics</td>
<td>1</td>
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<tr>
<td>BIOL 0200</td>
<td>The Foundation of Living Systems</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0350</td>
<td>Organic Chemistry</td>
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Core Concentration Courses:

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<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NEUR 0010</td>
<td>The Brain: An Introduction to Neuroscience</td>
<td>1</td>
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<tr>
<td>NEUR 1020</td>
<td>Principles of Neurobiology</td>
<td>1</td>
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<tr>
<td>NEUR 1030</td>
<td>Neural Systems</td>
<td>1</td>
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<tr>
<td>One neuroscience lab course</td>
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<tr>
<td>One critical reading course</td>
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<tr>
<td>One statistics course</td>
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<tr>
<td>Four electives related to neuroscience</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 17

Independent study and honors research projects are encouraged.

Neuroscience Graduate Program

The program in Neuroscience offers graduate study leading to the Doctor of Philosophy (Ph.D) degree. The program is designed to educate and train scientists who will become leaders in the field and contribute to society through research, teaching and professional service. The core of the training involves close interaction with faculty to develop expertise in biological, behavioral, and theoretical aspects of neuroscience. Graduate research and training are carried out in the laboratories of the program's faculty. These faculty trainers lead outstanding well-funded research programs that use cutting edge technology to explore the nervous system. For more information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/biomed-neuroscience

Courses

NEUR 0010. The Brain: An Introduction to Neuroscience.
Introduction to the mammalian nervous system with emphasis on the structure and function of the human brain. Topics include the function of nerve cells, sensory systems, control of movement and speech, learning and memory, emotion, and diseases of the brain. No prerequisites, but knowledge of biology and chemistry at the high school level is assumed. LILE

Examines the sensory and perceptual system for hearing: the external, middle, and inner ears; the active processes of the cochlea; sound transduction and neural coding; neural information processing by the auditory system; and the nature of auditory perception and its biological substrate. Prerequisite: an introductory course in Neuroscience, Cognitive Science, Physics, Engineering or Psychology.
NEUR 0680. Introduction to Computational Neuroscience.
An introductory class to computational neuroscience. Students will learn the main tools of the trade, namely differential equations, probability theory and computer programming, as well as some of the main modern neural-modeling techniques. Assignments will include the writing of simple Matlab code.

NEUR 0700. Psychoactive Drugs and Society.
Will examine psychoactive drugs from two perspectives: (1) biological mechanisms of drug action and (2) the impact of psychoactive drug use on society and society attitudes towards psychoactive drug usage. Drugs to be discussed will include alcohol, opiates, cocaine, marijuana, LSD, nicotine and caffeine, as well as drugs used therapeutically to treat psychiatric disorders. This course will benefit students who are interested in exploring both the biological and social aspects of psychoactive drug use. Prerequisite: NEUR 0010 or equivalent.

NEUR 1020. Principles of Neurobiology.
A lecture course covering fundamental concepts of cellular and molecular neurobiology. Topics include structure of ion channels, synaptic transmission, synaptic development, molecular mechanisms of synaptic plasticity, learning and memory and neurological diseases. Prerequisite: NEUR 0010. Strongly recommended: BIOL 0200 or equivalent.

NEUR 1030. Neural Systems.
This lecture course examines key principles that underlie the function of neural systems ranging in complexity from peripheral receptors to central mechanisms of behavioral control. Prerequisite: NEUR 0010 or the equivalent. First year students require instructor approval.

NEUR 1040. Introduction to Neurogenetics.
Recent advances in molecular biology and molecular genetics have allowed researchers to test specific hypotheses concerning the genetic control of behavior and neurological disease. This course will familiarize you with the relatively new and exciting field of neurogenetics. We will cover basic topics, new ideas, and unsolved problems in neurogenetics primarily through the two assigned texts. However, neurogenetics is essentially a “frontier” area in neuroscience, and the best way to approach this topic is by scientific literature, which will be covered in some lectures.

NEUR 1440. Neural Dynamics.
Neurons and systems of neurons vary in their activity patterns on millisecond to second time scales, commonly referred to as “neural dynamics.” This course addresses mechanisms underlying this flexibility and its potential meaning for information processing in the brain. The course integrates biophysical, single neuron and human studies. Examples topics include the impact of attention on neural firing rates, oscillations and sensory representation in neocortex, and the origins and potential meaning of the dynamics during sleep. Students will be introduced to computational modeling as a method to gain insight into dynamics, but no prior mathematics or programming background is required.

While a large part of being a neuroscientist involves performing experiments to collect data, the reality of studying the brain is that you can often collect way more data than you know what to do with! In this course, we will discuss data analytic challenges in neuroscience. We will provide real data sets for hands-on student activities. By the end of the course, students will have the basic tools and techniques to begin to work with neuroscience data themselves. Topics will include spike train, EEG and behavioral analyses. The course will emphasize basic computer programming skills in Python.

NEUR 1540. Neurobiology of Learning and Memory.
Exploration of learning and memory from the molecular to the behavioral level. Topics will include declarative and procedural memory formation and storage, associative and non-associative learning, cellular and molecular mechanisms for learning, and disorders affecting learning and memory. Examples will be drawn from numerous brain areas and a variety of model systems, including humans. Students will gain experience interpreting experiments from primary literature. Prerequisite: NEUR 1020.

NEUR 1600. Experimental Neurobiology.
Intensive laboratory experience in neuroscience appropriate for students with basic background in Neurobiology. Learn and employ the classical neurophysiological techniques of extracellular recording, intracellular recording and receptive field mapping using a variety of animal species. Experiments will include recording of sensory signals in the cockroach leg; frog sciatic nerve and sciatic nerve/muscle preparation; intracellular recording of neurons in Aplysia; receptive field mapping in frog skin; and visual field mapping in the frog tectum. Instruction on and practice of effective science writing is another component to this course. Labs are supplemented by informal lectures. Enrollment limited to 18. WRIT

NEUR 1650. Structure of the Nervous System.
Combined lecture and laboratory course on the anatomy of the central nervous system. Lectures survey the circuitry of the major neural systems for sensation, movement, cognition, and emotion. Laboratory exercises (Mon. 10:30-12:30) include brain dissections, microscopy of neural tissue, and discussion of clinical cases. Prerequisites: NEUR 0010, 1020, and 1030. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration. Instructor permission required.

NEUR 1660. Neural Basis of Cognition.
Lecture course. Emphasizes the systems approach to neuroscience and examines several neural systems that mediate perception, action, higher visual and motor processing, learning, memory, attention, emotion, consciousness and sleep. The course focuses on experiments involving behavioral electrophysiology and discusses mechanisms mediating neural activity that mediates cognition. Prerequisites: NEUR 0010 and NEUR 1030, or instructor permission.

NEUR 1670. Neuropharmacology and Synaptic Transmission.
Synaptic transmission will be studied from a biochemical and pharmacological point of view. We will explore the factors regulating neurotransmitter synthesis, storage, release, receptor interaction, and termination of action. Proposed mechanisms of psychoactive drugs and biochemical theories of psychiatric disorders will be examined. Prerequisites: NEUR 0010 and BIOL 0200 or the equivalent.

NEUR 1740. The Diseased Brain: Mechanisms of Neurological and Psychiatric Disorders.
The goals of this course are to illustrate what basic science can teach us about neurological disorders and how these pathologies illuminate the functioning of the normal nervous system. Consideration will be given to monoallelic diseases (e.g. Fragile X Syndrome, Duchenne Muscular Dystrophy and Tuberous Sclerosis) as well as genetically complex disorders, such as Autism, Schizophrenia and Alzheimer’s Disease. Emphasis will be on the cellular and molecular basis of these disorders and how insights at these levels might lead to the development of therapies. Prerequisites: NEUR 1020. BIOL 0470 suggested.

NEUR 1750. Brain Rhythms in Cognition, Mental Health and Epilepsy.
“Everything in the universe has a rhythm, everything dances.” – Maya Angelou.
The brain, too, dances. Its rhythms are the result of millions of neurons coordinating each other’s activity. This course will explore how these rhythms are generated, how they relate to our perception and cognition, and how they can be used to better understand and diagnose psychiatric and neurological disorders. Our readings in this seminar will range from historical reviews of brain rhythms to modern primary literature employing cutting-edge experimental neuroscience techniques. Prerequisite: NEUR 0010 or the equivalent.

This critical reading course will investigate the behavioral and neural mechanisms of motor learning. Readings will focus on work done with neuroimaging, neural recording and neuropsychological approaches that have addressed how the brain organizes and controls different forms of motor learning including simple conditional, practice-related changes and sensory-motor associations. Prerequisites: NEUR 0010, NEUR 1020, and NEUR 1030, or equivalent.
NEUR 1930B. From Neurophysiology to Perception.
This seminar will use readings from the research literature to explore the neural basis of perception. There will be an emphasis on vision, though other sensory modalities may be discussed. Prerequisites: NEUR 0010, NEUR 1020, and NEUR 1030, or equivalent.

NEUR 1930C. Development of the Nervous System.
The course will explore core concepts of developmental biology in the context of the developing nervous system. Topics will include: neuronal specification, cell migration, axon guidance, synapse formation, and neural plasticity. Students will gain experience with the primary literature and learn about cellular and molecular mechanisms of brain development and the tools and model organisms used to study them. Sign-up sheet in Sydney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 1930D. Cells and Circuits of the Nervous System.
Selected topics on the biology of neurons and neuronal networks emphasizing original research literature about the membrane physiology, transmitter function, synaptic plasticity, and neural interactions of different vertebrate central nervous systems. Appropriate for graduates and undergraduates with strong neuroscience background. Offered alternate years. Previously offered as NEUR 2150.

NEUR 1930E. Great Controversies in Neurobiology.
This upper-level course examines some of the great controversies in the history of neurobiology. Reading material is drawn primarily from the primary scientific literature, so students are expected to already be familiar with reading scientific papers. Each theme will focus on a particular controversy, examining experimental evidence supporting both sides of the issue. Prerequisites: NEUR 0010 and NEUR 1020. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration. Instructor permission required.

NEUR 1930F. Brain Interfaces for Humans.
Seminar course will cover developing and existing neurotechnology to restore lost human neurological functions. It will cover stimulation technologies to restore hearing, vision and touch, recording technologies to return function for persons with paralysis. The course will also cover devices to modulate brain function (e.g. deep brain stimulators). We will discuss early brain technologies, the present state neural sensors and decoders and future technology developments (e.g. brain-machine hybrids, human augmentation), as well as ethical implications. A final paper will be required. Instructor permission required. Prerequisites: NEUR 0010, NEUR 1020, and NEUR 1030; 1 year of physics, calculus. Enrollment restricted to 20 Neuroscience Concentrators and Graduate Students. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 1930G. Disease, Mechanism, Therapy: Harnessing Basic Biology for Therapeutic Development.
The recent surge in understanding the cellular and molecular basis of neurological disease has opened the way for highly targeted drug discovery and development. In this course we will use several case studies to illuminate how mechanistic insights are being translated into novel therapeutic approaches. Instructors permission required. Enrollment limited to 15. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 1930H. Neuropsychiatric Disorders: Neural Dynamics + Brain-Computer Interfaces.
This seminar course provides an introduction to neural dynamics in neurological disorders and current therapeutic approaches based on open-closed-loop Brain-Computer Interfaces (BCIs) and neuromodulation. The lectures and discussion sections will cover: (1) Disorders of consciousness: Primary and secondary generalized epilepsies, seizure prediction/control, coma and anesthesia; Basics of open- and closed-loop neuromodulation; (2) Sensorimotor disorders: Retinal and cochlear neuroprostheses, paralysis and BCIs, Parkinson’s disease and essential tremor, chronic pain; (3) Neuropsychiatric disorders: Major depression, obsessive compulsive disorder (OCD). Computational approaches for tracking ongoing brain states/dynamics in BCIs and closed-loop neuromodulation will be reviewed. Enrollment is capped at 20. Instructor permission required.

NEUR 1930I. Neural Correlates of Consciousness.
This course will consider the neuroscience of consciousness from a variety of perspectives, using examples from behavior, neurophysiology, neuroimaging and neurology. The course content will focus on primary literature, using review articles for background. Students will lead discussions. Sign-up required by Google Docs. Strongly Recommended: NEUR 1030. Enrollment limited to 15. Instructor permission required.

NEUR 1930N. Region of Interest: An In-Depth Analysis of One Brain Area.
In-depth exploration of one region of the brain. Topics will include: cell types and properties; synaptic properties; plasticity; connections to other brain areas; sub-divisions within the area; the region's role in sensation and perception; the region's role in action and behavior; the region's role in learning and memory; and diseases and disorders. Students will gain a deeper understanding of concepts and principles that apply throughout the brain. Students will gain experience with primary literature and learn about techniques for studying the area. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 1940B. Neuroethology.
Neuroethology is concerned with the neural systems serving such naturally occurring behaviors as orientation in the environment, finding food, predator detection, social communication, circadian and seasonal rhythms, and locomotion and tracking. This seminar will examine selected examples of the neuroethological approach to analysis of brain function, which sometime leads to conclusions different from those of laboratory-based experiments on traditional animal models. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration. Instructor permission required.

NEUR 1940C. Topics in Visual Physiology.
Selected topics in visual physiology are examined through a close and critical reading of original research articles. Emphasizes the anatomical and physiological bases of visual function. Appropriate for graduate students and undergraduates with a strong neuroscience background. Offered in alternate years. (Previously offered as NEUR 2120.)

NEUR 1940D. Higher Cortical Function.
This reading course examines a series of high-level neurocognitive deficits from the perspectives of popular science and basic neuroscience. Prerequisite: NEUR 1030. Instructor permission required. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 1940E. Molecular Neurobiology: Genes, Circuits and Behavior.
In this seminar course, we will discuss primary research articles, both recent and classical, covering topics ranging from the generation of neuronal diversity to the control of behavior by specific neural circuits. Instructor permission required; enrollment limited to 15. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 1940F. Drugs and the Brain.
This is a seminar course devoted to the reading and analyzing of original research articles dealing with the interaction between drugs and the brain. This will include drugs used to analyze normal brain function, as well as drugs of abuse and drugs used for therapeutic purposes. This course is intended for undergraduate and graduate students with a strong background in neuropharmacology. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration. Prerequisite: NEUR 0010, 1020, and 1030. Enrollment limited to 15. Instructor permission required.

NEUR 1940G. Neural Correlates of Consciousness.
This course will consider the neuroscience of consciousness from a variety of perspectives, using examples from behavior, neurophysiology, neuroimaging and neurology. The course content will focus on primary literature, using review articles for background. Students will lead discussions. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration. Prerequisite: NEUR 0010, 1020, and 1030. Enrollment limited to 15. Instructor permission required.
NEUR 1970. Independent Study. Laboratory-oriented research in neuroscience, supervised by staff members. A student, under the guidance of a neuroscience faculty member, proposes a topic for research, develops the procedures for its investigation, and writes a report of the results of his or her study. Independent study may replace only one required course in the neuroscience concentration. Prerequisites include NEUR 0010, 1020 and 1030. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Permission must be obtained from the Neuroscience Department.

NEUR 2010. Graduate Proseminar in Neuroscience. A study of selected topics in experimental and theoretical neuroscience. Presented by neuroscience faculty, students, and outside speakers. A required course for all students in the neuroscience graduate program.

NEUR 2020. Graduate Proseminar in Neuroscience. See Graduate Pro-Seminar In Neuroscience (NEUR 2010) for course description.

NEUR 2030. Advanced Molecular and Cellular Neurobiology I. Focuses on molecular and cellular approaches used to study the CNS at the level of single molecules, individual cells and single synapses by concentrating on fundamental mechanisms of CNS information transfer, integration, and storage. Topics include biophysics of single channels, neural transmission and synaptic function. Enrollment limited to graduate students.

NEUR 2040. Advanced Molecular and Cellular Neurobiology II. This course continues the investigation of molecular and cellular approaches used to study the CNS from the level of individual genes to the control of behavior. Topics include patterning of the nervous system, generation of neuronal diversity, axonal guidance, synapse formation, the control of behavior by specific neural circuits and neurodegenerative diseases. Enrollment is limited to graduate students.

NEUR 2050. Advanced Systems Neuroscience. Focuses on systems approaches to study nervous system function. Lectures and discussions focus on neurophysiology, neuroimaging and lesion analysis in mammals, including humans. Computational approaches will become integrated into the material. Topics include the major sensory, regulatory, and motor systems. Enrollment limited to graduate students.

NEUR 2060. Advanced Systems Neuroscience. Focuses on cognitive approaches to study nervous system function. Lectures and discussions focus on neurophysiology, neuroimaging and lesion analysis in mammals, including humans. Computational approaches will become integrated into the material. Topics include the major cognitive systems, including perception, decisions, learning and memory, emotion and reward, language, and higher cortical function. Instructor permission required.

NEUR 2110. Statistical Neuroscience. A lecture and computing lab course for senior undergraduate and graduate students with background in either systems neuroscience or applied math/biomedical engineering on the statistical analysis and modeling of neural data, with hands-on Matlab/Octave/Python-based applications to real and simulated data. Topics will include signal processing, hypothesis testing and statistical inference, modeling of multivariate time series and stochastic processes in neuroscience and neuroengineering, neural point processes, time and spectral domain analyses, and space-state models. Example datasets include neuronal spike trains, local field potentials, ECoG/EEG, and fMRI. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration. Instructor permission required.

NEUR 2120. Topics in Visual Physiology. Selected topics in visual physiology are examined through a close and critical reading of original research articles. Emphasizes the anatomical and physiological bases of visual function. Primarily for graduate students with a strong background in neuroscience and a working knowledge of the anatomy and physiology of the mammalian visual system. Offered in alternate years. Instructor permission required.

NEUR 2150. Cells and Circuits of the Nervous System. Selected topics on the biology of neurons and neuronal networks emphasizing original research literature about the membrane physiology, transmitter function, synaptic plasticity, and neural interactions of different vertebrate central nervous systems. Primarily for graduate students with a background in basic neurobiology, or undergraduates with permission. Offered alternate years.

NEUR 2160. Neurochemistry and Behavior. Examines behavior from a neurochemical perspective via readings and discussions based on original research articles. Intended primarily for graduate students with a strong background in neurochemistry and neuropharmacology and advanced undergraduates with an appropriate background. Offered alternate years. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 2920. Behavior: A Genetic and Molecular Perspective. Many of the cellular and molecular mechanisms that underlie behavior are conserved across species. This seminar course draws on work in invertebrate and vertebrate species to examine the genes and molecules that have been implicated in diverse behaviors. Topics to be discussed include circadian rhythms, pair bonding, migration, and aggression. Each week, students will read two to three papers from the primary literature and actively participate in class discussion. Prerequisites: NEUR 0010 and NEUR 1020 (undergraduate students) or NEUR 2030 (graduate students). Enrollment limited to 13. Instructor permission required.

NEUR 2930C. Historical Foundations of the Neurosciences. Two year sequence starting Fall 2010; students register for one year at a time. The first year (2010-2011) will examine the history of basic neuroscientific concepts from the late Greeks (Galen) to the late 19th century, up to Cajal (neuron doctrine) and Sherrington (reflexes and integration). Since the seminar meets only monthly, it must be taken in the Fall and Spring semesters to receive a semester's credit. For credit, a substantial paper (approximately 15 pages) is required at the end of the Spring semester. Primarily for graduate students in neuroscience, cognitive science, and psychology. Others may be admitted after discussion with the instructor. Auditors are welcome if they share in the rotating duty of presenting seminars. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 2930E. Bench to Bedside: Unraveling Diseases of the Nervous System. Enrollment restricted to graduate students.

NEUR 2930F. Disease, Mechanism, Therapy: Harnessing Basic Biology for Therapeutic Development. The recent surge in understanding the cellular and molecular basis of neurological disease has opened the way for highly targeted drug discovery and development. In this course we will use several case studies to illuminate how mechanistic insights are being translated into novel therapeutic approaches. Instructor permission required. Enrollment limited to 15 Graduate students. Sign-up sheet in Sidney Frank Hall, Room 315 beginning on the first day of registration.

NEUR 2940A. Advanced Molecular Neurobiology. No description available.

NEUR 2940G. Historical Foundations of the Neurosciences II. Continuation of a two year sequence focusing on the conceptual foundations in the history of neuroscience, from the late nineteenth century to the present. Primarily for graduate students in neuroscience, cognitive science, and psychology. In certain years, undergraduates may be admitted with written permission from the instructor. Seminar meets monthly, and must be taken for the full year to receive one semester credit.

NEUR 2940H. Ethics and Skills Workshop. The ethics and skills workshops will be lead by faculty trainers in the Neuroscience Graduate Program. We will cover the following or similar topics over a two year period: Plagiarism, scientific accuracy, data ownership, expectations of advisory committees and mentors, authorship disagreements, and conflicts among lab members. Enrollment restricted to graduate students.
NEUR 2940I. Neural Correlates of Consciousness.
Will consider the neuroscience of consciousness from a variety of perspectives, using examples from behavior, neurophysiology, neuroimaging and neurology. The course content will focus on primary literature, using review articles for background. Students will lead the discussions. Primarily for graduate students. Senior undergraduates neuroscience concentrators and others may be admitted after discussion with the instructor. Instructor permission required. S/NC

NEUR 2970. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

NEUR 2980. Graduate Independent Study.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. S/NC

NEUR 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.
The School of Engineering

Dean
Lawrence E. Larson
The mission of Brown University’s School of Engineering is to educate future leaders in the fundamentals of engineering in an environment of world-class research. We stress an interdisciplinary approach and a broad understanding of underlying global issues. Collaborations across the campus and beyond strengthen our development of technological advances that address challenges of vital importance to us all.

Along with our associations with the other scholarly disciplines – biology, medicine, physics, chemistry, computer science, the humanities and the social sciences – our co-operations bring unique solutions to challenging problems. The School focuses on unique and innovative clustering of faculty; in terms of research groups, engineers of all types team together with non-engineers to tackle some of the biggest problems facing engineering and science today. Our talents and expertise lie in the interdisciplinary domain where the seemingly diverse disciplines converge.

The School of Engineering offers courses and programs leading to the Bachelor of Science (Sc.B.), the Bachelor of Arts (A.B.), the Master of Science (M.S.), the Master of Science in Innovation Management and Entrepreneurship (M.S.I.M.E.), and the Doctor of Philosophy (Ph.D.). For additional information please visit the School’s website at: http://brown.edu/academics/engineering

Engineering Concentration Requirements

The concentration in Engineering equips students with a solid foundation for careers in engineering, to advance the knowledge base for future technologies, and to merge teaching, scholarship, and practice in the pursuit of solutions to human needs. The concentration offers one standard Bachelor of Arts (A.B.) program and nine Bachelor of Science (Sc.B.) degree program tracks. Of these, seven Sc.B. programs in biomedical, chemical and biochemical, civil through May 2016, computer, electrical, materials, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/. Sc.B. degree programs in environmental engineering and engineering physics are also offered, but they are not accredited by ABET. (Note: The civil track has been discontinued for all students entering after fall 2012. Students interested in structural engineering entering in or after fall 2012 cannot be used to satisfy any concentration requirements. For example, the following courses cannot be used to satisfy any concentration requirements. For example, the following courses cannot be used to satisfy any concentration requirements. For example, the following courses cannot be used to satisfy any concentration requirements. For example, the following courses cannot be used to satisfy any concentration requirements. For example, the following courses cannot be used to satisfy any concentration requirements. For example, the following courses cannot be used to satisfy any concentration requirements. For example, the following courses cannot be used to satisfy any concentration requirements. For example, the following courses cannot be used to satisfy any concentration requirements.

Advanced Placement

Students who have taken Advanced Placement courses in high school and/or have shown proficiency through advanced placement examinations are often able to start at a higher level than suggested by the standard programs below. However, please note that Advanced Placement credit cannot be used to satisfy any concentration requirements. For example, our Sc.B. programs specify that students must take 4 semesters of math while enrolled here at Brown, beginning with MATH 0190 or MATH 0170. If a student comes in with advanced placement credit (e.g. placing out of MATH 0190 or MATH 0200), he/she is strongly recommended to take a higher level math course as a replacement. Examples of such courses are MATH 0520 (Linear Algebra), MATH 1260 (Complex Analysis), MATH 1610 (Probability), MATH 1620 (Statistics), APMA 1170 (Numerical Analysis), APMA 1210 (Operations Research), or APMA 1650 (Statistical Inference). However, the student with advanced placement credit for MATH 0190 or MATH 0200 also has the option of replacing the math course with an advanced-level science course, subject to the approval of the concentration advisor.

Transfer Credit

Students who have successfully completed college courses elsewhere may apply to the University for transfer credit. (See the "Study Elsewhere" section of the University Bulletin for procedures, or contact the Dean of the College.) Transfer courses that are used to meet Engineering concentration requirements must be approved by the student’s concentration advisor, and must be described briefly on the student’s electronic concentration form. Transfer courses that are accepted and approved by the concentration advisor to be substantially equivalent to a required Brown course automatically fulfill concentration requirements. In rare cases, students may petition the concentration committee to use courses that do not have an equivalent offered at Brown to meet a concentration requirement. Substitutions of this nature can only be approved if the student’s overall program meets published educational outcomes for the concentration and has sufficient basic science, mathematics, and engineering topics courses to meet relevant accreditation requirements. Students should consult their concentration advisor for assistance with drafting a petition. The decision whether to award concentration credit is made by majority vote of the Engineering Concentration Committee.

Substitutions for Required Courses

In exceptional circumstances, a student may petition the concentration committee to substitute a course in place of a requirement. Such substitutions can only be approved if the student’s modified program continues to meet the published educational outcomes for the concentration, and has sufficient basic science, mathematics, and engineering topics courses to meet accreditation requirements. Students wishing to make substitutions of this nature should consult their concentration advisor for assistance with drafting their petition. Approval of the petition is subject to majority vote of the Engineering Concentration Committee.

Standard Program for the A.B. degree:

Candidates for the Bachelor of Arts (A.B.) degree with a concentration in Engineering must complete at least eight approved Engineering courses. The eight courses must include at least two 1000-level Engineering courses. Of these 1000-level courses, one must be a design or independent study course and the other an in-classroom experience. The set of Engineering courses must be chosen with careful attention to the prerequisites of the 1000-level courses. Please note that this A.B. degree program is not accredited by ABET.

Not all engineering courses may be used to satisfy the engineering course requirement for the A.B. degree. For example, the following courses cannot be used to satisfy the engineering course requirement for the A.B. degree: ENGN 0020, ENGN 0090, ENGN 0900, ENGN 0930A, ENGN 0930C, ENGN 1010. Therefore, the program of study must be developed through consultation with the concentration advisor.
The A.B. program also requires preparation in Mathematics equivalent to MATH 0200 and APMA 0330, as well as at least one college-level science course from the general areas of chemistry, life sciences, physics, or geological sciences. Remedial courses, such as CHEM 0100, cannot be used to satisfy this requirement. A programming course is also recommended, but not required. The entire program is subject to approval by an Engineering Concentration Advisor and the Chair of the Engineering Concentration Committee.

**Standard programs for the Sc.B. degree**

All Bachelor of Science (Sc.B.) program tracks build upon a common core of engineering knowledge and skills applicable across all engineering disciplines. The goal of this engineering core curriculum is to prepare students to practice engineering in an age of rapidly changing technology. Two-thirds of this four-year program consists of a core of basic mathematics, physical sciences, and engineering sciences common to all branches of engineering, including a thorough grounding in programming and technical problem solving. This core provides our graduates with the basis of theory, design, and analysis that will enable them to adapt to whatever may come along during their careers.

At the same time, the core courses assist students in making informed choices in determining their areas of specialization, at the end of their sophomore year. To this end, first-year students are given an introduction to engineering - featuring case studies from different disciplines in engineering as well as guest speakers from industry. This aspect of the program is different from that at many other schools where students are expected to select a specific branch of engineering much earlier in their academic programs.

In addition, all Sc.B. programs in Engineering must be complemented by at least four courses in humanities and social sciences. The minimum four-course humanities and social sciences requirement for the Sc.B. in Engineering cannot be met by advanced placement credit.

**Chemical and Biochemical Engineering Track:**

The Chemical and Biochemical Engineering program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. The education objectives of the Chemical and Biochemical Engineering program are to prepare graduates: (1) to pursue productive scientific and technical careers, beginning with entry-level engineering positions in industry, or graduate study in chemical or biochemical engineering or related fields; or to successfully pursue other careers that benefit from the analytical or quantitative skills acquired through the Brown CBE Program; (2) to effectively apply the principles of chemical and biochemical engineering, problem-solving skills, and critical and independent thinking, to a broad range of complex, multidisciplinary technological and societal problems; (3) to communicate effectively, both orally and in writing, to professionals and audiences of diverse backgrounds, and to pursue technical approaches and innovations that address the needs of society in an ethical, safe, sustainable, and environmentally responsible manner. The student outcomes of this program are the ABET (a) - (k) Student Outcomes as defined by the *ABET Criteria for Accrediting Engineering Programs* (available online at http://www.abet.org/accreditation-criteria-policies-documents/).

**Civil Engineering Track (Available to students entering Brown on or before the Fall of 2012):**

**Important Announcement:** Civil Engineering program will continue through May 2016, and will be available to all students currently enrolled at Brown, including those who arrived as Freshmen in the Fall of 2012 (the class of 2016). Students entering in the class of 2017 and later, with interest in Structural Engineering will be able to concentrate in this discipline through a Structures track within the Mechanical Engineering program. Students interested in Environmental Problems and Planning are directed to the programs in Chemical and Biochemical Engineering or Environmental Engineering.

The Civil Engineering program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. The education objectives of the Civil Engineering program are to prepare graduates: (1) to have distinctive careers, beginning with either entry level positions in structural and environmental areas of civil engineering or graduate study in these fields; (2) to adapt to changing opportunities, both in engineering and in other professional and business pursuits; (3) to be ethically responsible, to engage in lifelong learning, and to be of service to the engineering community and to society at large. The student outcomes of this program are the ABET (a) - (k) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs" (available online at http://www.abet.org/accreditation-criteria-policies-documents/).
Computer Engineering Track:

The Computer Engineering program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. The education objectives of the Computer Engineering program are to prepare graduates: (1) to pursue distinctive multidisciplinary scientific and technical careers beginning with either entry-level computer engineering positions in industry or graduate study in computer engineering and related fields; (2) to participate on multidisciplinary teams that cooperate in applying problem-solving skills and critical and independent thinking to a broad range of projects that can produce the technical innovations aimed at satisfying the future needs of society. The student outcomes of this program are the ABET (a - k) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs" (available online at http://www.abet.org/accreditation-criteria-policies-documents/).

The Computer Engineering concentration shares much of the core with the other engineering programs, but is structured to include more courses in computer science, and a somewhat different emphasis in mathematics.

1. Core Courses:
   ENGN 0030 Introduction to Engineering 1

2. Advanced Core:
   - ENGN 1630 Digital Electronics Systems Design 1
   - ENGN 1650 Embedded Microprocessor Design 1
   - ENGN 1660 Design and Fabrication of Semiconductor Devices 1
   - ENGN 2910A Advanced Computer Architecture 1
   - ENGN 2912E Low Power VLSI System Design 1
   - ENGN 2911X Reconfigurable Computing 1

Select two of the following (other CSCI courses subject to approval):
- CSCI 0320 Introduction to Software Engineering
- CSCI 1230 Introduction to Computer Graphics
- CSCI 1270 Database Management Systems
- CSCI 1380 Distributed Computer Systems
- CSCI 1410 Applied Artificial Intelligence
- CSCI 1480 Building Intelligent Robots
- CSCI 1570 Design and Analysis of Algorithms
- CSCI 1670 Operating Systems
- CSCI 1680 Computer Networks
- CSCI 1730 Design and Implementation of Programming Languages
- CSCI 1760 Multiprocessor Synchronization
- CSCI 1900 csciStartup

3. Specialty Courses: (Complete one of the following 5-course specialty sequences)
   - ENGN 2910A Advanced Computer Architecture
   - ENGN 2912E Low Power VLSI System Design
   - ENGN 2911X Reconfigurable Computing

2. Advanced Core:
   - ENGN 1620 Analysis and Design of Electronic Circuits 1
   - ENGN 1640 Design of Computing Systems 1

Select one of the following (other ENGN courses subject to approval):
   - ENGN 1620 Analysis and Design of Electronic Circuits 1
   - ENGN 1640 Design of Computing Systems 1
   - ENGN 1650 Embedded Microprocessor Design 1
   - ENGN 1660 Design and Fabrication of Semiconductor Devices 1
   - ENGN 2910A Advanced Computer Architecture 1
   - ENGN 2912E Low Power VLSI System Design 1
   - ENGN 2911X Reconfigurable Computing 1

2. Advanced Core:
   - ENGN 1620 Analysis and Design of Electronic Circuits 1
   - ENGN 1640 Design of Computing Systems 1

Select one of the following (other CSCI courses subject to approval):
   - CSCI 0320 Introduction to Software Engineering
   - CSCI 1230 Introduction to Computer Graphics
   - CSCI 1270 Database Management Systems
   - CSCI 1380 Distributed Computer Systems
   - CSCI 1410 Applied Artificial Intelligence
   - CSCI 1480 Building Intelligent Robots
   - CSCI 1570 Design and Analysis of Algorithms
   - CSCI 1670 Operating Systems
   - CSCI 1680 Computer Networks
   - CSCI 1730 Design and Implementation of Programming Languages
   - CSCI 1760 Multiprocessor Synchronization
   - CSCI 1900 csciStartup

3. For the Multimedia Signal Processing Specialty:
   - CSCI 0320 Introduction to Software Engineering
   - CSCI 1230 Introduction to Computer Graphics
   - CSCI 1270 Database Management Systems
   - CSCI 1380 Distributed Computer Systems
   - CSCI 1410 Applied Artificial Intelligence
   - CSCI 1480 Building Intelligent Robots
   - CSCI 1570 Design and Analysis of Algorithms
   - CSCI 1670 Operating Systems
   - CSCI 1680 Computer Networks
   - CSCI 1730 Design and Implementation of Programming Languages
   - CSCI 1760 Multiprocessor Synchronization
   - CSCI 1900 csciStartup

Total Credits 21
The Electrical Engineering program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. The education objectives of the Electrical Engineering program are to prepare graduates: (1) to pursue distinctive multidisciplinary scientific and technical careers beginning with either entry-level electrical engineering positions in industry or graduate study in electrical engineering and related fields; (2) to participate on multidisciplinary teams that cooperate in applying problem-solving skills and critical and independent thinking to a broad range of projects that can produce the technical innovations aimed at satisfying the future needs of society. The student outcomes of this program are the ABET (a) - (k) Student Outcomes as defined by the Accreditation Commission of ABET, http://www.abet.org. The education outcomes range of projects that can produce the technical innovations aimed at satisfying the future needs of society. The student outcomes of this program are the ABET (a) - (k) Student Outcomes as defined by the Accreditation Commission of ABET, http://www.abet.org.

### 1. Core Courses:

- **ENGN 0030** Introduction to Engineering 1
- **ENGN 0040** Dynamics and Vibrations 1
- **ENGN 0410** Materials Science 1
- **ENGN 0510** Electricity and Magnetism 1
- **ENGN 0520** Electrical Circuits and Signals 1
- **ENGN 0720** Thermodynamics 1
- **ENGN 0310** Mechanics of Solids and Structures 1
- or **ENGN 0810** Fluid Mechanics 1
- or **CHEM 0330** Equilibrium, Rate, and Structure 1
- **MATH 0190** Advanced Placement Calculus (Physics/Engineering) 1
- or **MATH 0170** Advanced Placement Calculus (Physics/Engineering) 1

### 2. Upper-Level Electrical Engineering Curriculum

- **ENGN 1650** Embedded Microprocessor Design 1
- *In addition to program requirements above, students must take four courses in the humanities and social sciences.

### 3. Electrical Engineering Specialty Option: (Complete one of the following 3-course specialty sequences)

#### 3a. Bioelectrical Engineering

- **ENGN 1230** and one of (ENGN 1220, ENGN 1930B, ENGN 2500 or ENGN 2912L); and one additional course from the following (ENGN 1220, ENGN 1610, ENGN 1930B, ENGN 2500, ENGN 2912L, CLPS 1491, CLPS 1520, NEUR 1680 or NEUR 2110)

#### 3b. Communications Systems

- **ENGN 1580** and (ENGN 1560 or ENGN 1690); and one additional course from the following (ENGN 1560, ENGN 1610, ENGN 1640, ENGN 1650, ENGN 1690 or ENGN 2530)

#### 3c. Computer Engineering

- **CSCI 0330** and ENGN 1640; and one additional course from the following (ENGN 1580, ENGN 1600, ENGN 1610, ENGN 1650 or ENGN 2530)

#### 3d. Multimedia Signal Processing

- **ENGN 2530 or ENGN 1610**; and two additional courses from the following (ENGN 1580, ENGN 1600, ENGN 1640, ENGN 2530 or ENGN 2912L)

#### 3e. Microelectronic Systems

- **ENGN 1600**; and one additional course from the following (ENGN 1590, ENGN 1680, ENGN 2530 or ENGN 2912K)

#### 3f. Solid State Electronics and Photonics

- **ENGN 1590**; (ENGN 1560 or ENGN 1690); and one additional course from the following ENGN 1450, ENGN 1560, ENGN 1600, ENGN 1680, ENGN 1690, ENGN 1931A or PHYS 1420

### 4. Capstone Design

- **ENGN 1650** Embedded Microprocessor Design 1
- or **ENGN 1000** Projects in Engineering Design 1

*In addition to program requirements above, students must take four courses in the humanities and social sciences.

**Total Credits** 21

1. Or 1000-level Physics course subject to concentration advisor approval.
Subject to approval by the concentration advisor, an independent study course (ENGN1970/1971) may be used to fulfill the Engineering Capstone Design requirement. To qualify for such approval, the independent study project must: (1) contain a significant and definable design component; (2) be based on the knowledge and skills acquired in earlier course work, (3) incorporate appropriate engineering standards; and (4) address multiple realistic constraints. To request approval, please complete the online form available at: http://www.brown.edu/academics/engineering/undergraduate-study

Environmental Engineering Track:
The Environmental Engineering program began in 2013. The program has not been reviewed by ABET and is not ABET-accredited. The education objectives of the Environmental Engineering program are to prepare graduates: (1) to apply in practice the knowledge obtained in earlier course work, (2) to work toward sustainable solutions in a wide array of technical specialties; (3) to pursue lifelong learning through continuing education and/or advanced degrees in environmental engineering. The student outcomes of this program are the (a) - (k) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs" (available online at http://www.abet.org/accreditation-criteria-policies-documents/).

1. Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGN 0030</td>
<td>Introduction to Engineering</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0040</td>
<td>Dynamics and Vibrations</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0410</td>
<td>Materials Science</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0510</td>
<td>Electricity and Magnetism</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0720</td>
<td>Thermodynamics</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0810</td>
<td>Fluid Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0200</td>
<td>The Foundation of Living Systems</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 0490</td>
<td>Environmental Science in a Changing World</td>
<td>1</td>
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<tr>
<td>MATH 0190</td>
<td>Advanced Placement Calculus (Physics/Engineering)</td>
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<tr>
<td>or MATH 0170</td>
<td>Advanced Placement Calculus</td>
<td>1</td>
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<tr>
<td>or MATH 0200</td>
<td>Intermediate Calculus (Physics/Engineering)</td>
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<tr>
<td>or MATH 0180</td>
<td>Intermediate Calculus</td>
<td>1</td>
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<tr>
<td>or MATH 0350</td>
<td>Honors Calculus</td>
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<tr>
<td>APMA 0330</td>
<td>Methods of Applied Mathematics I, II</td>
<td>1</td>
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<tr>
<td>or APMA 0350</td>
<td>Applied Ordinary Differential Equations</td>
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<td>APMA 0650</td>
<td>Essential Statistics</td>
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<td>or APMA 1650</td>
<td>Statistical Inference I</td>
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2. Advance Science Courses

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<tr>
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<tbody>
<tr>
<td>GEOL 1370</td>
<td>Environmental Geochemistry</td>
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</tr>
<tr>
<td>or GEOL 1580</td>
<td>Quantitative Elements of Physical Hydrology</td>
<td>1</td>
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<tr>
<td>BIOL 0415</td>
<td>Microbes in the Environment ( or an approved alternative Natural Science Course )</td>
<td>1</td>
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<tr>
<td>or BIOL 0420</td>
<td>Principles of Ecology</td>
<td>1</td>
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3. Environmental Engineering Specialty Options (Complete one of the following five course sequences)

3a. Chemistry Specialty

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGN 1110</td>
<td>Transport and Biotransport Processes</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1130</td>
<td>Phase and Chemical Equilibria</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1340</td>
<td>Water Supply and Wastewater Treatment</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1710</td>
<td>Heat and Mass Transfer</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1931P</td>
<td>Fuels, Energy, Power and the Environment</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1930U</td>
<td>Renewable Energy Technologies</td>
<td>1</td>
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Up to one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGN 0310</td>
<td>Mechanics of Solids and Structures</td>
<td>1</td>
</tr>
<tr>
<td>or ENGN 0520</td>
<td>Electrical Circuits and Signals</td>
<td>1</td>
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</table>


3b. Energy Specialty

At least three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGN 1340</td>
<td>Water Supply and Wastewater Treatment</td>
<td>1</td>
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<td>ENGN 1710</td>
<td>Heat and Mass Transfer</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1860</td>
<td>Advanced Fluid Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1930U</td>
<td>Renewable Energy Technologies</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1931F</td>
<td>Introduction to Power Engineering</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1931A</td>
<td>Photovoltaics Engineering</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1931P</td>
<td>Fuels, Energy, Power and the Environment</td>
<td>1</td>
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</table>

Up to one of the following:

<table>
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<tr>
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<tbody>
<tr>
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<td>1</td>
</tr>
<tr>
<td>or ENGN 0520</td>
<td>Electrical Circuits and Signals</td>
<td>1</td>
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</tbody>
</table>

4. Capstone Design

1

ENGN 0040 Projects in Engineering Design
or ENGN 1140 Chemical Process Design

* In addition to program requirements above, students must take four courses in the humanities and social sciences.

Total Credits 21

Subject to approval by the concentration advisor, an independent study course (ENGN1970/1971) may be used to fulfill the Engineering Capstone Design requirement. To qualify for such approval, the independent study project must: (1) contain a significant and definable design component; (2) be based on the knowledge and skills acquired in earlier course work, (3) incorporate appropriate engineering standards; and (4) address multiple realistic constraints. To request approval, please complete the online form available at: http://www.brown.edu/academics/engineering/undergraduate-study

Materials Engineering Track:
The Materials Engineering program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. The education objectives of the Materials Engineering program are to prepare graduates: (1) to pursue multidisciplinary scientific and technical careers beginning with entry-level engineering positions in industry or graduate study in materials science and engineering and related fields; (2) to apply an engineering problem-solving approach combined with a broad appreciation for the liberal arts to inform and develop their understanding of current societal needs and values to achieve leadership positions in their chosen fields of endeavor. The student outcomes of this program are the (a) - (k) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs" (available online at http://www.abet.org/accreditation-criteria-policies-documents/).

1. Core Courses:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGN 0030</td>
<td>Introduction to Engineering</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0040</td>
<td>Dynamics and Vibrations</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0410</td>
<td>Materials Science</td>
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<td>ENGN 0510</td>
<td>Electricity and Magnetism</td>
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<tr>
<td>ENGN 0520</td>
<td>Electrical Circuits and Signals</td>
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<td>ENGN 0720</td>
<td>Thermodynamics</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0810</td>
<td>Fluid Mechanics</td>
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</table>

21
Mechanical Engineering Track:
The Mechanical Engineering program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. The education objectives of the Mechanical Engineering program are to prepare graduates: (1) to pursue scientific and technical careers beginning with either graduate study in mechanical engineering and related fields or mechanical engineering positions in industry; (2) to work on interdisciplinary teams that make use of the engineering problem solving method and a broad background in the liberal arts to address societal needs. The student outcomes of this program are the (a) - (k) Student Outcomes as defined by the "ABET Criteria for Accrediting Engineering Programs" (available online at http://www.abet.org/accreditation-criteria-policies-documents/).
<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>PHYS 0790</td>
<td>Physics of Matter 1</td>
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<tr>
<td>ENGN 1000</td>
<td>Projects in Engineering Design 2</td>
</tr>
<tr>
<td>or ENGN 19301</td>
<td>Industrial Design</td>
</tr>
<tr>
<td>or ENGN 19311</td>
<td>Design of Mechanical Assemblies</td>
</tr>
<tr>
<td>ENGN 1700</td>
<td>Jet Engines and Aerospace Propulsion</td>
</tr>
<tr>
<td>ENGN 1710</td>
<td>Heat and Mass Transfer</td>
</tr>
<tr>
<td>ENGN 1720</td>
<td>Design of Engines and Turbines</td>
</tr>
<tr>
<td>ENGN 1860</td>
<td>Advanced Fluid Mechanics</td>
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<td>ENGN 1750</td>
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</tr>
<tr>
<td>or ENGN 1300</td>
<td>Structural Analysis</td>
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<tr>
<td>or ENGN 19311</td>
<td>Design of Mechanical Assemblies</td>
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<tr>
<td>Capstone Design</td>
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<tr>
<td>ENGN 1000</td>
<td>Projects in Engineering Design 2</td>
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<tr>
<td>or ENGN 19301</td>
<td>Industrial Design</td>
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<tr>
<td>or ENGN 19311</td>
<td>Design of Mechanical Assemblies</td>
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2d. Engineering Mechanics

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<tr>
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<th>Course Title</th>
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<td>PHYS 0790</td>
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<td>ENGN 1860</td>
<td>Advanced Fluid Mechanics</td>
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<td>ENGN 1300</td>
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<td>or ENGN 1360</td>
<td>Soil Mechanics and Principles of Foundation Engineering</td>
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<td>or ENGN 1420</td>
<td>Kinetics Processes in Materials Science and Engineering</td>
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<tr>
<td>or ENGN 1700</td>
<td>Jet Engines and Aerospace Propulsion</td>
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<tr>
<td>or ENGN 1740</td>
<td>Computer Aided Visualization and Design</td>
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<td>Capstone Design 2</td>
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<tr>
<td>ENGN 1000</td>
<td>Projects in Engineering Design</td>
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<tr>
<td>or ENGN 1380</td>
<td>Design of Civil Engineering Structures</td>
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<tr>
<td>or ENGN 1720</td>
<td>Design of Engines and Turbines</td>
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<tr>
<td>or ENGN 1760</td>
<td>Design of Space Systems</td>
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<tr>
<td>or ENGN 19301</td>
<td>Industrial Design</td>
</tr>
<tr>
<td>or ENGN 19311</td>
<td>Design of Mechanical Assemblies</td>
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2e. Mechanical Systems: Dynamics, Materials, and Design

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<th>Course Title</th>
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<td>PHYS 0790</td>
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<td>or ENGN 1720</td>
<td>Design of Engines and Turbines</td>
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<td>or ENGN 1760</td>
<td>Design of Space Systems</td>
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<td>One or two of the following courses:</td>
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<tr>
<td>ENGN 1700</td>
<td>Jet Engines and Aerospace Propulsion</td>
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<tr>
<td>or ENGN 1710</td>
<td>Heat and Mass Transfer</td>
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<tr>
<td>or ENGN 1720</td>
<td>Design of Engines and Turbines</td>
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<tr>
<td>or ENGN 1860</td>
<td>Advanced Fluid Mechanics</td>
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<td>Capstone Design 2</td>
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<td>ENGN 1000</td>
<td>Projects in Engineering Design</td>
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<tr>
<td>or ENGN 19301</td>
<td>Industrial Design</td>
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<tr>
<td>or ENGN 19311</td>
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<td>Up to one of the following:</td>
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<td>ENGN 1230</td>
<td>Instrumentation Design</td>
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or ENGN 1300 | Structural Analysis |

or ENGN 1380 | Design of Civil Engineering Structures |

or ENGN 1440 | Mechanical Properties of Materials |

or ENGN 1620 | Analysis and Design of Electronic Circuits |

or ENGN 1740 | Computer Aided Visualization and Design |

2f. Structural Mechanics

<table>
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<tr>
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<td>ENGN 1300</td>
<td>Structural Analysis</td>
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<td>ENGN 1370</td>
<td>Advanced Engineering Mechanics</td>
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<td>ENGN 1710</td>
<td>Heat and Mass Transfer</td>
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<td>ENGN 1860</td>
<td>Advanced Fluid Mechanics</td>
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<td>or ENGN 1750</td>
<td>Advanced Mechanics of Solids</td>
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<tr>
<td>or ENGN 1760</td>
<td>Design of Space Systems</td>
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<td>Capstone Design</td>
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</tr>
<tr>
<td>ENGN 1380</td>
<td>Design of Civil Engineering Structures</td>
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</tbody>
</table>

*In addition to program requirements above, students must take four courses in the humanities and social sciences.

Total Credits: 21

1 Or another advanced science course, subject to concentration advisor approval.

2 Subject to approval by the concentration advisor, an independent study course (ENGN1970/1971) may be used to fulfill the Engineering Capstone Design requirement. To qualify for such approval, the independent study project must: (1) contain a significant and definable design component; (2) be based on the knowledge and skills acquired in earlier course work, (3) incorporate appropriate engineering standards; and (4) address multiple realistic constraints. To request approval, please complete the online form available at: http://www.brown.edu/academics/engineering/undergraduate-study

3 An ENGN course of equivalent level may be substituted subject to concentration advisor approval.

**Engineering and Physics Concentration Requirements**

The Sc.B. program in Engineering and Physics is sponsored jointly by the School of Engineering and the Department of Physics. The program is designed to ensure that students take a significant portion of the usual curriculum in Engineering and in Physics, obtain substantial laboratory experience, and take several upper-level elective courses, focusing on applied science. Students may take either the standard Physics or Engineering programs during their freshman and sophomore years and then switch to this combined program. The Sc.B. degree program in Engineering and Physics is not accredited by ABET.

The following standard program assumes that a student begins mathematics courses at Brown with MATH 0170 or its equivalent. Students who begin in MATH 0200 can substitute an additional science, engineering or higher-level mathematics course for the MATH 0170 or MATH 0190 requirement. To accommodate the diverse preparation of individual students, variations of the following sequences and their prerequisites are possible with permission of the appropriate concentration advisor and the instructors involved. We recommend that each student's degree program be submitted for prior approval (typically in semester four) and scrutinized for compliance (in semester seven) by one faculty member from the Department of Physics and one faculty member from the School of Engineering.

Select one of the following two course sequences: 2

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGN 0030</td>
<td>Introduction to Engineering</td>
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<tr>
<td>&amp; ENGN 0040</td>
<td>and Dynamics and Vibrations</td>
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<tr>
<td>PHYS 0050</td>
<td>Foundations of Mechanics</td>
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<tr>
<td>&amp; PHYS 0060</td>
<td>and Foundations of Electromagnetism and Modern Physics</td>
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</tbody>
</table>
The Biomedical Engineering concentration shares much of the core with the other engineering programs, but is structured to include more courses in biology and chemistry, and a somewhat different emphasis in mathematics.

The requirements regarding Mathematics, Advanced Placement, Transfer Credit, Substitutions for Required Courses, and Humanities and Social Science Courses are identical to those of the Sc.B. degree programs in Engineering. Please refer to the Engineering section of the University Bulletin for explicit guidelines.

The Biomedical Engineering concentration shares much of the core with the other engineering programs, but is structured to include more courses in biology and chemistry, and a somewhat different emphasis in mathematics.

**Standard program for the Sc.B. degree**

1. Core Courses
   - ENGN 0030 Introduction to Engineering
   - ENGN 0040 Dynamics and Vibrations
   - ENGN 0510 Electricity and Magnetism
   - ENGN 1930R The Brains: An Introduction to Neuroscience
   - ENGN 0610 Fluid Mechanics
   - BIOL 0200 The Brains: An Introduction to Neuroscience
   - BIOL 0800 Principles of Physiology
   - CHEM 0330 Equilibrium, Rate, and Structure
   - CHEM 0350 Organic Chemistry
   - MATH 0170 Advanced Placement Calculus (Physics/Engineering)
   - MATH 0180 Intermediate Calculus
   - MATH 0190 Advanced Placement Calculus (Physics/Engineering)
   - MATH 0200 Intermediate Calculus
   - MATH 0350 Honors Calculus
   - APMA 0330 Methods of Applied Mathematics I, II
   - APMA 0350 Applied Ordinary Differential Equations
   - APMA 0650 Essential Statistics
   - APMA 1650 Statistical Inference I

2. Upper Level Biomedical Engineering Curriculum
   - ENGN 1110 Transport and Biotransport Processes
   - ENGN 1210 Biomechanics
   - ENGN 1230 Instrumentation Design
   - ENGN 1490 Biomaterials
   - Three Additional Upper Level Biomedical Engineering Courses

   Select at least one of the following: 3
   - BIOL 1140 Tissue Engineering
   - BIOL 1220 Neuroengineering
   - ENGN 1400 Analytical Methods in Biomaterials
   - ENGN 1930 Molecular and Cell Biology for Engineers
   - ENGN 2910 Cancer Nanotechnology

   Select at most two of the following: 4
   - BIOL 1150 Stem Cell Engineering
   - BIOL 1210 Synthetic Biological Systems
   - BIOL 1800 Animal Locomotion
   - BIOL 2110 Drug and Gene Delivery
   - BIOL 2130 Techniques in Molecular and Cell Science

3. Capstone Design
   - ENGN 1930L Biomedical Engineering Design, Research and Modeling
ENGN 0040. Dynamics and Vibrations.
Study of the kinematics and dynamics of particles and rigid bodies. Principles of motion of mechanical systems. Concepts of inertia, work, kinetic energy, linear momentum, angular momentum, and impact. Applications to engineering systems, satellite orbits, harmonic vibrations of one and two degree of freedom systems. Lectures, recitations, and laboratory. Prerequisite: ENGN 0030. Corequisite: MATH 0200 or 0180.

ENGN 090. Management of Industrial and Nonprofit Organizations.
Exposes students to the concepts and techniques of management. Topics include marketing, strategy, finance, operations, organizational structure, and human relations. Guest lecturers describe aspects of actual organizations. Lectures and discussions.

ENGN 0120A. Crossing the Consumer Chasm by Design.
Technologies have shaped human life since tools were sticks and flints to today’s hydrocarbon powered, silicon managed era. Some spread throughout society; bread, cell phones, airlines, but most never do; personal jet packs, Apple Newton, freeze dried ice cream. Space Tourism, the Segway, electric cars: Can we predict which ones will cross the chasm to broad application? Can we help them to by combining design, engineering, marketing, communications, education, art, and business strategies?

Student teams identify potential new products, conceptualize, package, and define their business mode. By plotting their course across the chasm, we confront the cross-disciplinary barriers to realizing benefits from technology.
Enrollment limited to 18 first year students. Instructor permission required. FYS WRIT

ENGN 0120B. Crossing the Space Chasm Through Engineering Design.
Five decades of human activity in space has provided the world community with benefits including instant global communications and positioning, human and robotic exploration of the moon, planets and sun, and a perspective of earth which continues to inform and influence our relationship with our environment.

Unlike other technical revolutions of the 20th century space has not transitioned to a commercial, consumer market commodity. Rather its users and applications remain primarily large and institutional.

To experience the challenges of engineering design and of changing an industrial paradigm, we will work in one or several groups to identify a use of space, and a plan for its implementation, that could help transition space from its status as a niche technology. Through the process of design, we will confront the technical, economic, societal and political barriers to obtaining increased benefits from technologies in general, and space in particular, and to making new technologies beneficial to a wider range of users. Enrollment limited to 18 first year students. Instructor permission required. FYS WRIT

ENGN 0120C. Power: From Early Engines to the Nuclear-Powered Artificial Heart.
Mechanical and electrical power have been source of major changes in civilization in last 250 years. This course starts from introduction to animal muscle power and harnessing nature to steam and later sources of power and applications, examining not only the technologies but also the people who developed them and the social and political impacts, ranging up to the nuclear-powered artificial heart. Enrollment limited to 20 first year students. FYS

ENGN 0120D. Strategies for Creative Process: Design Topics.
There is no one simple methodology for creative thinking. Creative thinking is a critical response to the world around us - to our curiosities and interests, to the questions our observations generate, to the ways we frame problems, and to the strategies we develop for translating what we imagine into objects and experiences. Working as artist/designers, making things within a studio environment, we will examine various approaches for the development and refinement of our creative processes as we establish a technical and conceptual foundation for the design and fabrication of objects and experiences. Enrollment limited to 15 first year students. FYS
ENGN 0130. The Engineer's Burden: Why Changing the World is Difficult
We will examine the assertion that most of the changes that have improved people's lives are essentially technological and then we will look at the difficulties in creating sustainable and beneficial change. Topics of interest include unintended consequences, failure to consider local culture, and engineering ethics. Many, but not all, of the examples will have a third world context. The engineering focus will be on infrastructure—housing, water and sanitation, transportation, and also mobile devices as used in health care and banking.

ENGN 0230. Surveying
Theory and practice of plane surveying; use of the tape, level, transit, stadia, and plane table; triangulation and topography. Lectures, field work, and drafting. Recommended for students interested in civil engineering. Hours arranged. Time required, about 10 hours. Audit only.

ENGN 0260. Mechanical Technology
A basic machine shop course that, with the help of an instructor, teaches students how to fabricate a few simple objects using hand tools and some basic machines. This course is designed to introduce the student to the machining process and environment. Audit only.

ENGN 0310. Mechanics of Solids and Structures
Mechanical behavior of materials and analysis of stress and deformation in engineering structures and continuous media. Topics include concepts of stress and strain; the elastic, plastic, and time-dependent response of materials; principles of structural analysis and application to simple structures, beam theory, instability and buckling, torsion of shafts; general three-dimensional states of stress; Mohr's circle; stress concentrations. Lectures, recitations, and laboratory. Prerequisite: ENGN 0030.

ENGN 0410. Materials Science
Relationship between the structure of matter and its engineering properties. Topics: primary and secondary bonding; crystal structure; atomic transport in solids; defects in crystals; mechanical behavior of materials; phase diagrams and their utilization; heat treatment of metals and alloys; electrical, optical, and magnetic properties of materials; strengthening mechanisms in solids and relationships between microstructure and properties; corrosion and oxidation. Lectures, recitations, laboratory.

ENGN 0510. Electricity and Magnetism
Fundamental laws of electricity and magnetism and their role in engineering applications. Concepts of charge, current, potential, electric field, magnetic field. Resistance, capacitance, and inductance. Electric and magnetic properties of materials. Electromagnetic wave propagation. Lectures, recitation, and laboratory. Prerequisites: ENGN 0030 or PHYS 0070, ENGN 0040 or PHYS 0160 (previously 0080); MATH 0180 or 0200; and APMA 0330 or 0350 (may be taken concurrently).

ENGN 0520. Electrical Circuits and Signals
An introduction to electrical circuits and signals. Emphasizes the analysis and design of systems described by ordinary linear differential equations. The frequency domain is introduced, including the effects of sampling and windowing in computer simulations. Other topics include transient analysis, Fourier series, and Laplace transform. Laboratories apply concepts to real problems in audio and controls. Lectures, recitation, and laboratory. Prerequisite: MATH 0180 or MATH 0200; courses may be taken concurrent to ENGN 0520.

ENGN 0720. Thermodynamics
An introduction to macroscopic thermodynamics and some of its engineering applications. Presents basic concepts related to equilibrium, and the zeroth, first and second laws for both closed and open systems. Examples include analysis of engines, turbines, and other engineering cycles, phase equilibrium and separation processes, chemical reactions, surface phenomena, magnetic and dielectric materials. Lectures, recitations, and laboratory. Prerequisites: ENGN 0030 or ENGN 0040. Recommended: ENGN 0410 or CHEM 0330.

ENGN 0810. Fluid Mechanics

ENGN 0900. Managerial Decision Making
Ways of making effective decisions in managerial situations, especially situations with a significant technological component; decision analysis; time value of money; competitive situations; forecasting; planning and scheduling; manufacturing strategy; corporate culture. Lectures and discussions. Prerequisite: ENGN 0090 or MATH 0100.

ENGN 0930A. Appropriate Technology
Our goal for this course is that you leave it with the ability to think and act rationally and concretely on issues of technology and the human condition. We will provide background on useful technologies (e.g. wind, solar, hydro), techniques to fabricate them, and an opportunity to explore the obstacles to their implementation.

ENGN 0930C. DesignStudio
DESIGNSTUDIO is a course open to students interested in learning through making. Working in a studio environment, we will iteratively design, build, and test projects, as we imaginatively frame design problems, and develop novel strategies for addressing those problems. We will explore design thinking, creative collaboration, exploratory play, ideation, iteration, woodworking, prototyping, CNC milling and laser cutting – in addition to other strategies that enhance our creative processes - as we establish a technical and conceptual foundation for the design and fabrication of objects and experiences. Enrollment limited to 16. Instructor permission required.

ENGN 0931. Internet of Everything
The Internet can be visualized as Internet of information, Internet of people, Internet of places and most importantly the Internet of “things.” Internet of Everything includes these four paradigms. In this class, we will learn about how these four ideas can come together to make a difference in the world. We will study the underlying infrastructure that supports Internet, the TCP/IP model, addressing and routing. Experiments and projects in the class would include a tree on the Internet communicating with the sprinkler system only when it is thirsty. Privacy and ethical issues will also be addressed.

ENGN 1000. Projects in Engineering Design
Projects in design for concentrators in chemical, electrical, materials, and mechanical engineering. Students generally work in teams on projects that are defined through discussions with the instructor. An assembled product or detailed design description is the goal of the semester's effort. Prerequisite: completion of engineering core program. Written permission required.

ENGN 1010. The Entrepreneurial Process: Innovation in Practice
Entrepreneurship is innovation in practice: transforming ideas into opportunities, and, through a deliberate process, opportunities into commercial realities. These entrepreneurial activities can take place in two contexts: the creation of new organizations; and within existing organizations. This course will present an entrepreneurial framework for these entrepreneurial processes, supported by case studies that illustrate essential elements. Successful entrepreneurs and expert practitioners will be introduced who will highlight practical approaches to entrepreneurial success. Enrollment limited to 35. WRIT

ENGN 1110. Transport and Biotransport Processes
Aim: To develop a fundamental understanding of mass transport in chemical and biological systems. The course includes: mechanism of transport, biochemical interactions and separations; mass transport in reacting systems; absorption; membrane and transvascular transport; electrophoretic separations; pharmacokinetics and drug transport; equilibrium stage processes; distillation and extraction. Other features: design concepts; modern experimental and computing techniques; laboratory exercises.
ENGN 1120. Chemical and Biochemical Reactor Design.
Stoichiometry, thermodynamics, mechanisms, and rate expressions of homogeneous and heterogeneous chemical and biochemical systems. Basic concepts in homogeneous chemical and bioreactor design and ideal reactor models. Chemostats and enzymatic reactors. Optimization. Temperature and energy effects in reactors. Introduction to heterogeneous chemical and bioreactor design. Prerequisite: ENGN 0720 or physical chemistry. Offered in alternate years.

ENGN 1130. Phase and Chemical Equilibria.
Application of the first and second laws of thermodynamics and conservation of mass to the analysis of chemical and environmental processes, phase and chemical equilibria and partitioning of species in multiphase, nonreactive and reactive systems. Thermodynamic properties of fluid mixtures-correlation and estimation. Applications and examples drawn from chemical processing and environmental problems. Prerequisite: ENGN 0720.

ENGN 1140. Chemical Process Design.
Chemical process synthesis, flow charting, and evaluation of design alternatives. Process equipment sizing as determined by rate phenomena, economics, and thermodynamic limitations. Introduction to optimization theory. Applications of these principles to case studies. Prerequisites: ENGN 1110, 1130; ENGN 1120 (may be taken concurrently).

ENGN 1210. Biomechanics.

ENGN 1220. Neuroengineering.
Course Goals: To develop an advanced understanding of how signals are generated and propagated in neurons and neuronal circuits, and how this knowledge can be harnessed to design devices to assist people with neurologic disease or injury. Fundamental topics in neuronal and neural signal generation, recording methods, and stimulation methods. Clinical/Translational topics include multiple clinically available and emerging neurotechnologies. Prerequisites: NEUR 0010 and ENGN 0510; or instructor permission, which may be provided after discussion with course faculty.

ENGN 1230. Instrumentation Design.
Sensors for pressure, temperature, blood flow, muscle and neural activity. Amplifiers, filters, and A/D-D/A converters. The use of computers in monitoring and controlling physiological processes. Feedback controllers for temperature, flow rate, and experimental stimuli. Intended as a design course primarily for biomedical engineers. Lab times to be arranged. WRIT

ENGN 1300. Structural Analysis.
A unified study of truss, beam, frame, plate, and shell structures. Emphasis on principles of virtual work and numerical methods of elastic structural analysis by matrix methods. Includes calculation of deflections and reactions in beam structures, beam vibrations, and column buckling. Theorems of plastic limit analysis. Plate bending. Membrane stresses and local bending effects in axially symmetric shells. Prerequisite: ENGN 0310.

ENGN 1310. Planning and Design of Systems.
No description available.

ENGN 1340. Water Supply and Wastewater Treatment.
The hydrological cycle, surface water hydrology, ground water hydrology. Emphasis on the formulation of mathematical models of various flow problems and their solution by analytical or numerical means. Typical problems: open channel and river flows; flood routing; ground water flow in aquifers and into wells. Topics in wastewater treatment plant design; mixing, residence time, aeration, and, bacteriological and chemical treatment processes. Prerequisite: CHEM 0330 and MATH 0170 or MATH 0190. Not open to first year students. Enrollment limited to 40.

Classification and identification of geological materials; mechanical and physical properties and methods of testing. Elements of the analysis of stress and strain in rock and soil masses; theories of failure, theory of seepage. Problems of building foundations; consolidation and settlement; stability of earth slopes and embankments. Includes geotechnical laboratory. Prerequisite: ENGN 0310.

A unified study of the dynamics of particles, rigid bodies, and deformable continua. Generalized coordinates and Lagrange's equations; variational principles; stability of equilibrium; vibrations of systems and of linear continua, and wave propagation. Prerequisites: ENGN 0040, APMA 0340, or equivalent.

ENGN 1380. Design of Civil Engineering Structures.
This course provides an introduction to the design of steel and reinforced concrete structures using ultimate strength methods. Lectures will cover key concepts of design theory; building codes, and standards using examples from real structures. Students will apply concepts through computer labs, homework problems, and a design project. Lectures plus lab. Prerequisite: ENGN 1300.

ENGN 1400. Analytical Methods in Biomaterials.
Analytical methods and instrumentation currently used to characterize biomaterials. Specific methods/instrumentation covered include: molecular scale analysis (NMR, FTIR, UV-Vis spectroscopy); surface analysis (AFM, SEM, XPS, contact angle goniometry, ellipsometry, quartz crystal microbalance, electrochemistry, grazing angle IR); bulk analysis (DSC, mechanical testing) and biological analysis (bioassays, fluorescence and confocal microscopy). Prerequisites: CHEM 0330, CHEM 0350, ENGN 0040 and BIOL 0200. Enrollment limited to 40.

ENGN 1410. Physical Chemistry of Solids.
Application of physical chemistry and solid state chemistry to the structure and properties of engineering solids as used in solid state devices, ceramics, and metallurgy. Equilibrium and free energy of heterogeneous systems, thermodynamics of solutions, chemical kinetics, diffusion, catalysis and corrosion, solid state transformations. Case studies taken from industrial practice. Prerequisites: ENGN 0410, 0720.

This course introduces the basic principles and formulations that describe kinetic processes in materials science and engineering. These are divided into the following principle types of mechanisms: solid state diffusion, reactions at surfaces and interfaces, and phase transformations. The final section of the course applies these principles to several relevant materials processing systems. Prerequisites: ENGN 0410, 0720, 1410 or equivalent.

Begins with basic concepts of mechanical properties common to all materials, with some emphasis on dislocation theory. Particular attention is given to the relationship between mechanical properties and microstructures. The different types of mechanical tests that are used in each of these fields are analyzed. Lectures plus laboratories. Prerequisite: ENGN 0410.

Focuses on the science of electronic materials, the materials at the heart of modern microelectronics and optoelectronics. Addresses fundamental issues controlling their properties, processing, and reliability. Topics include band structure of semiconductors; basic devices structures (junctions and transistors), sputter deposition, molecular beam epitaxy, chemical vapor deposition, ion implantation, oxidation, and issues affecting reliability. Materials challenges that must be resolved for future generations of electronic devices.
ENGN 1470. Structure and Properties of Nonmetallic Materials. A study of the structure and properties of nonmetallic materials such as glasses, polymers, elastomers, and ceramics. The crystal structure of ceramics and polymers, and the noncrystalline networks and chains of glasses, polymers, and elastomers and the generation of microstructures and macrostructures are considered. The mechanical, chemical, electrical, magnetic, and optical properties and their dependence on structure are developed. Laboratory. Prerequisite: ENGN 0410.

ENGN 1480. Metallic Materials. The microstructure of metals, microstructural evolution during processing, and the relationships between the microstructure and the physical properties of the material. Crystallography and x-ray diffraction. Crystalline defects, dislocations, grain boundaries, and their effects on mechanical and other properties. Solid state diffusion and solid state phase transformations. Oxidation and corrosion. Laboratory. Prerequisite: ENGN 0410, 1410.

ENGN 1490. Biomaterials. Biomaterials science, the study of the application of materials to problems in biology and medicine, is characterized by medical needs, basic research, and advanced technological development. Topics covered in this course include materials used in bone and joint replacement, the cardiovascular system, artificial organs, skin and nerve regeneration, implantable electrodes and electronic devices, drug delivery, and ophthalmology.

ENGN 1510. Nanoengineering and Nanomedicine. Students in this course will develop a fundamental understanding of nanoengineering and its applications in medicine. We will discuss nanomaterials synthesis, fabrication, and characterization. Applications of nanoengineered materials in medicine, including nanotechnology-based drug delivery systems, nano-based imaging and diagnostics, and nanotechnology-based tissue engineering approaches will be explored in depth. Host response to nanomaterials and nanotoxicology will also be discussed. Research methods in nanotechnology and nanomedicine will be emphasized (i.e., critical analysis of scientific literature, effective oral and written communication). This course is meant for engineering and science graduate students and advanced upper level engineering undergraduates.

ENGN 1520. Cardiovascular Engineering. In this course, students will learn quantitative physiological function of the heart and vascular system, including cardiac biomechanics and vascular flow dynamics, through lectures and discussion of current scientific literature. A systems approach will integrate molecular biophysics, cell biology, tissue architecture, and organ-level function into a quantitative understanding of health and disease. Discussion topics will include cardiovascular devices, pre-clinical regenerative therapies, stem cell ethics, and clinical trials. WRIT

ENGN 1560. Applied Electromagnetics. A first course on electromagnetic waves and photonics. Topics to be covered include basic wave phenomena with an emphasis on geometric optics, the interaction of light with matter, scattering, and interference and diffraction effects. Also covered will be a selected number of more advanced topics including laser physics, nonlinear optics, transmission lines, and antennas.

ENGN 1570. Linear System Analysis. Analysis of discrete and continuous electrical signals and systems in both time and frequency domains. Modulation, sampling, spectral analysis, analog and digital filtering. Fourier, Laplace and z-transforms, the state-space approach, stability of linear systems. Prerequisite: ENGN 0520.

ENGN 1580. Communication Systems. We will learn basic communication and information theory, but with examples drawn from a variety of areas not normally considered communication. Basic knowledge of Laplace/Fourier transforms and frequency domain is essential (ENGN 0520 or equivalent required). Linear Systems (ENGN 1570), Probability (APMA 1650 or MATH 1610), Linear Algebra (MATH 0520 or 0540) and E&M (ENGN 0510) are helpful but not required. Analog modulation, digitization, signal space, digital modulation and noise, information theory, selected topics in modern communication/information network theory and applications to biology and physics as time and interest permit. Depending on preparation, we may also pursue final projects.

ENGN 1590. Introduction to Semiconductors and Semiconductor Electronics. An introduction to the physics of fundamental electronic processes that underlie the operation of semiconductor devices on a microscopic scale. Basic electronic properties of semiconductors and effects at interfaces heterogeneous media, such as pn junctions and hetero-structure barriers and quantum wells. These junctions, barriers and wells are used as building blocks for devices, focusing on bipolar and field-effect transistors. Modern trends in micro- and opto-electronic devices are discussed. A brief fabrication lab will introduce pn junction fabrication technology. Prerequisites: ENGN 0410 and 0510.

ENGN 1600. Design and Implementation of Very Large-Scale Integrated Systems. VLSI (Very Large Scale Integration) CMOS (Complementary Metal Oxide Semiconductor) technology is the main driver of our digital revolution. The goal of the course is to learn how to design and implement VLSI digital circuits and optimize them with respect to different objectives such as area, speed, and power dissipation. Design and analysis will be carried out using computer-aided tools. Prerequisite: ENGN 1630, or instructor permission.

ENGN 1610. Image Understanding. Image processing is a technology experiencing explosive growth; it is central to medical image analysis and transmission, industrial inspection, image enhancement, indexing into pictorial and video databases, e.g., WWW, and to robotic vision, face recognition, and image compression. This senior-level undergraduate course covers theoretical underpinnings of this field and includes a series of practical MATLAB image processing projects. ENGN 1570 is recommended but not required.

ENGN 1620. Analysis and Design of Electronic Circuits. Elementary device physics and circuit characteristics of semiconductor diodes, bipolar junction transistors (BJTs), and field effect transistors (FETs). Analysis and design of practical circuits using discrete semiconductor devices. Constraint on and techniques for linear integrated circuit (IC) design and the use of linear ICs as circuit building blocks. Laboratory. Prerequisites: ENGN 0510, 0520 or equivalent.

ENGN 1630. Digital Electronics Systems Design. Fundamentals of digital logic design including: Boolean algebra, gates, truth tables, logic families, flip-flops, finite state machines, memory, and timing. More advanced topics include A-D conversion, binary arithmetic, CPU organization, programmable logic (CPLDs and FPGAs), and VHDL. Extensive laboratory requirement. Not open to first year students; permission required for sophomores.

ENGN 1640. Design of Computing Systems. This course introduces the main concepts and techniques for designing computing systems. Topics covered include assembly language, instruction set design, pipelining, superscalar and VLIW processor design, memory subsystem design, and I/O interfacing. Laboratory topics include programmable logic devices, hardware definition languages, and implementation of a bootable version of the pipelined MIPS processor. Laboratory emphasizes design optimizations with respect to speed and design area. Prerequisite: ENGN 1630 or passing of a quiz on basic digital logic concepts, or instructor permission.
ENGN 1650. Embedded Microprocessor Design.
This is a combined lecture and design project course offering experience in the open-ended design of an electronic product or system employing an embedded microprocessor by small-group design teams. Activity includes product specification, circuit design, programming, printed circuit layout, construction, packaging, and economic assessment. Teams are expected to produce functional products. Lecture topics will be adjusted to reflect the chosen design problems. Emphasis is placed on the criteria for choosing processors and on the interfaces and programming requirements of the system. Primarily for seniors and juniors. Experience with C programming is helpful but not required. Prerequisite: ENGN 1630 or permission of the instructor.

ENGN 1680. Design and Fabrication of Semiconductor Devices.
Contemporary practice in the design and fabrication of semiconductor devices. The realization of basic electronic device functions on the semiconductor platform is a central theme in a coordinated lecture and laboratory course. Topics include microcircuit photolithography; layout and design scaling rules for integrated circuits; and techniques in semiconductor and thin film processing as they apply to ULSI circuit manufacturing. Prerequisite: ENGN 1590 or permission.

ENGN 1690. Photonics and Applications.
Science and engineering principles of photonics and optoelectronics, that provide foundation to a broad range of technologies from internet to lighting, from lasers to DVD, from satellite images to computer display, from solar cells to single molecule detection. Topical content: light as waves in media, on surface, and through holes; interference and waveguiding; light generation by spontaneous emission or by stimulation; LED, Laser, Photodetector, Optical amplifier and modulator, etc. Prerequisite: ENGN 0510 or equivalent.

ENGN 1700. Jet Engines and Aerospace Propulsion.
Dynamics and thermodynamics of compressible internal flows with applications to jet engines for both power and propulsion, rocket engines and other propulsion systems. Thermodynamic analyses of engine cycles with and without afterburners. Fluid dynamics of high Mach number systems. Structural and Materials considerations for engine design. Team projects for analysis and design of novel jet engine concepts. Prerequisite: ENGN 0720 and 0810.

Steady 1D and 2D heat conduction with heat generation. Transient heat conduction. Forced convection, heat convection during external and internal flows. Natural convection. Heat Exchangers. Thermal radiation, Kirchhoff's law, the perfect emitter, radiation intensity and surface emissive power, real surface radiation; view factors for black and gray surfaces. Diffusion mass transfer. Lectures and labs. Prerequisite: ENGN 0810.

ENGN 1720. Design of Engines and Turbines.

ENGN 1740. Computer Aided Visualization and Design.
Provides instruction in the application of computers to the design methods in engineering. Hands-on experience in use of CAD/CAE software packages for geometric modeling, visualization, and drafting. Emphasis on applications to solids and structural problems. Independent design projects are carried out. Course counts as an ABET upper-level design course for mechanical and civil engineering concentrators. Prerequisite: ENGN 0310.


ENGN 1760. Design of Space Systems.
Working in design groups, students conceive a space mission and design all of the elements necessary for its execution including launch and orbit / trajectory, space and ground systems, including analysis of structure, thermal, radio link, power and mass budgets, attitude control and dynamics. Each group builds a hardware project to demonstrate a core element of their mission design. Prerequisites: Engineering core curriculum or equivalent

Aims to give mechanical engineering students a deeper and more thorough grounding in principles and basic applications. Topics include review of the conservation principles; inviscid flow; viscous flow, including aerodynamics lubrication theory; laminar boundary layers; wave motions and wave drag. Lectures, assignments, computational projects, and laboratory. Prerequisites: ENGN 0720 and 0810.

Students examine and engage with the decision making process in the modern enterprise, including investment, negotiation, and opportunity creation. This is done in an entrepreneurial context. Teams research and present orally and in writing on major class themes. Case studies, Socratic discussion models, readings, guest lectures, rhetoric and writing fellows support for videotaped oral and written business plans are utilized. Enrollment limited to 35.

ENGN 1930A. 3D Photography.
By 3D photography we refer to a number of processes that use cameras and lights to capture the shape and appearance of 3D objects. In this course we will first study and build basic 3D techniques and systems, and then cover several closely related methods based on signal processing techniques, constrained energy minimization, and the solution of diffusion differential equations to smooth, denoise, edit, compress, transmit, simplify, and optimize very large polygonal models. Applications include computer animation, game development, electronic commerce, heritage preservation, reverse engineering, and virtual reality.

ENGN 1930B. Photonics and Biophotonics.
Biomedical optics is a rapidly growing field with applications in medicine, biology, neuroscience, genetics, and environmental science. The course covers both theoretical background and technical approaches underlying biomedical imaging technologies. The theoretical background focuses on how photons transport in biological tissues, including the radiative transport equation and photon diffusion theory. The course offers not only mathematical fundamentals of the theories but also opportunities of learning the theories through numerical simulations on MATLAB. The technical approaches include those for various imaging technologies ranging from conventional microscopy to optical coherence tomography. Prerequisites: Undergraduate level ENGN 0510 Minimum Grade of S .

ENGN 1930D. Large Scale Engineering Design Project.
Provides a major design experience for civil, mechanical, and, with approval, environmental engineering students. This experience involves an open-ended design problem that requires teamwork and the integration of understanding developed in upper-level courses in the engineering concentrations. Intended for students in their senior year.

ENGN 1930F. Entrepreneurship and Good Work: Engineering Dreams.
In this course, students examine the concepts of creation, organization, promotion, management and risk of ownership, to wit: entrepreneurship. This is done in the context of 'good work'. Using a combination of relevant case studies., readings, guest lectures and discussion, each participant builds a theory and framework to explore what defines innovative and meaningful engagement during one's working years. Enrollment limited to 24. Written permission required.
ENGN 1930G. Entreprenuership I.
Teams of students from Engineering, COE and other technical and non-technical disciplines form simulated high tech startup companies working on mentor-defined opportunities, from conception to commercialization. Intellectual property, marketing, definition of a product requirements document, human factors (including team building), safety and environmental concerns, and legal concerns are emphasized. Students in the COE Technology Management Track should complete ENGN 1010 prior to this course. Enrollment in the course is limited and students must fill out a formal application (though COE tech track seniors are automatically approved). The course meets TR from 2:30-3:50, and other outside meeting hours will be arranged. WRIT

ENGN 1930H. Entreprenuership II.
Please see ENGN 1930G for course description. Enrollment limited to 24. WRIT

ENGN 1930I. Ethics and Professionalism.
Issues of ethics and professionalism for the engineer and for members of other professions. The principal objectives are to examine the responsibility a person accepts when practicing his or her profession and to provide opportunities for students to explore the ethical aspects of their profession, become comfortable and confident discussing and using value systems, and practice effective expression of ideas in oral and written form.

ENGN 1930K. High-Performance Sensors and Multimedia.
Design, construction, and programming of embedded systems with system-on-chip processors, and audio/visual sensors for real-time applications. Design and implementation of distributed audio/visual applications. Hands-on project oriented hardware/software course.

ENGN 1930L. Biomedical Engineering Design, Research and Modeling.
This course introduces students to design, modeling and analysis of biological systems. The first portion of the course focuses on linear systems. Research projects in design will be analyzed. The course also introduces students to the Matlab programming language, which allows them to implement the design models discussed in class. For seniors only.

ENGN 1930M. Industrial Design.
Brown engineering and RISD industrial design faculty lead product development teams through a design cycle. Engineers explore industrial design, designers gain some insight into engineering, and both groups can apply their skills to challenging problems. Frequent presentations, field trips, critiques, and labs. Preference given to seniors. Prerequisites: completion of engineering core. Enrollment limited to 15 students.

ENGN 1930N. Introduction to Magnetic Resonance Imaging and Neuroimaging.
Magnetic resonance imaging (MRI) is a powerful tool for investigating the biological structure and functional dynamics across an incredibly broad spatial and temporal scale. This course will provide an understanding of the basic physical principles of magnetic resonance; including signal generation, detection and contrast mechanisms; as well as image acquisition techniques and reconstruction methods. This course is aimed at undergraduate and graduate students from a variety of disciplines, including: Engineering, Computer Science, Applied Mathematics, Physics, Cognitive Science and Neuroscience as well as medical students and residents. Students should have a basic understanding of matrix mathematics and familiarity with the concepts of magnetism and waves.

Integrated analysis and design of MicroElectroMechanical Systems (MEMS), which are highly integrated micron-scale devices used in many applications: sensors, energy (engines), optics, bioengineering, chemical processing, etc. Provides an introduction to the science and art of design, fabrication, performance, and use of MEMS in all disciplines of engineering.

ENGN 1930P. Solid Biomechanics.
Applications of mechanics to biological systems over a range of scales, including microscopic scales of cells and cellular components, intermediate scales of tissues and muscles, and macroscopic scales of organs, joints, locomotion, and whole organisms. Dimensional analysis and scaling; elasticity, viscoelasticity, poroelasticity applied to tissue mechanics; models for muscle contraction; mechanics of the cytoskeleton, biopolymers, cell membranes, and cell adhesion. Prerequisites: ENGN 0040 or equivalents, APMA 0330.

ENGN 1930R. Molecular and Cell Biology for Engineers.
Applications of mechanics to biological systems over a range of scales, including microscopic scales of cells and cellular components, intermediate scales of tissues and muscles, and macroscopic scales of organs, joints, locomotion, and whole organisms. Dimensional analysis and scaling; elasticity, viscoelasticity, poroelasticity applied to tissue mechanics, models for muscle contraction; mechanics of the cytoskeleton, biopolymers, cell membranes, and cell adhesion. Prerequisites: ENGN 0040 or equivalents, APMA 0330.

ENGN 1930S. Land Use and Built Environment: An Entrepreneurial View.
Through the use of readings, group discussions, student presentations and guest lectures, students examine and challenge the analytical and structural frameworks which underlie and support public and private land use and urban/suburban built environments. Students build an understanding and theory of how social, political, governmental and economic forces interact with society’s present and future physical space needs.

ENGN 1930T. Vehicle Design.
No description available.

ENGN 1930U. Renewable Energy Technologies.
Analysis of the thermodynamics, physics, engineering and policy issues associated with renewable and non-renewable energy technologies with applications appropriate to both the developed and the developing world. Specific technologies that will be studied include Fossil fuels, Wind, Solar, Hydro, Biomass and Nuclear. Energy consumption technologies, such as power generation and transportation will also be studied. Some technical background, such as ENGN 0030, 0040 and 0720, is strongly recommended.

ENGN 1930W. The Art and Science of Light.
This studio course explores artificial light from both artistic and scientific perspectives. Laboratory demonstrations on optics and new light emitting materials will be counterbalanced by presentations on the historical and contemporary integration of these materials within the fields of architecture, industrial design, and sculpture. Students will be asked to reimagine the light bulb by developing artistic design alternatives to conventional lighting. Extensive outside work is expected. Written permission required.

Taught via Socratic method, this course will use case studies that explore essential elements of the entrepreneurial process: Defining Entrepreneurship; Recognizing Opportunities and Developing Business Models; Assembling The Team; Raising Financial Resources; Managing Uncertainty; Managing the Growing Venture; and Realizing Value. Guests will include successful entrepreneurs and expert practitioners who will highlight practical approaches to entrepreneurial success.

Please note that beginning with the very first class, students MUST read the session’s case study and supplemental readings, to be ready for participation in discussions. For the first day’s assignment, please contact Professor Warshay directly at Daniel_Warshay@brown.edu. Enrollment limited to 35. WRIT

ENGN 1930Y. Social Enterprises.
eThis course will combine reading, discussion, field work, and guest talks by practitioners and theorists to delve into the workings of a variety of social enterprise models. Prerequisites: Social Entrepreneurship (ENGN1930Q) or comparable experience and an existing relationship with a social enterprise.
ENGN 1930Z. Robot Design.

ENGN 1931A. Photovoltaics Engineering.
This seminar course will provide an overview of the operation, design, characterization, and manufacturing of photovoltaic solar cells and panels. The course will span a range from the fundamental physics of solar cell operation to highly applied, industrially relevant engineering topics. Recommended prerequisites: Good knowledge of basic physics and electromagnetism concepts; proficiency in ENGN 0510 or PHYS 0470; This course is designed for undergraduate and graduate students in Physics, Chemistry and Engineering interested in the field of alternative energy with a focus in photovoltaics. Enrollment limited to 20.

ENGN 1931D. Design of Mechanical Assemblies.
An introduction to the design and development of mechanical assemblies suitable for production over a range of volumes, from prototypes to high volume manufacture. The course is intended to present an overview of basic machine components and manufacturing processes from the perspective of a design engineer in a contemporary industrial setting. The objective of which being to provide students the background necessary to create mechanical assemblies from blank-page concepts through to production ready designs. Coursework will include both theoretical and experimental exercises as well as two group projects working on a mechanical assembly produced via high volume manufacture. Prerequisite: ENGN 0310, 1740. Enrollment limited to 20.

ENGN 1931E. Writing Science.
This seminar focuses on communicating scientific and technical information to a lay audience in ways that engage and inform. The focus is on writing about new findings, scientific disputes and policy debates, along with producing profiles, feature articles, op-eds and blog posts. Students who complete this seminar will learn how to turn a collection of facts into a story, ways of explaining complex topics in simple terms, and how to differentiate between crucial technical details and clutter. Proficiency in English is assumed. Permission from the instructor is required. Preference will be given to seniors and graduate students. Enrollment limited to 15. WRIT

ENGN 1931F. Introduction to Power Engineering.
An introduction to the generation, distribution and use of electrical energy in three-phase balanced systems. Topics include: properties of magnetic fields and materials; magnetic reluctance circuits; phasors and the properties of balanced three-phase voltage and current lines; generators; transformers and transmission lines; induction motors; brushless DC motors; power semiconductor switches, and the properties of solar photovoltaic sources and microinverters. Laboratory project. Prerequisites: ENGN 0510 and 0520.

The course will explore where the majority of “useful” energy originates today. Main fossil energy sources (e.g., coal, crude oil, gas, shale oil, tar sands) and their chemical characteristics will be considered. Environmental aspects of fuel production (mining, drilling), fuel conversion technologies, both for delivering heat and power, and why there are limitations on the conversion to the latter. Calculations of “carbon footprint” will be illustrated. Common examples of emissions control technologies, including carbon capture and sequestration, will be presented. Policy and social implications of these energy issues will be discussed. Prerequisites: CHEM 0330 and ENGN 0720.

ENGN 1931Z. Interfaces, Information & Automation.
Laboratory-intensive course to help students develop and implement simple computer programs in Python to control, query, and integrate discrete (traditionally isolated) systems, ranging from automobiles to websites. Assignments will provide hands-on practice using programmatic interfaces to control both physical and virtual systems. Topics include physical interfaces and communication protocols (e.g., GPIB, RS-232, USB) as well as accessing online resources (e.g., SOAP and RESTful web services) and building hybrid systems for data acquisition and analysis. Formal programming experience is not required, but familiarity with either Matlab or Python (at the level of CSCI0040 or higher) would be very helpful.

Independent Study in Engineering. Instructor permission required after submitting online proposal (http://brown.edu/academics/engineering/content/independent-study). Section numbers vary depending on concentration. Please check Banner for the correct section number and CRN to use when registering for this course.

Independent Study in Engineering. Instructor permission required after submitting online proposal (http://brown.edu/academics/engineering/content/independent-study). Section numbers vary depending on concentration. Please check Banner for the correct section number and CRN to use when registering for this course.

Interested students must register for PHYS 2020.

An introduction to methods of mathematical analysis in physical science and engineering. The first semester course includes linear algebra and tensor analysis; analytic functions of a complex variable; integration in the complex plane; potential theory. The second semester course includes probability theory; eigenvalue problems; calculus of variations and extremum principles; wave propagation; other partial differential equations of evolution.

ENGN 2110. Business Engineering Fundamentals I.
The course examines core concepts in distinct areas through three modules: (1) intellectual property and business law, (2) technical marketing, and (3) finance. All aspects of intellectual property will be treated, models on how to analyze markets will be discussed, culminating in a finance module which utilizes accounting fundamentals and models to perform financial analysis.

ENGN 2120. Business Engineering Fundamentals II.
The course examines core concepts in distinct areas through three modules: (1) organizations, leadership, and human capital, (2) implementing radical technology change, and (3) engineering ethics. Organization, leadership and human capital focuses on the attributes of effective leadership and the tactical operation of start-up companies, implementing radical technological change centers on disruptive technologies and their adaptation in the marketplace, and ethics treats the issues that arise in small start-up organizations with an emphasis on the interface of ethics and environmental, health and safety issues.

ENGN 2130. Innovation and Technology Management I.
Examines core concepts through four modules: (1) Industry Dynamics of Technological Innovation, (2) Formulating Technological Innovation Strategy, (3) Implementing Technological Innovation Strategy, and (4) Early Commercialization and Deployment. Industry Dynamics of Innovation will explore some of the drivers of technology innovation. Implementing Technological Innovation Strategy explores execution issues concerning the flow of technology and innovation from concept to physical product or service. Early Commercialization and Deployment will focus on more salient strategic and operational issues related to commercial readiness and roll-out of a technology-based product or service. Emphasis will be on technology oriented entrepreneurial enterprises, but exploration will also include larger more established organizations.
ENGN 2140. Innovation and Technology Management II. Explores concepts relevant to the management of operations in industrial enterprises with an emphasis on technology-oriented firms. Topics fall into three basic modules: (1) Capacity Planning, (2) Industrial Engineering, and (3) Materials & Resource Engineering. Capacity Planning will focus on capacity considerations in manufacturing and service organizations. Industrial Engineering will examine optimizing plant and process layouts. Materials & Resource Engineering will cover various aspects of planning and scheduling material, labor, and work center capacity. Inventory management techniques will also be introduced and examined as will concepts such as materials requirements planning and aggregate planning.

ENGN 2150. Technology Entrepreneurship and Commercialization I. ENGN 2150 and the spring ENGN 2160 form a sequence that develops the skills for technology-based entrepreneurship. It teaches creation of viable high-growth-potential new ventures from emerging science and technology. It is from emerging S&T that a high percentage of new jobs are created, both by existing large companies and through the formation of new companies. You will examine S&T for new opportunities, create novel product or service concepts from these sources and determine whether these concepts truly represent new business opportunities. Pedagogy is a combination of lectures and "experiential learning", with work undertaken as a two-semester project. Enrollment limited to 30 graduate students in the IMEE program.

ENGN 2160. Technology Entrepreneurship and Commercialization II. ENGN 2160 and the prerequisite fall course 2150 form a course sequence that develops the knowledge of, and embeds the skills for, technology-based entrepreneurship. While 2150 has helped you to examine science and technology sources, and create a portfolio of opportunities from these, this course continues by developing selected opportunities into a compelling business case for the creation of a high growth potential new venture. Once again, learning is by a combination of lectures and "experiential learning", with work undertaken as a guided two-semester project. Prerequisite: ENGN 2150. Enrollment limited to 30 graduate students in the IMEE program.

ENGN 2180. Globalization Immersion Experience and Entrepreneurship Laboratory. In this course, students will gain a better understanding of the political, social and cultural dynamics that influence entrepreneurial enterprises in different world regions. Meetings will be arranged with high technology companies and their venture arms, academic incubators, investment professionals, legal professionals, government officials, entrepreneurs, and other university faculty and students. The semester becomes a global entrepreneurship and innovation "laboratory" where students experience and take part in guest lectures from experts working in other countries. Classroom discussions, student presentations, papers and readings will be used to focus and further understand the globalization dynamic and its relationship to entrepreneurship. Prerequisite: ENGN 2110. Enrollment limited to graduate students in the PRIME program.


ENGN 2280. Topics in Continuum Mechanics. Devoted to one or more advanced topics in continuum mechanics not covered in detail by the regular courses. Examples are: nonlinear viscoelastic constitutive equations, strain gradient and micropolar theories of elasticity, coupled mechanical and thermal or electromagnetic phenomena, and continuum thermodynamics.


ENGN 2320. Experimental Mechanics. The design and evaluation of experiments in solid mechanics. Considers methods for experimental stress analysis and for the mechanical testing of materials. Topics covered include photoelasticity, creep and relaxation tests, high-speed testing, stress wave propagation, fatigue, and fracture. Techniques, instrumentation, and recording systems for the static and dynamic measurement of mechanical parameters such as forces, displacements, velocities, accelerations, and strains.


ENGN 2370A. Thin Films. No description available.

ENGN 2370B. Topics in Solid and Structural Mechanics. Devoted to one or more advanced topics in solid and structural mechanics not covered in detail by the regular courses, such as: numerical methods in solid mechanics, theory of optimal design, shell structures and instability, or other topics of interest to the staff or visitors.


ENGN 2420. Kinetic Processes and Mechanisms in Materials Science. Continuum and atomistic descriptions of diffusion in solids. Reactions involving surfaces and interfaces, including evaporation, adsorption, grain growth, and coarsening. Phase transformation kinetics, including nucleation, growth, solidification, spinodal decomposition, and martensitic transformations. Analysis of systems with multiple kinetic mechanisms (typical examples include oxidation, crystal growth, and sintering). Prerequisite: background in basic thermodynamics. Recommended: ENGN 1410 or 2410 or equivalent.


ENGN 2440. Strength of Solids. Mechanical behavior of solids as interpreted through atomistic mechanisms. Theory and characteristics of dislocations in continuous and crystalline media. Intrinsic and extrinsic stacking faults, extended dislocations, point defects, nodes and networks, disclinations, crystal boundaries. Applications of dislocation theory to single and polycrystal plasticity, work-hardening, stress-corrosion, creep, fatigue, hardening mechanisms, etc.

ENGN 2490A. Crystal Structures and Crystallography. The study and experimental analysis of solid structures from crystallography and crystal chemistry viewpoints. Electronic structure of the atom as related to core level chemical analysis techniques in material science, atomic arrangements in solids, form crystallography, crystal symmetry and symmetry of finite objects, and experimental techniques in x-ray diffraction.

ENGN 2490B. To Be Determined.

ENGN 2500. Medical Image Analysis. Explosive growth in medical image analysis has enabled noninvasive methods to diagnose and treat diseases. The course will first discuss the fundamentals of formation of medical images such as CT, MRI, ultrasound, and nuclear imaging; then consider clinical constraints and discuss methods in image guided therapy/surgery, techniques to detect, delineate, measure, and visualize medical organs and structures.

ENGN 2501. Digital Geometry Processing. Three-dimensional geometric models are fundamental for applications in computer vision, computer graphics, medical imaging, computer aided design, visualization, multimedia, and many other related fields. This course includes the study of basic data structures and algorithms for representing, creating, manipulating, animating, editing, and analyzing digital geometry models, such as point clouds and polygon meshes, as well as state-of-the-art material from the current scientific literature. This is a project oriented course with several programming assignments and a final project. Students are expected to have successfully completed an introductory computer graphics/vision course or have an equivalent background. Instructor permission required. Open to seniors and graduate students.

ENGN 2502. 3D Photography. In 3D Photography, cameras and lights are used to capture the shape and appearance of 3D objects represented as graphical models for applications such as computer animation, game development, electronic commerce, heritage preservation, reverse engineering, and virtual reality. This course covers 3D capture techniques and systems, surface representations and data structures, as well as methods to smooth, denoise, edit, compress, transmit, simplify, and optimize very large polygonal models. Instructor permission required.

ENGN 2520. Pattern Recognition and Machine Learning. This course covers fundamental topics in pattern recognition and machine learning. We will consider applications in computer vision, signal processing, speech recognition and information retrieval. Topics include: decision theory, parametric and non-parametric learning, dimensionality reduction, graphical models, exact and approximate inference, semi-supervised learning, generalization bounds and support vector machines. Prerequisites: basic probability, linear algebra, calculus and some programming experience.

ENGN 2530. Digital Signal Processing. An introduction to the basics of linear, shift invariant systems and signals. Quantization and sampling issues are introduced. Discrete time and DFT properties, fast DFT algorithms, and spectral analysis are discussed. IIR and FIR digital filter design is a focus; stochastic and deterministic signals are introduced. MATLAB exercises are a significant part of the course.

ENGN 2540. Speech Processing. The basics for speech production and hearing are introduced. PDEs and simplified vocal-tract models are derived. LPC, DFT filterbank and time varying signal processing for speech recognition analysis are discussed in mathematical detail. Dynamic programming, vector quantization, hidden Markov modeling, and neural-network pattern recognition for speech are introduced. Offered every other year.

ENGN 2550. Computer Vision. An interdisciplinary exploration of the fundamentals of engineering computer vision systems (e.g., medical imaging, satellite photo interpretation, industrial inspection, robotics, etc.). Classical machine vision paradigms in relation to perceptual theories, physiology of the visual context, and mathematical frameworks. Selections from Gestalt psychology, Gibsonian approach primate visual pathways, edge-detection, segmentation, orientation-selectivity, relaxation-labeling, shading, texture, stereo, shape, object-recognition.

ENGN 2570. Applied Stochastic Processes. The study of stochastic processes and a number of applications central to electrical engineering. Analysis of continuous and discrete time Gaussian and second order stochastic processes. Stochastic calculus. Innovations and spectral representations. Markov random fields. Applications to Kalman filtering, the detection of signals in the presence of noise, and two-dimensional image processing. MATLAB projects. Prerequisite: an undergraduate level course in probability or statistics.

ENGN 2600. Electronic Processes in Semiconductors. Electronic processes primarily in semiconductors with tetrahedral bonding (Si, Ge, GaAs compounds). Topics include phonon spectra, band structure, impurity states, electron and hole distributions, optical properties, electron plasma, scattering processes, excess and hot carriers, semiconductor-metal transitions, one-and two-dimensional electron gas, and amorphous semiconductors. Prerequisite: ENGN 1590 and Intro Quantum Mechanics or equivalent.

ENGN 2610. Physics of Solid State Devices. Current and proposed semiconductor devices: bipolar transistors (silicon and heterojunction); field effect transistors (MOSFETs, heterostructure, and submicron FETs); hot-electron and quantum-effect devices; and photonic devices (LEDs, semiconductor lasers, and photodetectors). Prerequisites: ENGN 1590 or equivalent introductory device course; some quantum mechanics helpful but not required.
ENGN 2620. Solid State Quantum and Optoelectronics. 
Incorporates the study of interaction of radiation with matter emphasizing lasers, nonlinear optics, and semiconductor quantum electronics. Q-switching and mode-locking, electro- and acousto-optic interactions, harmonic generation and parametric processes, self-focusing and phase modulation, stimulated Raman and Brillouin scattering, ultrashort pulse generation, nonlinear processes of conduction electrons in semiconductors, bulk and surface polaritons. Prerequisite: ENGN 2600 or equivalent.

ENGN 2630. Electro-Optical Properties of Materials and Biomolecules. 
Fundamental ideas and principles relevant to the understanding of the electrical and optical properties of materials and bio-molecules are emphasized. The mathematics is deliberately kept to a minimum. Topics include metals, semiconductors dielectric materials, magnetic materials, superconductors, carbon nanotubes, DNA, photosynthesis and redox proteins. Prerequisites: ENGN 0510 and PHYS 0470.

ENGN 2640. Classical Theoretical Physics II (PHYS 2040). 
Interested students must register for PHYS 2040.

ENGN 2660. Physics and Technology of Semiconductor Heterostructures. 
Covers, largely from an experimental point of view, topics of current interest in semiconductor heterostructure physics and technology; magentotransport in two-dimensional electron gas; integer and fractional quantum Hall effects; resonant tunneling and superlattice transport; optical and transport properties of quantum wires and dots; heterostructure-based devices; other topics of student interest. Prerequisites: PHYS 1410 or equivalent quantum mechanics and ENGN 1590 or introductory device course helpful but not required.

ENGN 2730. Advanced Thermodynamics I. 
Fundamental principles of macroscopic equilibrium; thermodynamic stability; Gibbs relations and chemical thermodynamics; applications to various systems, including fluids, solids, and magnetic and dielectric materials. Fundamental principles of macroscopic nonequilibrium thermodynamics (irreversible processes). Entropy production; Curie's principle; Onsager-Casimir reciprocal relations; applications to transport and relaxation phenomena in continuous systems.

ENGN 2740. Advanced Thermodynamics II. 
Introduction to the statistical mechanics of equilibrium phenomena for classical and quantum-mechanical systems. Ensemble theory: fluctuations; statistical interpretation of the laws of thermodynamics; applications to ideal gases, chemical equilibrium, simple crystals, magnetic and dielectric materials, radiation, and condensation phenomena.

ENGN 2750. Chemical Kinetics and Reactor Engineering. 
This course focuses on the fundamentals of chemical kinetics with engineering applications. Topics include: quantum chemistry, statistical thermodynamics, and transition state theory; light versus laser transition states; the kinetics of gases, liquids, and surfaces; adsorption, desorption, surface diffusion; enzyme kinetics and biological processes; formation, solution, and interpretation of elementary mechanisms; global versus local sensitivity analysis; uncertainty quantification; and the coupling between fluid dynamics and chemical reactions.

ENGN 2760. Heat and Mass Transfer. 

ENGN 2770. Atomic Reaction Engineering. 
Covers the principles of operation of heterogeneous catalysis and advanced reaction engineering with an emphasis on catalysis theory. Includes electronic structure calculations, linear scaling relations, free energy relations, surface reactivity, rate theory, and electrocatalytic concepts. Applications of study in this course will focus on catalysts for energy conversion. Students should have a background in chemical reactions and thermodynamics.

ENGN 2810. Fluid Mechanics I. 
Formulation of the basic conservation laws for a viscous, heat conducting, compressible fluid. Molecular basis for thermodynamic and transport properties. Kinematics of vorticity and its transport and diffusion. Introduction to potential flow theory. Viscous flow theory; the application of dimensional analysis and scaling to obtain low and high Reynolds number limits.

ENGN 2820. Fluid Mechanics II. 
Introduction to concepts basic to current fluid mechanics research; hydrodynamic stability, the concept of average fluid mechanics, introduction to turbulence and to multiphase flow, wave motion, and topics in inviscid and compressible flow.

ENGN 2880A. Chemical Reaction Engineering. 
Elements of chemical rate processes; steady-state and transient behavior of continuous-flow chemical reactors; uniqueness, multiplicity, and stability in chemical reactor systems and individual catalyst particles; heterogeneous chemical reactor analysis focusing packed beds (continuum and discrete models) and fluidized beds (deterministic and stochastic models).

ENGN 2910A. Advanced Computer Architecture. 
This classes focuses on advanced computer architecture concepts, including super-scalar processor design, out-of-order execution, branch prediction, multi-core processors, memory hierarchy consistency, GPU architectures, and architecture of large-scale systems such as data centers and supercomputers. Class work expected to include HWs, Labs, and projects. Prerequisite: ENGN 1640 or permission of instructor.

ENGN 2910B. Advanced Process in Materials: Thin Film Processing and Characterization. 
No description available.

ENGN 2910C. Advanced Processing of Materials. 
This course will present a detailed consideration of processing of specific types of materials. In this particular offering, electronic materials will be the focus of the discussion. Detailed state of the art methods of processing will be described and the relationship between processing and the resulting properties will be discussed.

ENGN 2910D. Engineering and Design I. 
No description available.

ENGN 2910E. Complex Fluids. 
Complex fluids comprise a large class of "soft" microstructured materials which are encountered extensively in engineering applications and biological systems. This course will explore the interrelation between the microscale physics, macrostructure and macroscopic properties of complex fluids. Topics include surfactants and self-assemble, intermolecular forces and stability of colloidal suspensions, polymer solutions, ordered phases and liquid crystals, electrokinetic phenomena, rheology.

ENGN 2910F. Nano and Micro Mechanics of Solid Interfaces. 
This course covers the topics: Mechanics of intermolecular forces and surface forces; Adhesion and friction of hydrophobic and hydrophilic surface complexes; Mechanics aspect of chemical etching and chemical reactions on solid surfaces; Interface energetics and kinetics with anisotropic elasticity and diffusion equations; Micromechanics of grain boundaries and interface fracture Nano and micro mechanics of single asperity and rough-surface contact friction.

ENGN 2910G. Topics in Translational Research and Technologies. 
To improve human health, engineering and scientific discoveries must be explored in the context of application and translated into human/societal value. Translational research is creating a fundamental change in the way basic science and engineering research has operated for decades, breaking down the literal and figurative walls that separate basic scientists/ engineers and clinical researchers. Such discoveries typically begin at "the bench" with basic research--and in the case of medicine--then progress to the clinical level, or the patient's "bedside." This seminar course will utilize case studies to demonstrate to students how the translational research unfolds. Lectures will be delivered by clinicians, medical researchers, engineers, and entrepreneurs, with case studies focused on topics ranging from value creation, IRB, HIPAA, FDA approval, etc.
ENGN 2910H. Flat Panel Display.
No description available.

ENGN 2910I. Mechanics of Entropic Forces in Biological Adhesion.
Course will cover fundamental concepts of entropic forces and their significance in mechanical systems involving "soft matter". A prominent example is cell adhesion which plays a central role in cell migration, spreading, differentiation and growth. For such problems, the importance of mechanics and mechanical forces has been widely recognized and are currently under intensive research. This course is also aimed to stimulate live discussions on potential research topics and opportunities at the interface between solid mechanics and biological mechanics, with emphasis on cell-substrate, cell-cell and cell-particle interaction. Fundamental concepts to be discussed include Brownian motion, fluctuation, diffusion, dissipation, ligand-receptor bonds, single molecule mechanics, stochastic dynamics of binding/rebinding, elasticity, stress fibers, cytoskeleton, focal adhesion and endocytosis.

ENGN 2910J. Mechanics and Surface Science of Nanostructures.

Course is designed for students with a strong background that want to learn more about mathematical and mechanical descriptions of the cell and its functions. It will include an overview of cell biology emphasizing locomotion, mitosis (cell division), intracellular transport, cellular mechanotransduction, and biological material properties. The course will draw examples from recent theoretical and experimental research investigations, and teach quantitative tools commonly used by engineers in the field.

ENGN 2910L. Chemical and Transport Processes in the Environment.
This course will cover fundamental properties and processes that are important for the fate and transport of chemicals in the environment. Topics will include acid/base speciation, complexation, sorption, phase-partitioning, and solution chemistry. Emphasis will be placed on natural and engineered environmental systems, including a range of environmentally relevant media (e.g. water, air, soil/sediments, plants, organisms). Conceptual understanding of chemical structure and its role in environmental transport will be highlighted, while quantitative approaches will be used to solve problems.

This course is relevant for graduate students interested in environmental pollution chemistry. Undergraduates need permission of the instructor to register.

ENGN 2910M. Biosensors and Applied Microfluidics.
This course will acquaint students with two modules: 1) new approaches to detection and quantification of biological molecules for diverse purposes ranging from medical diagnostics to food safety to defense, 2) processes at the microscale which can be translated into applications. The topics will include sensing platforms, devices, instrumentation, biomolecular engineering of probe molecules, quantitative evaluation, separations, sample stacking, DNA/protein sizing and diagnostic devices for use in developing countries. Lectures, assignments, a group design project and a laboratory will acquaint students with the state-of-the-art in biosensors and applied microfluidics. The course is relevant to physicists, chemists, biologists and engineers.

ENGN 2910N. Molecular and Cellular Biomechanics.
Mechanics and statistical mechanics applied to biological systems. Topics will include semiflexible polymers (DNA, microtubules, actin, flagella), membranes, and molecular motors. We will cover fundamentals including Brownian motion in mechanical systems involving "soft matter", fluctuation-dissipation theorem, and electrostatics of ions in solutions.

ENGN 2910O. Atomistic Simulation in Mechanics and Physics.
Random numbers in molecular simulations, Monte Carlo methods applied to equilibrium systems, Kinetic Monte Carlo methods, Molecular dynamics with simple potentials - equilibrium properties in various ensembles (ENV,NVT,NPT, NoT) and non-equilibrium properties. Simulations with three-body potentials and EAM potentials. Molecular statics. Introduction to quantum mechanical methods. Application to the above methods to defect interactions in solids, structure of surfaces, crystal growth and structure of nanostructures.

ENGN 2910P. Nano-system Design.
The goal of this course is to provide a broad understanding of the many fields that are involved in electronic nanotechnology. The material will focus on considering how new basic devices intended to replace silicon-based transistors, such as single-molecule organic switches and nanotube electron conduits, will impact VLSI, computer architecture, and how we may design systems to take advantage of the opportunities they offer. Class will include a mix of lectures and discussion on assigned reading of recent publications. Students will be responsible for leading and participating in these discussions. A course project will also be required. Prerequisites: ENGN 1640 and 1600 are helpful, but not required.

ENGN 2910Q. Chemical Kinetics and Reactor Engineering.
This course focuses on the fundamentals of chemical kinetics with engineering applications. Topics include: quantum chemistry, statistical thermodynamics, and transition state theory; tight versus loose transition states; the kinetics of gases, liquids, and surfaces; adsorption, desorption, surface diffusion; enzyme kinetics and biological processes; formation, solution, and interpretation of elementary mechanisms; global versus local sensitivity analysis; uncertainty quantification; and the coupling between fluid dynamics and chemical reactions.

ENGN 2910S. Cancer Nanotechnology.
This course will integrate engineering and biomedical approaches to diagnosing and treating cancer, particularly using nanotechnology and BioMEMS. Topics will include the extracellular matrix and 3D cell culture, cancer cell invasion in microfluidic devices, heterotypic interactions, cancer stem cells and the epithelial-mesenchymal transition, angiogenesis and drug targeting, circulating tumor cells and biomarker detection, as well as molecular imaging and theranostics. Recommended coursework includes ENGN 1110 (Transport and Biotransport), ENGN 1210 (Biomechanics) and ENGN 1490 (Biomaterials) or equivalents

ENGN 2910T. Physics of Materials.
No description available.

ENGN 2910U. Quantum, Statistical and Continuum Mechanics.
No description available.

No description available.

ENGN 2910W. Synthesis of VLSI Systems.
Prerequisites: ENGN 1640 and 1600 are helpful, but not required.

ENGN 2910X. Video Processing.
This special topic course will address the rapidly evolving technologies involved in representing and processing video data, including compression, tracking and 3-D modeling. The course will involve projects to implement live and file-based video processing algorithms as well as periodic quizzes. Projects will be carried out primarily in C++.
ENGN 2910Z. Small Wonders: The Science, Technology, and Human Health Impacts of Nanomaterials.
Survey course focusing on nanomaterials as enabling components in emerging nanotechnologies. Covers scaling laws for physicochemical properties, synthesis routes, manipulation and characterization tools, and example applications in sensors, composites, advanced energy devices, and nanomedicine. Impacts of nanomaterials on environment and health, including the interactions between nanoscale structures and biological molecules, cells, and whole organisms. Undergraduate enrollment by permission.

ENGN 2911A. Nanoelectronics.
Review and analysis of novel and exotic electronic devices, and proposals for extending scaling into the nanometer regime. Contemporary research and development in areas such as nonclassical CMOS; single-electron and nanocrystal memories; 1D nanotube and nanowire transistors, qubits, quantum dots, spin transistors, molecular electronics; and the realization of such elements in arrays and biologically inspired networks.

ENGN 2911B. Electrical and Optical Properties of Materials and Biomolecules.
Fundamental ideas and basic principles relevant to the understanding of the electrical and optical properties of solid-state materials and biomolecules are emphasized. Topics, including metals, semiconductors, dielectric materials, magnetic materials, superconductors, carbon nanotubes, DNA, and redox proteins, are selected in order to explain the operation of devices having current or future applications in engineering.

Testing of digital integrated circuits has historically focused on the detection and diagnosis of manufacturing defects. However, in the past few years, testing for security has become an important hot topic. This class will cover testing fundamentals along with new approaches for the detection of hardware Trojans (malicious circuitry inserted into a design by an adversary). Related topics in hardware security and authentication, including physically unclonable functions, will also be discussed. Prerequisite: ENGN 1630 or equivalent or permission of instructor.

ENGN 2911D. Engineering and Design II.
No description available.

Course will cover fundamental concepts and methods in continuum, atomistic and statistical modeling of nanoscale and hierarchical materials in engineering and biology. Various systems and phenomena, including thin films, nanocrystalline materials, fracture, hierarchical tissue structures of bone and gecko, cell adhesion and endocytosis, carbon nanotubes and biomolecular assembly, are selected to stimulate discussions at the forefront of solid mechanics research.

ENGN 2911F. Topics in Emerging and Breakthrough Technologies.
No description available.

This class investigates the physical principles and algorithmic methodologies that are used in physically designing and implementing state-of-the-art digital circuits and high-performance processors. We'll also survey the main available design implementation tools in the market and examine new directions for innovative solutions.

No description available.

ENGN 2911J. Computational Electromagnetics.
This course will introduce numerical techniques for solving practical and theoretical problems in optical science. Using MatLab and Mathematica, students will develop a toolkit for physical optics and build an intuition for wave propagation (e.g. transfer matrices), Fourier optics (beam propagation methods, normal mode analysis), light emission/absorption (surface- and cavity-enhanced lifetimes) as well as general finite difference schemes (frequency and time domain). Prerequisites: ENGN 0510 or PHYS 0470; APMA 0330 or APMA 0350; MATH 0520 or MATH 0540; or equivalent courses.

ENGN 2911K. Biological Impacts of Nanomaterials.
This course will emphasize advancements nanomaterials have made in several fields. In doing so, this course will cover fundamentals of nanomaterial synthesis and biological responses of nanomaterials if ingested, inhaled, or implanted. Biological concepts (immune response, cellular toxicity, etc.) will be combined with engineering concepts (manufacturing and property control) to understand the relationship between manufacturing and biological impacts of nanomaterials.

ENGN 2911L. Environmental Technologies and Human Health.
No description available.

ENGN 2911X. Reconfigurable Computing.
Driven by recent innovations in Field-Programmable Gate Arrays (FPGAs), reconfigurable computing offers unique ways to accelerate key algorithms. FPGAs offer a programmable logic fabric that provides the necessary hardware and communication assets to exploit parallelism opportunities arising in various algorithms. By mapping algorithms directly into programmable logic, FPGAs accelerators can deliver 10X-100X performance increases over generic processors for a large range of application domains. The class will describe FPGA architectures, reconfigurable systems, languages (SystemC) and design tools. The class will show a class of algorithmic techniques (e.g., dynamic programming) that are particularly attractive targets for reconfigurable computing. Mapping specific algorithms from different domains will also be described. These include computer vision, image and signal processing, network security, and bioinformatics algorithms. The class requires basic hardware and programming languages knowledge.

ENGN 2911Y. Verification, Test, Synthesis.
This course will provide an overview of algorithms and techniques in electronic design automation relating to the synthesis, verification, and test of digital integrated circuits. Some topics covered will include synthesis of two-level and multi-level circuits, logic minimization, representations of combinational and sequential circuits for design automation, ordered binary decision diagrams, equivalence checking, verification coverage, assertions, and automatic test pattern generation. Classic techniques and recent state-of-the-art results will both be discussed.

ENGN 2911Z. Principles of Nano-Optics.
The goal of this course is to help students build an intuition for light-matter interactions at the nanoscale, especially when optically active elements are located near complex surfaces. The course will begin with a review of the theoretical foundations of macroscopic electrodynamics, but will continue on to discuss specific experimental techniques for investigating microscopic behavior. Topics will include near-field optical microscopy, quantum dots and single molecule spectroscopy, surface plasmon polaritons, local density of states, and photonic crystals.

ENGN 2912A. Toxicity of Nanoparticles.
This course will emphasize advancements nanoparticles have made in several medical fields such as preventing, diagnosing, and treating various diseases. This course will integrate fundamental knowledge of toxicity into such applications. In particular, the course will cover current results in terms of nanoparticle applications and potential toxicity. Toxicity in such organs as the lungs, blood, kidneys, liver etc. will be emphasized. Biological concepts will be combined with engineering concepts to understand the relationship between manufacturing and nanoparticle toxicity.

ENGN 2912B. Scientific Programming in C++.
Introduction to the C++ language with examples from topics in numerical analysis, differential equations and finite elements. As a prerequisite, some programming knowledge, e.g., MATLAB projects. The course will cover the main C++ elements: data types; pointers; references; conditional expressions; streams; templates; Standard Template Library (STL); design and debugging techniques.
ENGN 2912C. Future Directions in Computing: From Bio and Quantum to Nano and 3D.
Silicon-based electronics is the foundation of computing devices. The computer industry is reaching an important milestone, where physical limits arising from using optical lithography manufacturing techniques can stop the evolution of computational power as predicted by Moore's law. In this class, we explore some of the alternatives that can be used for future computing devices. Topics covered include: quantum computing, bio-based computing, spin-based computing, nanotube-based computing, computing with light and 3D chips.

ENGN 2912D. Networks and Network-on-Chip Design.
Network-on-Chip communication fabrics are a very recent approach to multi-core system-on-chip design. This class will cover state-of-the-art research in the design and test of network-on-chip communication hardware and will compare these on-chip communication networks to more traditional networks. Additional aspects of system-on-chip design and test will also be explored. Prerequisites: ENGN 1630 and ENGN 1640 or equivalent experience in digital design.

ENGN 2912E. Low Power VLSI System Design.
This course deals with the design of digital systems for low power dissipation. Issues that will be addressed include CMOS power dissipation, analysis and design tools used for lower power digital circuits, design methodologies for low power CMOS circuits, low power architecture designs, and a discussion on future challenges in low power digital design. Prerequisites: familiarity with basic MOSFET structure and computer architecture principles; some circuit analysis helpful.

ENGN 2912F. Soft Matter.
This course is a special topics graduate course on soft matter, treating polymers, liquid crystals, surfactants, and colloids. The different topics will be unified by a common approach using statistical mechanics.

ENGN 2912H. Interfacial Phenomena.
This course is an introduction to mechanics of material interfaces. Particular cases considered are liquid surfaces (surface tension, contact line slip, electro-wetting, etc), lipid membranes, and thin elastic plates and shells. The course will cover detailed analyses of statics and dynamics of these interfaces. Classical and modern research papers related to these topics will form the motivation for the discussion. A unified treatment of these apparently disparate interfaces is presented to conclude the course. Prerequisites: ENGN 2010, 2020, 2210, or 2810.

ENGN 2912I. Selected Topics in Physics of Locomotion (PHYS 2610E).
Interested students must register for PHYS 2610E.

ENGN 2912J. Asymptotic and Perturbation Methods.
In this introductory course to perturbation methods, topics covered are inspired by problems in solid mechanics (e.g. ridges and kinks in thin plates), fluid mechanics (e.g. viscous boundary layers), electrical circuits (van der Pol oscillator), and include regular and singular perturbations, methods of strained coordinates, multiple scales, averaging, WKB, Laplace's method and the method of steepest descent for approximating integrals, and solutions of partial differential equations. Prerequisite: ENGN 2010 and 2020.

ENGN 2912K. Mixed-Signal Electronic Design.
ADCs, DACs, switched-capacitor circuits, noise and distortion. Circuit simulation and system design projects. Examples will be used from various biological sensing and instrumentation applications and recent scientific literature. Prerequisite: ENGN 1620 and 1630, or instructor permission. Enrollment limited to 20.

ENGN 2912L. Topics in Bioelectronics.
Seminar course covering subjects related to interactions between electronic and biological systems. Material includes energy harvesting, low-power electronic circuit design, biosensors and signal integrity, neuromorphic hardware, low-power wireless communications, and electrochemical methods. Emphasis on critical reading, technical analysis, presentation, and discussion. Design project.

ENGN 2912P. Topics in Optimization.
This course will cover various topics in discrete and continuous optimization. Topics include graph algorithms, dynamic programming, linear programming, convex optimization and coarse-to-fine methods. Prerequisites: basic theory of algorithms (at the level of an undergraduate algorithms course) and linear algebra.

ENGN 2912Q. Coherence of Light in Nanooptics and Plasmonics.
This class is a special topics graduate course focusing on advanced concepts in optics, including spatial and temporal coherence of optical fields, higher-order coherence phenomena in space-time domain, coherence effects at the nano- and micro-scale, optical and plasmonic interferometry using partially coherent sources. The subject is aimed at graduate and undergraduate students interested in optical communications, propagation of laser beams in biological or turbulent media, optical microscopy and imaging, as well as medical diagnostics. The concepts of “flipped teaching” and “learning by teaching” will be explored. Knowledge of advanced electricity and magnetism concepts is required.

ENGN 2912R. Implantable Devices.
This course will expose students to topics across the electrical and biological sciences through lecture, design, and laboratory exercises. Students will learn basic governing concepts of implantable device design, including those of tissue interfaces, power delivery, data transmission, hermetic packaging and biocompatibility, and in vivo evaluation through appropriate animal models including design of surgical approach. Teams will be formed early in the course and maintained throughout the semester. Successful teams will invent, design, build, and implant their unique device. Teams will have access and exposure to the Technology Ventures Office through guest lectures and individual meetings.

ENGN 2912Z. Application of Machine Learning to Experimental Science.
Course designed to help introduce experimentalists (in engineering and related sciences) to growing array of computational tools for data analysis. Using MatLab and Python, students will learn how to leverage dedicated software for numerical optimization (e.g. CVX and MOSEK) and machine learning (e.g. TensorFlow). Emphasis will be on exposure to different techniques and practical implementation, rather than underlying fundamentals. (Students seeking rigorous foundation in machine learning should see CSCI1420/ENGN2520.) Initial assignments will introduce range of supervised and unsupervised machine learning approaches; final projects will provide students with opportunity to apply these methods to their own research data.

ENGN 2920A. Complex Fluids: Particles and Interfaces.
Introduces disperse systems (colloidal suspensions, emulsions, surfactant solutions, blood) with special attention to the thermodynamics and mechanical perspectives in the study of these materials. The intended audience is graduate students in Engineering, Physics, Chemistry, and Applied Mathematics. Prerequisite: We will sometimes use material from ENGN 2010/2020, such as differential equations, Fourier and Laplace transforms, elementary differential geometry, basic probability, vector calculus. Knowledge of basic solid/liquid mechanics will be helpful.

This course introduces the students to the mechanics aspects of battery materials and some of the current research problems. It will consist of a series of lectures by experts from academia and industry, which will cover the state of the art in lithium ion batteries, the role of mechanics in advancing the field, experimental studies, continuum modeling, ab initio modeling and practical design issues. There will be approximately one lecture each week (150 min); each lecture will focus on a specific aspect of battery materials, giving an in-depth treatment of scientific problems, the current state of understanding and future challenges.
ENGN 2920D. Environmental Technologies and Human Health.
This course explores interdisciplinary approaches to environmental safety and health drawing from Brown University faculty and other affiliated experts. Topics include history of environmental regulation and waste management; origin and chemistry of pollutants; biological impacts of exposure and risk assessment; pollutant dispersion, transport and bioaccumulation; and remediation technologies. Emphasis is placed on how scientific research impacts regulatory and engineering decisions regarding cleanup and management of contaminated sites. The target audience is graduate students and advanced undergraduates (permission required) with prior coursework or research in engineering, biology, or environmental studies. Enrollment limited to 30.

This class describes the fundamentals of statistical mechanics with a focus on both traditional analytic methods and modern atomistic simulations methods. The class is divided in two parts. (i) Techniques used to calculate interactions at the atomic level are first covered, from simple interatomic potentials to quantum mechanical first-principles methods. (ii) Simulations techniques to sample atomic degrees of freedom for obtaining macroscopic quantities are then discussed, such as Monte Carlo and Molecular Dynamics. The tools presented in class are illustrated with ongoing examples that illustrate how these methods work in concert. Enrollment limited to 40 graduate students.

ENGN 2970. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

ENGN 2980. Special Projects, Reading, Research and Design.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ENGN 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.
The School of Public Health

Dean
Terrie T. Wette

Department Chair - Behavioral and Social Sciences
Christopher W. Kahler

Department Chair - Biostatistics
Constantine A. Gatsonis

Department Chair - Epidemiology
Alison E. Field

Department Chair - Health Services, Policy & Practice
Ira B. Wilson

The Brown University School of Public Health offers graduate programs and comprehensive course work leading to the Master of Public Health (MPH); the ScM, AM and PhD in Biostatistics; the ScM and AM in Behavioral and Social Health Sciences; the PhD in Behavioral and Social Health Sciences; the ScM in Clinical and Translational Research; the ScM and PhD in Epidemiology; and the PhD in Health Services Research. The School of Public Health also offers an undergraduate concentration (AB) in Public Health, as well as an approved track of Statistics in the Independent Concentration rubric.

The School’s faculty-to-student ratio gives students a great deal of interaction with instructors who are accessible, approachable, and encouraging of student involvement in critical projects.

For additional information regarding the School of Public Health and its programs of study and areas or research visit: brown.edu/academics/public-health/about

Public Health Concentration Requirements

Public Health is an interdisciplinary concentration through which students examine a variety of issues, including population health and disease, health policy, cross-cultural and international aspects of health, the organizational and social structures through which health services are delivered and received, and the public health system. Courses in the concentration allow students to explore the ways in which the social, political, behavioral and biological sciences contribute to the understanding of patterns of population distributions of health and disease. The concentration also provides students with courses in basic research methods and statistics necessary for problem solving and critical thinking in the emerging emphasis on evidence-based health care and public health.

The undergraduate component to the five-year AB/MPH differs in some ways from the Public Health concentration. Please refer to http://brown.edu/academics/public-health/education-training/masters/mph-program-about-us/combined-programs/abmph. Meet early with a concentration adviser to discuss your plans.

1. Core Courses: (non-substitutable)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHP 0310</td>
<td>Health Care in the United States</td>
<td>1</td>
</tr>
<tr>
<td>PHP 0320</td>
<td>Introduction to Public Health</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1501</td>
<td>Essentials of Data Analysis</td>
<td>1</td>
</tr>
</tbody>
</table>

This course is best taken by end of junior year before PHP 1910, Senior Seminar.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>PHP 0850</td>
<td>Fundamentals of Epidemiology</td>
<td>1</td>
</tr>
</tbody>
</table>

This course is best taken by end of junior year before PHP 1910, Senior Seminar.

2. Environmental Health and Policy (Select one of the following): 1

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>PHP 1700</td>
<td>Current Topics in Environmental Health</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1820</td>
<td>Environmental Health and Disease</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 1410</td>
<td>Environmental Law and Policy</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Health, Health Care Systems and Policy (Select one of the following): 1

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>PHP 1520</td>
<td>Emergency Medical Systems: An Anatomy of Critical Performance</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1530</td>
<td>Case Studies in Public Health: The Role of Governments, Communities and Professions</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1070</td>
<td>The Burden of Disease in Developing Countries</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1100</td>
<td>Comparative Health Care Systems</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1500</td>
<td>Global Health Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>ECON 1360</td>
<td>Health Economics</td>
<td>1</td>
</tr>
</tbody>
</table>

4. Social and Behavioral Science for Prevention (Select one of the following): 1

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PHP 1010</td>
<td>Doctors and Patients- Clinical Communication in Medicine</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1400</td>
<td>HIV/AIDS in Africa: A Multidisciplinary Approach to Support HIV/AIDS Care and Treatment Programs</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1540</td>
<td>Alcohol Use and Misuse</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1600</td>
<td>Obesity in the 21st Century: Causes, Consequences and Countermeasures</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1680N</td>
<td>Tobacco, Smoking, and the Evil Empire</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1740</td>
<td>Principles of Health Behavior and Health Promotion Interventions</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1920</td>
<td>Social Determinants of Health</td>
<td>1</td>
</tr>
<tr>
<td>PHP 2325</td>
<td>Place Matters: Exploring Community-Level Contexts on Health Behaviors, Outcomes and Disparities</td>
<td>1</td>
</tr>
<tr>
<td>PHP 2340</td>
<td>Behavioral and Social Science Theory for Health Promotion</td>
<td>1</td>
</tr>
<tr>
<td>PHP 2365</td>
<td>Public Health Issues in LGBT Populations</td>
<td>1</td>
</tr>
<tr>
<td>PHP 2380</td>
<td>Health Communication</td>
<td>1</td>
</tr>
</tbody>
</table>

5. Approved General Electives (Select four electives; no more than two (2) can be Human Biology/Physiology courses): 4

The four electives may be selected from: A. the approved courses from the areas listed above or B. the approved general electives listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHP 0030</td>
<td>Health of Hispanics</td>
<td>1</td>
</tr>
<tr>
<td>PHP 0050</td>
<td>Pain and the Human Condition: Exploring the Science, Medicine, and Culture of Pain</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1680I</td>
<td>Pathology to Power: Disability, Health and Community</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1680K</td>
<td>Introduction to Conducting Clinical Research</td>
<td>1</td>
</tr>
<tr>
<td>PHP 1680M</td>
<td>The Epidemiology of Violence and its Consequences</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 0300</td>
<td>Culture and Health</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 1020</td>
<td>AIDS in Global Perspective</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 1242</td>
<td>Bioethics and Culture</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 1300</td>
<td>Anthropology of Addictions and Recovery</td>
<td>1</td>
</tr>
<tr>
<td>ANTH 1310</td>
<td>International Health: Anthropological Perspectives</td>
<td>1</td>
</tr>
</tbody>
</table>
The Master of Public Health (MPH) degree is dedicated to developing skilled professionals who are committed to improving the health of communities by translating rigorous scientific research into sound, evidence-based public health policy and practice.

For further information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/biomed-public-health

### Biostatistics Graduate Program

The graduate programs in Biostatistics offers comprehensive course work leading to a Master of Science (Sc.M.); a Master of Arts (A.M.); and the Doctor of Philosophy (Ph.D.) degrees. The graduate programs in Biostatistics are designed to provide training in theory, methodology, and practice of statistics in biology, public health, and medical science. The program provides comprehensive training in theory and methods of biostatistics, but is highly interdisciplinary and requires students to acquire expertise in a field of application. The Ph.D. program is intended to enable graduates to pursue independent programs of research; the Sc.M. and A.M. programs provide training for application of advanced methodology in professional and academic settings.

For more information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/biomed-biostatistics.

### Behavioral and Social Health Sciences Graduate Program

The graduate programs in Behavioral and Social Health Sciences offer comprehensive course work leading to the Master of Science (Sc.M.); Master of Arts (A.M.); and Doctor of Philosophy (Ph.D.) degrees. The interdisciplinary graduate programs train graduate students who are interested in analyzing the complex behavioral and social determinants of public health, and in developing interventions to change behaviors and improve social contexts related to public health, to employ behavioral and social science theory and methods to understand contemporary health problems and to develop interventions that improve the health of individuals and populations. The program puts substantive focus on diet, physical activity and obesity; alcohol and other drug abuse; smoking and tobacco use; HIV and STI risk behaviors; and health disparities and culture.

For more information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/behavioral-and-social-health-sciences

### Clinical and Translational Research Graduate Program

The goal of the Master of Science (ScM) degree program in Clinical and Translational Research is to train clinicians and basic scientists to extend basic scientific research into the clinical arena, ultimately leading to improvements in individual and population health. By translating basic research into improved clinical outcomes, researchers and clinicians are able to provide new treatments to patients more efficiently and quickly.

For more information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/biomed-clinical-and-translational-research

### Epidemiology Graduate Program

The graduate program in Epidemiology offers comprehensive course work leading to a Master of Science (Sc.M.) degree and the Doctor of Philosophy (Ph.D.) degree. Using sophisticated study designs, statistical analyses, field investigations, and laboratory techniques, epidemiology students investigate the multiple causes of a disease, disease distribution (geographic, ecological, and social), methods of transmission, and measures for control and prevention.

For more information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/epidemiology-0
Health Services Research Graduate Program

The graduate program in Health Services Research offers comprehensive course work leading to the Doctor of Philosophy (Ph.D.) degree. The program seeks to develop scientists experienced in the use of state-of-the-art experimental and non-experimental research methods to investigate how people obtain access to health care, the components and impacts of health care costs, and what happens to patients as a result of care. Health services research aims to identify the most effective ways to organize, manage, finance, and deliver high quality care to benefit population health.

For more information on admission and program requirements, please visit: http://www.brown.edu/academics/gradschool/programs/biomed-health-services-research

Courses

PHP 0030. Health of Hispaniola.
Two developing countries, Dominican Republic and Haiti, have widely differing health outcomes despite centuries of shared experience on the Caribbean Island of Hispaniola. This course will examine the history, politics, economics, culture, international relations, demography, and geography, as well as epidemiology and health services, to demonstrate that multiple factors, both recent and long-standing, determine the present health of these populations. Enrollment limited to 20 first year students. Instructor permission required. FYS WRIT

PHP 0040. Addiction: The Causes, Cures and Consequences of Substance Abuse in Modern Society.
Addiction has been recognized by the psychological and medical community as a chronic, physical disease, affecting the body in ways which mirror the mechanisms of other neurological disorders. However, despite definitive research suggesting the genetic and physical roots of addiction disorders, the disease of addiction still faces significant prejudice from laws and societies seeking to place blame upon addicts themselves. Stereotypes and misconceptions that cast addicts as morally corrupt deviants lacking in will power still pervade cultural and political discourse, creating and maintaining powerful stigmas that prohibit addicts and their families from seeking care. Enrollment limited to 20 first year students. FYS WRIT

PHP 0050. Pain and the Human Condition: Exploring the Science, Medicine, and Culture of Pain.
Pain is a universal human experience, yet it is highly subjective. For most, pain represents an occasionally unpleasant, self-limited experience. However, for others, chronic pain persists beyond the recovery from an injury or as a result of a chronic health condition. Persons with chronic pain often describe their pain as permeating every aspect of their lives. While an active area of research, pain remains a significant challenge to the individual seeking treatment, the health care provider and society. This multidisciplinary course introduces students to scientific, medical, and public health aspects of pain and explores personal narratives and cultural meanings of pain. Enrollment limited to 20 first year students. FYS WRIT

PHP 0100. First year seminar: Statistics is everywhere.
Statistics is the universal language behind data-enabled decision making. Examples include Google’s page ranking, Amazon’s customer recommendations, weather prediction, medical care and political campaign strategy. This seminar will expose students to a variety of problems encountered in the media, in science and in life for which solutions require analysis of and drawing inferences from data. We will introduce basic concepts such as randomness, probability, variation, statistical significance, accuracy, bias and precision. The course will discuss statistical problems from reading assignments and material identified by the students. We will use simulation to illustrate basic concepts, though previous programming experience is not required. FYS

PHP 0310. Health Care in the United States.
Introduction to the health care delivery system. An overview of the U.S. health care financing, delivery and regulatory system. Considers the interaction between paying for and providing and assuring the quality of health services; changes in one component of the system inevitably affect the others. Addresses the balance between employer funded health insurance, publicly funded health insurance and the consequences of not being insured. Seven discussion sections arranged during the semester. Open to undergraduates only. LILE

PHP 0320. Introduction to Public Health.
An introductory overview of the U.S. Public Health System with an emphasis on the core functions of public health, challenges and strategies for working with communities, and specific health issues that impact the health of the population. Presents a comprehensive overview of the environmental and behavior factors associated with health promotion and disease prevention. LILE

PHP 0850. Fundamentals of Epidemiology.
As the cornerstone of public health, a strong foundation in epidemiology provides students with the ability to investigate, clarify and criticize claims of disease causation. This course provides students with a foundation in basic epidemiologic concepts and methods. Key measures of disease occurrence and effects used in epidemiology will be discussed; strengths and weaknesses of alternative epidemiologic study designs will be examined. Interpreting epidemiologic evidence to inform public health policy and practice will be emphasized throughout the course.
Open to Public Health concentrators and others by permission; Class limit 80.

PHP 1010. Doctors and Patients- Clinical Communication in Medicine.
Communication is central to medical practice and interpersonal relationships between patients and physicians can be powerful curative agents. This course reviews theory and research on physician-patient communication. Lectures, readings, and discussions are enhanced by direct observation of clinicians in clinical settings. Appropriate for students interested in communication sciences, health psychology, health education, pre-med and other clinical training, and medical anthropology. NOTE: Classes are held on Mondays and Wednesdays 4-6pm - two FRIDAY classes are scheduled at the beginning and end of the semester. Remaining class time is fulfilled through shadowing scheduled when students and doctors are available. Contact instructor for schedule.

PHP 1070. The Burden of Disease in Developing Countries.
Defines and critically examines environmental, epidemiologic, demographic, biomedical, and anthropological perspectives on health and disease in developing countries. Emphasis on changes in the underlying causes of morbidity and mortality during economic development. Focuses on the biosocial ecology of diseases. Required major term paper worth 50% of final grade is scholarly centerpiece of course. Weekly discussion sections and small group research projects supplement the two exams and term paper. Guest lecturers cover different diseases and public health perspectives. Enrollment limited to 65. DPLL LILE WRIT

PHP 1100. Comparative Health Care Systems.
Focuses on principles of national health system organization and cross-national comparative analysis. Emphasizes application of comparative models to the analysis of health and health-related systems among nations at varying levels of economic development and health care reform. Addresses research questions related to population health and systems’ performance. Questionnaire completion required for Freshman and Sophomore students. Enrollment limited to 30. DPLL
PHP 1101. World of Food: Personal to Global Perspectives on Nutrition, Agriculture and Policy.
This course brings together issues of food and nutrition in America and around the world through the lens of public health, economics, and agriculture. Students reconsider their own previous notions, experiences and behaviors with food. Students will read class originated and online content, scientific and journalistic articles and book segments; will engage in their own communities; will review documentary films; and will write for themselves, their peers, and for submitted assignments. Offered fully online, this course is open only to Brown students and to qualified visiting students, but students do not need to be in Providence to participate.

PHP 1320. Survey Research in Health Care.
An introduction to the methodology of survey research as it is conducted by social scientists and epidemiologists. Provides an overview of all aspects of study design and instrument development as well as an introduction to statistical analysis of survey data. Prerequisite: PHP 0320. Students should fulfill the department's statistics requirement prior to taking, or concurrently with, this course.

The course is intended to challenge students from different disciplines to develop strategies to address the challenges of establishing and sustaining HIV/AIDS care and treatment programs in Africa. The course will begin with a general introduction to HIV/AIDS to provide a foundation wherein students will obtain a basic scientific and sociological understanding of the disease. Discussion topics on: the impact of AIDS, introducing antiretroviral therapy in Africa, monitoring and evaluating ARV therapy scale up and developing a country wide plan for a national laboratory system to support HIV/AIDS care and treatment will be facilitated through the use of case studies. Enrollment limited to 25 juniors and seniors. Graduate students with permission of instructor. DPLL 1101.

The course focuses on nutritional status influences on population health of low and middle income countries. It covers both 1) undernutrition, including protein-calorie malnutrition and specific micronutrient deficiencies; and 2) overnutrition, including obesity. It covers morbidity and mortality associated with under- and overnutrition. Nutritional aspects of maternal and child health and the association of nutritional exposures early in life and later adult health are emphasized. Specific areas include nutritional status measurement, including body size and composition, dietary intake and physical activity, as well as household, community, and national, socioeconomic and political factors. Prerequisite: PHP 1070, 2120, 2150, or BIOL 0030. DPLL.

PHP 1501. Essentials of Data Analysis.
This course covers the basic concepts of statistics and the statistical methods commonly used in the social sciences and public health with an emphasis on applications to real data. The first half of the course introduces descriptive statistics and the inferential statistical methods of confidence intervals and significance tests. The second half introduces bivariate and multivariate methods, emphasizing contingency table analysis, regression, and analysis of variance. This is designed to be a first course in Statistics. The course is intended for Public Health or Statistics concentrators. Others can register with instructor's permission. There are no prerequisites.

Problems and issues surrounding delivery of emergency medical services in U.S. Topics: cost of illness; rationing health care; living wills; malpractice and its effects; effects of alcohol and other risk behavior. Priority to community health concentrators and PLME students pursuing MPH degree. Enrollment limited to 60.

PHP 1530. Case Studies in Public Health: The Role of Governments, Communities and Professions.
This course provides an integrated knowledge of the public health's development, policy, practice and infrastructure and its relationship to medical care, social services and the environment. The matrix approach juxtaposes public health content (e.g., infectious disease) and public health tools (e.g., behavioral theory, policy/advocacy/epidemiology/quality improvement/program planning) using case studies. It aims to strengthen students' capacity to apply a population-based viewpoint to public health practice. Prerequisite: PHP 0320. Enrollment limited to 40.

PHP 1540. Alcohol Use and Misuse.
Reviews the epidemiology of alcohol use, abuse, and dependence and examines its neurobiological and behavioral underpinnings. Covers etiology including physiological, genetic, psychological and social cultural influences, and prevention, brief intervention and treatment considerations. Course background in psychology, sociology, or community health is recommended. Recommended prerequisites: PHP 0320 and CLPS 0010. Enrollment limited to 20 juniors, seniors, and graduate students.

PHP 1600. Obesity in the 21st Century: Causes, Consequences and Countermeasures.
The scope of obesity knowledge is too large to cover during one single course, therefore we will focus primarily on obesity-related health outcomes, assessment of obesity, obesity epidemiology, social and behavioral correlates of obesity, obesity and stigma, policy and interventions across population groups. The readings for this course are multi-disciplinary in nature and integrate epidemiological, biological, sociological, political and philosophical perspectives. This course is specific to the United States and thusly all readings will reflect this contextual focus. Enrollment limited to 30. DPLL.

PHP 1680I. Pathology to Power: Disability, Health and Community.
This course offers a comprehensive view of health and community concerns experienced by people with disabilities. Guest speakers, and hands on field research involving interactions with people with disabilities will facilitate the students gaining a multi-layered understanding of the issues faced by people with disabilities and their families. DPLL LILE.

PHP 1680J. The Race To Inner Space: Conflating Science, Politics, and Economics To Promote Brain Health.
Provides an understanding of how funds are raised and spent for disease-targeted research; Provides hands-on experience and exposure to public and private decisionmakers influencing healthcare policy related to diseases of the brain; Provides an understanding of issues, challenges, and opportunities related to neurological and psychiatric illness parity with other illnesses; Identifies lessons learned from health care research funding policy successes and failures; and, Identifies directions for future brain health policy research related to the measurement of future effectiveness and comparative effectiveness, economic benefit. Permission of primary instructor (J. Bentkover) required. Enrollment limited to 24 juniors, seniors, and graduate students.

PHP 1680K. Introduction to Conducting Clinical Research.
This course is intended to help students become familiar with the design and implementation of clinical research, including ethical and logistical processes related to collecting data and interpretation of published medical literature. In addition to weekly sessions, the course requires 4-6 hours weekly in the Emergency Department at Rhode Island Hospital enrolling patients in clinical trials. As students will be directly exposed to patient and clinical care, the course is limited to 12 students for the semester. Interested students should contact the course director to be considered for enrollment. Not open to first year students. Instructor permission required.

PHP 1680M. The Epidemiology of Violence and its Consequences.
Overview of the epidemiology of intentional injury within the social context. Selected topics include homicide, suicide, child abuse, intimate partner and family violence, sexual assault, elder mistreatment and officially sanctioned violence. Methodological challenges for epidemiologists, and the role of guns and substance use are examined. Intended as a junior/senior level course. Prerequisite: PHP 2120 or equivalent. Enrollment limited to 10.
PHP 1680N. Tobacco, Smoking, and the Evil Empire. Reviews the epidemiology of smoking and nicotine addiction and briefly examines its neurobiological and behavioral underpinnings. Covers prevention efforts and state-of-the-art treatment interventions with an emphasis on policy implications. Course background in psychology, sociology, or community health is recommended. Suggested prerequisites: PHP 0320 and CLPS 0010. Restricted to juniors, seniors, and graduate students.

PHP 1680S. Bioethics at the Bedside. This course explores a variety of topics in biomedical ethics. Each class will begin with a vignette, short film, or speaker, followed by a short lecture. A large portion of class time will then be devoted to class discussion/debate. The course has four parts: introduction to medical ethics in which we consider what value we assign to individuals within various ethical constructs; discussion of bioethical issues at the beginning and end of life; examination of the duty of physicians; and selection of additional topics exploring ethical issues that arise from the social, economic, and cultural differences between physician and patient. Enrollment limited to 30.

PHP 1680T. Translation, Diffusion and Cultural Relevance of Health Promotion Interventions. Course content covers three key aspects of disease prevention/health promotion programs: (1) how “basic” behavioral and social science research is tested for effectiveness in real-life settings (translation); (2) how programs with demonstrated effectiveness, in one or more local settings, are introduced and adopted more broadly (diffusion); and (3) how cultural relevance is involved in both translation and diffusion. Translation and Diffusion are the two main sections of the semester. Cultural relevance is a theme integrated into each part of the course. Appropriate for BSSI, MPH, and advanced undergraduate students with coursework in public/community health. Open to juniors, seniors graduate students. DPLL

PHP 1700. Current Topics in Environmental Health. This course is designed to introduce students to the field of environmental health, and demonstrate how environmental health is integrated into various aspects of our lives, both directly and indirectly. Topics to be covered include: toxic metals, vector-borne disease, food safety, water quality, radiation, pesticides, air quality, hazardous waste, risk assessment, and the role of the community in environmental health. Several topics will be presented by guest speakers so that students can learn from the expertise of professionals in the field. Enrollment limited to 40.

PHP 1740. Principles of Health Behavior and Health Promotion Interventions. Examines health behavior decision-making and elements for design of health promotion interventions. Covers theories of health behavior (focusing on primary and secondary prevention), principles of intervention design, and reading of research literature. Emphasizes psychological, social, and proximate environmental influences on individuals’ health-related behaviors. Restricted to juniors, seniors, and graduate students. Prerequisite: PHP 0320 or equivalent. Enrollment limited to 25.

PHP 1800. TRI-Lab Seminar on Healthy Early Childhood Development: A Team Approach. This seminar, open by invitation only to participants in the TRI-Lab program, will investigate a range of topics related to the healthy development of children from pregnancy through school entry, including the prevalence and determinants of major health and developmental concerns of infants and young children as well as key state and federal programs designed to address them. Readings, lectures, discussions, and in-class exercises will be used to foster collaborative inquiry by students, faculty, and community participants. Students will develop projects aimed at advancing or refining solutions to key healthy early childhood development challenges in Rhode Island.

PHP 1820. Designing Education for Better Prisoner and Community Health. This course will provide the needed background and context for understanding the multiple issues and challenges facing prisoners and the national justice and health systems that impact their fate. In addition to contextual background, students in this course will attain the knowledge and skills needed to develop a final practical, real world health communication/intervention project that addresses one or more health literacy challenges facing people who are incarcerated. Some of these final projects will be developed as prototypes over summer 2016, when students from the course will design and test health curricula and delivery modules in a multidisciplinary laboratory.

PHP 1850. TRI-Lab Seminar on Healthy Food Access: A Team Approach. The Healthy Food Access Lab will investigate community-based approaches to increasing access to healthy food and reducing obesity and overweight and food insecurity and hunger. It will provide students with an integrative scholarship experience that combines in-class and field-based learning opportunities with the development of applied, community-based research projects addressing a range of healthy food access challenges facing Providence and Rhode Island.

PHP 1852. TRI-Lab Seminar on Healthy Food Access: A Team Approach (Part 2). The Healthy Food Access TRI-Lab brings together interdisciplinary groups of students, faculty and community practitioners to engage on the issue of healthy food access. Students will deepen their understanding of this issue, and develop and refine collaborative knowledge and potential solutions. They will investigate community-based approaches to increasing access to healthy food and reducing obesity and overweight and food insecurity and hunger. It will provide students with an integrative scholarship experience that combines in-class and field-based learning opportunities with the development of applied, community-based research projects addressing a range of healthy food access challenges facing Providence and Rhode Island.

PHP 1854. The Epidemiology and Control of Infectious Diseases. Course objectives are to introduce students to key methods and concepts in the epidemiological study and control of infectious diseases. By the end of this course, students will have a solid foundation in the distribution, transmission, and pathogenesis of major infectious diseases that affect human populations. We will investigate methods to design and evaluate public health strategies to prevent or eliminate infectious diseases, including: outbreak investigation, disease surveillance, infection control, screening, and vaccination. The course is open to undergraduate students who have completed PHP0320 and to graduate students who have completed or are concurrently enrolled in either PHP2120 or PHP2150.

PHP 1910. Public Health Senior Seminar. The course provides an overarching capstone experience to Public Health seniors. It is designed to weave together 3 threads, specifically: (1) Capstone final written project based on Public Health concentration goals, including a systematic review or data analysis; (2) Formalizing and presenting career plans; (3) Learning and practicing key principles of effective workplace skills. The course provides opportunities to synthesize and reflect on the knowledge gained during the undergraduate program, provide support for solidifying effective next career steps, and provide important soft skills for excelling in the workplace. Prerequisite: PHP 0310 and 0320. Open to Senior Public Health concentrators only. WRIT

PHP 1920. Social Determinants of Health. The course provides an overview of social determinants of health. Examples of topics include health effects of educational attainment, social integration, neighborhood socioeconomic characteristics, racial discrimination, gender, income inequality, childhood socioeconomic circumstances, parental neglect, and job strain. Mixed teaching methods are used, including small group discussions, problem-based learning and guest lectures. Open to graduate students and advanced undergraduates. DPLL
PHP 1960. Epidemiology of Chronic Disease.
This course is aimed at providing students with an introduction to the epidemiology of chronic disease. The topics in this course will review major chronic diseases; review descriptive data on population differences and trends in incidence, prevalence and mortality; summarize mechanisms of pathogenesis; discuss major risk factors and address methodological issues in establishing causality; address potential opportunities for disease prevention and control. Students will be expected to present a selected topic on a current topic, providing opportunities to discuss cutting-edge research areas in the field.

This course is aimed at providing students with an introduction to cancer epidemiology. The topics in this course will review cancer risk factors; discuss descriptive data on cancer rates; address methodological issues and limitations in assessing causality; discuss potential opportunities for primary and secondary cancer prevention. Students will be expected to present a selected topic on a current topic in cancer, providing opportunities to discuss cutting-edge research areas in the field. The first class of the week will include a review of the topic for that week and the second class will be presentations by students on selected current topics.

A special project may be arranged in consultation with an individual faculty sponsor. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Two semesters of PHP 1980, Honors Thesis Preparation, will be devoted to the development and implementation of an Honors project, and of the writing of the Honors Thesis for the Community Health Concentration.

This course examines current topics in maternal and child health by addressing the question: How can the communities we serve become the healthiest place for children? In this first year offering the course, the focus will be on Rhode Island, with the central question being posed: How can Rhode Island be the healthiest place in the world for children? This is not a survey course covering all topics. Rather the course will focus on particular topics each year. In this first year of the course, the focus is on the major causes of mortality and how to address them.

Provides an introduction to the concepts and scope of public health nutrition with a focus mainly on the U.S. Students will gain an understanding of the science behind national dietary recommendations and learn about dietary assessment methods, determinants of food intake, and interventions to improve diet. The course will emphasize ways in which environment and policy can influence nutritional status of diverse populations. It will also focus on controversial topics in nutrition and will employ hands-on activities such as self-dietary assessment, debates, op-ed, and individual presentations of nutrition topics of interest. Enrollment limited to 25 juniors, seniors, and graduate students. DP LL

Provides a theoretical and practical basis for measurement in health care. Introduces measurement theory, scale development, and criteria to be considered when choosing measures in clinical practice and research. Practical exercises include questionnaire development and a written research protocol for the development and validation of a new measure. Prerequisites: PHP 2120, 2130.

PHP 2020. Disability Over the Life Course.
An overview of the epidemiology of physical and cognitive disability in America, associated patterns of medical and social service use, and current as well as “ideal” population-specific systems of formal and family care. Also explores medical, social, and psychological needs associated with the stage of life in which disability is experienced. Prerequisites for advanced undergraduates are PHP 0310 or SOC 1550, and introductory statistics.

PHP 2025. Ethics of Global Public Health Engagement.
This course explores the ethics of global public health engagement. The course begins with case studies that highlight the intentional and unintentional exploitation of populations and communities in global public health. The next portion of the course focuses on complex challenges that arise in global public health including for example, conflicts that occur when ethical norms and guidelines differ across international settings and ethical tensions that have arisen in response to pressing global public health challenges. The final portion of the course focuses upon strategies to meaningfully engage populations involved in public health research, policy, and practice. Pre Requisites: Previous completion in PHP 2120 or PHP 2150 and PHP 1070. Equivalent introductory-level courses in epidemiology and global health, taken at another department/insititution can also satisfy these requirements. Interested students must submit a request and syllabus from the prior course to the instructor.

PHP 2030. Clinical Trials Methodology.
We will examine the modern clinical trial as a methodology for evaluating interventions related to treatment, rehabilitation, prevention and diagnosis. Topics include the history and rationale for clinical trials, ethical issues, study design, protocol development, sample size considerations, quality assurance, statistical analysis, systematic reviews and meta-analysis, and reporting of results. Extensively illustrated with examples from various fields of health care research. Recommended prerequisites: introductory epidemiology and statistics. Pre-requisites: (PHP 2120 or PHP 2150) and either PHP 2508, 2510, or 2520. Open to graduate students only.

Emphasizes the theory of sampling and survey methods and their application to public health research. Topics include: survey design and planning; principles of sampling and survey terminology; questionnaire construction; protection of human subjects; data collection (including interviewing and data coding procedures); and application, presentation, and evaluation of results. Suggested prerequisites: PHP 2120, and either PHP 2508, 2510, or 2520. Open to graduate students only.

PHP 2060. Qualitative Methods in Health Research.
Introduces qualitative approaches to data collection and analysis in health research. Methods covered include: participant observation, key-informant interviews, focus groups, innovative data collection strategies, and non-obtrusive measures. Students will use applied projects to develop skills in: qualitative data collection and management, interviewing, transcript analysis using computerized software, triangulation between qualitative and quantitative data, and report preparation for qualitative studies. Enrollment limited to 15 graduate students.

PHP 2070. Public Health/Community Service Internship.
The course is an introduction to the history, organization, resources, concepts and issues of public health and health care. Students will be matched according to their interests in a related practical experience in a health-related organization, with the expectation that they complete a project or produce a product of public health utility. This gives students an opportunity to critically apply knowledge and skills learned in didactic sessions. Instructor permission required.

PHP 2075. MPH Analytic Internship.
The primary objective of this course is to gain hands-on experience in using data to address public health questions. Concepts from previous courses will be re-enforced as students work through the steps of addressing a public health question. Both data analysis and data interpretation will be emphasized in the context of a public health question. STATA 8.0 will be used to analyze data. Prerequisites: PHP 2120, and either PHP 2500 or 2510. Open to graduate students in the MPH program only.

PHP 2080. Public Health Law and Ethics.
The protection and preservation of the public’s health are quintessential goals of government. Equally critical is the need to respect individual rights and morals in American society. The classic conundrum of public health law and ethics is the extent to which government may restrain or impinge citizens’ interests, directly or indirectly, to promote the health and safety of the community. This course, Public Health Law and Ethics, explores the inherent tensions between promoting the public’s health and protecting the legal and ethical rights and interests of individuals.
This course focuses on providing knowledge and experience in creating high quality public health research grant applications. Course objectives include developing significant and innovative scientific hypotheses, learning principles of effective written communication, and developing a research grant application suitable to submit for funding. Designed for Public Health School PhD students, post-doctoral fellows, and Masters students with advanced degrees (e.g. MD, PhD). Prerequisite: PHP 2120 or PHP 2150 or instructor permission.

Epidemiology quantifies patterns and determinants of human population health, with a goal of reducing the burden of disease, injury, and disability. An intensive first course in epidemiologic methods, students learn core principles of study design and data analysis through critiques of published epidemiological studies as well as hands on practice through weekly exercises and assignments. This is a graduate-level course aimed at masters and PhD students. The course is not open to first year students or sophomores but may be available for advanced undergraduates with the instructor's permission.

This course provides basic principles of human biology and its applications to public health. Examples of biology topics include the cardiovascular system, endocrine system, immune system, nervous system, genetics, cancer, cardiovascular disease, HIV/AIDS, and depression. Examples of applied topics include strengths and weaknesses of using biomarkers, accuracy and precision of biological measures, quality assurance and quality control methods for using biomarkers for public health research. Mixed teaching methods are used, including small group discussions, problem-based learning and guest lectures. Prerequisite: PHP 2120 (may be taken concurrently) or instructor permission. Enrollment limited to 20 graduate students.

The overall objective of this course is to provide students with a strong foundation in epidemiologic research methods. This is the first of a two- or four-course sequence in epidemiologic methods aimed at students who expect to eventually conduct their own epidemiologic research. There will be a strong quantitative focus in this course. By the end of the foundations course, students should be sufficiently familiar with epidemiologic research methods to begin to apply these methods to their own work. Prerequisite: PHP 2507 or 2510 (either may be taken concurrently); the typical student will also have some introductory knowledge of epidemiology.

PHP 2170. Injury As A Public Health Problem.
Injury causes significant morbidity and mortality in the U.S and across the globe. However, injuries – both violent and non-violent – are eminently preventable. The overarching objective of this course is to enable students to understand the epidemiology of injury and violence, as well as strategies to improve public health through injury prevention. Prerequisite: PHP 2120 or 2150 (may be taken concurrently) or instructor permission. Enrollment limited to 20 graduate students.

PHP 2180. Interpretation and Application of Epidemiology.
This course builds upon the foundation of introductory epidemiology and a basic understanding of quantitative and conceptual methods, with a focus on the interpretation of the strength and meaning of epidemiologic findings. The goal is to help students develop critical thinking skills in order to become more sophisticated interpreters of epidemiologic evidence for guiding policy, clinical practice, and individual decisions, combining subject matter knowledge and epidemiologic methods to wisely evaluate the available research findings. We will focus on judging causality and identifying gaps that future research would need to fill to strengthen our understanding. Prerequisite required or permission of instructor.

This second course in epidemiologic methods reinforces the concepts and methods taught in PHP 2150, with in-depth instruction in issues of study design, assessing threats to study validity including confounding and selection bias, and analyzing data with standard regression models. The course emphasizes hands-on learning and includes a combination of didactic lectures, discussions of methodologic papers, and a required laboratory component where students will learn to apply the concepts learned in class to real-world problems. Prerequisites: PHP 2150 and either 2510 or 2507, or permission of the instructor. Co-requisite: PHP 2511 or 2508.

PHP 2220A. Epidemiology of Violence and Its Consequences.
Overview of the epidemiology of intentional injury within the social context. Selected topics include homicide, suicide, child abuse, intimate partner and family violence, sexual assault, elder mistreatment and officially sanctioned violence. Methodological challenges for epidemiologists, and the role of guns and substance use are examined. Prerequisite: PHP 2120 or knowledge of elementary epidemiologic methods. Enrollment limited to 10.

PHP 2220B. Nutritional Epidemiology.
Although epidemiology is logically equipped to address the dietary causes of disease, the complex nature of diet has posed an unusually difficult challenge to this discipline. This course will focus on the methodological challenges that epidemiologists face in studying dietary factors as determinants of chronic diseases. Dietary assessment methods, biomarkers, and anthropometric measures will be reviewed. Substantive material and up-to-date issues will be used as examples. The course will consist of lectures and exercises to develop basic skills to allow students to have a strong grounding in this field. Open to graduate students only.

PHP 2220C. Perinatal Epidemiology.
Provides an overview of topics related to reproduction, maternal and fetal outcomes of pregnancy, and longer term consequences of adverse pregnancy outcomes. Methodological issues unique to reproductive and perinatal epidemiology are discussed, as well as general epidemiologic methods as applied to topics in reproductive and perinatal epidemiology. Students are expected to actively participate in class discussions, lead discussions related to selected topics by providing an overview of the biology, descriptive epidemiology, and known risk factors of the topic, along with a detailed critique of recently published articles on the topic. Open to graduate students only.

PHP 2220E. Topics in Environmental and Occupational Epidemiology.
This course introduces students to the epidemiological study of historical and contemporary environmental/occupational agents, focusing on study design, biases, and methodological tools used to evaluate and extend the evidence linking exposures to human disease. The course will discuss applications, strengths, and limitations of different study designs and their use in studying specific environmental agents. Didactic lectures and student-led discussions will be used to provide students with a basic understanding of and the tools to apply/extend their knowledge of specific environmental agents (endocrine disruptors) and special topics (children's neurodevelopment). Prerequisite: PHP2120, PHP2150, or equivalent. Undergrads with PHP0850 and instructor's permission.

PHP 2220G. Methodological and Practical Issues in Global Health Research.
This seminar-style course will develop critical thinking and writing about global health research among graduate students interested in population health. Reading and writing assignments are on key conceptual, methodological and practical issues. It is interdisciplinary in nature but will reflect public health and epidemiologic perspectives on measures of population health, health disparities, interactions of effects on health, and implementation research. It is suitable for graduate students in the public health sciences, social sciences, pathobiology and public policy. Prior training in epidemiologic methods and global health, or their equivalents, are expected. Recommended prerequisite: PHP 2120. Open to graduate and medical students only.
PHP 2224. The Epidemiology, Treatment and Prevention of HIV.
The purpose of this seminar is to use HIV as an example to introduce students to a variety of methodological issues in the epidemiologic study of infectious diseases. While we will study the treatment and prevention of HIV in detail, emphasizing the current state of knowledge and critiquing the most recent literature, this course aims to use HIV as an example to better understand the variety of methodological issues in global and domestic infectious disease epidemiology today. Enrollment limited to 25 students. Prerequisites: PHP 0830 or PHP 1854 (undergraduates); PHP 2120 or 2150 and PHP 2508 or 2511 (graduate students).

PHP 2222. Genetics, Human Population and Diseases.
The purpose of this course is: 1) to introduce students to genetics, genomics and various designs of genetic studies of human diseases, and 2) to discuss selected topics in challenges and advances in human genetic studies. Some prior knowledge with genetics or epidemiology is preferred. This course may be most appropriate for second-year MPH, ScM, or PhD students, as well as first-year graduate students and advanced undergraduate students with previous exposure to introductory epidemiology and biostatistics. Prerequisite: introductory-level statistical analyses and epidemiology courses, such as PHP 2507 or 2510, and 2120 or 2150. Undergraduates need permission of instructor to register.

PHP 2230. Epidemiology of Infectious Diseases.
This course will introduce students to the field of infectious disease epidemiology. Topics will include a history of infectious diseases, epidemiology and control of infectious diseases, analytic methods, study design, outbreak investigations, and epidemic modeling. Prerequisite: PHP 2120 or PHP 2150 and PHP 2507 or 2510, or with permission of instructor. Enrollment limited to 25 students.

PHP 2240. Methods of Environmental Epidemiology.
In this course, students will understand, implement, and interpret the design and analysis tools commonly used in environmental epidemiology. Topics to be discussed include cohort, time-series, case-crossover, and panel study designs, modeling of flexible dose-effect relationships, consequences of measurement error and missing data, and analyses of effects of exposures with unknown latencies. Although these methods will be presented in the context of estimating the health effects of environmental exposures, many of these methods are readily applied to other fields. Prerequisite: PHP 2200 or instructor permission. Open to graduate students only.

PHP 2250. Advanced Quantitative Methods in Epidemiologic Research.
This course provides students with conceptual and quantitative tools based on counterfactual theory to make causal inference using data obtained from observational studies. Causal diagrams will be used to provide alternative definitions of and inform correcting for common biases. Non-, semi-, and fully parametric methods for addressing these biases will be discussed. These methods include standard regression, instrumental variables, propensity scores, inverse probability weighting, and marginal structural models. Settings when such methods may not be appropriate will be emphasized. Prerequisite: PHP 2200 and 2511; or PHP 2200 and 2508; or instructor permission. Enrollment limited to 25 graduate students.

PHP 2260. Applied Epidemiologic Analysis Using SAS.
Epidemiologic and health services research requires the use of statistical software to describe and analyze data. This computer lab-based course will introduce students to applied epidemiologic analysis using the SAS® system. In addition, students will be directed through the process of writing a journal style article in which their SAS analyses will be incorporated. Offered to graduate and medical students.

This course provides students with fundamental principles of behavioral and social research methodology for understanding the determinants of public health problems, and for executing and testing public health interventions. We will focus on experimental methods, observational studies, and qualitative approaches. We will develop skills in understanding and interpreting data—both quantitative and qualitative. Throughout the course we will emphasize ethical, cultural, and professional issues for designing public health interventions. Prior coursework in research methodology and quantitative methods is recommended but not required. Open to graduate students and advanced undergraduates. Enrollment limited to 15.

This course examines physical activity and health with an emphasis on the development of behavioral interventions to increase physical activity. Students gain knowledge of the impact of physical activity on health outcomes as well as differences in physical activity among subpopulations. They are introduced to behavioral theories, intervention design approaches, measurement issues, and methods that are relevant to physical activity. Through seminar discussions, a group project, and presentations, students engage with the material and gain skills in the development and evaluation of behavioral interventions. Students with an interest in behavioral interventions and physical activity will benefit from taking the course. Recommended prerequisites: PHP 1740, 2320, or 2360. Enrollment limited to 20. Open to graduate students and seniors concentrating in Community Health.

This course examines environmental influences on the obesity epidemic with an emphasis on the impact of the built environment and policy on physical activity. Through seminar discussions, literature reviews, policy briefs, and presentations, students will engage with the material and gain skills in the development of policy and environmental change strategies to impact physical inactivity and poor diet. Students with an interest in environmental change and policy to prevent obesity and increase physical activity will benefit from taking this course. Enrollment limited to 25.

PHP 2325. Place Matters: Exploring Community-Level Contexts on Health Behaviors, Outcomes and Disparities.
There is growing recognition among researchers, public health practitioners and policymakers that place matters for health behaviors and health outcomes. But what is place, and why does it matter? As with many health-related outcomes, the prevalence of ill health is unequally distributed across populations with certain features playing significant roles on health. In this course, we will explore the features of community environments and the associations with health behaviors (e.g. physical activity, preventive care, alcohol, sexual behaviors) and health outcomes (e.g. obesity, cardiovascular disease and mental health). This course is specific to the US. Enrollment limited to 25.

PHP 2330. Behavioral and Social Approaches to HIV Prevention.
This course examines concepts, approaches, and empirical findings from behavioral and social research to prevent HIV transmission. Students will become familiar with behavioral theories, social epidemiological principles, intervention design, and debates within the field of HIV prevention. A particular focus of this course is on the linkages between science and HIV prevention practice/policy. Students will conduct weekly readings, engage actively in seminar discussions, and participate in small-group presentations and research activities. Prior coursework in public health research methodology is recommended. Prerequisites: Graduate student or senior public health concentrator. Enrollment limited to 25 graduate and medical students. DPLL
PHP 2340. Behavioral and Social Science Theory for Health Promotion.
This course will help students become familiar with behavioral and social science theories commonly used for planning disease prevention/health promotion interventions. In addition to reviewing specific theories, topics to be discussed include: how theories are developed and tested; challenges and potential pitfalls in using theory for intervention planning; and creation of causal diagrams based on concepts from theories. Undergraduates need permission of instructor; priority will be for Community Health concentrators. Enrollment limited to 25.

PHP 2350. Economics of Medical Therapies: Health Policy and Practice.
Introduces methods and applications of decision analysis, cost-effectiveness analysis, and benefit-cost analysis in public health policy and practice, including health care technology assessment, medical decision making, and health resource allocation. Examines technical features of these methods, problems associated with implementing them, and advantages and pitfalls in their application in setting public health policy. Open to juniors, seniors, and graduate students.

PHP 2360. Designing and Evaluating Public Health Interventions.
Aims to develop skills in designing and evaluating public health interventions. Levels of intervention include the individual; families or small groups; organizations such as schools, worksites, health care settings; communities; social marketing and health communications; policy and environmental changes. Will identify personal and environmental factors that affect public health and discuss needs assessment, formative research, cultural sensitivity, behavior change theories, intervention mapping, process and impact/outcome evaluation and dissemination. Students will critique intervention studies and gain experience in developing a hypothetical behavior change intervention. Graduate students and AB-MPH undergraduates only. DPLL

This seminar is designed for graduate students interested in health disparities and determinants of health in LGBT populations (also referred to as sexual minority populations). Students will become familiar with key epidemiological reports, behavioral and social science theories/frameworks, intervention studies, and scientific debates related to the determinants of and disparities affecting the health of LGBT and sexual minority populations. The course will focus primarily on US populations, but will also include global LGBT and sexual minority populations. Prerequisites: PHP 2507/08 or 2510/11 (2508 and 2511 required). Enrollment limited to 15 graduate students in the BSSI Master's program and the MPH program.

PHP 2370. Etiology of Substance Use Disorders.
This course will help students become familiar with behavioral, genetic, neurobiological, and cultural factors related to the onset and course of substance use disorders. In addition to review of specific theories, empirical evidence supporting models will be covered as will the integration of evidence across models. Priority will be given to postdoctoral fellows.

PHP 2371. Psychosocial and Pharmacologic Treatment of Substance Abuse Disorders.
Intended to provide an overview of the history of the treatment of substance use disorders; assessment methods designed to determine progress in substance use treatment; and the current most common types of psychosocial and pharmacologic treatments for substance use. Enrollment limited to 20 graduate and medical students. Instructor permission required.

This class will explore Health Communication, with a focus on behavioral and social science interventions delivered through health communication programs. The course is structured so that basic building blocks (i.e., definitions of health communication, public health context for health communications interventions, theories of health communication and health behavior change) are presented sequentially early in the semester. Students will synthesize knowledge and demonstrate their understanding of the role of health communication through a final research project. Seniors with concentration in Community Health may enroll with instructor's permission. Enrollment limited to 20 graduate and medical students. DPLL

PHP 2390. Quantitative Methods for Behavioral and Social Sciences Intervention Research.
This course provides broad coverage of the quantitative methods used in behavioral intervention research ranging from descriptive data analysis to longitudinal methods. Students will learn to conduct, interpret, and write up a range of statistical procedures including basic psychometrics, t-tests and ANOVAs, correlations, and multiple regression. Students also will be introduced to more advanced techniques used for longitudinal data analysis in order to understand their common uses in behavioral intervention research. The course provides students in the Master's program in Behavioral and Social Sciences Intervention the requisite skills to conduct analyses of behavioral data as part of their Master's Thesis. Enrollment limited to 15 graduate students in the BSSI Master's program and the MPH program.

Reviews the development of the health care delivery, financing and regulatory control systems in the U.S. and reviews the literature on the relationship between health system structure and the services used and health outcomes that populations experience. A case-study approach is used to understand the inter-relationship between financing, delivery and regulatory components of the health system and their implication for public health by drawing on epidemiological, economic, political and sociological principals. Prerequisites: Graduate standing or PHP 0310 or PHP 0070 (not available to first year students or sophomores). Instructor permission required.

PHP 2410E. Medicare: A Data Based Policy Examination.
This course will explore the role of Medicare as America's health insurer for the elderly and disabled through the use of real Medicare insurance claims data, examining how Medicare policy changes in financing and regulation have affected the delivery and receipt of medical services. At the end of the course students will: 1) know the history of important Medicare policy changes; 2) be able to construct aggregated patient case mix acuity adjusted measures of provider quality using insurance claims data; 3) be able to conduct policy analyses using Medicare claims data that are sensitive to standardized coding schemes. Enrollment limited to 15 graduate students. Prerequisite: PHP 2120, 2508, or 2510. Instructor permission required.

PHP 2415. Introduction to Evidence-based Medicine.
Unbiased assessments of the scientific literature by means of research synthesis methods are critical for formulating public health policy, counseling patients or prioritizing future research. We focus on the methods and uses of systematic reviews and meta-analyses and their applications in medicine and health policy. After course completion, and with some direction, students will be able to undertake a basic systematic review or meta-analysis. Enrollment limited to 15. Prerequisites: PHP 2120, 2150, or 2460; and PHP 2507/08 or 2510/11 (2508 and 2511 may be taken concurrently); and clinical background or training in basic concepts in medicine (must discuss with instructor).
PHP 2410. Research Methods in Clinical, Translational and Health Services Research.
This course will take an applied approach to understanding research methods used in health research. Students will explore concepts, gain knowledge and develop skills in the following areas: 1. Developing and refining research questions; 2. Designing research projects and appropriately implementing research methodologies; 3. Understanding the strengths and weaknesses of different study designs in addressing specific research questions, including an understanding of threats to validity; 4. Identifying Data Sources, including primary and secondary sources; 5. Understanding research ethics, including IRB processes and HIPPA regulations. Students must be accepted to the Clinical and Translational Research Summer Institute to enroll.

PHP 2470. Topics in Clinical, Translational and Health Services Research.
Through a combination of mini-courses and seminars, students will explore concepts, gain knowledge and develop skills in a variety of public health areas. To receive a half credit for this course, students will be required to successfully complete 70 units. Units must be pre-determined by the course instructor and the unit instructor. Units are generally based on the number of in-person contact hours and the number of outside of class/homework hours required for a mini-course or seminar. Students must receive special permission from the instructor or be accepted to the Clinical and Translational Research Summer Institute to enroll.

PHP 2480. Selected Topics in Global Health Economics.
This course will survey selected topics in global health economics. It is designed to introduce students to specific issues, theory and practice of health economics at the global level. The first part of the course will survey research papers on econometric methods in global health including: field experiments, instrumental variables, propensity score matching and regression discontinuity. The second part will discuss current topics such as: conditional economic incentives for providers and consumers, social health insurance, public goods, and externalities. Prerequisites: PHP 2511 and ECON 1110, or equivalent. Enrollment limited to 8 graduate students. Instructor permission required.

This course will cover applications of epidemiologic methods to the study of medical interventions (drugs, vaccines, devices, and procedures), focusing on advanced methods. We will use formal frameworks of causal inference. The course will focus on substantive topics in pharmacoepidemiology, including design and analytic strategies to overcome the limitations of common data sources. Other topics include the assessment of therapeutic risk management policies. Although a clinical background will be useful, it is not required. Prerequisites: PHP 2120, or PHP 2507 and 2510, or PHP 2508 or PHP 2511; or instructor permission. Enrollment limited to 20.

PHP 3400. Introduction to Pharmacoepidemiology.
The course will focus on substantive topics in pharmacoepidemiology, including relevant principles of pharmacology, inference from spontaneous case reports, study design considerations, premarketing pharmacoepidemiology, common data sources for pharmacoepidemiologic studies, drug utilization review, adherence, and the development, implementation, and assessment of therapeutic risk management policies. The course will also focus on issues in pharmacoepigilence, including the legal and historical basis of pharmacoepidigence, evaluation of individual adverse drug events, signal detection, active safety surveillance, and medication errors. A clinical background is not required. Prerequisites are PHP2120 and PHP2510 (or PHP2507) or permission of the instructor.

PHP 3450. Measuring and Improving the Quality of Health Care.
The quality of health care in the United States is in urgent need of improvement. This course will focus on the science of measuring and improving the quality of health care. Topics will include quality assessment, patient safety, medical errors, public reporting, financial incentives, organizational change, and health care disparities. Students will engage in a team-based quality improvement project. Open to graduate and medical students only.

PHP 3451. Exchange Scholar Program.

PHP 3455A. Seminar on Modern Methods for HSR and CER (I).
This graduate course will cover a number of methods topics in health services and comparative effectiveness research. This is the first part of the course, focusing on analysis of primary data. Prior exposure to theory is assumed, so theory will be reviewed only briefly; emphasis is on application. For 2015, the course will focus on the following domains: (1) Predictive modeling; (2) Model selection and regularization, and machine learning for classification + clustering; (3) Estimation of intervention effects + imputation for missing data. The class will briefly review theory; critically appraise applied papers; conduct a practical exercise.

PHP 3460. Research Methods in Clinical, Translational and Health Services Research.
This course will cover applications of epidemiologic methods to the study of medical interventions (drugs, vaccines, devices, and procedures), focusing on advanced methods. We will use formal frameworks of causal inference. The course will focus on substantive topics in pharmacoepidemiology, including design and analytic strategies to overcome the limitations of common data sources. Other topics include the assessment of therapeutic risk management policies. Although a clinical background will be useful, it is not required. Prerequisites: PHP 2120, or PHP 2507 and 2200; and PHP 2507, 2510, or 2520; and PHP 2508 or 2511; or instructor permission. Enrollment limited to 20.

PHP 3500. Introduction to Biostatistics.
The first in a two-course series designed for students who seek to develop skills in biostatistical reasoning and data analysis. Offers an introduction to basic concepts and methods of statistics as applied to diverse problems in the health sciences. Methods for exploring and presenting data; direct and indirect standardization; probability; hypothesis testing; interval estimation; inference for means and proportions; simple linear regression, etc. Statistical computing is fully integrated into the course. Not open to freshmen or sophomores.

PHP 3501. Introduction to Multivariate Regression.
The first in a series of two-half semester courses on regression methods, designed for students who seek to develop biostatistical reasoning and data analysis skills. This course provides an introduction to multiple linear and logistic regression models as applied to diverse problems in the health sciences. PHP 2500 or equivalent is a prerequisite.
PHP 2502. Regression Analysis Discrete and Event Time Data
The second course in the sequence on Introductory Biostatistics methods. This course will focus on regression methods (multiple linear regress, ANOVA, ANCOVA) and their natural extensions such as Logistic and Poisson regression in applications to diverse problems in the health sciences. Additionally, this course will cover regression methods for time to event data such as Cox regression for survival data. PHP 2500 or equivalent is a prerequisite.

PHP 2507. Biostatistics and Applied Data Analysis I.
The objective of the year long, two-course sequence is for students to develop the knowledge, skills and perspectives necessary to analyze data in order to answer a public health questions. The year long sequence will focus on statistical principles as well as the applied skills necessary to answer public health questions using data, including: data acquisition, data analysis, data interpretation and the presentation of results. Through lectures, labs and small group discussions, this fall semester course will focus on identifying public health data sets, refining research questions, univariate and bivariate analyses and presentation of initial results. Prerequisite: understanding of basic math concepts and terms; basic functional knowledge of Stata. Enrollment limited to 50 MPH, CTR, and BSSI students. Instructor permission required.

PHP 2508. BioStatistics and Data Analysis II.
Biostatistics and Applied Data Analysis II is the second course in a year-long, two-course sequence designed to develop the skills and knowledge to use data to address public health questions. The courses are specifically for students in the Brown MPH program, and the training programs in Clinical and Translational Research. The sequence is completed in one academic year, not split across two years. The courses focus on statistical principles as well as the applied skills necessary to answer public health questions using data, including: acquisition, analysis, interpretation and presentation of results. Prerequisite: PHP 2507. Enrollment limited to 48. Instructor permission required.

PHP 2510. Principles of Biostatistics and Data Analysis.
Intensive first course in biostatistical methodology, focusing on problems arising in public health, life sciences, and biomedical disciplines. Summarizing and representing data; basic probability; fundamentals of inference; hypothesis testing; likelihood methods. Inference for means and proportions; linear regression and analysis of variance; basics of experimental design; nonparametrics; logistic regression. Open to advanced undergraduates with permission from the instructor.

Applied multivariate statistics, presenting a unified treatment of modern regression models for discrete and continuous data. Topics include multiple linear and nonlinear regression for continuous response data, analysis of variance and covariance, logistic regression, Poisson regression, and Cox regression. Prerequisite: APMA 1650 or PHP 2510. Open to advanced undergraduates with permission from the instructor.

PHP 2520. Statistical Inference I.
First of two courses that provide a comprehensive introduction to the theory of modern statistical inference. PHP 2520 presents a survey of fundamental ideas and methods, including sufficiency, likelihood based inference, hypothesis testing, asymptotic theory, and Bayesian inference. Measure theory not required. Open to advanced undergraduates with permission from the instructor.

PHP 2530. Bayesian Statistical Methods.
Surveys the state of the art in Bayesian methods and their applications. Discussion of the fundamentals followed by more advanced topics including hierarchical models, Markov Chain Monte Carlo, and other methods for sampling from the posterior distribution, robustness, and sensitivity analysis, and approaches to model selection and diagnostics. Features nontrivial applications of Bayesian methods from diverse scientific fields, with emphasis on biomedical research. Prerequisites: APMA 1650, PHP 2510, PHP 2511, or equivalent. Open to advanced undergraduates with permission from the instructor.

PHP 2540. Advanced Methods for Multivariate Analysis.
Survey of modern statistical methods for analysis of multivariate and high-dimensional data. Topics include inference for multivariate normally distributed data, methods for data reduction, classification and clustering, multiple comparisons for high-dimensional data, analysis of multidimensional contingency tables, and functional data analysis. Applications to diverse areas of scientific research, such as genomics, biomarker evaluation, and neuroscience will be featured. Prerequisites: APMA 1650 and 1660; or PHP 2520. Open to advanced undergraduates with permission from the instructor.

PHP 2550. Practical Data Analysis.
Covers practical skills required for successful analysis of scientific data including statistical programming, data management, exploratory data analysis, simulation and model building and checking. Tools will be developed through a series of case studies based on different types of data requiring a variety of statistical methods. Modern regression techniques such as cross-validation, bootstrapping, splines and bias-variance tradeoff will be emphasized. Students should be familiar with statistical inference as well as regression analysis. The course will use the R programming language.

Statistical computing is an essential part of analysis. Statisticians need not only to be able to run existing computer software but understand how that software functions. Students will learn fundamental concepts – Data Management, Data types, Data cleaning and manipulation, databases, graphics, functions, loops, simulation and Markov Chain Monte Carlo through working with various statistical analysis. Students will learn to write code in an organized fashion with comments. This course will be taught using the R language.

PHP 2580. Statistical Inference II.
This sequence of two courses provides a comprehensive introduction to the theory of modern inference. PHP 2580 covers such topics as non-parametric statistics, quasi-likelihood, resampling techniques, statistical learning, and methods for high-dimensional Bioinformatics data. Prerequisite: PHP 2520. Open to advanced undergraduates with permission from the instructor.

PHP 2601. Linear Models.
This course will focus on the theory and applications of linear models for continuous responses. Linear models deal with continuously distributed outcomes and assume that the outcomes are linear combinations of observed predictor variables and unknown parameters, to which independently distributed errors are added. Topics include matrix algebra, multivariate normal theory, estimation and inference for linear models, and model diagnostics. Prerequisites: APMA 1650 or 1660, or taking PHP 2520 concurrently.

Note: The course will cover fundamental and advanced topics in linear models, and concepts related to the generalized linear models will not be covered during the course.

PHP 2602. Analysis of Lifetime Data.
Comprehensive overview of methods for inference from censored event time data, with emphasis on nonparametric and semiparametric approaches. Topics include nonparametric hazard estimation, semiparametric proportional hazards models, frailty models, multiple event processes, with application to biomedical and public health data. Computational approaches using statistical software are emphasized. Prerequisites: PHP 2510 and 2511, or equivalent. Open to advanced undergraduates with permission from the instructor.

PHP 2603. Analysis of Longitudinal Data.
Comprehensive coverage of methods for drawing inference from longitudinal observations. Theoretical and practical aspects of modeling, with emphasis on regression methods. Topics include: multilevel and marginal models; estimation methods; study design; handling dropout and nonresponse; methods for observational data (e.g. time-dependent confounding, endogeneity, selection bias). SAS and S-Plus software are used. Prerequisite: Statistical inference (APMA 1650-1660 at minimum), regression (PHP 2511), working knowledge of matrix algebra (e.g. MATH 0520). Open to advanced undergraduates with permission from the instructor.
PHP 2604. Statistical Methods for Spatial Data.
This course covers a variety of topics for spatial data, including data visualization, Bayesian hierarchical models, spatial models, as well as the computation techniques and statistical software to implement these models. Examples of applications will include, but are not limited to, spatial modeling of data from epidemiology, environmental studies and social sciences. Prerequisites: APMA 1650-1660 or PHP 2510-2511, and MATH 0520; some experience with scientific computing.

This course will focus on the theory and application of generalized linear models (GLM), a unified statistical framework for regression analyses. Specifically, we will focus on using GLMs to model the categorical outcomes. The GLM for categorical outcomes include logistic regression, proportional odds model, and Poisson regression. Maximum likelihood estimation and inference will be introduced in the GLM context. The students are expected to have knowledge of probability and inference (at the level of APMA1650, APMA1660, or PHP2520), knowledge of matrix algebra (at the level of MATH0520), knowledge of regression analysis (at the level of PHP2511) and knowledge of R.

PHP 2610. Causal Inference and Missing Data.
Systematic overview of modern statistical methods for handling incomplete data and for drawing causal inferences from "broken experiments" and observational studies. Topics include modeling approaches, propensity score adjustment, instrumental variables, inverse weighting methods and sensitivity analysis. Case studies used throughout to illustrate ideas and concepts. Prerequisite: MATH 1610 or PHP 2511. Open to advanced undergraduates with permission from the instructor.

PHP 2620. Statistical Methods in Bioinformatics, I.
Introduction to statistical concepts and methods used in selected areas of bioinformatics. Organized in three modules, covering statistical methodology for: (a) analysis of microarray data, with emphasis on application in gene expression experiments, (b) proteomics studies, (c) analysis of biological sequences. Brief review and succinct discussion of biological subject matter will be provided for each area. Available software will be introduced. Intro level statistics (PHP 2507/2508 or PHP 2510/2511) recommended. Other students should contact instructor. Intro to software R and Bioconductor tools provided in lab. Open to advanced undergraduates with permission from the instructor.

PHP 2630. Statistical Foundations of Data Science.
Data Science is a broad and rapidly emerging field concerned with extraction of meaningful knowledge from data. This course provides an integrated survey of statistical methods and principles that are fundamental to these goals: causal inference, machine learning and prediction, data-driven decision making, quantification of uncertainty, and simulation-based modeling of complex systems. Many of the readings will be drawn from source literature in statistics and computer science. The course will be conducted in seminar style and will be project-based. Students will complete up to 4 data analysis projects using methods discussed in class.

This course is designed to cover essential elements of preparing for a career in research in biostatistics. The course will cover: methods of statistical research, with a focus on problem solving in real applications; key elements of communicating research, including writing for academic publication, writing and collaborating on grant proposals, and preparing and delivering oral presentations; and professional and research ethics, with emphasis on ethics of statistical practice in multidisciplinary collaborations. Enrollment limited to 15 graduate students in Biostatistics. Students must be in research phase of program of study.

PHP 2690A. Advanced Topics in Biostatistics.
Introduction to applications of statistics and the way statisticians collaborate in interdisciplinary research. Guest lecturers from industry, government and academia will describe how statisticians fit into their environment. Techniques for effective collaboration and oral and written presentation of work including interviewing, writing proposals, giving talks, working with a team and consulting as an individual will be taught. Designed for graduate students (Masters or PhD) who would like to learn how to collaborate on projects with non-statisticians. Permission of the instructor is required to enroll for the course.

PHP 2690B. Introduction to Bayesian Inference: Hierarchical Models and Spatial Analysis.
Intended as a first introduction to Bayesian inference. Relevant theoretical background will be reviewed, and the Bayesian paradigm will be introduced, including choice of prior distributions and calculation of posterior distributions. Main emphasis will be on how to use Bayesian thinking to develop models for data with complex structure. Hierarchical models, meta-analysis, Bayesian design and shrinkage estimation will be covered. The benefits of hierarchical modeling will be applied to spatial data analysis as a special topic. Students will be introduced to Bayesian computing and WinBUGS, which is a necessary skill for many modern analyses. Prerequisites: PHP 2510 and 2511, or equivalent. Additional exposure to statistical inference, statistical computing, and a course in calculus would be useful. Open to graduate students only.

PHP 2980. Graduate Independent Study and Thesis Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHP 2985. MPH Independent Study for Thesis Preparation and Research.
This optional half credit course may be taken up to two times during preparation for the MPH degree. It provides MPH students with self-directed thesis research and preparation time under the guidance of a thesis advisor. Prior to taking this course the student and advisor must reach agreement as to what constitutes satisfactory completion of the course (e.g., completion of a satisfactory literature review, attainment of specific thesis benchmarks, or completion of the thesis). Please check Banner for the correct section number and CRN to use when registering for this course.

No description available.

PHP XLIST. Courses of Interest to Concentrators in Community Health.
School of Professional Studies

The Brown University School of Professional Studies offers programs including:

- Executive and Professional
- IE Brown Executive MBA
- Executive Master in Cybersecurity
- Executive Master of Healthcare Leadership
- The Choices Program
- Undergraduate Summer Session for academic credit
- Non-credit Pre-College programs

For further information visit: http://www.brown.edu/academics/professional/

Executive Masters Programs

Executive Master in Cybersecurity

The Brown University Executive Master in Cybersecurity (EMCS) is a 16-month program for professionals designed to cultivate high-demand, cross-industry executives with the unique and critical ability to devise and execute integrated, comprehensive cybersecurity strategies for nations and industries across the globe.

EMCS forges visionary leaders ready to deploy successful strategies for cybersecurity that address:

- Technologies such as big data, cloud, mobile, Web 2.0, Internet of Things
- Social trends including social networks, globalized workforce
- Human factors
- Economic tradeoffs and risk management
- Policy and privacy
- Effective leadership

For further information including admission criteria and tuition and fees please visit: http://www.brown.edu/academics/professional/cybersecurity/

Executive Master of Healthcare Leadership

The Brown University Executive Master of Healthcare Leadership prepares visionary leaders to transform healthcare. This 16-month intensive degree program is designed for clinicians, executives, and senior administrators who have significant responsibility in the healthcare industry; including those from health care delivery, public health, drug and product manufacturing, health care consulting, health management systems, insurance, patient advocacy, and from legal, policy and regulatory settings.

Students critically examine the implementation of alternative methods of health services delivery and financing within multiple global healthcare systems. Participants question assumptions, think creatively, and consider integrated patient care solutions to prepare for change and new paradigms within the global healthcare sector.


In this course, students appraise past and current political, legal, technological, and economic U.S. healthcare policy developments. Students critically examine the implementation of alternative methods of health services delivery and financing within multiple global healthcare systems. Participants question assumptions, think creatively, and consider integrated patient care solutions to prepare for change and new paradigms within the global healthcare sector.


In this course, students develop the management, marketing, and leadership skills needed to guide organizational change and refine their personal leadership style to lead in today’s rapidly-changing health care landscape. Particular focus is placed on negotiation, conflict management, collaboration, and team building skills. Participants create a robust plan for their continuous development as a leader. Students also learn how to harness the power of social media to develop their brand and their organization’s influence in the marketplace.

EMHL 2030. Data-Driven Decision Making: The Structure, Conduct, Review, and Evaluation of Research

This course will provide an overview of the methods and applications of therapy economics, biostatistics and epidemiology in healthcare sector decision-making. Specific topics include: the application of therapy economics and economic evaluation to treatments, pharmacoeconomics and technology assessment; the assessment and interpretation of published epidemiological studies; institutional oversight of epidemiological research programs; the four key steps of statistical analysis (identification of scientific programs or problems of interest, collection of the required data, analysis and summary of data, and generation of a conclusion).

EMHL 2040. Navigating the Regulatory Maze

This course explores the culture of decision making as well as the structure and role of key US and international regulatory bodies. Students explore how health care is regulated with an eye towards understanding how existing regulations improve quality, enhance access, and control cost. The topics of risk management, public health, and product/drug regulation are emphasized.


This course will provide an overview of the major aspects of information technology (IT) as they relate to both the causes of and the solutions to current problems in healthcare. Issues of standardization, integration, communication and patient engagement will be stressed, and the types of strategic planning for and governance of information systems will be explored. During the course students will be presented with real problems in the field of HIT and explore possible solutions.

Course of Study

- Creating the Learning Healthcare Organization
- Data-Driven Decision Making: The structure, conduct, review, and evaluation of research
- Financial Decisions in the Changing Healthcare Landscape
- Healthcare Policy: Yesterday, today, and tomorrow
- Information-empowered Patient Care: Electronic health records, health information technology, and medical information systems
- Management and Marketing Skills for Transforming Healthcare
- Navigating the Regulatory Maze
- Strategic Planning and Value Creation in Integrated Healthcare
- The Critical Challenge

For further information including admission criteria and tuition and fees please visit: http://www.brown.edu/academics/professional/healthcare-leadership/

Courses

EMHL 2000. Strategic Planning and Value Creation in Integrated Healthcare

In this course, participants explore the meaning of value creation in healthcare organizations—how it relates to high performance, how it varies and is measured in different healthcare segments, and how it is embodied in the structure and performance of their own organizations. A holistic High Performance Model of enterprise value creation is presented, including strategic planning, process improvement, and resource and organizational alignment. The model is discussed from the perspectives of a variety of healthcare organizations—with the goal of applying the model to create value for the participants’ own organizations.


In this course, students appraise past and current political, legal, technological, and economic U.S. healthcare policy developments. Students critically examine the implementation of alternative methods of health services delivery and financing within multiple global healthcare systems. Participants question assumptions, think creatively, and consider integrated patient care solutions to prepare for change and new paradigms within the global healthcare sector.


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This course will provide an overview of the major aspects of information technology (IT) as they relate to both the causes of and the solutions to current problems in healthcare. Issues of standardization, integration, communication and patient engagement will be stressed, and the types of strategic planning for and governance of information systems will be explored. During the course students will be presented with real problems in the field of HIT and explore possible solutions.

In this course, students explore the quality improvement drivers, principles, systems, and tools that help create a healthcare learning organization. Students discover how quality improvement creates value, how to demonstrate the value of quality improvement to their colleagues, and how to ultimately develop a culture of learning within their organization. Students compare the learning needs of healthcare organizations to those in other industries. Students design and implement a quality improvement project within their own organization, and develop a "learning organization roadmap" for their organization.


This course focuses on the area of financial management as applied to international health organizations. The course emphasizes the application of principles and concepts of international health financial management to global health providers that represent innovative new structures and organizations, such as Accountable Care Organizations (ACOs) that offer integrated patient care. Students will gain competencies in the application of financial analysis tools and techniques internationally and in the interpretation of data for sound decision-making through case assignments and a class project to analyze the financial results of high performing healthcare organizations serving global markets.

EMHL 2080. The Critical Challenge: Capstone Project.

In this project, supervised by Executive Master of Healthcare Leadership (EMHL) faculty, students identify a critical challenge within healthcare and then work collaboratively to integrate knowledge from various perspectives and healthcare sectors and to apply relevant skills to develop possible solutions to their challenge. Students draw upon knowledge and skills from coursework with particular emphasis on collaborating across healthcare sectors, considering ethical implications, communicating effectively and developing creative and viable solutions. Upon completion of this project, students will be able to successfully integrate knowledge of healthcare policy, strategic planning, regulation, management, marketing, healthcare research, quality improvement, finance and information technology to address a critical challenge within healthcare. Project outcomes should prove applicable to professional practice. This course spans two semesters.

IE Brown Executive MBA

Brown University School of Professional Studies and the IE Business school in Madrid, Spain offer a 15 month joint Executive MBA degree program to Senior managers, professionals, and entrepreneurs with significant work experience.

Combining IE’s strength in interdisciplinary management education and Brown’s excellence in the humanities, social, biological and physical sciences, the two schools have created the new IE Brown Executive MBA to develop informed, globally-minded, and innovative leaders. The program provides senior managers with the opportunity to develop and broaden their management and leadership skills in an intensive, international environment. The program brings together faculty from the IE and Brown, integrating leading management thinking with wider perspectives from the humanities, social sciences, engineering, and life sciences.

For more information on the program and admissions process please visit http://brown.edu/professional/executive/iebrown-mba/index.php.

Courses


This course utilizes team-based experiential learning methods for the further development of skills in business opportunity creation. It builds upon the courses on entrepreneurial management and ethnographic research methods to investigate a business opportunity that participant teams create within, or stemming from, a developing region. The course leverages field work in a specific complex developing regional economy that serves as a proxy for such developing regions more broadly. Upon completion of the course, participants should be able to develop business opportunities in complex, developing regions and have a greater appreciation of the potential and challenges these regions represent.


This course considers the unique barriers to innovation that must be overcome within established firms as well as the techniques and best practices utilized by exemplar firms in executing successful innovation strategies. The business environment is evolving rapidly and established firms must innovate to survive and prosper. Executives note that corporate innovation is extremely or very important to their firm’s strategic growth. Challenges to innovation execution considered in this class include human capital alignment, organization of the innovation process, and encouragement of collaboration and risk taking within the enterprise.

EMBA 2100. Ethnographic Research Methods.

In this course, students explore the quality improvement drivers, principles, systems, and tools that help create a healthcare learning organization. Students discover how quality improvement creates value, how to demonstrate the value of quality improvement to their colleagues, and how to ultimately develop a culture of learning within their organization. Students compare the learning needs of healthcare organizations to those in other industries. Students design and implement a quality improvement project within their own organization, and develop a "learning organization roadmap" for their organization.


This course is designed to draw on analytical tools from sociology and anthropology to make sense of the rapidly changing nature of global society. In the past 3 decades the flows of commodities, ideas, people, norms and resources across international borders has accelerated exponentially. Driving these dynamics are not only market forces, but also social networks, cultural diffusions and institutional transformations. As a complement to the courses on political economy and global governance, this course focuses on the social structures, institutional forms, political processes and cultural practices that mediate the encounter of the global and the national.

EMBA 2200. The Spirit of Entrepreneurship.

Historians argue that capitalism, especially its main engine entrepreneurial, took hold and flourished in the West not because of the promise of wealth it contained, but because of the appeal of a distinctive ethical outlook—new ideas about the value of work, business, and the acquisition of wealth that constitute the “spirit of capitalism.” The objective of this module is to trace the development of this new ethical outlook animating capitalist entrepreneurship—the “spirit of entrepreneurship”—from its Reformist beginnings into our own day.

EMBA 2210. Shared History of Slavery & Capitalism.

This course imparts specific content knowledge of the history of the Atlantic slave trade and the plantation regimes of the Americas and the relationship of slavery to capitalism’s development in the West. The course conveys key principles of historical reasoning and argumentation: the reliance upon evidence to support interpretation; the appreciation of contingency and the specificity of time and place; skepticism towards claims of the universality of experience and the inevitability of outcomes. In unraveling the paradoxical relationship of free markets to un-free people, the course considers questions about commodities and liberties that remain urgent in today’s global economy.

EMBA 2220. The Political Economy of Development.

The goal of this unit is to introduce executives in the MBA Program to the politics economic & social development, with a focus on both long-run historical determinants of development and the more recent effects of globalization and neoliberal reforms on economic growth and inequality. To put these issues in context, the unit addresses debates about development in Latin America and Sub-Saharan Africa.
EMBA 2300. Globalization and the Arts.
This course will exemplify the role of the humanities in high-level practical education. The humanities are understood here as way of understanding the human condition in its depth and variation. Humanistic understanding is essential to the negotiation of the globalized world and its challenges. How do the increased exchange, access, and flow of persons, products, and markets associated with globalization negotiate cultural, political, and social difference, particularly, and inequality? How do global systems negotiate between shared benefit and exploitation? Between cultural exchange and innovation on the one hand and the preservation of heritage on the other?

This course explores questions about biodiversity loss and maintenance. The appropriation, exploitation and introduction to different landscapes of various plant and animal products are linked in recent history to the intertwined projects of imperialism and the enlightenment. For these reasons, containing nature is also about products and markets. The relationship between human control over nature, natural resource decline, and entrepreneurial and public sector strategies to protect the environment are considered. The course questions the ways and circumstances in which biodiversity is valued and examines the role of various social organizations in managing the environment and its resources.

This course introduces students to current questions in global architecture. After a survey of the history and motivations behind the internationalization of architectural forms, we examine current debates about sustainable architecture and smart urban growth, global urban problems and potential solutions to mass housing, and the application of new technologies such as “smart materials” in architecture. Questions of local vs. global building traditions are considered. Students gain a new understanding of their built environment and will be able to ‘read’ and analyze buildings they encounter, engaging meaningfully with questions about formal, functional and material choices.

This course investigates the institutions and regulations governing our global economy. Recent events have shown that traditional national regulations (or lack thereof) are no longer adequate yet international accords over aid, trade, labor standards and a host of other issues are fiercely and frequently contested by competing interests. The results of these debates, and the resulting economic systems and policies will determine winners and losers in the new global economy. Understanding the interaction between this political-economic-regulatory environment and individual firms and industries is key to determining both the possibilities for and constraints on global business in today’s fast changing economy.

EMBA 2410. The Rise of China.
This course examines the drivers of China’s emergence as a global power, and the consequences of that emergence for international business practitioners. Employing perspectives from comparative politics, international relations, and economics, the course explores the connections between China’s domestic institutional transformation, its system of governance, and its increasingly powerful indigenous firms. To what extent have Chinese firms become innovative? How have they become innovative – indeed, how have they even basic growth at all – in a home environment dominated by persistent corruption and unfettered state power? The course examines specific strategies international business practitioners can employ to navigate the Chinese environment.

EMBA 2500. Cultivating Conditions for Innovation & Creativity.
What insights can an artist bring to business? When we cultivate a discerning sensitivity to the contexts in which we operate, we are more likely to identify possibilities that others miss. A critical awareness fertilizes the imagination. A creative outlook can enrich how we see the world. These ideas that spring from the imagination can be refined into concrete outcomes. By fostering a keen understanding of how our own personal creative process works, we will explore how art provides strategies for the creation of value. We will examine these strategies as we discover ways in which creative processes facilitate innovation.

EMBA 2510. Influencing Through Communication.
This course is designed to make students more aware of the elements of effective communication (both verbal and non-verbal) to enhance their own communications and to more critically evaluate communications of others. During this practical course, students will learn elements of classical rhetorical theory and current perspectives on persuasion. The objective of this course is to teach students the elements of effective and persuasive communication to enable them to achieve concise, effective communication in all modes, especially presentations and public speaking.

EMBA 2520. Public Speak Your Mind and Your Heart.
What you say, how you say it, and how you make it relevant to the audience, can turn an idea into a power horse. And many ideas are dumped daily because their originators do not present them in a dynamic and convincing way. Presentation skills rank among the most practical for financial managers: nothing will give you a more immediate competitive edge than the ability to communicate orally in a fluent and confident manner.

This course will emphasize the understanding of how financial statements are created and how accounting decisions affect these statements. The course will teach the theory emphasizing the use of accounting as a tool for decision-making and problem solving. The objective of the course is not to memorize accounting rules and perform “bookkeeping” activities. However students will have to practice some bookkeeping in order to understand deeper issues that go beyond it. Students will also learn the problems associated with accounting subjectivity and flexibility while evaluating the appropriateness of accounting policies and estimates.

EMBA 2610. Financial Management.
This course focuses on the fundamentals of corporate finance. The objective of corporate financial theory is to maximize the value of the business. In this context financial decisions can be broken down in two basic decisions (1) how much to invest and what assets to invest in, and (2) how to raise the necessary cash. This course provides a framework to answer the first question: how the firm should make the investment, or capital budgeting decision, in order to increase shareholder value.

EMBA 2620. Cost Control.
Students, as future managers, will utilize the output of cost systems (the primary internal information systems in a firm). Students will gain an understanding of cost accounting systems, including a familiarization with: the goals of cost accounting systems; the fundamental features and design of cost accounting systems; and the various uses of the data provided by cost accounting decisions. A sound understanding of these issues is necessary to interpret cost accounting system outputs: to transform them from data to information and knowledge. Without this understanding, cost accounting data is often mis-interpreted and/or mis-applied leading to erroneous decision making.

EMBA 2700. Managerial Economics.
Managerial Economics provides students with a framework to understand the main economic variables and dynamics that affect business activity. Understanding the microeconomy is the first stepping-stone toward achieving a full grasp of the economic world that surrounds us. Most of the world’s countries rely on free markets to make most of their economic decisions, and those markets automatically answer the key economic questions (What will we produce? How will we produce it? At what price? Who will get it?) through the operation of supply and demand. The course will review the basic concepts of supply, demand, market failures and externalities to provide a broad perspective on how free markets work. It will then move on to elasticity and market structures and their impact on profitability. The objective is to give students a firm understanding of how supply and demand at the micro-level determine the basic parameters of doing business.

EMBA 2710. The African Economy.
The African economy sessions will begin with an overview of the continent, focusing in particular on sub-Saharan Africa and eventually centering on South Africa. In an interactive videoconference lecture, the development challenges and their possible solutions will be reviewed along with the growth prospects for economies and markets in the region in coming years.
EMBA 2810. Managing Communities of Work
The objectives of this course are to enable participants to: discuss the psychological, social and strategic contexts in which HR processes and principles operate; describe and appraise the social and strategic benefits of “general management” expending time and resources on “employee issues”; analyze and critique people-based processes relying on their psychological, social and strategically oriented business merits; assess the relevance of HR policies the impact on business outcomes as a function of factors such as the market, the industry or the culture of the organization; and, reflect upon emerging people topics in today’s organizations, which impact the managerial profession.

EMBA 2820. Marketing Management
This course is designed to provide students with a deep understanding of the fundamental principles of marketing and marketing strategy making. The focus will be on getting to know the basic techniques of defining and segmenting a target market for goods or services, building a brand with a meaningful positioning, and then integrating product, price, promotion and distribution to offer a superior marketing mix leading to a long-term competitive advantage. Finally, students will be given an insight into consumer behavior and brand management, as well as understanding the role played by different marketing tools such as marketing research.

EMBA 2830. Operations & Supply Management
This course provides an introduction to the basic aspects of the operation of the firm by presenting an integrated vision of those concepts and techniques and an understanding of the new role of operations and supply chain management in the overall strategy of the firm. The course structure initially addresses issues related to operations strategy, followed by a focus on systems and supply chain management. The course closes with a consideration of operations in practice.

EMBA 2840. Competitive & Corporate Strategy
This introductory course to the area of strategic management aims to provide students with a thorough understanding of the internal and external factors that shape a firm’s ability to create value. Students will be familiarized with tools to analyze industries, firm resources and competitive interactions, both on the individual business and the corporate level. Perhaps most importantly, the courses strive to instill a strategic mindset that will enable students to go beyond a simple application of tools to derive a deep understanding of firm competitive behavior in order to enhance their own firm’s performance in any given situation.

EMBA 2850. Technology & Innovation Strategy
The course introduces the critical elements of designing and developing digital products and services. Course participants will be able to analyze digital transformation and its affect on society, industries and individuals; to develop an appreciation of the importance of information technology; to identify and understand the economic and technological factors at the heart of the digital revolution; to manage and lead product and service innovation initiatives; to apply concepts, tools and techniques to design appropriate digital business models; to strategically manage digital transformation of a business; and to understand the implications of emerging IT trends.

EMBA 2900. Entrepreneurial Management for Executives
This course provides a forum for the in-depth examination of mindsets, methods, and managerial activities that follow the entrepreneurial process from opportunity recognition to growing new ventures, whether as startups or within existing businesses. In particular the course will examine the role of finding a fit between one’s passions, skills and markets in the pursuit of opportunities and facilitate an understanding of the stages in the entrepreneurial process: opportunity recognition, customer discovery and market validation, solution validation and crafting of the business model.

EMBA 2930. Leading People, Teams and Organizations.
This course focuses on advancing students’ understanding of how to lead and manage with the aim of increasing personal and organizational effectiveness. It is designed to address several fundamental aspects of managing and leading people. These include understanding and influencing group behavior and performance, working with and managing people on a one-on-one basis, and leading, motivating and aligning people behind a common vision or direction. This course places a particular emphasis on increasing students’ self-awareness as leaders and their ability to address the challenges of leading change in organizations.

EMBA 2940. Motivation Science
Course objectives include: learning how motivation works from recent conceptual and empirical advances in psychology and using this knowledge to make motivation work for you—in your own performance and as a motivator of others. Most people believe that the best way to motivate others is by using “carrots and sticks” (incentives), which is based on the classic assumption that what motivates people is to approach pleasure and avoid pain (the hedonic principle). Motivation however is more than “carrots and sticks”, and, importantly, there are many different kinds of motivational mechanisms that underlie people’s choices and what influences them.

EMBA 2950. Leader Visions
In their effort to catalyze change, transformational leaders must be able to create and communicate visions for the future state of their organizations. It is particularly critical that they understand how to close the gap between inspiration and implementation. This workshop is designed to cultivate this understanding and to provide tools and skills necessary to develop, deliver and implement a vision throughout future organizations, divisions, and teams. Moreover, the framework utilized will enable individuals to determine the vision for the next phase of their own life or a future endeavor.
Africana Studies

Chair
Brian W. E. Meeks

Located in the historic Churchill House on the campus of Brown University, the Department of Africana Studies is the intellectual center for faculty and students interested in the artistic, historical, literary, and theoretical expressions of the various cultures of Africa and the African Diaspora. Central to the intellectual work of the department is the close collaboration of artists and scholars in examining relationships between academic and artistic knowledge about the world and human experience. Our commitment to rigorous scholarship and robust student and community development is grounded in a truly global understanding of the reach and implications of the Africana World.

For additional information, please visit the department's website: http://brown.edu/Departments/Africana_Studies/

Africana Studies Concentration Requirements

The concentration in Africana Studies critically examines the artistic, historical, literary, and theoretical expressions of the peoples and cultures of Africa and the African Diaspora. Central to the work of students and faculty in the concentration is the close collaboration of artists, scholars, and writers in examining relationships between academic and artistic knowledge about the world and human experience. Concentrators work closely with faculty members in developing new knowledge about the world and human existence through the critical and comprehensive study of the peoples and cultures of Africa and the African Diaspora. Concentrators are encouraged to study abroad in Africa, the Caribbean, and/or Latin America and to acquire language competency in a language other than English spoken in Africa and the diaspora.

In order to develop requisite competency, Africana Studies concentrators must complete eight (8) semester-long courses offered by or cross-listed with the Department. Concentrators may also petition the Department to accept other appropriate courses.

Of these courses, the following two Africana Studies courses are required:
- AFRI 0090 An Introduction to Africana Studies (Fall ONLY)
- AFRI 1360 Africana Studies: Knowledge, Texts and Methodology–Senior Capstone Seminar (Spring ONLY)

The Department strongly encourages foreign study in Africa, the Caribbean, and Latin America, during the student's junior year. While the department actively supports programs in South Africa, Tanzania, Ethiopia, Brazil, and the English-Speaking Caribbean, concentrators must complete at least six (6) courses in residence at Brown (that is, they must carry AFRI prefixes).

The Department also encourages the acquisition of language competencies, in addition to English, which are spoken in Africa and the Diaspora. Since no continental African language is currently offered at Brown, concentrators who study abroad and acquire certified competency in any African language are welcome to petition the department for competency credit.

For more information about the concentration, please contact Professor Lundy Braun (https://vivo.brown.edu/display/lbraun), Director of Undergraduate Studies.

Honors

Africana Studies' concentrators with outstanding records may be admitted to the department's Honors Program.

Students interested in pursuing honors should identify a faculty sponsor in Africana Studies in their 6th semester and begin working on their thesis project during the summer before their senior year. By the end of the second week of Semester I of their senior year, while working in consultation with a faculty advisor, the student must prepare a work plan/ proposal. Please visit department website for proposal guidelines. This plan should include a timeline for completion of the thesis and is not to exceed (3) typewritten pages. The student should also identify a second reader at this point. The work plan/proposal must be approved and signed by a committee, comprised of the faculty advisor who is to direct the Honor's thesis, the second reader, and the concentration advisor. The thesis sponsor should inform the Director of Undergraduate Studies by email after approval of the proposal.

By the time the proposal is submitted, the Honor's candidate should be familiar with the secondary works in the field. (Secondary readings should be extensive and be incorporated into the proposal.) The Honor's candidate is also expected to complete research outside of the classroom, and/or language competency while enrolled in an independent study with their faculty advisor during the first semester of the senior year. In most cases, this paper will be one or two chapters in their thesis. Students must enroll in at least one, preferably two, semesters of independent study to work on their thesis.

For students completing graduation requirements by the end of Semester I (Fall), a first complete draft of the thesis should be completed by November 10, 2016. Final drafts must be submitted by December 1, 2016. For students completing graduation requirements by Semester II (Spring), the first complete draft of the thesis should be submitted by March 14, 2017. The final draft of the thesis should be submitted by April 20, 2017. Students must submit bound copies of the final thesis to the department and to each of the readers, along with an electronic copy of the completed thesis to Ms. Deborah Bowen. All students will present their thesis projects to the Department of Africana Studies on the last Friday of April at a time to be determined. After this presentation, a department committee will make recommendations for honors to the Director of Undergraduate Studies and students will receive notification of the recommendation.

Africana Studies Graduate Program

The department of Africana Studies offers a graduate program leading to the Ph.D. in Africana Studies.

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/africana-studies-0

Courses

AFRI 0090. An Introduction to Africana Studies.
This course introduces students to the vibrant and contested field of Africana Studies by critically exploring and analyzing the links and disjunctures in the cultural, political, and intellectual practices and experiences of people of African descent throughout the African diaspora. Beginning with a critical overview of the history, theoretical orientations, and multiple methodological strategies of the discipline, the course is divided into three thematic units that examine intellectuals, politics, and movements; identity construction and formation; and literary, cultural, and aesthetic theories and practices in the African diaspora. DPLL LILE WRIT

AFRI 0110B. The Last Professors.
Addresses the profound effects of contemporary economic, political, and social changes on the role and function of the university in the 21st century. A primary concern of the seminar is to critically analyze how and in what ways the transformations in the broader society challenge, constrain and, at times, frustrate critical intellectual activity. The seminar will draw on a broad and diverse set of readings ranging from classic statements by Cardinal Newman and W.E.B. DuBois to contemporary critical analyses by Henry Giroux and Adolph Reed, Jr. Enrollment limited to 20 first year students. FYS
AFRI 0110C. Autobiography of the Civil Rights Movement.

Most of the rich written history of the civil rights movement originates from first-hand accounts documented in oral histories and autobiographies. This interdisciplinary course plots the milestones of the civil rights movement through the lens of several autobiographies. The aim is to critique autobiography as a historical document as well as use it to tell the stories of the civil rights movement. We will compare and contrast different texts, analyze content and map a history of the era. Students will work with a writing fellow to develop one critical paper and one autobiographical paper. Enrollment limited to 20 first year students. FYS WRIT

AFRI 0120. Philosophy of Race and Gender.

Prejudice of many kinds, such as racism and sexism is so embedded in our modern social institutions, and so traditional and pervasive that we often fail to notice it. Furthermore, race and gender have been used repeatedly to explain differences. This course is a rigorous examination of the philosophical meanings of race and gender, from a variety of historical, anthropological and feminists perspectives.

AFRI 0160. Twentieth-Century Africa.

An introduction to recent African history, the course combines chronological and topical approaches. It is organized around the major epochs of colonialism, decolonization and post-colonial independence, but within those periods, we will concentrate on themes such as health, environment, development, the state and artistic expression. Readings draw heavily on primary sources. Three exams and two projects, including group work.

AFRI 0170. Afro-American History and Society Before 1800.

Focuses on the history of Africans and persons of African decent in the part of North America that now constitutes the U.S. Centers on the 18th century, but gives some attention to the 17th and 19th centuries as well. Most of the readings are devoted to the English colonies, but some concern themselves with Dutch, French, and Spanish settlements. DPLL

AFRI 0190. Caribbean History and Society Before 1800.

Examines some of the themes important in the multiracial societies of the Caribbean from the 17th through the early years of the 19th century. Explores Creole societies, plantation economies, ethnicity, maroon societies, class and racial divisions, acculturation, syncretic religions, and patterns of slave resistance. Danish, Dutch, English, French, and Spanish settlements are studied. DPLL

AFRI 0200. Modern Caribbean History and Society.

This course will critically examine five themes in modern Caribbean history and society: What is the Caribbean? Nationalism, religion, economic development, and popular culture. These themes will be discussed with reference to the different geographical, racial, cultural and political spaces, which comprise the Caribbean. DPLL

AFRI 0210. Afro Latin Americans and Blackness in the Americas.

This course focuses on the position of Blacks in the national histories and societies of Latin America from slavery to the present-day. Emphasis is on a multidisciplinary engagement with issues and the exposure of students to the critical discussion of national images and realities about blackness and Africa-descended institutions and practices. The role of racial issues in national and transnational encounters and the consequences of migration of people and ideas within the hemisphere are explored. DPLL

AFRI 0220. From Emancipation to Obama: Journeys in African American History.

This course explores African American History through the lens of black freedom struggles. The struggles take all forms, between black and white from local to national levels, within and between black communities, and between men and women. This course assumes some familiarity with basic U.S. History and will utilize a variety of primary sources from autobiographical material to visual art and music as well as the usual monographs and articles. Aside from reading, students will be required to work with a writing fellow on 2 papers. There are also 2 exams. DPLL LILE

AFRI 0280. Race, Slavery, Modernity and Knowledge.

This course will review some of the central texts that constitute the different meanings of modernity and discuss how these texts became part of our framework for thinking about modernity, the human self and its different representations. The course will also engage texts that make attempts to complicate the meanings of modernity through a set of engagements with the issues of slavery, colonialism and race. Some key words in the course are: modernity, knowledge production, double-consciousness, social construction of race, racial slavery, coloniality. FYS

AFRI 0560. Psychology of the Black Experience.

This course is designed to facilitate understanding of African American psychological experiences. We begin by critically reviewing historical approaches to the psychological study of Black people. We then shift to an examination of the themes, and research currently being generated by those involved in the quest for scholarly self-definition and for redefinition of the psychological fabric of the Black experience.

AFRI 0570. 20th Century Black Feminist Thought and Practice in the U.S.

This course will critically examine the ways that black women in the U.S. have experienced racial and gendered discrimination as well as what sorts of strategies (e.g., political, intellectual, narrative, and creative) black women have devised in response. We will be especially concerned with elements of African-American feminist thought and its articulation in writings, music, literature and practice/activism in the 20th century U.S. Enrollment limited to 80.

AFRI 0580. Black Theology.

"In this era of Black Power... theology cannot afford to be silent." This lecture course will plumb the depths of James H. Cone's statement by critically interrogating the cultural, political, and theoretical dimensions of the development and evolution of Black Theology. The course will consider the nature and task of theology with particular reference to its contested role in American public life, the complex relation between theology, race, and radical politics, and the connections and disjunctures between Black Theology and the fields of history, literature, and philosophy. DPLL LILE

AFRI 0600. Race, Gender, and Urban Politics.

This course will introduce students to the methods and practice of studying black urban life with a primary focus on US cities. We will critically examine the urban cultural studies debates concerned with race, gender, class and sexuality. The approach of the course will be interdisciplinary, drawing upon works from anthropology, literature, history, music, and film. Topics include tourism, immigration, poverty, popular culture, gentrification, violence, and criminalization. WRIT

AFRI 0610. Black Student Protest from Jim Crow to the Present.

This is a history-driven class about black student protest. It puts this history in direct dialogue with other kinds of student protests over the long twentieth century. The point of the class is to ground conversations about contemporary protest culture in a deeper historical context that extends well beyond Brown, that moves into the deep history of higher education and education more generally, and that reveals the intersection of protest with other global, national, and local practises. It is, as well, meant to think about how all of these histories have been represented popularly and politically in the very recent past. DPLL FYS

AFRI 0620. African-American Life in the City.

This course examines the social and cultural history of black urban communities by examining the foundation of black communities in Chicago, New York and Los Angeles. We will examine how migration and the intersections of race, class, culture and gender shape life in urban places, reveal the structural forces that define black urban communities, and explore urban African-American expressive forms. Enrollment limited to 45. WRIT
AFRI 0630. Drama and War in Africa: New Voices.
This course is an historical, political and topical examination of the subject of War on the African continent as seen through the lens of artistic response. Class discussions will be based on the different Stage, Screen and Radio Dramas that will serve as course materials. We will analyze reflections by African artists and scholars on the violent conflicts that have characterized the region's recent history, as well as closely related international perspectives, such as those evident in Hotel Rwanda and The Last King of Scotland. We will also explore how political actors have used performative techniques, and will specifically examine the ways that other members of society (especially women and children) deal with such crises. Canonical African dramatists like Fugard, Ngugi, Soyinka and Ousmane will be referred to, but emphasis will be laid upon the New Voices emerging from a range of African nations, including Rwanda, Uganda, Congo, Senegal, Sudan and South Africa, that have engaged with the subject of war.

Using an interdisciplinary methodology this course will examine three current issues in African societies: War, Violence and Sovereignty; the Politics of Gender in the African postcolony and the meanings of History, Trauma and Public Memory in some African societies. We will undertake this examination about Africa differently," that is by thinking about these three issues outside of the dominant set of images, tropes and ideas that have conventionally constructed a particular version of Africa. DPLL LILE

How can research advance the global social justice struggle? This course will emphasize the idea that education has never been a politically neutral undertaking. Students’ research can have social impact in the university and beyond. We will engage a variety of disciplinary fields to theorize key concepts such as intersectionality of oppression and resistance, power, hegemony, social justice, and activist research. Students will be required to carry out an original research project that tackles a pressing societal problem we face today. SOPH

AFRI 0670. Global Black Radicalism.
The decade from the mid-Sixties until the mid-Seventies witnessed the rise of Black Radicalism as a global phenomenon. The emergence of Black Power in the US, Brazil and the Caribbean, the consolidation of liberation struggles in Portuguese Africa and the rise of a Black Consciousness trend in Apartheid South Africa all represent key moments. What led young activists to embrace “Black Power?” What led to the emergence of Marxist movements in Portuguese Africa? What events in the Caribbean gave ascendency to radical tendencies? And what forces contributed to the decline of these movements? This course seeks to answer these questions. DPLL SOPH

AFRI 0700. Freedom Films.
"Freedom Films" is a First Year Seminar which will focus on historical documentary films related to the Southern Civil Rights Movement of the 1960s. We will analyze how these films reflect, change, and inform our views of the traditional Civil Rights Movement and how some offer contrasting narratives of that movement. We will also examine how and in what ways the films accurately and adequately reflect the historical realities of the Southern Civil Rights Movement based on readings and research. Enrollment limited to 20 first year students. DPLL FYS

AFRI 0710A. Racial and Gender Politics in Contemporary Brazil.
Brazil is commonly understood as an example of a "racially democratic" nation, but as scholars have recently shown, racism permeates all aspects of Brazilian society. This course traces the development of the theorization of race, racial identity and race relations in contemporary Brazil. The approach of the course will be interdisciplinary, drawing upon works from anthropology, literature, history, music, and film. Topics will include colonialism and enslavement, nationalism, social activism and popular culture. We will also consider how Brazilian social relations differ from or conform to other racialized patterns in other nation-states in the Americas. Particular attention will be placed on the interrelationship between race, gender, class, and nation. WRIT

AFRI 0710B. Ethics of Black Power.
In his now classic text Blood in My Eye, George Jackson writes "All revolution should be love inspired”. This course will plunge the depths of Jackson’s remark by critically interrogating the ethical dimensions of the Black Power concept and the cultural, ideological, and political interventions influenced by the conceptual revolution. We will assess the ethical parameters of the various ideological tendencies that influenced the conceptual formulation and political articulation of Black Power including Black Nationalism, Feminism, Liberalism, Marxism-Leninism-Maoism and Pan-Africanism.

AFRI 0760A. Rastafarianism.
This course explores the philosophy, history, politics, and theology of Rastafari, one of the Caribbean’s most influential and misunderstood liberation movements. DPLL

AFRI 0760B. Raggae, Rastafari and Revolution.
Bob Marley in the song Revolution declares, "Revolution Reveals.” Beginning from this frame this course will examine the history of Rastafari since it was formed in the late 1930s as an Afro-Caribbean religious practice. It will examine how the emergence of raggae music in Jamaica in the late 1960s mixed and then became one central ingredient of what has been called “conscious music” in the period of the flowering of anti-colonial and black radicalism in the 20th century. The course will explore how raggae music became a form of subaltern language rethinking questions of nation and history in the Caribbean and Africa.

AFRI 0830. How Structural Racism Works.
This lecture course is an exploration of structural racism: the normalized and legitimized range of policies, practices, and attitudes that routinely produce cumulative and chronic adverse outcomes for people of color. With a special focus on African-Americans in the post Civil Rights Era, we will explore how structural racism “works” intersectionally and in compounded ways in housing, criminal justice, education, employment, and media. We will also consider cultural, political and social challenges to structural racism as well as the role and impact of colorblind ideology and behavioralism as dominant countervailing explanations for racial disparities. DPLL

AFRI 0850. The Politics of Gender in the Caribbean Novel.
This course will examine 20th Century Caribbean Literature as a genre, which poses challenges to colonialism and raises profound questions of sovereignty. It will examine how Contemporary Caribbean Literature contributes to the world of literature in general. DPLL LILE

AFRI 0880. Hip Hop Music and Cultures.
This course will explore both the history of the emergence of Hip Hop and the heated debates that surround it: aesthetics, censorship, sexism, violence, musical theft, originality, authenticity, the politics of cross-racial exchanges, urban black nihilism, and corporate influences on culture. These debates will be framed by our consideration of urban black life, African-American cultural formations, gender, representation, technology, commodification, pleasure and politics. Enrollment limited to 200. DPLL

AFRI 0890. Narratives of Power.
Close readings and critical discussion of some of the most influential discussions of power in the past two centuries. Seeks to develop an appreciation of the complexity and elusiveness of discourses of power. DPLL

This course examines the ways in which literature is influenced by major historical events with special reference to the literatures of the Caribbean. Students will undertake a critical examination of the fictional representation of Europe’s encounter with Africa and Asia in the Americas.

AFRI 0980. Fela Anukalpo Kuti and the Social, Cultural, Political, and Aesthetic Implications of AfroBeat.
Fela! The social, cultural, political and aesthetic implications of Afrobeat. This course will examine how all of the above converge in the development and evolution of Afrobeat, with a particular focus on the impact of “colonialism” on African society and culture. Interested students should have an interest in cross-cultural analysis, music appreciation, and the willingness to explore and investigate West African/Nigerian/Yoruba society and culture.
An interdisciplinary approach to the study of plays that address the identities and issues of black gay men and lesbians and offers various perspectives from within and without the black gay and lesbian artistic communities. Focuses on analysis of unpublished titles. Also includes published works by Baraka, Bullins, Corbitt, Gibson, Holmes, West, and Pomo Afro Homos. Some evening screenings of videotapes. Enrollment limited to 40. WRIT DPLL

AFRI 1010C. Race, Gender, Ethics and Environmental Justice.
African Americans, Gender, Ethics and Environmental Justice examines the role of African Americans in the larger environmental history conversation. It utilizes a gendered lens to investigate how African American interpreted their natural surroundings and contributed to the development of 20th century American environmental consciousness. This course is reading and writing intensive. WRIT

AFRI 1020A. Black Cultural Studies.
No description available.

AFRI 1020B. Freedom in Africana Political Thought.
This course will be a comparative analysis of freedom as a central value in political thought. It will do this by comparing the knowledge and practices of freedom to slaves in the Haitian Revolution, the ideas of freedom in the Civil Rights Movement, and then finally, the conceptions of freedom in South Africa. Enrollment limited to 30. DPLL LILE

AFRI 1020C. The Afro-Luso-Brazilian Triangle.
Examines three historical components of the South Atlantic in terms of history, culture, and contemporary political and economic consequences. European colonialism in Africa and Brazil constitutes the baseline for this exploration, but the long and tawdry nature of Portuguese colonialism in Africa in comparison with other European colonial powers, especially in its post-World War II manifestations, is our starting point. Enrollment limited to 40. DPLL

AFRI 1020D. Race, Rights, Rebellion.
Provides an in-depth examination of different kinds of social movements. Emphasis will be placed on the theoretical and methodological distinctions among the various kinds of social protests and social movement actors. From anti-slavery revolts to struggles for independence to anti-apartheid movements, key concepts will include power, resistance, subaltern, hegemony, identity politics and consciousness.

AFRI 1020E. Race and Visual Culture.
This is a sophomore seminar on race and visual media, including everything from high art on canvas to lowbrow film, from the comic book superhero Blank Panther to the Black Panther Party, from the avant-garde to the burlesque, from the web to graffiti to homemade t-shirts. People who sign up for the class should be prepared to read a lot and talk a lot, to regularly get to the RISD museum, to watch a lot of stuff on OCRA, and to maybe take a field trip or two to Boston's MFA and some similar sort of place. Curiosity is required. SOPH

AFRI 1030A. Writing the Self, Changing the World.
How some of the most powerful political figures from around the globe choose to narrate their life stories in memoirs and autobiographies will be the focus of this course. From Harriet Jacobs to Mahatma Gandhi to Malala Yousafzai, these renowned scholars and activists have used autobiographic writings to document their individual experiences in political movements as well as to document the personal struggles in working in search of social justice. These autobiographical writings represent a form of narrating the self that conveys not only the challenges, but also the achievements that result in changing the world. DPLL

AFRI 1050A. Advanced RPM Playwriting.
Third level of RPM Playwriting; for students that have successfully completed RPM Playwriting and Intermediate RPM Playwriting (workshop). Instructor permission. DPLL

AFRI 1050B. Africana Feminism.
No description available.

AFRI 1050D. Intermediate RPM Playwriting.
Second level of RPM Playwriting; for students that want to continue developing their RPM plays or want to begin a new project (workshop). DPLL

AFRI 1050E. RPM Playwriting.
Research-to-Performance Method (RPM) Playwriting guides students through the process of developing new plays that are informed by scholarly research (workshop). DPLL

AFRI 1050G. Narrating the Radical Self.
How black women in the United States and elsewhere have written about their lives in autobiographies will be the focus of this course. We will discuss black women's use of autobiographical writing to document their own individual experiences in political movements as well as to provide key insights into how black people throughout the black diaspora have organized in recent history. Enrollment limited to 20.

AFRI 1050H. Introduction to Post-Colonial African and African Diasporic Theatre.
This class will explore plays/theatrical works and ideologies of a selected group of playwrights from Africa, the Caribbean, and the United States. Exploring Culture, Creativity and Theatre practices, the course will focus on the ways in which these artists have syncretically responded to varied forms of colonization and creolization. This class will also pay attention to the post Colonial Social and historical context that continues to impact and influence these modes of artistic production.

AFRI 1050K. Special Topics in RPM Playwriting: Playwriting Strategies From Contemporary Black Theatre.
A study of Aristotle's Poetics in relation to Dubois' four principles of black theatre and Audre Lorde's essay "The Master's Tools." What makes black theatre "black"? We will analyze plays from the 20th Century African-American canon as sites of aesthetic resistance to "normative" American Theatre; and write our own one-act plays based upon our discoveries. Prerequisite: Course is restricted to students who have taken any Africana Studies RPM Playwriting course, Theatre Arts Introduction to Playwriting, Literary Arts Intermediate or Advanced playwriting courses, or has playwriting experience. DPLL LILE

AFRI 1050L. RPM Playwriting: Advanced and Staging.
AFRI 1050M. Roots of African American Fiction: Oral Narrative through Richard Wright.
This course will employ a variety of narrative forms -- oral folktales, WPA narratives, slave narratives, short stories by European and American writers -- will also investigate the multiple traditions of African American fiction.

AFRI 1050P. Art and Civic Engagement: Creativity/Reality.
The primary objective of this course is to learn about and reflect upon public art and communities. This course will use selected public art and artists' ideologies as a framework for exploring culture, creativity, politics and practices and focus on the ways in which these public art works and artists' responses to varied forms of internal and external operators and stimuli successfully and unsuccessfully give voice to aspects of the environment, history, culture, social justice, health, politics and the imagination. This course will also pay attention to arts organizations, government agencies, history, power relations, human resources as well as leadership and the political that continues to influence public modes of artistic production. DPLL LILE

This seminar examines various examples of creative and poetic non-fiction, pertaining to race and the African American experience. While touching upon historic examples and precedent, emphasis will be on contemporary works, including the genres of poetry, drama, the narrative, the memoir, the travelogue and the personal essay. The course will explore what these works offer to the knowledge, popularization and perception of black history and to the shaping of cultural dialogue on blackness and race. Enrollment limited to 25. DPLL WRIT
AFRI 1050R. The History of Afro Futurism and Black Science Fiction. Any class called The History Of Afro Futurism and Black Science Fiction automatically begs the question – “Well, what isn’t futuristic about being Black in America?” The entire history of Black America can be seen as a fundamentally futurological and science fictional enterprise – a perpetual bidding on hope and struggling for change for an endeavor that frequently employs far flung visions of tomorrow and other more oblique speculative stratagems in pursuit of outcomes barely foreseeable in the near-present. Enrollment limited to 25.

AFRI 1050S. Comparative Slavery and Slave Revolts: Slave Rebellion in the Americas, 1725-1865. This course explores the history of slave revolts in North and South America and the Caribbean. It examines how acts of resistance transformed the lives of enslaved Africans and their relationships with white Americans, Europeans, and free and enslaved people of African descent. We will consider in what ways geography shaped the aims of a slave rebellion, how is a successful slave revolt determined, and what are the implications of slave unrest and its aftermath in local slave societies and in the Americas? This class will focus on insurrections in Jamaica, Saint Domingue (Haiti), the United States, Cuba, and Brazil. DPLL

AFRI 1050T. Slave Resistance and Moral Order in Environmental History. This course is designed to examine the avenues by which enslaved persons redefined and re-appropriated the natural landscapes that kept them in bondage into direct forms of cultural and political resistance during the antebellum period. We will investigate rice production in South Carolina, the Dismal Swamp, maroon societies, Negro Spirituals, and the Black Judeo-Christian ethic to understand how the natural environment and the institution of slavery shaped slave resistance in the United States. This course is reading and writing intensive. DPLL WRIT

AFRI 1060A. Africa Since 1950. This seminar offers a survey of post-colonial African history, while probing the challenges of writing post-colonial history. Readings and discussions will focus on histories that bridge the colonial and post-colonial periods. How robust are these periods? What can historians draw from post-colonial theory? How can historical narratives account for both the colonial legacy and post-colonial dynamism. Enrollment limited to 20; instructor permission required. Students with a background in African history or contemporary African social science will be given priority. Interested students should email the professor at Nancy_Jacobs@brown.edu. DPLL WRIT

AFRI 1060C. Contemporary African Philosophy. An examination of some of the most influential work on problems of identity and being, theology and theodicy, time and history, method and evaluation, race and racism, postcoloniality and liberation in contemporary African philosophy. Readings include the work of Anthony Appiah, Frantz Fanon, Kwame Gyekye, Pauline Hountondji, D. A. Masolo, John Mbiti, Kwame Nkrumah, Léopold Senghor, Tsaynay Serequeberhan, among others.

AFRI 1060D. Harlem Renaissance. Explores the literature, music, and art of the so-called Harlem Renaissance, within the context of broader transformations in African American and African culture and politics in the decade of the 1920s. Readings include books by Langston Hughes, Zora Neale Hurston, Nella Larsen, Alain Locke, Wallace Thurman, and Claude McKay; contemporary essays, reviews and manifestoes; and recent critical studies. DPLL

AFRI 1060E. West African Writers and Political Kingdom. Do West African writers have a role to play in the changing political landscape of their countries? An examination of the ways and means through which a select group of West African writers have dealt with issues that relate to the role of the state in the management of individual and group relations, the politics of gender, civil and military relations, and the construction of new forms of civil society. Enrollment limited to 20. DPLL

AFRI 1060F. Philosophy and Race. This advanced seminar in Africana philosophy will examine critical texts and thinkers that articulate the problems, methods, and techniques for interrogating the interrelationships between the discourse of philosophy and modern conceptions of race. The seminar will move to consider contemporary engagements in this area by drawing on readings and thinkers from analytical, continental, feminist, marxist, and pragmatist philosophical traditions.

AFRI 1060G. Black Radical Tradition. This advanced seminar in Africana philosophy will explore the contours of insurgent forms of Africana social and political philosophy. With a temporal focus on the twentieth century, we will concern ourselves with explicating the dominant themes, theoretical orientations, and methodological understandings that in/form constructions and articulations of the varieties of Africana feminism/womanism, black nationalism, Marxism-Leninism-Maoism, Pan-Africanism, and radical democracy. Enrollment limited to 20.

AFRI 1060H. Racial Frontier in South African History. This seminar will focus on racial categories in South Africa. We will explore dynamic categories of race from the 17th through 20th centuries. Topics include the relationship of race and class; racial violence; the transmission of culture and knowledge across racial boundaries; intimate relations over racial boundaries; segregation; and race and nation. We will give attention to critiquing the ways that historians have represented race and the ways that conceptions of the category have evolved within the discipline, but the emphasis will be on recent scholarship. Students will be expected to participate actively in the seminar, to write one book review, and one research paper. Enrollment limited to 20.

AFRI 1060I. Africana Philosophy of Religion. Who, or rather, what is God to the oppressed? This advanced seminar in Africana philosophy will examine the various theories, methods, and arguments that engage perennial questions that arise when contemplating God. The seminar will focus on questions of philosophical method and theological exposition while also being critically attuned to modes of social and cultural analysis and critique, particularly those perspectives inspired by forms of critical theory, feminist theory, and Marxist theory. Limited enrollment.

AFRI 1060J. African Literature After Achebe: Emerging African Writers. In this course we will analyze how contemporary, emerging and marginally-read African writers contest the traditional and widely-held interpretations, understanding and assumptions of African literature. We will read and think about African literature in the contemporary post-colonial and post apartheid moment in Africa. Authors discussed include Dambudzo Marechera, Zoe Wilcomb and Binyavanga Wainaina, among others. DPLL LILE

AFRI 1060L. Varieties of American Philosophical Experience. In contrast to Pragmatist and European-oriented views of American philosophy, this course will emphasize the colonial dimensions and features of American philosophy that emerged out of the colonial soil of early America. Out of this soil sprang extended debates between Native Americans, Euro-Americans and African Americans over the legitimacy of the hegemony that Euro-Americans were establishing over increasing portions of North America. This course views American philosophy as having within it two opposing traditions that have been engaged in ongoing angry dialogues: the dominant or Prosperean tradition of Euro-Americans and the subjigated or Caliban tradition of Native Americans and African Americans.
AFRI 1060M. African Environmental History. This seminar will be devoted to the study of the environment and power in the history of sub-Saharan Africa. The goals for this class are that you learn more about the history of Africa, about the ways that relations with the environment shaped its human history, about the construction of environmental knowledge and its repercussions, and about historical research. This course also has an applied dimension. Eight African environmental professionals visiting Brown through the Watson Scholars of the Environment (WISE) program will also participate in the class. In their final course project, students will conduct research of use to the WISE fellows on historical cases related to their training at Brown. (For more information see http://www.watsoninstitute.org/ge/watson_scholars/).

This course qualifies as a capstone seminar in the history department. Enrollment limited to 20 students. Instructors permission required. Interested students should email the instructor at Nancy_Jacobs@brown.edu with a description of their interests and background.

AFRI 1060Q. The New Science of Race: Racial Biomedicine in the 21st Century. This course draws on film, news media, scientific discourse, and social theory to engage biomedicine’s most controversial investigations of race and the social scientific questions they have provoked. The course asks: How is contemporary science imagining, constructing, and producing knowledge about race? What are the social, political, and cultural implications of this knowledge? Students will be introduced to important science studies methods that we will apply to historical and contemporary research agendas. No prior knowledge of science or racial theory is required. Enrollment permission will be given to juniors and seniors. Limited to 20. DPLL

AFRI 1060R. Comparative Africana Literatures and Criticism. Caribbean, African American and African literature has been called engaged literature with explicit commitments to memory, history and ways to think about the political. This course will explore a set of writers, their novels, critical essays and their practices of criticism. It will examine anti-colonial, post-colonial writers as well as African American writers who in the words of Toni Morrison, "rip that veil drawn over proceedings to terrible to relate." We will in this course read the works of George Lamming, Patrick Chamoiseau, Toni Morrison, Richard Wright, Edwidge Danticat, Yvonne Vera, Zoe Wicomb and Njabulo Ndebele.

AFRI 1060T. South Africa since 1990. South Africa transformed after 1990, but the past remains powerful. This seminar explores the endurance and erosion of the apartheid legacy, as expressed in historical and fictional narratives. We begin with transition to majority rule and continue with the administrations of Mandela, Mbeki, and Zuma, connecting the formative histories of these leaders with the changing dynamic of politics. We end with narratives about the ways that ordinary people experienced new times. The syllabus includes scholarly works in history and politics, biography, fiction and film. Two short writing assignments and a major research paper. Enrollment limited to 20 juniors and seniors. DPLL WRIT

AFRI 1060V. Black Transnationalism. This seminar will explore the complex dynamics of black transnationalism during the 20th century, focusing on the circulation of ideas and practices by Africans and African-descended communities; how they were contested and reconfigured as they flowed back and forth. Particular attention will be paid to some less-examined archives, interpretations and perspectives; ideas of black women activist-scholars; aesthetic practices, sonic regimes and religion; insights and experiences of those who lived diaspora. Seminar readings and discussions will introduce and "trouble" some key theoretical issues in the notion of black transnationalism, e.g. diaspora, Pan-Africanism, globality, translocalism, identity, articulation, and solidarity. Enrollment limited to 20.

AFRI 1070. RPM: Traditional and Contemporary Elements of Intertribal Indigenous Theater in America. Utilizes Rites and Reason Theater's research-to-performance method of developing new play scripts to examine the development and relationship of the colonial Euro-American art form, theatre, to its existence within the Indigenous intertribal (Native American Indian) communities in America. DPLL

AFRI 1080. The Life and Work of W. E. B. Du Bois. From the publication of The Souls of Black Folk in 1903 until his death in Ghana sixty years later, W. E. B. Du Bois remained one of America's most penetrating analysts of what he called "the color line." Students read and discuss a selection of Du Bois's writings from his career as journalist, essayist, sociologist, historian, poet, political leader, and pioneering Pan-Africanist. Prerequisite: one course in AC, AF or US History. DPLL

AFRI 1090. Black Freedom Struggle Since 1945. Lecture course that examines the extended history of the mass civil rights movement in the U.S. Starting at World War II, we consider the roles of the courts, the federal and state governments, organizations, local communities, individuals and various activist strategies in the ongoing struggle for African American equality, focusing on African American agency, particularly in the South, but also in Boston, Mass. Sources include photographs, documentaries, movies, letters, speeches, autobiographies, and secondary readings. Requirements: Weekly readings, documentary viewings, 4 short papers, 2 exams. DPLL

AFRI 1110. Voices Beneath the Veil. Thirty plays, written by Afro-American playwrights and presented on the American stage between 1858 and the 1990s, are examined as cultural and historical documents of African-American realities. Supplementary readings from the humanities and social sciences provide critical framework for in-class discussions and student papers. Instructor permission required. WRIT DPLL

AFRI 1120. African American Folk Traditions and Cultural Expression. A research, development, and performance workshop designed to explore, examine, and articulate various folk traditions and cultural expressions of African Americans. Readings include slave narratives, folktales, and the works of Hughes, Hurston, Bass, and Baraka. Topics covered are music as the African American language of choice; Africanisms in Afro-American culture; and race, color, class, and culture. Instructor permission required.

AFRI 1140. Women, the State and Violence. Examines the role of black women in 20th-century political movements, including with the turn-of-the-century antilynching campaigns, the southern civil rights movement, the black liberation movement, and contemporary educational activism for human rights. Central concerns include history of American radicalism and analyses of antiracist experiences, and the politics stemming from African American women's leadership. Prerequisites: AF 150 and/or AF 125. DPLL

AFRI 1150. Afro-Caribbean Philosophy. An introduction to the field of Afro-Caribbean philosophy. The first half focuses on the history of the field, identifying its African background and surveying some of its major schools, such as the Afro-Christians, the poeticaists, the historicists, and existentialists. The second half consists of a more intensive comparative focus on the ontologies and epistemologies of two of these schools. DPLL LILE

AFRI 1160. Public Health in Africa: History, Politics, and Practice. Examines the ways in which medical knowledge has been produced in sub-Saharan Africa. Treats all medical discourses and practices - including biomedicine and "indigenous" and pluralist medicines - as culturally-based systems of knowledge production. Explores the political economy of health and disease and the role of medicine and medical practices (hygiene, epidemiology, demography) in producing and maintaining power in both the colonial and postcolonial periods.
Recover women's history and renegotiates American history. Throughout the seminar, discussions will analyze the various tensions that complicate black women's lives, from accommodation to resistance, or gender issues versus racial issues, or the class tensions that pervade the African American community. Through the series of readings loosely hinged around themes and concepts, students will gain knowledge and understanding of the rich social, intellectual, political and economic networks and activities that African American women undertook on a daily basis in order to survive, progress and uplift. The course encourages the development of a broader and more comprehensive grasp of the complexities American, racial and gender histories. Must have taken at least one Women's History course and one U.S. history course. Enrollment limited to 20. DPLL LILE WRIT

AFRI 1180. Visual Cultures of the Afro-Amercias.
This course will examine how the visual modalities of power operate to ascribe, authenticate, and contest meaning within the Afro-Americas. We will explore the complex histories and technologies that constitute the social life of vision in the Afro-Americas, while cognizant of the fact that the field of visibility cannot be understood from single point of view. We will consider images made of and images made by peoples of African descent throughout the Americas as we attend to the reception, interpretation and reproduction of images, as well fields of invisibility. Enrollment limited to 20 juniors and seniors.

This course will examine the dual Haitian Revolution as a pivotal moment in the making of the modern world. It will review the various historical interpretations of the Haitian events, examine how these events contribute to or trouble our ideas about modern politics and notions of freedom as well as our conceptions of revolution. The course will engage in these issues by working through three archives: Vodou Religion; The Art of the Revolution and the conventional historiography about the revolution, and will be tied to the hosting of a joint Brown/RIISD exhibition on Haitian Art. Enrollment limited to 15 juniors and seniors concentrating in Africana Studies, Visual Art, or History; and 15 RISD students.

AFRI 1210. Afro-Brazilians and the Brazilian Polity.
Explores the history and present-day conditions of Afro-Brazilians, looking specifically at the uses of Africana in contemporary Brazil, political and cultural movements among Afro-Brazilians, domestic politics and its external dimensions, and Brazilian race relations within a global comparative framework. Texts from a variety of disciplines. A reading knowledge of Portuguese is not required but students so advantaged should inform the instructor. DPLL

AFRI 1250. Women in the Civil Rights Movement.
This seminar focuses on women in the civil rights movements, spanning the years of 1955-1968. This course examines issues of gender, race, sexuality, social protest, nonviolent civil disobedience and self-defense during the height of activism against apartheid in the United States and for civil rights.

AFRI 1260. The Organizing Tradition of the Southern Civil Rights Movement.
This seminar aims to fill in some of the gaps of the official canon by emphasizing that the modern (1954-1966) southern civil rights movement was not as it is mainly portrayed, a movement of mass protest in public spaces led by charismatic leaders; but rather, a movement of grassroots community organizing - quiet day-to-day work. Enrollment limited to 40.

AFRI 1280. Writing About Race in the Post Civil Rights Era.
This seminar is an explanation of the transformation of racial policies, relations and rhetorics since the end of the civil rights era in the United States. We will examine the complex ways race has remained central to US society and yet has dramatically shifted- examining terms such as: color-blind society; integration; political race, racialized (and gendered) community formation. Enrollment limited to 20. WRIT

AFRI 1360. Africana Studies: Knowledge, Texts and Methodology.
This course will explore the issues of Africana Studies as a discipline by engaging in a series of critical readings of the central texts, which laid the protocols of the discipline. The course will also raise issues of knowledge production and methodologies. This course is a senior capstone seminar. Open to all senior Africana Studies concentrators; others by instructor permission only. Enrollment limited to 25. DPLL LILE

This course will examine the political thought of a selection of Africana thinkers from the period of slavery to the 20th century. It will examine the political thought of thinkers like, Franz Fanon, Ida B. Wells, Cugoano, CLR James, W.E.B. DuBois and Rastafari. The course will be an exploration of black radical intellectual tradition and its different meanings. DPLL

AFRI 1440. Theorizing the Black Diaspora.
This seminar will focus on the theorization of the black Diaspora as a way to explore the various articulations of colonialism, gendered racism and resistance against that racism throughout African-descendant communities. Course readings will highlight the scholarship of black women who have contributed to the internationalization of radical black vis-à-vis theories of diaspora, transnationalism, transformative politics, identity formation, and community.

AFRI 1470. Southern African History.
This course examines major themes of the history of southern Africa from the earliest times until 1994, with a heavy emphasis on historiographical debates. Our discussions of the South African past will always be informed by a consideration of the approach of the scholars who have interpreted and presented it as history. Our major questions concern the origins of historical change and the creation of racial groups. We will probe the significance of race in South African history but also the limitations of its explanatory power. Readings are arranged at three levels. First, we will be reading primary sources, to gain experience in working with the evidence that informs historical work. Second, we will be working through a concise textbook that summarizes the major themes of South African history. Third, we will be reading specialized scholarly books and articles, chosen to illustrate recent discussions about the interpretation of South Africa's past. The course will meet twice a week for lecture and discussion groups will meet once a week.

AFRI 1500. Incarceration, Education, and Political Literacy.
This seminar (w/out audits) in politics and social justice is open to juniors/seniors. Captivity has become a critical political-social phenomenon in U.S. democracy, given that the United States has over two million people in prison/jails/INS detention centers. This two-part, one-year long course examines and maps (using cyber technology) captivity and criminality in the United States, focusing on race, gender, politics and literacy. Students are strongly urged to take both semesters; the second semester course as practicum, with training in cyber-technology and community-based learning/literacy, is open only to those who complete the fall course (Pt I) and the grade option for the second part of the course will be S/NC. Pre-Semester writing assignment required; see syllabus on WebCT for details.

AFRI 1500A. Black Life in the Post-Industrial City.
This course explores key themes in African American life in post-industrial U.S. cities. Relying on scholarly and historical sources and films, we will examine the complicated interplay of race, class, ethnicity, and gender dynamics in the transformation of black urban life in the late twentieth-century, the structures that have defined black urban life, and various expressive cultures and modes of resistance that have emerged out of the urban context. While not required, it is beneficial for students to have a working knowledge of twentieth century American history, and African American history in particular. DPLL
AFRI 1500B. Black Women Thinkers: Alternative Genealogies of Black Radical Thought.
This seminar examines contributions of Black women as major thinkers within the Black radical tradition, and provides a critical genealogy of Black feminist activists, writers and scholars contributing to social movements in the 20th century. Throughout the course, we will ask the following questions: What methods do Black women use to form critical thought? How is Black women’s knowledge disappeared and devalued within academic and activist contexts? Finally, how can we recover and center those histories within our work? Assignments include short writing assignments, a final paper, and a collaborative digital humanities project. Introduction to Africana Studies preferred. DPLL WRIT

AFRI 1540. Black Popular Cultures.
This course is an historical and topical examination of the development of black popular cultures. We will explore the debates about popular culture and specifically examine the ways that race (as well as gender, sexuality and class) shape these debates. In addition we will explore specific black popular cultural practices (music, dance, film, radio, theater, etc.) as well as the larger contexts for their production and reception. Instructor permission required.

The aim of the course is to introduce students to novels like Head’s A Question of Power, El Saadawi’s God Dies by the Nile, Achebe’s Half of a Yellow Sun and other major prose works by contemporary African women writers. It will present the African woman as a writer, her environment and her commitments. The emphasis is on the writing of continental African women, but will include works of other women writers. For a brief but necessary historical background to the course, it will be introduced with selections from Margaret Busby’s Daughters of Africa. Enrollment limited to 25. DPLL LILE

AFRI 1600. History, Nation, Popular Culture and Caribbean Politics.
Examines Jamaican popular music as an ideological site of resistance to Creole nationalist versions of Caribbean history and politics. It grapples with the meanings of race, history, and nation-state as contested notions in Jamaican/Caribbean society tracing an alternative genealogy of Caribbean history and politics. DPLL

Examines the development of a unique African/ American cultural and political identity in New Orleans. The seminar focuses on the development of the Faubourg Tremé, the oldest free black community in the United States, and covers the period from 1718 until 1899. Topics include: slavery and resistance; relations between enslaved and free blacks; social and political agitation; and the resulting early development of the nation’s Civil Rights movement and legislation. There is discussion also of the formation and continued tradition of artists’ and artisans’ guilds; Creole language (e.g., Creole slave songs, proverbs); NOLA relationship to the Caribbean and Latin America. Enrollment limited to 20. DPLL

Focus on origins of Modernism among Africana authors of the Americas, with emphasis on the poetry, poetics and poetry movements of Brazil and Latin America, the Caribbean and US from 1888 through the first half of the 20th century. Begins with an overview of innovations wrought by Rubén Darío of Nicaragua, arguably the first modernist poet, and continues with the work of such US and Anglophone Caribbean poets as Gwendolyn Brooks, Robert Hayden and Martin Carter. Enrollment limited to 20. DPLL

This course on the history of Africa begins as European empire unraveled after the Second World War and ends with a look toward the future. Development was high on the international and national agenda in the mid-twentieth century, but the most conspicuous outcome of the following decades was dependency and decline. Yet the story is more mixed than has been represented in American headlines; it was not one of pre-determined and constant failure. More than ever, at the beginning of this new millennium, conditions across the continent have diverged. What are current signs for future development or continuing crisis? WRIT

AFRI 1710A. Political Visions and Community Formations.
This course aims to consider the depths of connection between forms of racialized, gender, class and sexual oppression via a vis the creation and maintenance of community and intimate social bonds among the oppressed. We will read sociologists, historians and others who have worked at this intersection and musicians and writers such as: Morrison, Bambara, Baldwin, Hill-Collins, Hansberry, soul and neosoul artists. Instructor permission required. Enrollment limited to 20.

A lecture course examining the history of Eastern Africa from earliest times until 1963. The area includes the Great Lakes region, the Horn of Africa, Madagascar, and the East African Coast. The major topics are: precolonial interactions, the development of states and stateless societies, contact with other Indian Ocean people, the slave trade, colonial rule, and independence movements. DPLL

AFRI 1800. Race, Empire and Modernity.
Taking Cicero’s notion of empire as “ways of life,” this course will survey the history of empires as forms of rule. It will explore how race has been deployed in the various types of empire. The course will pay particular attention to empires in modernity since 1492. The course will think about the various technologies of rule and their discourses of power. DPLL

This course examines some contemporary responses to the human condition in Africa. Topics will include Democracy, human rights, instability, social justice, identity, community and solidarity. These topics will be approached through the works of Canonical figures such as Leopold Senghor, K. Nkrumah, Frantz Fanon, Steve Biko and the recent analytical (T. Kiros), Hermeneutical (T. Serequeberhan), Existential (L. Gordon) Historicism and poeticism (P. Henry) and Postcolonial Mislocation (M. Diawara). DPLL LILE

AFRI 1850. The Civil Rights Movement: History and Legacy.
Explores the origins, conduct and complex legacy of the Civil Rights Movement. Topics include: historical roots of the movement; the campaign against legal segregation; the birth of S.N.C.C.; Black Power; the impact of the Cold War, Vietnam and the coming of African independence; and the movement’s impact on other political struggles, including movements among women, Latinos, and Native Americans. DPLL

This is a thematic course on the philosophical and literary themes which emerge from the Caribbean novel and writing in general. DPLL LILE

AFRI 1955. History and Memory in Africana Literature.
Focuses on the close reading of nine works by writers of African descent - encompassing a variety of eras, forms and genres, stretching from the slave narrative to more contemporary settings. The thrust is to examine how each writer wrestles with issues of history and memory, with particular attention to the sometimes explicit, sometimes implicit interest in ideas and modes of expression that are rooted in African culture. Enrollment limited to 20 sophomores, juniors, and seniors; preference given to Africana Studies and English concentrators.

AFRI 1970. Independent Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.
This course will be a close reading of the various ideas, theories and practices of the thinkers, writers, artists and activists whose work and practices have constituted an Africana intellectual tradition. In conducting this review we will examine questions around the formation and the history of thought and intellectual traditions in general. We will also think about the various fields of knowledge which have shaped Africana thought. The course therefore will spend some time working through the different meanings of intellectual work and critical thought and theory. Enrollment limited to 12 graduate students.

A preoccupation of Africana Studies involves the central, highly contested role of the notion of what constitutes black culture in the modern world. To what degree can we claim aesthetic and other distinctions between black cultures in the Diaspora and other western cultural practices and expressive forms? What role did enslavement, forced migration and segregation play in shaping Africana culture in the modern West? These cultural debates play a central role in literary, musical, philosophical, aesthetic, historical and sociological analyses of the culture of people of African descent frame this graduate course. Open to upper level Africana concentrators with instructor permission.

Race and the Modern World is a team taught interdisciplinary graduate seminar that critically examines the intersections of ideas, institutions, ideologies, and practices that have defined race and processes of racialization in the modern era. The seminar will closely examine the theoretical and methodical issues in the critical study of race; the politics and political theories of race; the imbrications of discourses of race, culture, and public life; the political economy of race; and the intellectual history of the discourse of race with an emphasis on the university as a key site in the production of racial knowledge. Enrollment limited to 20.

AFRI 2101. Africana Studies and Interdisciplinarity.
This graduate seminar brings together various methodological and theoretical approaches to interpreting Africana life, culture, thought, and politics. Placing special emphasis on emergent scholarship that shapes and reshapes the discipline of Africana Studies, we examine a selection of humanistic and social scientific studies of various local, national, and international contexts. Texts demonstrate the ways in which innovative interdisciplinary methods are crucial for understanding the complexity of the Africana world. We will give attention to the strategies scholars utilize to formulate their research questions, design their methodologies, and create new ideas that contribute to the advancement of Africana Studies scholarship. Enrollment limited to 20.

AFRI 2102. Interdisciplinary Methods and Africana Studies.
This graduate seminar focuses on interdisciplinary methodology and Africana Studies. The seminar explores how students and scholars in Africana Studies use interdisciplinary methods developed in the social sciences and the humanities in novel and innovative ways. Students will critically examine key methodological issues in Africana Studies and how and in what ways these issues are similar to and differ from such disciplines as economics, history, sociology, and literature. Prerequisite: a prior undergraduate or graduate level methods in Humanities or Social Sciences. Enrollment limited to 20.

AFRI 2104. Theorizing the Black Diaspora.
This seminar will focus on the theorization of the black diaspora as a way to explore the various articulations of colonialism, gendered racism and resistance against that racism throughout African-descendant communities. Course readings will highlight the scholarship of black women who have contributed to the internationalization of radical black vis-a-vis theories of diaspora, transnationalism, transformative politics, identity formation, and community. This course is open to upper level concentrators in Africana Studies by permission of instructor. Enrollment limited to 20.

AFRI 2450. Exchange Scholar Program.
that engage some aspect of the public humanities such as public policy, memorialization, community studies or civic engagement. Study abroad is supported and encouraged.

Interested students may contact Prof. Debbie Weinstein (deborah_fran_weinstein@brown.edu), the concentration advisor during spring 2016.

A concentrator in American Studies will be able to:

- Analyze texts, contexts, and data from multiple disciplinary and historical perspectives
- Synthesize research as verbal, visual and/or digital presentations
- Explore the theory and/or practice of the engagement of scholarship with a broader public
- Understand how American society and cultures have been and are being shaped by global flows of people, goods and ideas
- Experiment with new media as critical tools for scholarship

Concentrators have gone on to a vast variety of careers, including law, public humanities, politics, public service, academics, business, creative arts, and medicine.

Each concentrator will take 10 courses including a Junior Seminar as one of four seminars. Courses are organized by the four themes and four approaches that define America Studies at Brown. Each concentrator will use this framework to create an individual focus in consultation with the Concentration Advisor.

The focus is the flexible core of the concentration. Here each student builds a coherent and dynamic interdisciplinary structure of related courses that develops his or her compelling interest in some aspect of American experience. The four themes and four approaches provide the foundation on which each student builds a unique concentration in American Studies.

All seniors in the class of 2013 forward will be required to do a capstone electronic portfolio.

Some concentrators may elect to do an Honors Thesis.

Study abroad is supported and encouraged.

**Four Themes and Four Approaches**

American Studies at Brown is concerned with four broad themes:

- **Social Structures and the Practices of Identity:** How do communities and individuals come to define themselves, and how do others define them, in terms of, among other categories, nation, region, class, race, ethnicity, gender, sex, religion, age and sexuality? How do organizations and institutions function socially and culturally? What are the roles of social movements, economic structures, politics and government?
- **Space and Place:** How is space organized, and how do people make place? This includes the study of natural and built environments; local, regional, national and transnational communities; and international and inter-regional flows of people, goods, and ideas.
- **Production and Consumption of Culture:** How do people represent their experiences and ideas as culture? How is culture transmitted, appropriated and consumed? What is the role of artists and the expressive arts, including literature, visual arts and performance?
- **Science, Technology, and Everyday Life:** How does work and the deployment of science and technology shape American culture? How do everyday social practices of work, leisure and consumption provide agency for people?

**How we study**

American Studies at Brown emphasizes four intersecting approaches that are critical tools for understanding these themes:

- **Cultural and Social Analysis:** Reading and analyzing different kinds of texts, including literary, visual, aural, oral, material objects and landscapes. Examining ethnic and racial groups, institutions, organizations and social movements.
- **Global/International Contextualization:** Comprehending the United States as a society and culture that has been shaped by the historical and contemporary flows of people, goods and ideas from around the world and in turn, learning about the various ways in which America has shaped the world.
- **New Media Understandings:** Understanding the creation of new forms of discourse, new ways of knowing and new modes of social organization made possible by succeeding media revolutions. Using new media as a critical tool for scholarship.
- **Publicly Engaged Scholarship:** Connecting the theory and the practice of publicly-engaged research, understanding and presentation, from community-based scholarship to ethnography, oral history, and museum exhibits. Civic engagement might include structured and reflective participation in a local community or communities or the application of general theoretical knowledge to understanding social issues.

**Ethnic Studies Concentration Requirements**

Ethnic Studies is an interdisciplinary, comparative concentration that examines the construction of race and ethnicity in social, cultural, historical, political, and economic contexts. Concentrators develop individual programs based on areas of focus in consultation with faculty advisors, drawing from courses in the humanities and social sciences. Typical areas of focus are social issues (such as inequality, education, or health), cultural production and the representation of racial groups, processes of racialization, the historical formation of transnational communities and of diaspora, and the history of particular ethnic or racial groups.

The Ethnic Studies concentration (https://www.brown.edu/academics/american-studies/ethnic-studies) at Brown emphasizes the histories of diverse racial groups within and across the borders of the United States, including examining issues of diaspora, migration, social movements, and the political economies of social inequality and racial formation. Concentrators strive for intellectual fluency in a range of critical approaches to race and ethnicity across disciplines, and demonstrate this fluency through the composition or creation of a significant piece of original research or creative work.

Brown University established an Ethnic Studies concentration in 1996, originally within the Center for the Study of Race and Ethnicity in America (https://www.brown.edu/academics/race-ethnicity) (CSREA). In the Fall of 2013, as part of changes to the CSREA and to better support students, Ethnic Studies joined a long established Brown department, American Studies (https://www.brown.edu/academics/american-studies/home). Many American Studies faculty members (https://www.brown.edu/academics/american-studies/people) work in the areas of race and ethnicity and have held joint appointments in Ethnic and American Studies (https://www.brown.edu/academics/american-studies/graduate-students). Students in Ethnic and American Studies (https://www.brown.edu/academics/american-studies/graduate-students) at Brown have also held joint appointments in American Studies (https://www.brown.edu/academics/american-studies/people) and have held joint appointments in Ethnic and American Studies (https://www.brown.edu/academics/american-studies/graduate-students).

As an academic field, Ethnic Studies is rooted in the protests of the 1960s and 1970s, out which emerged the very first Latino/a Studies, Asian American Studies, African American Studies, and Native American studies programs. Organized around straightforward political goals – the enrichment through diversification of the curriculum and the systematic, multi-disciplinary, and the often comparative study of racial and ethnic inequality – Ethnic Studies has become an important feature of major research universities.

Faculty, both core and affiliated, create and participate in groundbreaking Ethnic Studies scholarship. Areas of faculty research include borderlands history, Latina/o literary studies, and indigenous movements. Students can focus in Native American, Asian American, or Latino Studies and choose a thematic interest including such current examples as: “social issues affecting racialized groups” (students have looked at health disparities or educational inequality); "the study of cultural production or cultural representations;" "the history of a particular racial or ethnic group;" and "the study of comparative processes of racialization."
Requirements:

ETHN 0500  Introduction to American/Ethnic Studies  1
Any two introductory courses in Latino/a, Africana, Asian-American, or Native American Studies. The courses in the list below are examples of these courses. Other courses may be approved by the advisor.

AFRI 0090  An Introduction to Africana Studies

ANTH 1121  From Coyote to Casinos: Native North American Peoples and Cultures

SOC 1270  Race, Class, and Ethnicity in the Modern World

ANTH 1400  Race, Culture, and Ethnic Politics

or ANTH 1420  Ethnicity, Race, and Gender in the Americas

Courses taught by core Ethnic Studies faculty may be recognized in consultation with concentration advisor.

Any three courses in Ethnic Studies that address the student's focus area (as approved by the concentration advisor).  3

Any three courses drawn from a list of related courses (as approved by the concentration advisor).  3

A course from the ETHN 1900 series.  1

Students in the concentration should also take a WRIT course from within the concentration, from a list of cross-listed courses, or from a course approved by their advisor.

Students should also be sure to take a methods course.

Total Credits  10

1  To be taken in the first semester of the student's final year. The senior seminar is the capstone course and is required of all concentrators.

Honors

Candidates for honors must have at least a B+ average in the concentration and be approved by the Concentration Committee. Honors candidates will propose a thesis project to be completed by the end of their final semester. The development of a thesis project will begin during the sixth semester. Honors candidates will have two readers, at least one of whom must be Ethnic Studies core faculty.

Concentrators who choose not to request consideration for honors will be required to complete a major essay or project by the end of their final semester. The essay or project can be the result of major work completed in the senior seminar.

Students seeking information about the Ethnic Studies Program or in need of advising should contact (401-863-7034).

American Studies Graduate Program

The department of American Studies offers graduate programs leading to the Master of Arts (A.M.) in American Studies, and the Doctor of Philosophy (Ph.D.) in American Studies.

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/americans

In collaboration with the JNKC, who administers the degree program, the department of American Studies also offers the Master of Arts (A.M.) in Public Humanities.

For more information regarding admission and Public Humanities program requirements please visit: http://www.brown.edu/academics/gradschool/programs/public-humanities

Courses

American Studies

AMST 0150B. Boston: A City Through Time.
This interdisciplinary seminar for first year students will examine the City of Boston from its seventeenth-century origins to the present day. Among the topics covered will be architecture, city planning, physical expansion, political leadership, urban renewal, historical preservation, park development, racial and ethnic tensions, and suburban sprawl. Includes a Boston tour. Enrollment limited to 20 first year students. FYS

AMST 0150C. Bodies of Knowledge: Gender, Race and Science.
This course examines how science and medicine have located racial and sexual differences in the human body and gendered the natural world from the seventeenth through the twentieth centuries, with a focus on the nineteenth and twentieth centuries. We will consider historical changes in the production of scientific knowledge about gender, race, and sexuality, as well as debates about who participates in scientific work. FYS

AMST 0150D. The West in the American Imagination.
No region has such a purchase on Americans' collective imagination as the West. No region is so drenched in misrepresentation and mythology. In this seminar, we will use fiction, film, and works of history to explore the American West as both historical reality and wellspring of collective myth. Enrollment limited to 20 first year students. FYS

AMST 0150F. What Does A Woman Want?
This course is an introduction to psychoanalysis and its vexed and productive relationships to women and feminism. Freud asked his famous question: "What does a woman want?" after years of clinical practice and theoretical speculation. Woman's desire remained a mystery to him, but the attempt to solve it has given rise to a rethinking of human sexuality, of gender, of social structures, and of creativity. We will read foundational texts by Freud and by feminist disciples and critics of psychoanalysis theories. The literary texts will be read as critiques of theoretical positions, as well as examples of particular historical constructions of gender. The course is broadly interdisciplinary and explores the boundaries and intersections of different disciplinary practices and frameworks. Enrollment limited to 20 first year students. FYS

AMST 0150I. Race, Sex, and Biology: A Cultural History of Differences.
Are your race, gender, and sexual orientation biologically pre-determined? This course traces the history and cultural implications of theories of racial and sexual differences. We examine three "scientific" theories -- Darwinism, eugenics, and genetics -- in popular culture, public policies and social movements, and consider how these social constructs both empowered and disempowered women, homosexuals, and racial minorities. Enrollment limited to 20 first year students. FYS WRIT

AMST 0150J. The Boy Problem.
Focusing on the beginning, middle, and especially concluding decades of the 20th century, this course examines the ways in which both expert and popular discourse in the US have conflated male adolescence with social pathology and have constructed an image of the teenage boy as both symptomatic of and responsible for the nation’s ills. Particular attention will be paid to issues of gender, race, and class. Primary source readings and original research will be emphasized. Enrollment limited to 20 first year students. FYS

AMST 0150K. Culture, Communities, and Change.
Studying varied organizations such as museums, community arts groups, rock bands, and dance companies, this seminar works on three levels. Students consider the role of cultural production in local, national, and international economies and lives; think about methods for studying creative communities; and write the "biographies" of Providence cultural organizations. Issues of tourism, representation, hierarchy, urban space, and social change as well as questions about who puts culture to work and the role of cultural workers will be addressed. We will consider public humanities, engaged scholarship and community organizing as methods as we explore the Providence cultural scene. Enrollment limited to 17 first year students. FYS WRIT
AMST 0150A. American Slavery On Screen
Since the advent of American cinema, antebellum slavery has remained an abiding topic of interest for filmmakers and theatergoers alike. From Thomas Edison’s Uncle Tom’s Cabin (1903) to Steve McQueen’s 12 Years A Slave (2013), our infatuation with the peculiar institution appears be as relevant to our nation’s ongoing discussions about race and civic belonging as it was to those anti-slavery debates that precipitated the Civil War. This course examines the various ideological and aesthetic ends to which cinematic slavery has been put to use. FYS

AMST 0150B. American Slavery On Screen
This course examines the role of historical narratives in popular culture and politics, using memoir, films, newspapers, political cartoons, and scholarship to think about how such narratives build and break local, national, and transnational communities. We will consider how the past has been used to serve and interrupt different kinds of political agendas, and reform the way we orient ourselves to the way we live and to those with whom we live. How is the past made? By whom? Topics will include the Holocaust, the Vietnam War, and the Civil War. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0150M. 95 North: New York Fictions
Interested students must register for HIST 0970A. AMST 0150M. 95 North: New York Fictions
In this course we will consider humanity’s fate in twentieth-century and postmillennial Gotham. Through a broad range of literature and film that treats New York as a destination unto itself, 95 North examines the city’s representational status as our nation’s de facto capital by focusing on its most undemocratic and anti-social features (e.g., widespread disaffection, racial animus, gentrification, vice, and criminality). Writers include James Weldon Johnson, Saul Bellow, LeRoi Jones, Frank O’Hara, Samuel R. Delany, Jay McInerney, Diana Son, and Teju Cole. FYS

AMST 0170A. American Slavery On Screen
Since the advent of American cinema, antebellum slavery has remained an abiding topic of interest for filmmakers and theatergoers alike. From Thomas Edison’s Uncle Tom’s Cabin (1903) to Steve McQueen’s 12 Years A Slave (2013), our infatuation with the peculiar institution appears be as relevant to our nation’s ongoing discussions about race and civic belonging as it was to those anti-slavery debates that precipitated the Civil War. This course examines the various ideological and aesthetic ends to which cinematic slavery has been put to use. FYS

AMST 0170B. American Slavery On Screen
This course examines the role of historical narratives in popular culture and politics, using memoir, films, newspapers, political cartoons, and scholarship to think about how such narratives build and break local, national, and transnational communities. We will consider how the past has been used to serve and interrupt different kinds of political agendas, and reform the way we orient ourselves to the way we live and to those with whom we live. How is the past made? By whom? Topics will include the Holocaust, the Vietnam War, and the Civil War. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190A. Selling Love, Selling Sex: Romance in Popular Culture
Where do our beliefs about love and romance come from? Is it true that “sex sells”? This course examines representations of love in advertising and popular culture from the 1920s, 1950s, 1980s and the present. We'll compare texts such as Ladie's Home Journal, I Love Lucy, and Dynasty to Maxim, Desperate Housewives, and Mad Men. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190B. Histories of Memory/Memories of History
This course examines the role of historical narratives in popular culture and politics, using memoir, films, newspapers, political cartoons, and scholarship to think about how such narratives build and break local, national, and transnational communities, serve and interrupt different kinds of political agendas, and reform the way we orient ourselves to the way we live and to those with whom we live. How is the past made? By whom? Topics will include the Holocaust, the Vietnam War, and the Civil War. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190C. American (Mass)cultinities: Sexuality, Race and Aesthetics
This course explores masculinity in American popular cultures since 1945. Starting with theories of homosociality, racial and gender formation at the turn of the century, to modern and post-modern cultural productions that visualize or narrativize “masculinity” including novels, films, and video. Through frameworks of psychoanalytic theory, queer theory and critical race theory we will think about masculinity as productive, as a set of discourses, an epistemology, an aesthetic and privileged form of Americana. How do we understand the politics of race and sexuality through images of male bodies? What it means to decouple masculinity and men? What are the relationships between gender/genre? Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190D. Popular Music and the City
This course will examine the relationship between popular music and its socio-cultural context by concentrating on three urban music forms: blues, soul, and hip hop. Readings will focus on: (1) concepts such as audiences, the music industry, cultural infrastructure, and race; (2) processes such as urbanization, demographic change, and the politicization of popular music. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190E. It's the End of the World As We Know It: Zombie and Apocalypse Narratives in American Popular Culture
Zombie narratives originated as part of racist colonial ideologies prevalent in Haiti and the Caribbean, and have since become a means of social and political critique. This course charts how the zombie has been re-appropriated and redeployed in American culture. Taking an interdisciplinary approach, we examine zombie and apocalypse narratives in film, literature, comics, and video games. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190F. Beyond the Tourist Trap: The Past, Present, and Future of Asian American Urban Spaces
Beyond the lure of the “exotic” food, cultural festivals, and distinctive architecture of Chinatowns, Little Tokyos, Filipinotowns, Koreatowns, Little Saigons, and Little Indias, Asian American spaces are at once historical remnants of an exclusionary past and the current embodiment of the diversity of ethnic communities. This class seeks to understand such spaces by considering the people involved — those within and outside of the community — and the complex relationships among community groups. Texts will include histories, maps, works by urban planners, and a field trip to Boston's Chinatown. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190G. The Fringe is the Fabric: Anti-Immigrant Movements in the United States
This course traces nativist anti-immigrant movements and violence in the United States. Starting in the colonial period and ending with contemporary issues, the course demonstrates how anti-immigrant movements occur across place and time and serve to police the boundaries of U.S. citizenship. The course relies on fiction, documentary films and other historical texts to highlight contemporary violent conflicts. We focus on the use of “vigilante” violence and put contemporary discussions of immigration in a new frame. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190H. Junkies, Robots, and Fight Clubs: Revisioning the "American Dream" in US Popular Culture
From fembots to fightclubs, this course explores our obsession with revisions of the American Dream. We examine film and literary translations of three recycled stories—Rags-to-Riches, The Open Road, and Domestic Bliss—to better understand how we narrate the “American” experience and consider how these nationalizing narratives construct race, class, and gender. Films and texts include "Stepford Wives," "Easy Rider," and "Wall Street." Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190I. Re-Thinking Political Aesthetics: Beauty, Modernity, and Justice in the Americas
The United States and the Americas have always been spaces of intertwined artistic, political, and religious expression. Yet, in the growing field of political aesthetics, works of European modernism are prized while examples from the Americas are rarely mentioned. This course examines the philosophical texts used to frame the field of political aesthetics, as well as food in the colonial diet of New Spain, painting during the Civil War, photography and the New Negro movement, jazz and the Beat generation, and other case studies of American expression that engage, complicate, and re-construct the relationship between art and politics. WRIT

AMST 0190J. Four-Color Creatures: Race, Gender, and Monstrosity in American Comic Books and Popular Culture
This course explores the relationship between race, gender, and monstrosity in American popular culture, particularly in comic books and graphic novels. Utilizing the concept of the monster as a metaphor, we examine the intersection of these discourses to interrogate how monstrosity informs our collective understanding of the other and affects the representation of race and gender in contemporary popular ephemera and visual culture. To compliment our understanding of these materials, we engage with scholarship in the emerging fields of Monster Studies and Comic Studies to highlight the way that these artifacts embody larger trends within American society. WRIT

What Americans call the “Vietnam War,” the Vietnamese remember as the “War of Resistance against the United States for National Salvation.” This class seeks to explore multiple American and Vietnamese perspectives on a prolonged conflict that profoundly shaped the nations’ political, social, and cultural landscapes. We focus on differences and similarities in Vietnamese and American interpretations of the origins, conduct and denouement of the war. We examine war memories through memoirs, monuments, movies, documentaries, magazines, and newspapers, as well as in foreign and domestic policies. Enrollment limited to 17 first year students and sophomores. WRIT
AMST 0190S. Los Angeles Plays Itself: Culture and Critique in the City of Angels.
Explores the history of culture produced in and about Los Angeles during the last century, examining representations of the city in literature, film, television, music, and theory. Texts ranging from detective novels to teen dramas to hip-hop songs will reveal the ongoing conversations and conflicts among Los Angeles’s diverse inhabitants that have shaped its physical, cultural, and social landscapes. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190T. Talking Social Reform: From Populism and Progressivism to Obama and McCain.
This course argues that two broad "languages" of social reform, coming out of the Populist and Progressive Movements of the late nineteenth century, have shaped the ways in which Americans understand politics. Students consider how the possibilities for contemporary reform and change have been informed by these languages. We will examine political texts discussing the New Deal, the eugenics movement, the Cold War, liberalism, and the New Left, among others. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190U. Sports Mediated: Athletics and the Production of Culture in 20th Century America.
When we watch sports, we're watching more than a game. Newspapers, radio, television, and the internet produce athletic spectacles within certain cultural boundaries determined by profits, as well as by race, gender and class. The course questions how sports media played a generative role in late twentieth century American culture through three case studies: Michael Jordan's rise to sports stardom; the emergence of skateboarding as an "alternative" sport; and controversies surrounding transgender and transsexual athletes. Non-sports fans are welcome and encouraged! Enrollment limited to 17 first year students and sophomores. Instructor permission required. WRIT

AMST 0190V. Reading the City: Literary Tourism in New York, Los Angeles, Santo Domingo and Manila.
What shapes our conception of a city we haven't visited? Is it the novels we read or the films we watch? How do our ideas change when we tour or live there? This course investigates New York, Los Angeles, Santo Domingo, and Manila through the various social, political and sexual experiences portrayed in novels, creative nonfiction, poetry, and film. Mindful of our own role as reader-tourists, we will compare depictions of reading, visiting, touring, and living in cities especially with regards to issues of identity and its transformation. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190W. Displaying Activism Then and Now: Making an Exhibition for Social Justice.
We will investigate the possibilities for activism and social relevance through museum exhibitions. We will create an exhibition at the John Hay Library that displays historical and contemporary activism, based on student choices of possible movements including queer rights, animal rights, and environmental concerns. Students choose objects, write labels, and act as curators for the exhibit. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190X. Gendered Mobility: Migrant Women Workers in a Globalized Economy.
Today's women workers migrate at a historically unprecedented rate. This class looks at Third World women who migrate for work in global cities. We examine their experiences through the intersectional lens of gender, race, class, and nationality. We also question the social, political, and economic forces that drive migration and draw women workers to specific destinations. Finally, we will look at the multiple inequalities these workers confront and the ways in which they negotiate and challenge them. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0190Y. Dead or Alive?: The American West in Popular Culture.
This course traces the imagined Western frontier as seen in television, film, photographs, museum exhibits, art, tourism, amusement parks, performance, video games, and science fiction. It explores these imagined spaces through the lenses of popular and visual culture, placing the West within the larger social, cultural, economic, and political histories of the US. Both real and imagined, these images defined and consolidated the identities of Westerners and those who wanted to be Westerners. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0191G. TV on History: Representations of the American Past on Commercial Television.
This course explores commercial television's influence on our understanding of the American past and the way that this sense of history, in turn, helps audiences to form cultural and political identities. We will discuss foundational methods for critical analysis of television as we use this inquiry to examine some of the guiding themes of American Studies. This class, which has a significant viewing component, traces the evolution of history-based programming in many genres and considers the message and impact of programs such as Ken Burns' Civil War, Roots, Colonial House, and Mad Men. Enrollment limited to 17 first year students and sophomores. WRIT

From waiting periods to mandatory ultrasounds, a record number of provisions aimed at restricting women's access to abortion were enacted in 24 U.S. states in 2011. Dubbed the "war on women" by numerous observers, these legislative battles evidence the difficulty in determining reproduction's "proper" place in governmental politics. But is there more to this battle than abortion? Beginning with Roe v. Wade, this course explores how welfare, labor, citizenship, the family, religion, and activism after mainstream conceptions of reproductive politics. Using a variety of sources, including films and websites, we will consider what an expansive reproductive freedom might entail. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0191I. Identities on the Move: South Asian Americans In Popular Culture.
Interdisciplinary course looks at the migration, representation and cultural productions of the South Asian diaspora in the United States. We'll examine how category of "South Asian" was created as well as the ramifications of such a label: what does it mean to be South Asian in the United States? Through the examination of academic texts, as well as literature, television and film, we'll explore how South Asian Americans navigate the United States while at the same time, maintaining (or, in some cases, disrupting) connections to countries in the South Asian subcontinent. Enrollment limited to 17. WRIT

This course will look critically at cabaret, documentary film, theatre, dance, popular music, and museum exhibitions, rethinking the ways that Black performances have been configured in debates about American identity in the 20th Century. Rather than try to understand Black performance, and performers, in reductive aesthetic and political frameworks, students will read and write about them as heterogeneous and complex. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0191K. New Jack(ed) Cinema: Negotiating Race, Criminality, and Place in the Hollywood Film.
This interdisciplinary course engages critically with films to examine issues of race and criminality, and to better understand our collective, spatial, and personal identities. We study a sub-genre of films, from the 1990s, and investigate how these films interact and intersect with other cultural texts and narratives of race, criminality, sexuality, gender, and the American dream. Films studied include "Colors", "New Jack City", "Clockers", "Boyz 'n the Hood"; and "Menace II Society"; while readings come from film studies, sociology, history, memoir, and policy studies. Enrollment limited to 17 first-year students and sophomores. WRIT
AMST 0191L. Are You Creative?: The Rise of a Modern Virtue.
Are you creative, or even, a "creative"? Do you plan to be an entrepreneur, a writer, or an artist? Today, "creativity" is championed by education activists, fringe artists, and corporate CEOs alike. This course gives a critical perspective by tracing the biography of an idea through various fields. We will look everywhere for signs of creativity and focus on the relationship between creativity, work, and economic development, taking of Providence, RI, the "Creative Capital" as an example. We will talk to people involved in various aspects of the city's creative strategy to observe the effects of this powerful idea. Enrollment limited to 17 first year students and sophomores. WRIT

This course examines how our understanding of one of the most mediated armed conflicts of the twentieth century has changed. Why has "Vietnam" become a metaphor for imperial wars and how has it figured in cultural production within and beyond the United States? Considering photographs, films, and personal narratives beginning during the war and continuing into the present, we recognize the fictive and flexible nature of history and how even the worst experiences are made available for collective memory and mass consumption. The course works to decenter the United States and takes into account long-range ramifications and multiple voices. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0191N. Beyond Entrepreneurs, Adoptees, and GI Wives: Korean American Experiences.
What does it mean to be Korean American? This course explores the historical and contemporary experiences of people of Korean descent in the United States. In the broader context of U.S.-Korean/Asian relations and through the lenses of race, ethnicity, class, and gender, this course will examine the connections and differences in the lives of diverse Korean populations. The composition of these populations ranges from adoptees, military wives, and entrepreneurs to secondary migrants from Latin America. Throughout the semester, students will be familiarized with the central themes in immigration and ethnic studies such as diaspora, transnationalism, racial formation, and community formation. Enrollment limited to 17 first year students and sophomores.

AMST 0191O. Revolting Bodies: Aesthetics, Representation, and Popular Culture.
Our understanding of ourselves and others are formed by visual images and bodily feelings that are social in origin. They make us feel (un)comfortable, sublime, ridiculous, grotesque. In this course we will examine how the materiality of the body grounds our metaphors about identity and subject formation. This course moves between cultural studies, queer theory, disability studies, science fiction, drama and film asking how representations structure the way we "know" and "see" bodies. Ultimately we will explore how revolting bodies—bodies that disgust, repulse, signal their difference—can become bodies in revolt—bodies that resist and imagine new possibilities. WRIT

Beyond the "exotic" dishes, cultural festivals, and distinct architecture of Chinatowns, Little Tokyos, Little Manilas/Filipinotowns, Koreatowns, Little Saigons, and Little Indias, Asian American spaces are both historical remnants of racial oppression and the current home of diverse ethnic communities. Using field trips, films, first person accounts and scholarly explorations, this class examines such spaces by considering the people involved—tourists and residents—how their complex relationship creates urban and suburban ethnic spaces. Students will workshop and revise papers as well as gain a grounding in approaches to Asian American studies, urban studies, and to the study of public spaces. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0191Q. Disbelieving the Evidence: Popular Opposition to 20th Century Public Health Initiatives.
Why do Americans reject programs that make them healthier? Many of the most effective public health initiatives in the 20th century encountered deep resistance. This course explores three initiatives (vaccination, fluoride, and black lung) that continue to generate skepticism or outright opposition. Students will practice several different styles of writing intended for different audiences, including an op-ed and a Wikipedia entry. This writing-designated course will appeal to students of public health, politics, and those interested in the social impact of medical research, as well as those wanting practice in science writing. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0191R. Fat, Messy, and Late: Unregulated Bodies in American Capitalism.
This course examines disorganized bodies in 19th and 20th century US history and how slenderness, neatness, and timeliness became virtues. Through these lenses we study capitalism working upon individual bodies; the way these "moral virtues" generate forms of self-regulation; and the way these forms of self-regulation perpetuate the status quo. We draw upon history, sociology, anthropology, and critical theory, starting each section in the 19th century and moving to the present. Using our personal experiences, we examine how belief systems become internalized. This interdisciplinary course welcomes community health and biology concentrators as well as humanities and social science concentrators. Enrollment limited to 17 first year students and sophomores. WRIT

AMST 0191S. Visualizing the Middle East: From National Geographic to the Arab Spring.
American visual media remains flooded with images, inspiring and hopeful, or horrifying and terrifying, of the peoples and places of the Near East. By examining National Geographic photography, Hollywood cinema, televised news programs, and images and videos encountered online, we examine how visual culture has both reflected and actively helped shape the relationship between the U.S. and the Near East. Students will experiment with a diverse methods of visual analysis, work with a class Tumblr site, and write and revise a series of essays. Enrollment limited to 17 first year students and sophomores. WRIT

How do we think about our own place in history? This writing-intensive seminar examines how individual Americans have explored the relationship between their identity and historical events, and introduces the legitimacy of using individual experiences to understand history. Themes include the gendering of domestic and public space, the formation of identity within families, class alignments, societal expectations of gender/sexuality, how American exceptionalism manifests itself at the individual level, and narrative (un)reliability. Our discussions center on autobiographies, memoirs, and films from authors such as Audre Lorde, Harry Crews, Malcolm X, Alison Bechdel, and Tobias Wolff. WRIT

AMST 0191U. Imagining the American Mind.
How are theories about our minds and brains represented in American culture? We use literature and film, psychology, neuroscience, philosophy, history and sociology to investigate how we imagine our minds, and the consequences of those representations for our ideas about race and gender, for our social lives and responsibilities, for our means to communicate to one another and, even, to know ourselves. Writing in different formats, students bridge the gap between the humanities and the human sciences. Concentrators in biology and neuroscience consider the cultural history of their research while humanities/social science students explore how culture ties to science. WRIT

AMST 0191V. American Capitalism and Its Critics.
In the wake of the Great Recession, many Americans have become disenchanted with capitalism, wondering whether the market economy harms more than it helps. This course introduces students to writers, artists, and activists from the past who shared that feeling and in plays, essays, films, and photographs protested the rise of capitalism in the United States. We will explore issues of power, poverty, profit, and equality through in-class discussions and four writing assignments. Students interested in history, art, literature, and economics will learn more about class, capitalism, and the history of American politics. WRIT
AMST 0191W. American Indian Law and Legacies.
From the U.S. Constitution to MTV and Urban Outfitters, this course traces the history and legacies of American Indian law and policy. Using a case studies approach, students will read legal documents alongside film, television, literature, blogs, poetry, photography, fashion, news articles, manifestos, and Twitter to explore the ways in which American Indian law and policy manifests in the daily lives of contemporary Indian people and Native nations. All students welcome! This course will be of special interest to those studying indigenous histories and cultures, American government, representations/memory, and law. WRIT

AMST 0191X. Troubled Past and Visual Cultural: Comparative Models from Providence to Pretoria.
This course examines the intersections of visual culture, commemorative politics, and individual and collective memories to analyze the politics of memory. We will look at debates over formal and informal engagements with the memory of three traumatic events: the "Dirty War" in Argentina, South African apartheid, and September 11th, 2001 in the U.S. Looking at the past as contested ground we will explore the challenges, ethics, and controversies around representing these events across a variety of mediums including film, art, music, and memorials. This class will be of interest to students of visual culture, cultural politics, and memory studies. WRIT

AMST 0191Y. Cradle of Democracy?: Race, Childhood, and U.S. National Identity.
From Elian Gonzalez to Trayvon Martin, children play an important role in political narratives concerning domestic and international affairs. Engaging with a range of texts—including blogs, films, and online exhibits—students will consider how the idea of childhood and the bodies of children have constructed our gendered and racialized sense of self. Such ideas about difference and belonging also emerge through children's material culture, and so students will create a children's book and multimedia website as well as visit the Providence Children's Museum. WRIT

AMST 0191Z. Food and Gender in U.S. Popular Culture.
Why is salad coded as feminine and steak as masculine? This course examines how gender is constructed and performed. Using sites across the U.S. food system, taking in farm fields, supermarkets, home kitchens, and restaurants. We explore food production, cooking, feeding, eating, and dieting, through a variety of food texts, including cookbooks, advertisements, and the Food Network. We will engage all of our senses (especially taste!), as we explore how gender intersects with other significant cultural categories and shapes everyday food experiences in the United States. WRIT DPLL

AMST 0192A. Unsettled Things: Objects and Knowledge in Nineteenth-Century America.
This course explores the history of collecting, with a focus on local museum and university collections. College Hill is home to numerous accumulations of things, from Civil War relics to Old Master paintings and fragments of taxidermy. Where did these objects come from? Why were they collected? How have their meanings and uses changed over time? How might we reconsider them today? Students will examine objects; read about collecting and the development of natural history, anthropology, history, and fine art; write research papers that incorporate material culture methodology; and co-curate an exhibition. WRIT

AMST 0192B. Remixing Racial Codes: Interculturality in Literature and Film Post-1945.
Through a reading of select critical theory, literary texts, and films, students will look critically at the ways in which interracial relationships have been prescribed and figured in U.S. culture post-1945. Decentering the dominant narrative of black-white miscegenation, we will give equal attention to the role that Asian bodies play in complicating this binary. We will also investigate the potentiality of texts to challenge social norms or reclaim injurious identities. Authors include Lillian Smith, Jhumpa Lahiri, and Celeste Ng. Films include Guess Who’s Coming to Dinner (1967), Snow Falling on Cedars (1999) and Beyond the Lights (2014). WRIT DPLL
AMST 1520. Technology and Material Culture in America: The Urban Built Environment.
A slide-illustrated lecture course that examines the development of the urban landscape. Covers American building practices and the effects of human-made structures on our culture. Examines technological and behavioral aspects of architectural design and urban development. Topics include housing, factories, commercial buildings, city plans, transportation networks, water systems, bridges, parks, and waterfronts. A companion course to AMST 1530.

Examines the cultural significance of the automobile. Employs materials and methodologies from various disciplines to study this machine and the changes it has produced in our society and our landscape. Slide-illustrated lectures cover such topics as the assembly line, automobile design, roadside architecture, suburbs, auto advertisements, and the car in popular culture.

AMST 1550. Methods in Public Humanities
A survey of the skills required for public humanities work. Presentations from local and national practitioners in a diverse range of public humanities topics: historic preservation, oral history, exhibition development, archival and curatorial skills, radio and television documentaries, public art, local history, and more. Enrollment limited to 50.

This 8-week summer course begins with four weeks in Hong Kong, exploring the ways that private individuals, institutions, and government have preserved the city’s cultural heritage, examining the conflict and negotiation of economic and political interests in urban renewal and heritage conservation and preservation. The second four weeks are in Providence, where students will explore the history and present-day philosophy and politics of preserving sites and stories from Colonial times to the present, exploring historical archaeology, historic preservation, museum exhibition, and oral history. This is a double credit course. Enrollment limited to nine Brown students and nine from Hong Kong. S/NC

AMST 1570. Site-Specific Writing in Brown's Historical Spaces.
Using on-site writing techniques, students will write, workshop, and direct research-based site-specific short plays to be performed by local actors in historic Providence mansions. Class discussion will explore local history (class includes a walking tour), performance texts, and types of site-specific work. Students will emerge having written and directed a research-based work in a National Historical Landmark. Enrollment limited to 13. S/NC

AMST 1580A. Artists and Scientists as Partners: Theory to Practice (TAPS 1281Z)
Interested students must register for TAPS 1281Z.

AMST 1596. Education Beyond the Classroom Walls: Teaching and Learning in Cultural Institutions.
Explore teaching and learning beyond classroom walls. We will focus on teaching/learning in cultural institutions (museums, historic houses, children’s museums). We will begin with our own experiences with this kind of learning, then explore the pedagogical methods, underlying philosophies and learning theories, debates, and goals of informal education today. What kind of learning happens in cultural institutions? How does it compare to learning in schools? Which pedagogical methods are most common in cultural institutions today and how do they align with stated goals? What are the debates within the field and what are our visions for the future of the field?

This course will provide an overview of contemporary issues surrounding Global China, including the People's Republic of China, Hong Kong, and Taiwan, as well as their regional and global influence through migration, culture, multinational trade, and labor manufacturing. We will study institutions (the government, family, and education), forces of globalization (rural to urban migration, ethnicity and identity, human trafficking, diaspora communities, labor production and consumption, and cultures of resistance (underground music, human rights movements, radical internet blogging, environmental justice activism and Chinese contemporary art). DPLL

AMST 1600C. The Anti-Trafficking Savior Complex: Saints, Sinners, and Modern-Day Slavery.
How can we understand the global movement to combat human trafficking within critical frameworks on "industrial complexes"? Drawing from scholarship on the prison industrial, non-profit industrial, and white savior complexes this course examines human trafficking through the lens of race, class, gender, and national forms of power and subjectivity. Readings will problematize the so-called saints and sinners of the movement, investigating various global helping projects that exist to stop "modern day slavery." DPLL

AMST 1600D. Sports in American Society.
This course seeks to understand, analyze, and criticize sport—seen here as one of the primary institutions in the lives of Americans. Working from the basis of sporting events in the Durkheimian sense of symbolic community, we will elevate them to the status of religious and educational institutions in our everyday lives. Using the primary lenses of gender and race this class examines sports at five different levels--professional, Olympic, NCAA, scholastic, and youth--and uses the "Big 3" sports of baseball, basketball, and football to understand how athletics have impacted, and will continue to impact, American Society. DPLL

AMST 1600E. Performance, Politics, and Engagement (TAPS 1680).
Interested students must register for TAPS 1680.

AMST 1601. Health and Healing in American History.
Surveys the history of American medicine in its social and political contexts, including changing understandings of disease, treatment practices, and medical institutions. Focuses on how gender and race have informed how patients and healers have made sense out of pain and disease. WRIT

AMST 1610A. American Advertising: History and Consequences.
Traces the history of American advertising, particularly in the 20th century, to understand the role advertising plays in our culture. Topics include the rise of national advertising, the economics of the advertising industry, the relation of advertising to consumption, the depiction of advertising in fiction and film, and broadcast advertising. LILE

AMST 1610C. American Popular Culture.
This interdisciplinary course examines the history of popular culture in the industrialized United States, drawing on methodologies from different fields, and using a variety of evidence, including minstrel song sheets, amusement parks, television, and romance novels. We look at the audience, the producers and the texts presented by American popular culture both domestically and internationally. LILE WRIT

AMST 1610F. Asian America Since 1945.
Since the end of WWII the Asian American community has undergone radical transformations. This course will examine the shifting political and cultural status of Asians in America, the demographic revolution in Asian America ushered in with the Immigration Reform Act of 1964, Asian Americans and globalization of the US economy, and Asian Americans in contemporary US race relations. DPLL
AMST 1610G. Asian American History.
This course focuses on Asian America as a historical subject and on Asian Americans as makers of their own histories. It is loosely chronological but principally organized around the emergence of an Asian American historical voice. Films, personal accounts, and historical analyses will be read. Many of the texts feature photographs, which we will engage primarily as historical documents. Examining the material realities they represent or suggest, we will also probe their political, economic and cultural dimensions. As weapon, commodity and heirloom, photography has been integral to shaping Asian Americans' visibility and therefore their social position in the United States. DPLL

AMST 1610H. Asian Immigration to the Americas.
Asian America is an extremely diverse community including fifth generation Californians and yesterday's arrivals: Hmong from Laos, Indians from Guyana, Japanese from Brazil, native born Americans, immigrants, refugees, adoptees, doctors, garment workers, physicists, poets, and storekeepers. The patterns of migration and settlement from Asia to the Americas-U.S. and Canada, the Caribbean and Latin America-over the past two hundred years are examined.

AMST 1610I. Beyond Chinatown: Asian Communities in the United States.
From Manila villages in 18th-century Louisiana, to Punjabi-Mexican families in early 20th-century California, to today's "little Saigons" and Asiamam cyberspace, Asian Americans have built a diverse array of communities in the U.S. The historical circumstances, social forces, and political movements that have shaped these communities are examined. Particular attention paid to the dynamics of race, ethnicity, class, gender, and sexuality in the development of these communities.

Examines the history of women/gender in relation to discourses about sexuality (both physical and mental) in the era of the Civil War through the progressive era. It samples a variety of ideas and movements, including efforts to regulate sexuality and initiatives to advance women into the medical and "helping" professions. Specialization is given to issues of class, race and ethnicity. DPLL

Examines the evolution of child welfare in the United States from its origins in the late 19th century through its purported crisis in the late 20th. Specifically, will trace the history of policies and programs aimed at providing support for dependent children, and at dealing with deviant or delinquent children. Emphasis will be on understanding the social, cultural, and political contexts in which child welfare was formed and transformed during this century.

AMST 1610M. Childhood and Adolescence in American Literature and Culture.
A survey of how changing ideas of childhood and the "new" construction of the category of adolescence are mirrored in American fiction and poetry from the Puritans to the present. Among the writers considered are Anne Bradstreet, Harriet Beecher Stowe, Mark Twain, Henry James, and J. D. Salinger. Provides a comparative cultural perspective by studying works by Wordsworth, Dickens, Pater, and Kosinski.

AMST 1610N. Citizenship, Race, and National Belonging in the Americas.
What is the relationship between citizenship, national belonging, and ideologies of race in the Americas? In what ways do gender and class differences affect this relationship? Focusing on these questions, this course compares the racial and social experience of the U.S. Latinos with that of the populations in various countries in the hemisphere.

AMST 1610O. Civil Rights and the Legacy of the 1960s.
Recent mainstream interpretations of the 1960s tend to neglect the presence and participation of Chicanos and Puerto Ricans in the various movements for civil rights. Using an interdisciplinary approach and drawing on historical, autobiographical and contemporary texts, films, and documentaries, this course examines the Latino experience during the Civil Rights period and explores its legacy today in the lives of Latino and other racial minorities.

AMST 1610P. Class, Culture, and Politics.
Surveys the working class and radical movements that have challenged the ruling economic, political, and cultural systems. Major topics include the railroad uprising of 1877, the Knights of Labor, sexual utopianism and spiritualism, black nationalism, the Socialist and Communist parties, women's and gay liberation, and the modern ecology movement. Emphasizes cultures. Prerequisite: At least one semester of a college-level course in U.S. history or literature. LILE

AMST 1610R. History of Sexuality in the United States.
This course introduces students to the history of sexuality in America from the colonial era to the present. This is not only a history of gay and lesbian communities. Rather it builds on those histories to create a portrait of how Americans, gay and straight, lived sexual lives in relationship to disciplines of knowledge, cultural and political institutions, and popular culture.

AMST 1610S. Immigration to the United States from the Sixteenth Century to the Present.
Explores 350 years of immigration to what is now the U.S. Organization is both chronological and topical. We will reconstruct and compare the major waves of immigration, consider causal theories of migration, examine U.S. immigration policy over time, debate the economic impact of immigration, and discuss the institutions and strategies that immigrants have designed to facilitate adaptation.

AMST 1610U. Introduction to Latino Studies.
A survey of the ways that aspects of the histories and cultures of the U.S. and Latin America have contributed to shape public policy issues and to differentiate the experiences of U.S. Latinos. Among the questions guiding class discussions: What are the implications of grouping nationally, racially, and socially heterogeneous populations under one term, such as Hispanic or Latino? To what extent do "ethnic labels" foster alliances among different ethnic or racial groups? DPLL LILE

AMST 1610V. Introduction to Latino Studies II: Culture and Identity.
Explores the ways in which gender roles and intergenerational expectations-diversified by race, class, national identity, and citizenship status-shape the varied identities and cultural experiences of Latinos and Latinas in different decades of the post-World War II period in the U.S.

AMST 1610W. Latino Immigration in the 20th Century.
The purpose of this course is to examine the political, economic, cultural and social impact of Latino/a immigration in the 20th Century and on Latino/a identity formation. We examine the intimate and personal history of the United States in relation to Latin America, Central America, the Carribbean, and Mexico that established interdependent relationships between nations and its people.

AMST 1610X. Latino Popular Music and Culture.
This course explores the various forms of popular culture associated with U.S. Latino communities. It focuses on the production, dissemination, and consumption of mass mediated cultural forms, primarily music, television, film and journalism, but it also examines other cultural expressions such as vernacular art, food, festivals, and folklore. Prerequisite: At least one semester of college-level course in U.S. history or literature.

AMST 1610Y. Latinos and Film.
Examines the way Latinos have been constructed-and misrepresented-in Hollywood film from the silent era to the present, and compares these images with contemporary Latino-made films that counteract Hollywood stereotypes with more accurate and complex images of their own histories and cultures. Readings introduce students to film criticism from a Latino perspective. Weekly screenings in and outside class.

AMST 1610Z. American Popular Culture.
Popular culture is part of everyday life, but also an important site to examine how American identities have been both shaped and reflected through film, television, music, performance, and fashion. We trace American popular culture from the nineteenth century to the present, paying particular attention to the development of different media, and looking at the production and reception of popular culture, as well as the cultural texts themselves. WRIT
Examines the literature of first and second generation immigrant/ethnic writers from 1900 to the 1970’s. Attempts to place the individual works (primarily novels) in their literary and sociocultural contexts, examining them as conscious works of literature written within and against American and imported literary traditions and as creative contributions to an ongoing national discourse on immigration and ethnicity. DPLL

AMST 1611C. Pacific Rim in American History.
This course is a comparative study of Filipino, Chinese, Japanese, Korean and Indian settlement in the United States. It begins in the 1700s when Filipino seamen first settled in what is now Louisiana and Texas and concludes with the end of World War II. Attention will be given to immigration from Asia and its relationship to the development of the capitalist world system, the role that Asian American labor played in class and racial formation in America the political economies of Asian American communities, and the various social movements and legislative efforts to exclude Asians from American society and Asian resistance to exclusion.

AMST 1611E. Popular Culture in the United States.
Focusing on popular culture since industrialization, the course will examine particular forms (broadcasting, romance novels, amusement parks, sports) we will as look at the producers of, and the audiences for, those forms. Requirements include three papers based on outside readings and a final.

AMST 1611F. Race, Gender, and Community in Latina Autobiography.
Examines how Latinas chronicle their identities in transitions vis-à-vis markers of race and gender. Through autobiography, memoir, literary criticism, and theoretical readings emphasizing the negotiations of self, place and community via social and geographical locations including family, region, and the nation. Engages in critical interpretation of the socio-cultural and political worldviews of Latina self-discovery and self-authorship.

AMST 1611G. Race, Ethnicity, Religion and Community.
This course examines the intersection of religion and community for communities of color in the United States. A survey of these communities is guided by the desire to discover the collective stories and memories that socialize social and ethnic identities, and serve as a source of personal and political transformation. Out point of entry for understanding the sacred is at “ground level” perspective.

AMST 1611H. Religion and Society in the United States.
Offers a sociological perspective on theories of the relationship between religion and societies that will help us understand and analyze current religious practices and trends, both inside and outside of religious institutions. Students will conduct several observations in religious institutions and create religious rituals of their own.

AMST 1611J. Sex, Love, Race: Miscegenation, Mixed Race and Interracial Relations.
This class will explore the conditions and consequences for crossing racial boundaries in North America. We will take a multidisciplinary approach, exploring literary, anthropological, and historical writings along with several feature and documentary film treatments of the subject.

Examines the evolution of U.S. child welfare from its origins in the late 19th century through its purported crisis in the late 20th century. Traces the history of policies and programs aimed at: providing support for dependent children; improving infant and child survival and health; protecting children from exploitation and abuse; and dealing with deviant and delinquent children.

AMST 1611M. Trauma and the Shame of the Unspeaking: The Holocaust, American Slavery, and Childhood Sexual Abuse.
The problem of representing traumatic experience has been raised by witnesses and survivors, psychoanalysts, psychologists, sociologists, philosophers, and artists. This course compares three historical situations—The Holocaust, American slavery, and childhood sexual abuse—by reading histories, memoirs, and fictions, and analyzing material cultural artifacts such as memorials. Questions about the relation of individual trauma to collective and cultural trauma will be pursued through readings that include Freud, Jeffrey Alexander, Judith Herman, Dominique La Capra, Primo Levi, Jill Christman, Harriet Jacobs, Toni Morrison, Gayle Jones and Art Spiegelman.

AMST 1611O. Early American Film.
American film-making from its origins as a technological amusemnent to the period of classic Hollywood cinema, Particular attention given to representations of gender, race, and ethnicity with comparisons to the evolution of European film. The Birth of a Nation (1915) by D. W. Griffith will be a key text in dialogue with African-American director Oscar Micheaux’s Within Our Gates (1920).

AMST 1611P. The Asian American Case: Race, Immigration and the Law.
The central historical themes are exclusion, citizenship rights, and equal protection. The experience of Chinese and Japanese Americans dominates the historiography but we will use that scholarship to help us think about a wider range of issues across time.

AMST 1611R. Bourgeois Blues: Class Conflict in African American and Caribbean Literature and Film.
This course investigates class differentiation and its effects in African-diaspora novels, autobiographies, and films (such as The Good Negress, Brothers and Keepers, Crick Crack Monkey, and “Sugar Cane Alley”). Alongside these literary works and films, we will read a wide range of critical/theoretical essays on class and class conflict and the intersection between class and race, gender, sexuality, and nationality.

AMST 1611U. History of American Technology.
Technologies reflect and transform American society and culture. This course examines the invention, introduction and use of new machines and systems, with a focus on infrastructure, manufacturing, and information and communication technologies. Special attention paid to labor, business, political and cultural contexts of technological change.

AMST 1611V. Color Me Cool: A Survey of Contemporary Graphic Novels.
Surveys a variety of comic books and graphic novels, both mainstream and independent. The emphasis, however, will be on the independent graphic novel. Students will also read history and criticism to understand the context from which the books emerge and to grasp more firmly their visual and textual aesthetics. Must attend first three lectures to be eligible for enrollment.

AMST 1611W. Asian Americans and Popular Culture.
From the Fu Manchu to Lucy Liu, Asian Americans have long been the objects of loathing, terror and desire, in American popular culture. This course looks Asian Americans in popular literature, music, theater, film and television as subjects, producers and consumers.

AMST 1611X. Narratives of Liberation.
The theme of human liberation has appeared in literary works from around the world and across centuries. This course will examine a variety of narratives that foreground the attainment of physical, spiritual, and political freedom for individuals and groups. Beginning with the Book of Exodus and traveling through African American slave narratives, British proto-feminist novels, Latin American testimonios, and contemporary films, we will examine how a wide range of writers and filmmakers have conceptualized the goal and the process of liberation in their works. Requirements for the course will include two papers/projects and a final exam.
AMST 1611Z. The Century of Immigration.
Examines in depth the period of immigration that stretched from the 1820s through the 1920s and witnessed the migration of over 36 million Europeans, Asians, Canadians, and Latin Americans to the United States. Explores causal theories of migration and settlement, examines the role of family, religion, work, politics, cultural production, and entertainment in immigrant/ethnic communities, and traces the development and impact of federal immigration policy.

AMST 1612A. Chicago and America.
This course explores the history of Chicago, but also uses the city as a way to think about issues in American history. Sources include novels, memoirs, popular histories, film, and music.

AMST 1612B. Cellobiumd America.
The American motion picture developed as a unique art form in the late 19th century and its enduring cultural and social significance is irrefutable. In this course, we will explore US history using cinema to explore the cultural values represented within and shaped by the medium. Topics include the invention of the moving image, the rise and fall of the Hollywood studio system, and the emergence and evolution of film genres and styles (i.e. westerns, film noir, musicals, etc.) as a means of economically appealing to the masses and cultivating viewership domestically and abroad.

AMST 1612C. Growing Up in America.
This course will consider American narratives of adolescence and coming of age from the nineteenth century to the present. We will examine the archetypal aspects of coming of age with maturity and the world, class and gender roles, and the invention of "adolescence" as a new psychological category. International perspectives will be provided by reading some British and Japanese works. Authors covered will include Dickens, Melville, Twain, Alcott, Kerouac, Hemingway, Baldwin, Mishima and Tan, among others. Lectures, class discussions and student reports.

AMST 1612D. Cities of Sound: Place and History in American Pop Music.
This course investigates the relationship between popular music and cities. We will look at a number of case studies from the history of music in the twentieth century. We will try to tease out the ways that certain places produce or influence certain sounds and the ways that musicians reflect on the places they come from in their music. Accordingly, we will consider both the social and cultural history of particular cities and regions--New Orleans, Memphis, Chicago, New York, Washington DC, and others--and aesthetic and cultural analyses of various forms of music--including blues, jazz, punk, hip-hop, and others.

AMST 1612G. Henry James Goes to the Movies.
This course will focus on some of the novels and stories by James that have been made more than once into films or tv shows - Washington Square, The Turn of the Screw, The Portrait of a Lady, and The Golden Bowl - and study the narrative and visual choices as interpretations of James's texts. Critical readings on the art of fiction and the art of film will also be introduced.

AMST 1612K. Immigrant America and Its Children.
With a focus on the experiences of the immigrant second generation, this course seeks to expose students to the recent social science literature on contemporary immigration to the United States, including discussions on its origins, adaptation patterns, and long-term effects on American society. We will closely examine patterns of assimilation and adaptation for the children of immigrants, address the challenges they confront when trying to straddle two cultures, describe their ethnic identity formation, and interrogate the effects of their increasing presence on U.S. schools and society in general. The experiences of the second generation will be examined in various institutions including the family, labor market, schools, and community, and we situate these institutions in both national and transnational spheres. The course will consist of lectures by the instructor combined with class discussion of assigned texts. This course will also provide students with an analytic framework to address questions of multiculturalism. The course will also help students develop a better understanding of the dynamics of race, class, gender, and sexuality in society.

AMST 1612L. Eating Cultures: Food and Society.
This course will look at various ways to understand the complex role of food in society. We will look at issues of food production and consumption, and how our relationship to food contributes to the political and social structures that we live with. Our approach will be historical and pay special attention to the ways in which communities of color and immigrants have shaped, and have been shaped by, the food they cultivate, harvest, consume, and market. Field trips and readings explore how food creates ways for people to form bonds of belonging while also creating bonds of control and regimes of inequality. Enrollment limited to 20.

AMST 1612M. Children of Immigrants.
Gives an overview of the experiences of the children of contemporary immigrants in the United States. It looks at their experiences in key social institutions including schools, the family and ethnic community. The course will examine the integration of immigrant children and how factors of race, class, and gender shape their experiences. To address the integration of immigrant children, the course will look at their process of assimilation, maintenance of transnational ties, and lastly the formation of youth identity.

AMST 1612N. Political Theatre of the Americas (TAPS 1610).
Interested students must register for TAPS 1610.

AMST 1612Q. Women / Writing / Power.
An introduction to American women's writing and to the development of feminist literary practice and theory. This course will address the political implications of the "slacker" in his/her ironic, apathetic, and peculiarly alienated view of the world.

AMST 1612R. Race, Inequality, and the American City since 1945.
This course will explore the dynamics of race and class in American cities during the post-World War II period. The readings and discussions will focus on suburbanization, the decline of central cities, conflict over the use and definition of urban space, urban governance, spatial fortification, and popular dissent. The cities examined will include Buenos Aires, Chicago, Detroit, Liverpool, Los Angeles, New York City, São Paulo, and St. Louis.

AMST 1612S. Introduction to American Indian Studies (ETHN 1890H).
Interested students must register for ETHN 1890H.

AMST 1612T. Slackers and Hipsters: Urban Fictions, 1850-Present.
This course will explore the dynamics of race and class in American cities during the post-World War II period. The readings and discussions will focus on suburbanization, the decline of central cities, conflict over the use and definition of urban space, urban governance, spatial fortification, and popular dissent. The cities examined will include Buenos Aires, Chicago, Detroit, Liverpool, Los Angeles, New York City, São Paulo, and St. Louis.

AMST 1612V. Sinner, Saints, and Heretics: Religion in Early America (HIST 1511).
Interested students must register for HIST 1511.

AMST 1612W. Rethinking Women's Bodies and Rights: Transnational Reproductive Politics.
This course examines the issues and debates surrounding women's reproduction in the United States and beyond. It pays special attention to how knowledge and technology travel across national/cultural borders and how women's reproductive functions are deeply connected to international politics and events abroad. Topics include: birth control, eugenics, population control, abortion, prostitution, reproductive hazards, genetic counseling, new reproductive technologies, midwifery, breastfeeding, and menstruation. Students will analyze historical and contemporary materials concerning women's reproductive roles, as well as read scholarly studies on reproductive issues in various parts of the world.

AMST 1612X. Performances in the Asias (TAPS 1270).
Interested students must register for TAPS 1270.
AMST 1612Y. Twentieth-Century Western Theatre and Performance (TAPS 1250).
Interested students must register for TAPS 1250.

AMST 1612Z. First Nations: the People and Cultures of Native North America to 1800 (HIST 1512).
Interested students must register for HIST 1512.

AMST 1700B. Death and Dying in America.
No description available. Open to juniors and seniors concentrating in American Studies.

AMST 1700C. Slavery in American History, Culture and Memory.
Nearly four centuries have passed since the first enslaved Africans arrived in what is today the United States. More than 140 years have passed since American slavery was abolished. Yet slavery remains a palpable presence in the United States. In this interdisciplinary course, we will examine slavery as a problem in American history, culture, and memory, exploring the institution and its legacies in such arenas as history, literature, cinema, visual arts, and heritage tourism. Open to juniors and seniors concentrating in American Studies.

AMST 1700D. Race and Remembering.
This junior seminar engages debates in Ethnic Studies, History, Gender Studies, and the Public Humanities that grapple with the relationship between historical narratives, memory, and social relations of power. Students will examine current tensions in national memory. Each year the topic of this course will change to consider racial formation through alternating social and cultural institutions. This semester we will consider the history of racial formation through encounters with the judicial system, with policing practices, with detention, and incarceration. Students will collaborate to make these histories publicly accessible using methods in public humanities. DPLL LILE WRIT

AMST 1700F. American Publics.
Americans worry about the quality of their civic life and fear its decline. This junior seminar examines an important concept, the public sphere, in its popular and political dimensions as well as looking at the challenges to the boundaries of American public life. Who is a citizen and thus eligible to participate? The course pays particular attention to concerns about the impact of new media--print, broadcasting, the internet--and offers a range of possible final projects. Not open to first year students or sophomores. Enrollment limited to 20. WRIT

AMST 1700G. Public Memory: Narratives of 9/11.
This junior seminar will focus on narratives concerned with the events of 9/11 and their aftermath: documentary, testimony, stories, memoirs, novels, graphic novels and feature films. We will also study and visit some of the memorials and museums that have been proposed or created in connection to 9/11 and consider them in the context of public memory and public art. Course work will require a project or research paper that engages the question of the role of the humanities in the creation of the public memory of catastrophic events. Enrollment limited to 20 junior and senior American Studies concentrators. WRIT

AMST 1700I. Community Engagement with Health and the Environment.
This junior seminar explores how local community organizations are taking up issues of health and the environment in culturally relevant contexts. We will examine issues of environmental justice, health disparities and the basic tenets of community based participatory research. We will then partner with a local community organization and, depending on need, assist in the design, implementation, and/or evaluation of a program designed to improve the local environment and/or health status of the community. Enrollment limited to 20 juniors and seniors. WRIT

AMST 1700J. The Teen Age: Youth, Society and Culture in Early Cold War America.
An interdisciplinary and multimedia exploration of the experiences, culture, and representation of youth in the United States from the end of World War II through the beginning of the Vietnam War. Enrollment limited to 20 junior and senior American Studies concentrators. Others by permission of the instructor. WRIT

AMST 1800. Honors Seminar.
This seminar is for second-semester junior American Studies and Ethnic Studies concentrators who are interested in writing an honors thesis in their senior year. The outcome of this course will be a proposal for the honors thesis along with a bibliography and a research plan and schedule. Topics covered will be the research methods associated with different disciplines; how to make the thesis interdisciplinary; integrating public projects and new media into a thesis. Open to juniors concentrating in American Studies and Ethnic Studies. Enrollment limited to 20. S/NC

AMST 1900A. The Problem of Class in America.
Class is everywhere in American life, but rarely discussed explicitly. This course will investigate why this is. How does class operate in American life? Why is it so often obscured? What are the cultural, political and historical forces that have made it such a contested category? We will approach class from a variety of disciplines, including history, cultural studies, and sociology; study the ways class interacts with race and gender; and consider the prospects of class in America in the context of the twenty-first century's widening inequality and globalized economy.

AMST 1900B. America and the Asian Pacific: A Cultural History.
From Columbus to the present, Asia has been central to the shaping of American culture. This course will examine the role of trade, migration and cultural exchange across the Pacific in the shaping of American culture and society. Enrollment limited to 20 juniors and seniors. DPLL LILE

AMST 1900C. Narratives of Slavery.
This course analyzes circum-Atlantic accounts of racial slavery in various forms, including the slave narrative, iconography, historiography, film, and performance. In so doing, it interrogates how factors such as form and/or genre, race, gender, power, and geography influence narrative and knowledge production regrading slavery. Key themes the course addresses include racial slavery as civil and social death, ancient and modern/colonial genealogies of slavery, gendered experiences of bondage, regionalism in U.S. historiography of slavery, and the un/spoken and un/representable nature of atrocity. The course also examines contemporary narratives that underscore the significance that racial slavery brings to bear upon the present. DPLL WRIT

AMST 1900D. America as a Trans-Pacific Culture.
From Columbus to the present, Asia has been central to the shaping of American culture. This course will examine the role of trade, migration and cultural exchange across the Pacific in the shaping of American culture and society. Enrollment limited to 20 juniors and seniors. DPLL LILE

AMST 1900F. Transnational Popular Culture.
This course looks at popular culture as a transnational phenomenon. Taking up issues of cultural imperialism, globalization, domestication, and the economics of the culture industry, the course considers the history of cultural flows, from nineteenth century topics such as Chinese opera in the U.S. and Wild West shows in Europe to twenty-first century fast food, anime, sports, Disney, and music. We will consider both the consumers and producers of popular culture in Europe, South America, Asia and Africa, as well as those in the United States. Enrollment limited to 20 juniors and seniors. LILE

AMST 1900G. Movements, Morals, and Markets.
This seminar will provide a theoretical and empirical overview of contemporary transnational social movements. Addressing issues ranging from fair-trade and labor exploitation, to environmental protection, to indigenous rights, and LGBTQ advocacy, social movements increasing draw from morality and the global market in order to achieve their goals. This course critically investigates the ways in which humanitarian action is celebrated, contested, and commodified through art, social enterprise, and various other formal and informal institutional arrangements. DPLL WRIT

AMST 1900I. Latina/o Cultural Theory.
Advanced seminar designed to familiarize students with past and present debates in Latina/o Studies. Knowledge of these critical conversations will aid students in making their own contributions to the field as they write their theses and dissertations. We will read such folks as Jose Limon, Mary Pat Brady, Frances Aparicio, and Gustavo Perez Firmat, to name but a few. Enrollment limited to 20 juniors and seniors.
AMST 1900J. Race, Immigration and Citizenship.
"Who can become an American?" is a central question in American society. This seminar examines the construction of national identity, citizenship as a legal and cultural status, and the struggle for equal protection of the law. The experience of excluded Asian and Latino immigrants are key to understanding this historical and ongoing process. Enrollment limited to 20 juniors and seniors.

AMST 1900K. China in the American Imagination.
Since Columbus, China has occupied a special place in the way America has been imagined and in the ways Americans have imagined their place in the world. This seminar will explore the relationship between China and America from Columbus to the present. While politics and diplomacy play an important role, the emphasis will be on trade, immigration and culture. Enrollment limited to 20 juniors and seniors.

AMST 1900L. Cold War Culture The American Culture in the Cold War.
This seminar will explore domestic politics, social movements, family life, sexuality, gender roles and relations, intellectual currents, and popular culture in the United States during the Cold War years. Special topics include adolescence, "conformity", and the rise of television. Sources include historical monographs, memoir, film, and fiction. Enrollment limited to 20 juniors and seniors.

AMST 1900N. Ethnicity, Identity and Culture in 20th Century New York City.
Explores the processes by which 20th-century New Yorkers created a self-consciously modern, urban, and ethnic American culture. Focuses on literary and artistic representations of life in 20th-century New York as manifested in works by five ethnic groups of New Yorkers that immigrated or migrated to the city after 1800: Jews, African Americans, Italians, Chinese, and Puerto Ricans. Enrollment is limited to 20 juniors and seniors.

AMST 1900O. Filipino American Cultures.
Examines the situation of Filipinos in the U.S. Drawing from social history, cultural studies, literature, and visual culture, the readings focus on the Filipino experience in the U.S. through a study of self-representations in various forms such as literature and visual culture. Readings include Campomanes, Rafael, Bulosan, Linmark, and San Juan. Enrollment limited to 20 juniors and seniors.

AMST 1900P. Essaying Culture.
This course is interested in the essay as form. As a verb, essay means "to make an often tentative or experimental effort to perform." We will explore through reading and our own writing the poetic, gnomic, and often desultory moves the essay makes as it seeks to understand its cultural objects. Like the novel, the essay is an omnivorous form. It consists of fragments, poetry, personal reflection, lists, rational argument, and much more as it winds its way to understanding. We will be reading a range of essays, as well as theories of the form. WRIT

AMST 1900Q. From Perry to Pokemon: Japan in the United States, the United States in Japan.
This course traces the cultural interactions between Japan and the United States beginning with Matthew Perry is 1854 voyage. Topics include Japanese scrolls depicting Perris arrival; paintings, architecture and musical forms that traveled between the two countries; the U.S. occupation of Japan after World War II; the popularity of anime and other Japanese films in the U.S.; and the importance of American popular culture in post-war Japan. Enrollment limited to 20 juniors and seniors.

AMST 1900R. Gender, Race, and Class in the United States.
Focuses on the emergent feminist scholarship that both empirically and theoretically analyzes how the intersection of race, class, gender, sexual preference, and age shapes the lives of women, men, and transgendered people in the U.S. Enrollment limited to 20 juniors and seniors.

AMST 1900S. Green Cities: Parks and Designed Landscapes in Urban America.
Examines the cultural meaning and public use of greenspace in American towns and cities. Covers city parks and metropolitan park systems; the landscaping of riverfronts, streets, cemeteries, and company property; and the contributions of landscape architects such as Frederick Law Olmstead and Warren Manning to the field of urban planning. Begins in the 17th century with the creation of Boston Common and ends by reviewing the latest greenway plans for Providence. Enrollment limited to 20 juniors and seniors.

Between 1854 and 1965, Asian immigrants to the United States and other countries in the Americas were barred from immigration and citizenship. Circuit of ideas and political movements evolved to resist exclusion, disenfranchisement, and discrimination. We will examine: Chinese Americans and the Chinese revolution, the Ghadar movement among Indians of the Diaspora, and the Japanese American left and Japan. Enrollment limited to 20 juniors and seniors.

AMST 1900V. Immigrants, Exiles, Refugees, and Citizens in the Americas.
Focuses on populations who leave their homelands within the Americas. Examines the meaning of categories "refugee," "exile," "citizen," and "immigrant" in the postwar period. Explores the experience and reasons of people who leave their homelands, the relations between their countries of origin and their new society, and their access to rights in both countries. Questions the extent of population movements in the Americas as redefining conceptions of citizenship, rights, nation, and national identity in the U.S. Enrollment limited to 20 juniors and seniors.

AMST 1900W. Latina Literature: The Shifting Boundaries of Identity.
The purpose of this seminar is to survey and review the literature in the new and emerging field of Latina/o Religions. We seek to define the Latina/o religious experience and identify its unique qualities and expressions in relation to other religious movements and expressions in the Americas. Enrollment limited to 20 juniors and seniors.

AMST 1900X. Latina/o Religions: Encounters of Contestations and Transformations.
This seminar looks critically at traditional models of "race relations" in the Americas, the historical development and expressions of "blackness," "brownness" and "whiteness" at regional, national and international levels, and their contemporary articulations and ramifications. A primary focus will be the social and political dimensions of "ethnicity" and "race" in relations between Caribbeans and African Americans in New York City. Enrollment limited to 20 juniors and seniors.

AMST 1900Y. Latino New York.
The Latino population of NYC in the present generation has generated new lines of inquiry for the study of diasporas in contemporary urban settings. This course undertakes an analysis of this experience from diverse interdisciplinary perspectives, with a focus on cultural expressions and representations and with a view toward new ethnographic and historical approaches. Enrollment limited to 20 juniors and seniors.

AMST 1900Z. Latinos and Film.
Analyzes the way Latino ethnicities have been constructed and misrepresented in Hollywood films from the silent era to the present, and examines contemporary work by Latino directors, producers, screenwriters, and actors who produce films that counteract the negative stereotypes of Hollywood films with more accurate, complex, and positive images of their own histories and cultures. Weekly screenings both in and out of class and readings that introduce a new body of film criticism from a Latino perspective. Enrollment limited to 20 juniors and seniors.

AMST 1901A. Latinos in Black and White: Race, Ethnicity and Identity in the Americas.
This seminar looks critically at traditional models of "race relations" in the Americas, the historical development and expressions of "blackness," "brownness" and "whiteness" at regional, national and international levels, and their contemporary articulations and ramifications. A primary focus will be the social and political dimensions of "ethnicity" and "race" in relations between Caribbeans and African Americans in New York City. Enrollment limited to 20 juniors and seniors.

AMST 1901D. Motherhood in Black and White. Focuses on American motherhood with respect to race: under slavery; at the turn of the 20th century; and in contemporary society. Texts include fiction, film, history, feminist and psychoanalytic theory, e.g. "Uncle Tom's Cabin," "Incidents in the Life of a Slave Girl," "Imitation of Life," and "The Reproduction of Mothering." Enrollment limited to 20. Instructor permission required. DPLL WRIT

AMST 1901F. Orientals: The Representation of Asians in American Popular Culture. This is a research seminar designed to explore questions relating to the cultural construction of Asians as a racial group in the United States. The seminar will interrogate the ideas of race, ideology, Orientalism and popular culture. The seminar will then analyze various moments in the formation of dominant images of Asians in American Culture. Enrollment limited to 20 juniors and seniors.

AMST 1901G. Race and Art in America. How do art and space function as a critical practice, a tool of resistance, and a form of self-determination in racialized 20th-century America? This course will introduce students to ways of looking at and analyzing examples of visual, performance, and mixed-media artwork by African American, Asian American, and Chicano artists who resist, challenge, deform, and subvert traditional concepts of art. Enrollment limited to 20 juniors and seniors.

AMST 1901H. Race and Poststructuralism. Poststructuralism continues to be a major preoccupation in the discourse of the academic left, but relatively few courses consider how poststructuralist interrogations of subjectivity and history can help us to think about race in a U.S. context. This seminar begins with an overview of key poststructuralist concepts, then moves to poststructuralist texts which take up race as a primary object, and finally takes up the collision between poststructuralist thought and racial identity politics. Enrollment limited to 20 juniors and seniors.

AMST 1901I. Race and Sexuality in Contemporary U.S. Film. This course aims at producing cultural criticism about the representation of race and sexuality in U.S. films of the 1960s-90s. By examining the circulation of images and ideas about bodies in Hollywood and "independent" production, we consider how cultural norms are constructed. Texts include films, popular film criticism (print and televisual), film theory, and industrial history. Enrollment limited to 20 juniors and seniors.

AMST 1901J. Race Immigration and the Law: The Asian American Case. From 1870 to 1943, Chinese were defined by their "race" as ineligible for citizenship and immigration. Similar prohibitions against Japanese, Filipinos, and Indians followed in the early 20th century. This seminar will examine Asian American struggles against exclusion and how they shaped American definitions of citizenship, race, and constitutional rights. Enrollment limited to 20 juniors and seniors. DPLL


AMST 1901L. Reading Latino/a History through Fiction. Examining the imaginative act of writing, the course studies the fictional portrayal of historical subjects, facts, and events. Focuses on how non-fiction is fictionally processed in contemporary Latina and Latino novels. How do "Latino" facts-modeled by struggles for civil and human rights and U.S. foreign intervention--speak? How does novelist orient readers toward an understanding of social reality? Enrollment limited to 20 juniors and seniors. DPLL

AMST 1901N. Researching the History of Children and Childhood. Explores how to research and interpret the ways that race, class, gender, and region have shaped the social organization, cultural meaning, and experiences of American children and childhood. Focus is on the possibilities and challenges posed by various types of evidence: visual and literary representations, memoirs, childhood advice, toys and play, children's literature, clothing, and protective and restrictive laws. Enrollment limited to 20 juniors and seniors. DPLL

AMST 1901O. Rivers in the Industrial City. Rivers promote industrial development and serve as important resources and cultural amenities for communities that have a substantial manufacturing base. This interdisciplinary seminar looks at the use and abuse of rivers in American industrial cities from the 18th century to the present. Enrollment limited to 20 juniors and seniors.

AMST 1901Q. Screening Men: Hollywood Masculinities, 1944-Present. Surveys Hollywood representations of dominant masculinity with the aim of interrogating these representations. Considers how such representations have changed over time and how changes may be read in relation to contemporary social, economic, and political pressures. In addition, considers how these texts interact with theoretical issues of representation, identification, and spectatorship. Enrollment limited to 20 juniors and seniors.

AMST 1901S. Society and Identity: A Comparative Approach to the Colonial Americas. Compares New Spain, the British North American mainland, and the Caribbean from initial colonization in the 16th century to 18th-century wars of independence. Focuses on the complex interplay of class, gender, race, and ethnicity that defined social formations and shaped identities. Reading biographies of ordinary people as well as synthetic histories, engages the past on different levels and connects individual identity and action to broader historical processes. Enrollment limited to 20 juniors and seniors.

AMST 1901U. The Charm of Anticipated Success: Varieties of the American Dream in U.S. History. The American Dream is one of the great myths of our national history—not "myth" in the sense of a falsehood, but rather a widely-held belief whose validity cannot be definitively proved or disproved (like "all men are created equal"). Using sermons, fiction, songs, and other cultural forms, this research seminar explores the complexities of the myth from the time of the Puritans to the present. Enrollment limited to 20 juniors and seniors.

AMST 1901V. The Contested City: Urban Culture in America, 1880-1940. Focusing on the popular culture of American cities, this course examines the evolution, commercialization, uses, and struggles over vaudeville, jazz, and early film, and leisure activities such as dancing, nightclubbing, drinking, and shopping. Consideration will be given to the gendered, class-based, and racialized nature of leisure activities and spaces, reform efforts, and the dynamics of social change. Prerequisite: At least one semester of college-level course in U.S. history or literature. Enrollment limited to 20 juniors and seniors.

AMST 1901W. The Development of Black Feminism. Beginning with the participation of black women in the abolition movement and ranging forward to current black women novelists and feminist theorists, this course will examine the intellectual development of black feminism. We will pay particular attention to black feminism as an area of critical study, and will explore the concepts of representation, ideology, discourse, race, gender, and sexuality. Enrollment limited to 20 juniors and seniors.
AMST 1901Y. The Making of U.S. Child Welfare
Will examine the origin and design, at the beginning of this century, of the U.S. child welfare system. The separation of child from adult welfare, the definition of a special relationship between children and the state; foster care versus institutional care; the juvenile justice system; child labor; infant and maternal welfare; aid to children in families; and school-based welfare are some of the topics to be covered. Enrollment limited to 20 juniors and seniors.

AMST 1901Z. The Old/New Immigration
By comparing and contrasting the migration and adaptation experiences of Russian Jews and southern Italians, explores in depth the massive immigration from eastern and southern Europe that took place between 1880 and 1924. Topics include: the causes and countours of emigration, settlement patterns, adaptation and assimilation, ideologies of left and right, immigration as a gendered experience, immigrant writers and intellectuals, nativism and restriction, and the "new immigration" and national memory. Enrollment limited to 20 juniors and seniors.

AMST 1902A. The Politics of Asian American Culture
From Bret Harte's "Heathen Chinee" to Bill Clinton's John Huang, Asian Americans have been represented as aliens in American culture. The task of Asian American cultural production has been to create a space for an Asian American citizenship. This course looks at autobiography, fiction, drama, film, and cultural criticism to understand how Asian American culture makers have sought to combat imposed stereotypes, subvert structural hegemony, and undermine self-imposed orthodoxies. Enrollment limited to 20 juniors and seniors.

AMST 1902E. The Second Americans: Narratives and Images of Hispanics in the U.S. 1513-1945
Confronts the notion of Latinos as "foreign" by demonstrating historical depth and geographic breadth of the Hispanic/Latino experience in what is now U.S. territory-from colonial Florida, California, and the Southwest, to early 20th-century Puerto Rican and Cuban communities in New York. Explores contrasting Hispanic and Anglo views of the presence of Hispanics via such diverse sources as historical chronicles and autobiographies, Hollywood films, romance novels, and popular music. Enrollment limited to 20 juniors and seniors.

AMST 1902H. Topics in Asian American History and Culture: Diasporas and Transnationalisms.
This seminar reviews the theoretical literatures on diaspora and transnationalism. We then place Asian migrations to the Americas (North America, Hawaii, the West Indies, Central and Latin America) in the context of migrations out of and within Asia in the 19th and 20th centuries. Finally, we consider transnationalism as an analytical framework for understanding the process of Asian-American community formation. Enrollment limited to 20 juniors and seniors.

AMST 1902J. Topics in Latino Studies: Racial Ideologies, National Belonging, and Citizenship in the Americas
What is the relationship between citizenship, national belonging, and ideologies of race in the Americas? In what ways do gender and class differences affect this relationship? Focusing on these questions, the racial and social experience of U.S. Latinos are compared with that of the populations in various countries in the hemisphere. Theoretical readings and empirical examples. Enrollment limited to 20 juniors and seniors.

AMST 1902N. Uncovering the Story of Latina/o Identity: Movement, Space and Culture.
This course examines the multiple ways of knowing and understanding Latina/o cultural identity and expression in the Americas. The story of a Latina/o cultural identity is mapped out as place and sentiment in both historical and contemporary periods. We utilize theory and method from both the social sciences and the humanities to uncover and better understand the story of Latina/o identity and ourselves. Enrollment limited to 20 juniors and seniors.

AMST 1902O. Urban Borderlands
This course analyzes changing patterns of immigration from Latin America to the U.S. by comparatively examining the emergence of various Latino communities and cultures in selected cities. It explores interethnic relations among the various Latino communities, as well as Latinos' interactions with other racial and ethnic groups. The cities to be considered are Los Angeles, New York, Miami, San Antonio, Washington DC, and Providence—the last of which will be explored via student projects in the community. Enrollment limited to 20 juniors and seniors.

AMST 1902Q. Chicano Studies Seminar
Explores the culture and politics of Mexican people in the United States leading up to and through the 1960s and 1970s, and the post-nationalist period that continues to the present. Our approach will be interdisciplinary, including readings and films that explore the history, sexuality, art, music, labor, and gendered identities of this diverse community. Prerequisite: Introduction to America/Ethnic Studies recommended. Enrollment limited to 20 juniors and seniors.

AMST 1902T. Henry James and The American Scene

AMST 1902Y. The Black Female Body in American Culture
This course on gender and representation will use the black female body as an example of the ways in which images, both verbal and visual, of women of color are utilized within American culture. Through literature, film, visual art, and popular culture, we will consider the legacy of slavery, the persistence of stereotypes, sexual violence, and black women's resistance. Enrollment limited to 20 juniors and seniors.

AMST 1902Z. Radio: From Hams to Podcasts
This course examines the history of radio broadcasting and asks if a consideration of radio's historic flexibility can predict the future of this interesting medium. Readings will focus on the exciting new field of radio studies, emphasizing economics, structures, and listeners. Topics include radio's ability to cross borders, create racial and gender categories, and change programming possibilities. Enrollment limited to 20 juniors and seniors. WRIT

AMST 1903B. Alien-nation: Latina/o Im/migration in Comparative Perspective.
Explores how Latina/o immigration to the United States has reshaped the meaning of "America" over the last hundred years. We will study Latina/os in comparison to other im/migrants and examine how US immigration policy has created a nation partly composed of "alien" residents, some citizens, others not, who have constructed alternative notions of belonging. Enrollment limited to 20 juniors and seniors.

AMST 1903E. City of the American Century: The Culture and Politics of Urbanism in Postwar New York City
This seminar will investigate the life, history and culture of New York City from World War II to the fiscal crisis of the mid 1970's, with a particular interest in transformations in the built environment of the city and region. We will primarily focus on the cultural representations, intellectual visions, and political struggles that arose around these transformations, but will also consider their effects on everyday life. Enrollment limited to 20 juniors, seniors, and graduate students specializing in American Studies.

AMST 1903F. Topics in Asian American History: Migration, Race and Citizenship.
This seminar will explore the relationship between Asian Americans and the US State in three historical moments; the era of exclusion, WWII internment, and the post-civil rights era. We will look at citizenship as a cultural signifier that organizes race, gender, sexuality and class as well as a legal status. Enrollment limited to 20 juniors and seniors.
AMST 1903G. Oral History and Community Memory.
Students in this seminar will conduct oral history interviews and archival research to create an audio and visual history of one Providence neighborhood. Collected materials will be prepared for public presentation as a walking tour and web site. Enrollment limited to 20 juniors, seniors, and graduate students.

AMST 1903H. Space and Place: Geographies of the Black Atlantic.
Is the map on an iPhone representative of the space beneath our feet? Does a ‘map’ have to represent geographic space or can it represent something else? For centuries people have sought to make sense of the geographies of their everyday lives as well as environments out of their purview. In this course, we will engage with a number of approaches to space and place including historical, cultural, ethnographic, literary, geographic, and artistic, focusing on African diasporas and the Black Atlantic. Students will analyze texts, artworks, and web-based projects, and at the end of the course, create their own maps. Enrollment limited to 20 juniors, seniors, and graduate students.

AMST 1903J. Anthropology and Art.
Art is a historic topic of inquiry in anthropology. From the early days of collecting and displaying ethnographic relics in cabinets of curiosities to the bustling movements of art and artists in global art markets, anthropologists have sought to understand social life through art, and art through social life. Through readings, discussions, films, digital materials, and artworks, we will learn about artists, art worlds, art practice, and how anthropologists have studied the arts. Course assignments include critical responses to course material, a final research project, and participation in Providence arts events.

AMST 1903P. Please, Please Me.
This seminar will investigate theories of pleasure and its representation in a range of fictional texts. What is it that makes a text pleasing and for whom? How do we talk about pleasure and explain it to others? I am especially interested in the representation of pleasure from the 1970s on. Enrollment limited to 20 juniors and seniors.

AMST 1903Q. Out of Place: Regional Boundaries and their Transgression in Novels, Photography, Public Humanities.
This class explores the meaning of “region” in contemporary American culture. Focusing primarily on the West, we will examine the construction and transgression of geographical and ideological regional boundaries. Questions considered include: What does crossing boundaries tell us about the stability and meaning of region? What role do race, gender, and nationality play in moving across regional lines? What do shifting regional identities tell us about the possibilities and problems in ways of transforming identity? Sources include fiction, essays, websites, and photography. We use skills and ideas built over the semester to consider the ways museums and other public sites construct regional boundaries. Enrollment limited to 20 juniors and seniors, with priority given to American Studies concentrators.

AMST 1903R. Big Business, the Bomb, and Smokey Bear: Cold War Origins of Today’s Environmental Movement.
Beginning with the psychological, cultural, and environmental changes brought by the Atomic Bomb, this seminar traces Americans’ growing environmental awareness and concern with corporate power. We will look at classics like Aldo Leopold’s Sand County Almanac and Rachel Carson’s Silent Spring, as well as films, poetry, popular texts, and histories complicating traditional notions of the origins and conduct of the contemporary environmental movement. Students will have the opportunity to explore an aspect of environmentalism or the environment in depth through a semester writing project. Enrollment limited to 20 juniors and seniors.

AMST 1903T. The Materiality of History: Material Culture Theory and Practice.
Focusing on Native American, early American, and contemporary US material culture, this course develops critical methods for analyzing historic materials, not as silent monuments to the past, but as legible research materials for scholarly work. Who studies ‘things’, and with what methods? From the invisible to the living to the monumental, what are the limits of “thingness”? What is the role of commodification and American consumerism? Through selected readings and site visits, we will identify ‘best practices’ for integrating artifacts, collectibles, and every day things with documentary research in narrating and exhibiting the past. Enrollment limited to 20 juniors and seniors.

AMST 1903V. Asian and Latino Immigration.
This seminar examines the ways in which the histories of Asian and Latino immigration parallel and intersect each other throughout US history. Capitalist development and labor migrations; wars and refugees; immigration policies and changing racial formations will be among the topics we explore. Enrollment limited to 20 juniors, seniors, and graduate students concentrating in American Studies and Ethnic Studies. DPLL

AMST 1903W. The Boy Problem: Male Adolescence as Social Pathology.
Focusing on the beginning, middle, and especially concluding decades of the 20th century, this course examines the ways in which both expert and popular discourse in the US have conflated male adolescence with social pathology and have constructed an image of the teenage boy as both symptomatic of and responsible for the nation’s ills. Particular attention will be paid to issues of gender, race, and class. Primary source readings and original research will be emphasized. Enrollment limited to 20 juniors and seniors.

AMST 1903X. Style and the Man: Masculinity in Fashion and U.S. History.
This class will examine the role clothes have played in constructing notions of masculinity and manhood from the mid-19th century to the present. We will take seriously the oft-heard comment, “the clothes make the man,” by studying the sartorial circumstances around the formation of men’s fashion. These circumstances include class, ethnicity, race, gender, sexuality, and generation. Our study will be episodic and privilege New York and Los Angeles, though other locations will be considered comparatively. Enrollment limited to 20 juniors and seniors concentrating in American Studies.

AMST 1903Y. American Publics.
Americans worry about the quality of their civic life and fear its decline. We examine the public sphere’s popular and political dimensions as well as challenges to the boundaries of American public life. Who is a citizen and thus eligible to participate? The course pays particular attention to concerns about the impact of new media—print, broadcasting, the internet. Taught simultaneously with the same course at the University of Melbourne, Australia, students will be linked digitally for discussion and collaborative writing. Enrollment limited to 20 juniors and seniors.

AMST 1903Z. Shrine, House or Home: Rethinking the House Museum Paradigm.
This seminar will examine historic house museums within the context of American culture from the founding of Mount Vernon in 1853 to their present decline in popularity and relevance. Utilizing sources from a variety of disciplines including literature, women’s and family history, and museum and preservation theory and practice, students will re-examine the prevailing historic house museum paradigm and develop interpretation plans for house museums in the Providence area. Enrollment limited to 20. If oversubscribed, priority is given to students in the Public Humanities Programs and Department of American Civilizations. No prerequisites.
AMST 1904A. Memories, Memorials, Collections and Commemorations.
To understand how American culture thinks about the past, we will explore a range of texts including museum exhibits, historical society collections, memorials, and civic celebrations. These sites and objects, the material culture of memory, help us understand the construction of national, community and personal identity. Students will also undertake practical projects in memorialization and commemoration, among them designing the program for a new memorial to the Rhode Island slave trade. Enrollment limited to 20 juniors and seniors.

AMST 1904B. Henry James Goes to the Movies.
This course will focus on some of the novels and stories by James that have been made more than once into films or tv shows - Washington Square, The Turn of the Screw, The Portrait of a Lady, and The Golden Bowl - and study the narrative and visual choices as interpretations of James's texts. Critical readings on the art of fiction and the art of film will also be included. Enrollment limited to 20. WRIT

AMST 1904C. The Pacific Rim in American History.
Investigates the circuits of people, goods and ideas between Asia and the Americas. Although these flows have been at work for the past half millennium, this course will focus principally on three historical moments: the trading world of the 17th and 18th centuries; colonialisms and their critics in the late 19th and early 20th centuries; and the “American Century” in the late 20th century. Enrollment limited to 20 juniors and seniors.

AMST 1904D. End of the West: The Closing of the U.S. Western Frontier in Images and Narrative.
In 1893, Historian Fredrick Jackson Turner declared "the closing of the American frontier," touching off an argument among historians about the meaning and significance of European expansion and settlement in the area west of the Mississippi River. Historians, filmmakers, television producers and photographers have continued the debate in their writings, images, and drama that will be the subject of this class. We will consider the various ways The West has "ended" in popular culture and academia, and consider how these narratives shape our present perceptions of the region and the people and cultures that inhabit and border it. Enrollment limited to 20 juniors and seniors.

AMST 1904F. The American Experience: The Southeast Asian Refugees/Americans.
Explores the complexity of the American experience, the displacements and diasporas of the Vietnamese, the Cambodians, the Hmong, the Lao, and the Vu Mien in America through multiplicity of perspectives and interdisciplinary approach. Special emphases are on the reinvention of families and homes in New World, the American-born generation, how the American-ness and the sense of “home” are constructed, defined, and contested through literary and cinematic works, self-representations, and cultural productions written and produced by these new American Americans themselves. Enrollment limited to 20. DPLL

AMST 1904G. Museums, Identities, Nationhood.
Will explore the national museum as a cultural institution in a range of contrasting contexts, revealing how these museums have been used to create a sense of national self, deal with the consequences of political change, remake difficult pasts, and confront those issues of nationalism, postcolonialism and multiculturalism which have come to the fore in national politics in recent decades. Enrollment limited to 20 juniors, seniors, and graduate students.

AMST 1904I. Art/Place.
This course surveys the many ways in which contemporary artists respond to, remake, and intervene in places, and teaches students to articulate their own creative responses to place. We will be working intensively in Providence's Jewelry District, collaborating with the nonprofit Artists in Context to create a public artwork, and developing each person's creative practice in response to the narrative and aesthetic prompts of this contested space. The course will culminate in a final exhibition of student projects curated by the students themselves. Enrollment limited to 14. LILE

AMST 1904J. The Asian American Movement: Communities, Politics and Culture.
In 1969 students at S.F. State College invented a new social category; they called it Asian America. This seminar begins with an examination of the Asian American Movement, its origins and aspirations, its ideological cross currents, its failures and enduring legacies. But the central question we will ask is, what relevance does the Asian American Movement have for struggles for social justice today? Enrollment limited to 20 juniors and seniors.

AMST 1904L. Cultural Heritage, Curation and Creativity.
The course examines current theories and practices in cultural heritage work from various international perspectives and places them in dialogue with practices, theories and critical perspectives from the contemporary arts. It offers students the opportunity to participate in a practical and creative cultural heritage project, realizing a curated experience/event/experience within the urban environment of Providence. Questions of material and form; the relationship between language and vision; the role of description in interpretation; and what constitutes learning through visual experience will be considered. Following readings in cultural heritage theory, curatorial studies and critical theory, the course will engage students both intellectually and practically through individual and group curatorial projects. Enrollment limited to 14 juniors and seniors. LILE

AMST 1904M. Charles Chaplin and the Urban Public Health Movement.
Examines the science, politics, and programs of the 19th and early 20th century urban public health movement. Scope will be national but the focus will be on Providence, particularly during the tenure of Charles Chaplin as Superintendent of Health. Will result in the mounting of an exhibit illustrating and explaining one of facet of the movement. Enrollment limited to 20 juniors and seniors.

AMST 1904N. The Korean War in Color (ENGL 1761V).
Interested students must register for ENGL 1761V.

AMST 1904O. Native American Environmental Health Movements (ETHN 1890J).
Interested students must register for ETHN 1890J.

AMST 1904P. Queer Relations: Aesthetics and Sexuality (ENGL 1900R).
Interested students must register for ENGL 1900R.

AMST 1904Q. Engendering Empire (ETHN 1890K).
Interested students must register for ETHN 1890K.

This course explores the challenges to narrative modes, institutional patterns, and models for studies in material culture that are posed by emerging digital media practices. This course will focus on the example of the collections and resources of the Haffenreffer Museum of Anthropology. Readings in brain science and anthropology that focus on the cognitive and social mechanics of cultural capital formation to project development techniques in simulation and prototyping that derive from movie production, interaction design, game development and architecture. Students from a broad spectrum of arts and science backgrounds, including specifically those from museum curation and computer science, are welcome. Enrollment limited to 15. LILE

AMST 1904S. Ethnic American Folklore: Continuity and the Creative Process.
The course investigates how folklore and the oral culture of diverse cultural groups have transformed within their texts and in their creative representations and meanings. It looks into the dynamics of cultural continuity and the creative process involved, from oral narratives, foodscape, family lore, the senses of place, and the senses of home. At the juncture of the oral, the written, the popular, and the high tech, what are the new cultural forms, new cultural products, communication milieu and venues negotiated and contested. Anthropological field research methods and training will be a major emphasis of the course. Enrollment limited to 20.
AMST 1904T. Women and Work in the 21st Century. Debates about women and work seem to be everywhere in American culture, dominated by the question of whether professional women can "have it all." Simultaneously, women—especially women of color—continue to be concentrated in the lowest-level, most poorly-paid jobs. And as more families depend on women's income, the contradictions between waged work and unwaged family work grow more acute. Controversies about women and their labor—waged and unwaged—have a long history in the U.S. This course will explore current debates from historical, sociological, and theoretical perspectives, with particular attention to the impact of race and class. Enrollment limited to 20 sophomores, juniors, and seniors.

AMST 1904V. Decolonizing Minds: A People's History of the World. This seminar will explore the knowledge-production and military-financial infrastructures that maintain empires, as well as the means through which people have either resisted or embraced empire. While some attention will be made to the 19th and early 20th century colonial context, the bulk of the course will focus on the Cold War liberal era to the neoliberal regime that continues today. Possible topics include: popular culture and ideology, the Cold War university, area studies, international anti-war networks, transnational labor activism, the anti-colonial radical tradition, and the Arab Spring/Occupy Movements. Weekly readings; evaluation based on participation and analytical essays. Enrollment limited to 20. No overrides will be given before the semester begins. Please come to the first class meeting if you are interested in taking the course. DPLL

AMST 1904W. Native American Environmental Health Movements (ETHN 1890J). Interested students must register for ETHN 1890J.

AMST 1904X. Imagining And Depicting China In America. Geographically remote and less-obviously intertwined politically and culturally, China's distance has fostered an active imaginary, producing rich visual and textual resources. This seminar examines narrative and visual culture over the long period Americans have been fascinated with China and the Chinese, from the 18th century to the present. Visual primary sources are our principal "texts" and include paintings, cartoons, decorative arts, photography, films, fiction, news articles, and government documents. The goal of the course is to interrogate how we envision China and the Chinese today, placing that vision within a critical historical perspective. Enrollment limited to 20. DPLL

AMST 1905A. Crises in American Capitalism. We are now in the midst of what is commonly called the Great Recession—the biggest economic crisis since the Great Depression. This course investigates these two crises in American capitalism: how they were caused, resisted, represented, and remembered. Students will be asked to interrogate the meanings of these economic crises, and to consider their various political and cultural uses. Assigned texts will include history, fiction, journalism, film, memoir, and photography. Enrollment limited to 20 sophomores, juniors, and seniors.

AMST 1905B. Media and Modern Childhood (GNSS 1960S). Interested students must register for GNSS 1960S.

AMST 1905C. Mainstream Journalism in America (through the prism of The New York Times). Jefferson is supposed to have said that if he were forced to choose between a free government and a free press he would choose a free press, because without it a free government would not survive. It is certainly true that newspapers, and later the electronic media, have had major impacts on American politics and society. Now these media are in a period of convulsive change; their business model is broken and no one can fix it. This course will consider the growth, evolution, influence and future of these media, particularly The New York Times. Weekly readings; evaluation based on class discussions with consider overrides to 20. DPLL

AMST 1905D. African American Musical Theatre (MUSC 1905D). Interested students must register for MUSC 1905D.

AMST 1905E. American Poetry II: Modernism (ENGL 1711A). Interested students must register for ENGL 1711A.

AMST 1905G. Literature and the Problem of Poverty (ENGL 1710K). Interested students must register for ENGL 1710K.

AMST 1905J. American Poetry I: Puritans through the Nineteenth Century (ENGL 1511G). Interested students must register for ENGL 1511G.

AMST 1905L. Transpacific Popular Culture. General Tso's Chicken is as American as apple pie, half the nation's 8-year olds practice some "ancient" Asian form of mayhem, and K-pop is still big in Mexico City while Spidey is a political superhero in Hong Kong and Bangkok street protesters flash Mockingjay salutes. In this seminar, we will use three spaces of cultural production and consumption, food, performance and street art, to illuminate deep circuits of migration, labor, culture, and popular politics across and around the Pacific. DPLL

AMST 1905M. Whose Heritage?: National Landmarks for Diverse Publics. In this course students examine the commemoration of specific sites, private and public, in creating, remembering, and preserving public history. Through theoretical readings, case studies, and workshops, students explore the intersection of people—as individuals, community members, and citizens—with their built environment, historic memory, and narrative. We explore how cultural heritage gets made, who chooses the sites, and whose history gets remembered by writing a U.S. National Park Service Landmark nomination for a local Chinese American site. The course also compares American cultural heritage programs with those of other countries and provides practical experience with National Park Service processes. DPLL

AMST 1905N. War and the Mind in Modern America. This course examines how the crucible of war has shaped modern conceptions of human nature. Moving from the Civil War to the present, we will consider questions such as changing theories of combat trauma, evolutionary and social scientific explanations for why people fight wars, and the role of memory in individual and collective understandings of violent conflicts. Students will analyze representations of war in film and literature in addition to reading historical and theoretical texts. WRIT

AMST 1905O. Reading and Righting Histories of Violence. This seminar proposes "histories of violence" as a useful framework to interrogate the varied forms of violence that constitute Western liberal modernity. These forms include systems of state power and imperial practices; subjective violence through raced, gendered, and sexualized hierarchies; and narrative violence that prevents histories and voices from emerging through the erasure of archives and narrative silencing. Course readings consider ongoing local and transnational struggles to reckon with the violent histories of slavery, empire, colonialism, nationalism, and democracy. They offer interdisciplinary models for researching and narrating these histories, with discussions with consider avenues for reckonings of violence to stories of change. DPLL LILE WRIT

AMST 1905Q. Laboring Women: Work, Reproduction, and Leisure since Reconstruction. This course examines US women's history from the late 19th century to the present, with a focus on labor broadly defined. It will consider how differences among women (e.g. race, ethnicity, religion, sexuality), as well as their status as women, historically shaped their experiences of work, cultural life, activism, and reproduction. WRIT

AMST 1905S. Enslaved! Indians and Africans in an Unfree Atlantic World (HIST 1970B). Interested students must register for HIST 1970B.

AMST 1905V. Digital Communities. Community and online engagement have been falsely cast in a dichotomous light—either a cure-all or a sure failure. Working with local communities, students will explore questions such as changing theories of computing, changing theories of human nature. Moving from the Civil War to the present, we will consider questions such as changing theories of combat trauma, evolutionary and social scientific explanations for why people fight wars, and the role of memory in individual and collective understandings of violent conflicts. Students will analyze representations of war in film and literature in addition to reading historical and theoretical texts. WRIT

AMST 1905W. Native American Environmental Health Movements (ETHN 1890J). Interested students must register for ETHN 1890J.

AMST 1904X. Imagining And Depicting China In America. Geographically remote and less-obviously intertwined politically and culturally, China's distance has fostered an active imaginary, producing rich visual and textual resources. This seminar examines narrative and visual culture over the long period Americans have been fascinated with China and the Chinese, from the 18th century to the present. Visual primary sources are our principal "texts" and include paintings, cartoons, decorative arts, photography, films, fiction, news articles, and government documents. The goal of the course is to interrogate how we envision China and the Chinese today, placing that vision within a critical historical perspective. Enrollment limited to 20. DPLL

AMST 1905A. Crises in American Capitalism. We are now in the midst of what is commonly called the Great Recession—the biggest economic crisis since the Great Depression. This course investigates these two crises in American capitalism: how they were caused, resisted, represented, and remembered. Students will be asked to interrogate the meanings of these economic crises, and to consider their various political and cultural uses. Assigned texts will include history, fiction, journalism, film, memoir, and photography. Enrollment limited to 20 sophomores, juniors, and seniors.

AMST 1905B. Media and Modern Childhood (GNSS 1960S). Interested students must register for GNSS 1960S.

AMST 1905C. Mainstream Journalism in America (through the prism of The New York Times). Jefferson is supposed to have said that if he were forced to choose between a free government and a free press he would choose a free press, because without it a free government would not survive. It is certainly true that newspapers, and later the electronic media, have had major impacts on American politics and society. Now these media are in a period of convulsive change; their business model is broken and no one can fix it. This course will consider the growth, evolution, influence and future of these media, particularly The New York Times. Weekly readings; evaluation based on class discussions with consider overrides to 20. DPLL

AMST 1905D. African American Musical Theatre (MUSC 1905D). Interested students must register for MUSC 1905D.

AMST 1905E. American Poetry II: Modernism (ENGL 1711A). Interested students must register for ENGL 1711A.

AMST 1905G. Literature and the Problem of Poverty (ENGL 1710K). Interested students must register for ENGL 1710K.
AMST 1906H. Beauty Pageants in American Society.
beauty pageants are often ridiculed, and even vilified, in American society. Yet their cultural power—from "There She Is" to Toddlers + Tiaras to pageant waves—is undeniable. What accounts for the enduring power of beauty pageants? This course draws on inter-disciplinary scholarship across the social sciences and humanities to examine how and why pageantry and American femininity have become linked in the public consciousness. By the end of this course you will be able to use beauty pageants as a lens to carefully examine gender, race, age, and appearance, and apply that critical thinking to other pop culture phenomena. WRIT

AMST 1906I. Collecting Culture: Indigenous Artifacts in North America and Taiwan.
This course is a comparative examination of ethnographic collections in Taiwan and North America. What is meant by "culture", "ethnic identity", "indigenous", and "nationality" in today's museum context in both places? Answers to these questions come into focus through an international comparison. In hands-on and virtual examinations of museum collections, students follow ethnographic artifacts from useful circulation to glass cabinets—and ultimately to tourist shops or galleries. We explore collecting and representation strategies of "ethnic" objects in relation to colonialism, decolonization, ethnic politics, and nationalism. How have indigenous peoples asserted authority in the presentation of their own societies? WRIT DPLL

AMST 1906J. Race, Gentrification, and the Policing of Urban Space (PLICY 1701W).
Interested students must register for PLICY 1701W.

AMST 1906K. Crimes of Gender and Sex: Producing and Imprisoning Criminals in the Age of Mass Incarceration.
Growing interest in mass incarceration has brought new attention to longstanding critiques of the criminal justice system. This course looks beyond failings such as "touch on crime" sentencing and racist policing to examine criminal justice as a system that defines and produces criminality. Specifically, we will examine criminalization as a social, political, and cultural process that not only makes certain bodies "criminal," but also reinforces dominant beliefs about gender, sexuality, and sex. We will explore theories of criminality, methods of policing and imprisonment, rehabilitation initiatives, and prison activism through an intersectional lens. WRIT DPLL

AMST 1970. Independent Reading and Research.
Required of all honors candidates in the senior year, Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. S/NC

AMST 2010. Introduction to Interdisciplinary Methods.
Introduction to interdisciplinary studies required of all first-year graduate students in American Studies. Graduate students from other departments may enroll with permission of the instructor.

AMST 2020E. Introduction to Interdisciplinary American Studies.
This graduate-level course offers an introduction to the discipline of American Studies through a close reading of four important texts representing different methodologies and theories within the discipline. We will also read a series of seminal articles focused on transnationalism, highlighting the significance of border-crossings to the American experience throughout the semester. The goal of the course is to familiarize students with pedagogical approaches within American Studies, through active seminar discussions, fieldtrips within the community, and work with material and visual media as well as secondary texts.

AMST 2220A. Digital Scholarship.
This course examines how the social sciences and humanities changed as a result of the information revolution. We will look at changes in museums, publishing, knowledge production, and pedagogy. Students learn digital tools and use them to create new media projects experimenting with public scholarship, digital humanities research, archival tools, and/or classroom possibilities. Digital novices welcome. Enrollment limited to 20.

AMST 2220B. Culture, Politics and the Metropolitan-Built Environment.
This interdisciplinary readings seminar will provide graduate students with an introduction to recent scholarly work on 20th century and contemporary cities and suburbs. Readings will be drawn from cultural, political, social, and intellectual history, American Studies, political science, sociology, and ethnography. They will investigate the interconnections between urban and suburban development and the role of ideology, class, gender, race, and globalization in shaping planning, architecture, culture, policy, politics, and social movements. This class is open to students in American Studies, History, Sociology, Political Science, Anthropology, and other disciplines who find themselves interested in multi-disciplinary approaches to the study of cities and suburbs.

AMST 2220D. Museums in Their Communities.
This seminar examines in detail the internal workings of museums (of anthropology, art, history, science, etc.) and their place in their communities. Accessions, collections management, conservations, education, exhibition, marketing, research, and museum management are among the topics discussed. Open to graduate students only.

AMST 2220E. American Orientalism and Asian American Literary Criticism (ENGL 2760Y).
Interested students must register for ENGL 2760Y.

AMST 2220G. Old Media New Artists: Innovation and Contingency in African American Culture.
What are the defining characteristics of newness in twentieth-century African American culture? How have black creative artists repurposed their respective disciplines in accordance with and against the shifting prodivities of African American social politics? Through an interdisciplinary focus that considers music, literature, visual arts, and interactive media, this seminar proposes several alternative epistemological frameworks for recognizing the emerging artistry of our time. Enrollment is limited to 20 graduate students.

AMST 2220I. Skin Deep: Reading Race, Reading Form.
There is a movement away from symptomatic/paranoid readings of literature. In 2009, Stephen Best/Sharon Marcus pitched this in their call for surface readings, which deals with what is manifest/present in texts, rather than the latent/concealed. I hope to get beyond politically-instrumental readings of literature/to thinking in a sustained fashion about language/form/aesthetics of race. The seminar will divide between reading histories/theories of race (obsession with physical variation as race and technologies of seeing that we use to read race) working through a range of post-nationalist works of literature/sharpening our understanding of reading as a mean-making event. Limited to Grad Students and seniors.

AMST 2450. Exchange Scholar Program.

AMST 2500. Museum Interpretation of the American Experience.
A seminar examining methods of museum interpretation, the ways that museums convey information to the public with exhibits, tours, demonstrations, films, video tapes, slide shows, interactive computer programs, publications, and other techniques. We will visit museums that have an historical or anthropological focus and read theoretical and critical writings on the public interpretation of American material culture.

AMST 2510. Industrial Archaeology.
No description available. S/NC

Examines the methodological and theoretical underpinnings of current and past American studies scholarship. Enrollment limited to graduate students with preference given to American Studies graduate students. S/NC

This course surveys public humanities work, including cultural heritage preservation and interpretation, museum collecting and exhibition, informal education, and cultural development. It also provides an overview of the contexts of that work in nonprofit organizations, including governance, management, and development.
AMST 2550A. Asian American Political Movements to 1970. This research seminar will examine political movements in Asian immigrant communities in the United States and the Caribbean before the emergence of "Asian America" in the late 1960s.

AMST 2550B. The Japanese in the Americas. A research seminar on the comparative historical experience of Japanese in Hawaii, mainland U.S., Brazil, and Peru. Open to undergraduates with permission of instructor.

AMST 2550C. Advanced Seminar on Asian American History. Advanced seminar on Asian-American history, diaspora studies and globalization.

AMST 2560. Mechanics of Cultural Policy in America. This seminar presents and analyzes contemporary institutional initiatives and policies relating to culture, including public art, tourism, historic preservation, and museums. It demonstrates how political, social, cultural, advocacy, and media organizations from the local to international level shape policies designed to protect and present cultural sites and activities in society. Enrollment limited to 10 graduate students.

AMST 2560. Introduction to Public Humanities. This class, a foundational course for the MA in Public Humanities with preference given to American Studies graduate students, will address the theoretical bases of the public humanities, including topics of history and memory, museums and memorials, the roles of expertise and experience, community cultural development, and material culture. Enrollment limited to 20 graduate students.

AMST 2561. The Responsive Museum. This course considers the many kinds of experiences available to people in art museums. Although art museums have tended to embrace the values of art history, visitors use them in surprising, personally meaningful, powerful ways. Among the topics we will activate: building community, stimulating creativity, evoking memory and associations, learning about the self and others, healing, and crossing cultural boundaries. Enrollment limited to 15 graduate students.

AMST 2562. Community Documentary and Storytelling. This class focuses on ways that documentary methodologies and storytelling help individuals articulate and negotiate issues of race, ethnicity, gender and social class in local and regional communities. Through readings, discussions, and presentations by guest speakers, students will examine written, digital, visual, video/film, and oral presentations and performances as ways to express community stories. We will also consider how such projects can facilitate civic engagement. The class will involve participation in a community documentary project. Enrollment limited to 15 graduate students.

AMST 2563. Public Art: History, Theory, and Practice. The course offers an opportunity for RISD and Brown students to work together to understand the growing interdisciplinary field of public art. We will explore the potential of working in the public realm as artists and/or arts administrators. Topics include: pivotal events and artworks that formed the history of public art from the early 20th century to the present; approaches to site-specificity; ideas of community and audience; current debates around defining the public and public space; temporary vs. permanent work; controversies in public art; memorials, monuments, and anti-monuments; case studies; public art administration models, among others. It is both a seminar and a studio; students work individually and together on research, presentations, proposals and public projects. Contact the instructor Janet Zweig (janzetweig@earthlink.net). Enrollment limited to 12 seniors and graduate students. Instructor permission required.

AMST 2564. Designing Heritages: From Archaeological Sensibilities to Relational Heritages. Do you believe in the past? This course takes as its starting assumption that pasts are not temporally distant from today. They are contemporary experiences whose structure and mediation impact how we live in our shared world. This course will explore the intellectual history of archaeological thought and the development of heritage theory. While simultaneously exploring practical design skills, it will provide context to contemporary synergies between art, archaeology and heritage studies through interdisciplinary studies of architecture, art history, cultural criticism, heritage studies and archaeological theory. Enrollment limited to 15 seniors and graduate students.

AMST 2565. Cultural Policy Planning. Cultural policy is the aggregate of governmental activities in the arts, humanities, and heritage. This seminar explores its history and public/private context and offers practical insights about how to influence cultural policy design, especially methods to achieve public consensus through policy planning. Students discuss contemporary issues, examine policy planning principles, and learn practical methods through case study to develop policy recommendations. Enrollment limited to 10 seniors and graduate students.

AMST 2567. Museum Interpretation Practices. Examines current interpretive practices and offers students the opportunity to participate in creating gallery interpretation for the museum context. Questions of material and form; models of attention and perception, the relationship between language and vision; the role of description in interpretation; and what constitutes learning through visual experience will be considered. Throughout the semester students will develop an interpretive practice through a series of workshops, exercises, site visits and critical discussions. Enrollment limited to 14: seven seniors and graduate students, along with seven RISD students.

AMST 2568. Releasing the Imagination in Public Humanities Practice. Designed to stimulate and nourish creative approaches to work in museums and other venues of public humanities practice. Students will be invited into a series of creative adventures drawing on essential skills of close looking, deep listening, persuasive writing, and creative production. Essays from Maxine Greene's "Landscapes of Learning" and "Releasing the Imagination," as well as an array of personal essays, exhibition catalogues, fiction, and research from the fields of education, sociology, and psychology. Enrollment limited to 15 graduate students; undergraduates may be admitted with instructor permission.

AMST 2569. "Paradigm Dramas" Revisited: American Studies in Historical Perspective. The course offers an in-depth exploration of the radical roots and continual transformations of the academic discipline of American Studies within particular historical contexts, beginning in the early 20th century into the present. We will read seminal texts responsible for the formation of defining moments in the discipline's history, including the "myth & symbol school," "American exceptionalism," multiculturalism, post-nationalism and transnational American Studies. Students will produce reviews of current texts and reflect on future possibilities for a mature and globalized American Studies. Enrollment limited to 20 graduate students.

AMST 2660. Projects in Public Humanities. Devoted to one or more advanced projects in Public Humanities not covered in detail by the regular courses. Projects in public humanities provide practical, hands-on project and group project management experience that is essential for careers in museums, historic preservation, and cultural agencies. Students will work with faculty advisor to project completion. Written permission and topic description required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. This course is repeatable for credit. Prerequisite: AMCV 2650 or demonstrated ability of equivalent experience. Instructor permission required.
AMST 2670. Practicum in Public Humanities.
Practicums in public humanities provide practical, hands-on training that is essential for careers in museums, historic preservation, and cultural agencies. Students will work with faculty to find appropriate placements and negotiate a semester's or summer work, in general a specific project. Available only to students in the Public Humanities M.A. program.

AMST 2680. Practicum in Public Humanities.
Practicums in public humanities provide practical, hands-on training that is essential for careers in museums, historic preservation, and cultural agencies. Students will work with faculty to find appropriate placements and negotiate a semester's or summer work, in general a specific project. Available only to students in the Public Humanities M.A. program.

AMST 2690. Management of Cultural Institutions.
This course explores public humanities institutions as an organizational system interacting with broader community systems. Students gain an understanding of the managerial, governance and financial structures of public humanities organizations and how those structures relate to mission, programming and audience. The course is designed to help those who work on the program side of public humanities and cultural non-profits (as educators, librarians, curators, interpreters, exhibit designers, public programming coordinators, and/or grant makers) engage more strategically with planning, organizational behavior, revenue generation, finance, marketing, and governance.

AMST 2691. Poetry in Service to Schools and the Community.
Poetry in service to the community honors a connection between poetry and wisdom, assumes that poetry is a wisdom medium (vehicle, vessel, conveyance) toward more enlightened thinking and practice. In this way, it is also an ideal medium for extending our study and practice beyond Brown, conducting workshops in schools, community centers, youth detention facilities and elsewhere. The class emphasizes community building, in teaching pairs and classes and workshops throughout Providence, in Renga and workshop groups. Poetry is the connective tissue; building relationships is at the heart of the practice. Students will write and teach. Enrollment limited to 16.

AMST 2692. Digital Public Humanities.
What is "digital humanities" and how does it impact and intersect with the field of public humanities? Digital humanities work involves new approaches to reading, writing, research, publication, and curation: digital tools help us examine digital and non-digital material in innovative ways, and digital modes of communication help us reach new and wider ranges of audiences. This course provides students with the opportunity to create digital projects and utilize digital tools to further their academic and professional interests.

AMST 2693. Community Arts with Young People.
Blurring the boundaries between artist and audience, practitioners of community arts have engaged underrepresented audiences who have traditionally relegated to more passive forms of participation, including young people with little access to arts education. This class provides students the opportunity to research and/or to conduct their own community arts projects with young people in Providence. Students will develop a deeper and more critical understanding of theorizing and implementing community arts projects with youth; will examine how to create pedagogic conditions with youth through the arts and humanities, as well as ways to systematically observe, document, and analyze these pedagogies. Enrollment limited to 15.

AMST 2695. Museum as Idea.
What should museums be in the 21st century? Are museums of today relevant to cultural historical, scientific, artistic, political and educational purposes? How can they provide more meaningful encounters with objects to inspire curiosity and to honor their creators? How can museums relate to their diverse communities today? Must they own objects to be museums? Growing from the historical basis for museum theory, We’ll suggest alternative approaches, create platforms for new perspectives. We’ll rely on readings, discussion, and meetings with museum leaders, and on independent creative research. All will be challenged to invent their own concept of "museum". Enrollment limited to 12.

AMST 2696. The Promise of Informal Learning.
The course will take as its focus "Facilitated informal learning" - learning that happens outside of formal learning environments but is facilitated by an educator. It will explore facilitated informal learning within cultural institutions - museums, historic houses, zoos, libraries, science centers, children’s museums. The course will explore the pedagogical methods, underlying philosophies and learning theories, audience, debates, and goals of facilitated informal learning today.

AMST 2697. Museum Interpretation Practices.
This course examines current interpretive practices and offers students the opportunity to participate in creating gallery interpretation for the museum context. Questions of material and form; models of attention and perception, the relationship between language and vision; the role of description in interpretation; and what constitutes learning through visual experience will be considered. Throughout the semester students will develop their interpretive practice through a series of workshops, exercises, site visits, and critical discussions. Enrollment limited to 15.

AMST 2699. Digital Storytelling.
Digital storytelling takes the traditional craft and attributes of telling stories and merges it with diverse digital media. The digital media becomes integral to how and why stories are told. The course will explore digital storytelling in its many forms, including narrated film shorts, movement capture, locative media, digital timelines, DJing, electronic novels, audio documentaries, narrative computer games, podcasting, and blogging among others. The purpose of the course is to introduce students to a broad set of digital tools that will expand their capability to engage diverse publics in the construction and dissemination of knowledge in the arts and humanities. Enrollment limited to 15.

AMST 2760Z. African American Literature After 1965: Nationalism and Dissent (ENGL 2760Z).
Interested students must register for ENGL 2760Z.

AMST 2920. Independent Reading and Research.
Section numbers vary by instructor. Search Banner by instructor name to find the correct section number and CRN to use when registering for this course. You will need instructor permission to register and the course may be repeated with different instructors. Open to American Studies graduate students only. S/NC

AMST 2921. Independent Reading and Research.
Section numbers vary by instructor. Search Banner by instructor name to find the correct section number and CRN to use when registering for this course. You will need instructor permission to register and the course may be repeated with different instructors. Open to American Studies graduate students only. S/NC

AMST 2922. Independent Reading and Research.
Section numbers vary by instructor. Search Banner by instructor name to find the correct section number and CRN to use when registering for this course. You will need instructor permission to register and the course may be repeated with different instructors. Open to American Studies graduate students only. S/NC

AMST 2923. Independent Reading and Research.
Section numbers vary by instructor. Search Banner by instructor name to find the correct section number and CRN to use when registering for this course. You will need instructor permission to register and the course may be repeated with different instructors. Open to American Studies graduate students only. S/NC

AMST 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

Ethnic Studies

ETHN 0066L. Beyond World Music: Singing and Language (ANTH 0066L).
Interested students must register for ANTH 0066L.
ETHN 0090A. The Border/La Frontera.
We will examine the historical formation, contemporary reality and popular representation of the U.S.-Mexico border from a bilingual (English-Spanish), multicultural (U.S., Mexican, and Latino), and transnational perspective within the framework of globalization. We will explore the construction of border communities, lives and identities on both sides of the international divide, and pay particular attention to the movement of peoples in both directions. We will read materials, watch films, and conduct class discussions in English and Spanish. Comfort and reasonable proficiency in Spanish is required, but native command is not necessary. Enrollment limited to 20 first year students. FYS WRIT

This course will guide students through an understanding of the historical, contemporary, and ideological rationale behind the constructions of mixed race, and how mixed race theory plays out in history, art, and contemporary media. This course aims to expand the conversations of mixed race beyond the stereotypes of tragic mulattos and happy hapas, instead interrogating what mixed race looks like in the twenty-first century and what historical precedents can explain current phenomena. DPLL

ETHN 0091. An Introduction to Africana Studies (AFRI 0090).
Interested students must register for AFRI 0090.

ETHN 0100. Introduction to Cultural Anthropology (ANTH 0100).
Interested students must register for ANTH 0100.

Interested students must register for SOC 0130.

ETHN 0190C. American (Mass)culinities: Sexuality, Race and Aesthetics (AMST 0190C).
Interested students must register for AMST 0190C.

ETHN 0190E. It's the End of the World As We Know It: Zombie and Apocalypse Narratives in Pop Culture (AMST0190E).
Interested students must register for AMST 0190E.

ETHN 0190F. Beyond the Tourist Trap: The Past, Present, and Future of Asian American Urban Spaces (AMST 0190F).
Interested students must register for AMST 0190F.

ETHN 0190G. The Fringe is the Fabric: Anti-Immigrant Movements in the United States (AMST 0190G).
Interested students must register for AMST 0190G.

ETHN 0190X. Gendered Mobility: Migrant Women Workers in a Globalized Economy (AMST 0190X).
Interested students must register for AMST 0190X.

Interested students must register for AMST 0191P.

ETHN 0201G. Killing them Softly: Satire and Stereotype in African-American Literature (ENGL 0201G).
Interested students must register for ENGL 0201G.

ETHN 0210. Blacks in Latin American History and Society (AFRI 0210).
Interested students must register for AFRI 0210.

ETHN 0270. Introduction to Latino/a History.
The Latino/a population in the United States continues to be mischaracterized in popular culture, political debates, and in the media. How can one discuss a group as diverse as Mexican Americans, Dominican Americans, Cuban Americans, Puerto Ricans, and, most recently, Americans from Central America? This course will introduce key moments of racial formation for Latinos/as. Students will explore state policies, social phenomena, and social revolutions that influence the daily life of Latinos/as in the US and in US territories. Students will analyze cultural texts and social policies and will develop a facility with key concepts in the field. DPLL.

ETHN 0290D. Women, Sex and Gender in Islam (RELS 0290D).
Interested students must register for RELS 0290D.

ETHN 0300. Ethnic Writing.
This course will explore the idea of "ethnic writing" in both theory and practice. Students will examine how writers draw upon race and ethnicity (not always their own) to produce creative works and will then put these ideas in practice in their own writing, including but not limited to fiction, poetry, memoir, and inter-genre work. Interested students should attend the first session prepared for an in-class exercise that will determine attendance. Enrollment limited to 17. Instructor permission required. S/NC.

ETHN 0301. Culture and Health (ANTH 0300).
Interested students must register for ANTH 0300.

ETHN 0500. Introduction to American/Ethnic Studies.
Considers the U.S. as a society whose unifying identity is rooted in ethnic and racial diversity. Explores the historical and contemporary experiences of racial and ethnic groups in this country and analyzes different forms of representation of those experiences, as well as representations of the racial and ethnic stratification in the U.S. imagination. DPLL

ETHN 0510F. Che Guevara, The Man and the Myths (COLT 0510F).
Interested students must register for COLT 0510F.

ETHN 0512. Introduction to Latina/o Cultural Studies.
This course serves as an introduction to the many discourses that structure and challenge Latinidad -- the feeling of being Latina/o. Through historically situated critical analysis of Latina/o cultural production, including theoretical essays, literature, and film, we will meditate on the major issues that shape the Latina/o U.S. experience. We will study how Latinidad is constructed as an identity and how that identity varies across origin, place, and time. Major themes we will explore include the legacies of U.S. colonialism; cultural nationalism, citizenship, immigration and exile; labor and class; race and ethnicity; and gender and sexuality.

ETHN 0700E. Postcolonial Literature (ENGL 0700E).
Interested students must register for ENGL 0700E.

ETHN 0710B. Ethics of Black Power (AFRI 0710B).
Interested students must register for AFRI 0710B.

ETHN 0710F. Being There: Bearing Witness in Modern Times (ENGL 0710F).
Interested students must register for ENGL 0710F.

ETHN 0710J. Introduction to Asian American Literature (ENGL 0710J).
Interested students must register for ENGL 0710J.

ETHN 0750B. Hispanics in the United States (HISP 0750B).
Interested students must register for HISP 0750B.

ETHN 0790A. Latina/o Literature.
This course will introduce students to a broad array of Latina/o literature-fiction, poetry, drama, and graphic novels. While there is a long tradition of Latina/o literature in the United States, we will focus primarily on a period from 1970 to the present. Aimed to familiarize students with debates in the field, the readings will also include critical essays. Enrollment limited to 20.

ETHN 0790B. Native Americans and the Media.
This course explores the ways in which Indigenous Americans have been constructed in the White American imagination and through self-representation from Frontier phase of American history, through contemporary images in American popular culture and media. Through films created about, and later by, Native people we will explore the evolution of the image of Native American in America culture.

ETHN 0790C. Theory Into Practice: Service Learning at a Dual Language Charter School.
Students will explore Dual Language (Two-Way Immersion; Bilingual) education through a variety of activities, using the service-learning model. Students will contribute at least 2 hours per week at the International Charter School (K-5), and another two hours in seminar at Brown University in conversation about readings, service, and politics pertaining to Two-Way Immersion education.
Interested students must register for EDUC 1050.


Interested students must register for EDUC 1050.

Interested students must register for POBS 0810.

ETHN 0810. Belonging and Displacement: Cross-Cultural Identities.

Interested students must register for EDU 1038.

ETHN 0800. Hip Hop Music and Culture.

Interested students must register for AFRI 0880 S01 (CRN 27044).

ETHN 0900. Introduction to Deaf Studies (SIGN 0900).

Interested students must register for SIGN 0900.

ETHN 0901L. Body Count: Technologies of Life and Death (MCM 0901L).

Interested students must register for MCM 0901L.

ETHN 0910. Korean Culture and Film (EAST 1070).

Interested students must register for EAST 1070.

ETHN 0920. Race and Political Representation (POLIS 0820G).

Interested students must register for POLS 0820G.


Interested students must register for AFRI 0990.

ETHN 1000. Hip Hop Music and Culture.

Interested students must register for AFRI 0880 S01 (CRN 27044).

ETHN 1010. Race and Language in the United States.

This course will examine the role of language in the social construction of race, racism and racial identity. We will address the different language issues facing African Americans, Latinos/as, Asian Americans, Native Americans, and speakers of "accented" English. We will explore current issues such as the Oakland Ebonics case, English-Only legislation, bilingualism, and hate speech vs. free speech.

ETHN 1020C. The Afro-Luso-Brazilian Triangle (AFRI 1020C).

Interested students must register for AFRI 1020C.

ETHN 1038. Contemporary Indigenous Education in North America (EDUC 1038).

Interested students must register for EDUC 1038.

ETHN 1050. Race in the Americas.

This class will explore issues of race, racial identity construction, and racism throughout Central and Latin America (including the Caribbean). This is a class in comparative race relations that covers peoples of African, Asian, Native, and European descent. Topics covered include: miscegenation, diaspora, space, socioeconomic inequality, and nation building. Previous coursework in Ethnic Studies or similar suggested.


Interested students must register for EDUC 1050.

ETHN 1050E. West African Writers and Political Kingdom (AFRI 1050E).

Interested students must register for AFRI 1050E.

ETHN 1060I. African Philosophy of Religion (AFRI 1060I).

Interested students must register for AFRI 1060I.


This is an academic and reflective practicum on the politics and processes of social justice organizing. Students will learn about the historical and political evolution of organizing, the connection between organizing and ideology/vision, concrete tools and tactics used in the strategies of social justice organizing, and elements of running non-profit organizations. This course will require, equally, academic vigor, personal leadership and involvement, and introspective analysis. Students will be required to intern at a local organization in Providence, and reflect on their involvement utilizing the theories and discussions gained through the classroom. This course will also explore connections between local, national, and international movement-building. In keeping with this course's commitment to real-life organizing examples and experience, course instructors and guest speakers are themselves experienced organizers and Executive Directors of social change organizations. This will be a small class with preference given to students with some experience in community, student/ youth, and/or labor organizing. Permission of instructors required: contact sara@daretowin.org or koheiishihara@gmail.com.

ETHN 1071. China Modern: An Introduction to the Literature of Twentieth-Century China (EAST 1071).

Interested students must register for EAST 1071.


Interested students must register for AFRI 1090.

ETHN 1100. Voices Beneath the Veil (AFRI 1100).

Interested students must register for AFRI 1100.


Interested students must register for ANTH 1111.


Interested students must register for ANTH 1123.

ETHN 1133. Ethnonationalism- The Asian Arena (ANTH 1133).

Interested students must register for ANTH 1133.


Interested students must register for AFRI 1170.

ETHN 1201C. Imagined Networks, Glocal Connections (MCM 1201C).

Interested students must register for MCM 1201C.

ETHN 1210. Afrokazas and the Brazilian Polity (AFRI 1210).

Interested students must register for AFRI 1210.

ETHN 1250. Twentieth-Century Western Theatre and Performance (TAPS 1250).

Interested students must register for TAPS 1250.


Interested students must register for ANTH 1251.

ETHN 1255. Anthropology of Disasters (ANTH 1255).

Interested students must register for ANTH 1255.

ETHN 1260. The Organizing Tradition of the Southern Civil Rights Movement (AFRI 1260).

Interested students must register for AFRI 1260.

ETHN 1270. Race, Class, and Ethnicity in the Modern World (SOC 1270).

Interested students must register for SOC 1270.

ETHN 1271. Performances in the Asias (TAPS 1270).

Interested students must register for TAPS 1270.
ETHN 1310. African American Politics (POLS 1310). Interested students must register for POLS 1310.

ETHN 1311. International Health: Anthropological Perspectives (ANTH 1310). Interested students must register for ANTH 1310.

ETHN 1320. Anthropology and International Development: Ethnographic Perspectives on Poverty/Progress (ANTH 1320). Interested students must register for ANTH 1320.

ETHN 1360. Africana Studies: Knowledge, Texts and Methodology (AFRI 1360). Interested students must register for AFRI 1360.

ETHN 1411. Nations within States (ANTH 1411). Interested students must register for ANTH 1411.

ETHN 1421. Ethnic American Folklore: Continuity and the Creative Process (ANTH 1421). Interested students must register for ANTH 1421.

ETHN 1430. The Psychology of Race, Class, and Gender (EDUC 1430). Interested students must register for EDUC 1430.

ETHN 1440. Theorizing the Black Diaspora (AFRI 1440). Interested students must register for AFRI 1440.

ETHN 1600C. Cross-Cultural Perspectives on Education: Education and the Portuguese-Speaking World (POBS 1600C). Interested students must register for POBS 1600C.

ETHN 1611M. Trauma and the Shame of the Unthinkable: The Holocaust, Slavery, Childhood Sexual Abuse (AMST 1611M). Interested students must register for AMST 1611M.

ETHN 1611W. Asian Americans and Popular Culture (AMST 1611W). Interested students must register for AMST 1611W.

ETHN 1611Z. The Century of Immigration (AMST 1611Z). Interested students must register for AMST 1611Z.

ETHN 1623. Archaeology of Death (ANTH 1623). Interested students must register for ANTH 1623.

ETHN 1624. Indians, Colonists, and Africans in New England (ANTH 1624). Interested students must register for ANTH 1624.


ETHN 1630. Performativity and the Body: Staging Gender, Staging Race (TAPS 1630). Interested students must register for TAPS 1630.

ETHN 1670. Latino/a Theatre and Performance (TAPS 1670). Interested students must register for TAPS 1670.


ETHN 1710I. Harlem Renaissance: The Politics of Culture (ENGL 1710I). Interested students must register for ENGL 1710I.

ETHN 1710J. African Literature in Globalization Time (ENGL 1710J). Interested students must register for ENGL 1710J.

ETHN 1710M. Nationalizing Narratives: Race, Nationalism, and the 20th-C. American Novel (ENGL 1710M). Interested students must register for ENGL 1710M.

ETHN 1750A. Immigrant Social Movements: Bridging Theory and Practice. What is the impact of legal status on the potential for undocumented individuals’ participation in a social movement? Relatedly, how is the heterogeneity of movement participants represented in campaigns and political protest? In this course we will examine the undocumented immigrant movement in the United States today through readings, films and guest lectures from local immigrant rights activists. As part of the course students will be partnered with local community based organizations where they will complete a semester-long internship. DPLL

ETHN 1760P. "Extravagant" Texts: Experiments in Asian American Writing (ENGL 1760P). Interested students must register for ENGL 1760P.

ETHN 1761V. The Korean War in Color (ENGL 1761V). Interested students must register for ENGL 1761V.

ETHN 1805. First Nations: the People and Cultures of Native North America to 1800 (HIST 1805). Interested students must register for HIST 1805.

ETHN 1810. Language and Power (ANTH 1810). Interested students must register for ANTH 1810.

ETHN 1810G. Fiction and History (ANTH 1810G). Interested students must register for ANTH 1810G.

ETHN 1810D. Reading Revolution, Representations of Cuba, 1959-The Present (COLT 1810D). Interested students must register for COLT 1810D.

ETHN 1810V. War, Anti-War, Postwar: Culture and Contestation in the Americas (COLT 1810V). Interested students must register for COLT 1810V.

ETHN 1870A. Ethnic Los Angeles. This course will focus on the historical and contemporary struggles of people of color in Los Angeles, California, throughout the twentieth century. We will take an interdisciplinary approach, examining films, literature, and history pertaining to the city. There are no prerequisites. Enrollment limited to 20.

ETHN 1870B. Latino/a Communities Seminar. This seminar’s first goal is to introduce students to the social and economic issues that affect contemporary Latino communities. The second goal is to train the students in empirical fieldwork research methods in Ethnic Studies. The seminar searches for ways to link the academy and communities through empirical research that addresses the needs and demands of Latino/a urban communities.

ETHN 1870C. Native North Americans in the Media: Representations and Self Representations in Film. How have Native North American peoples been represented and self-represented in film from the early 1900s to today? Filmmaking is employed to explore the construction and stereotyping of Indigenous peoples of North America in American popular culture, as well as the recent (re)construction of Native identities by American Indian peoples. Specific topics including identity, race, gender, violence, religion and spirituality, cultural appropriation, and Native humor frame the analysis and comparison of American popular and Native representations of Native Americans. The course centers on the screening and discussion of selected movies, complemented by academic and non-academic literature in the form of books, articles, reviews, and other media materials. Completion of introductory courses on Native American peoples and cultures is strongly recommended.

ETHN 1870D. Chicana/o Fiction. This course is a survey of Chicana/o fiction from the 1950s to the present. We will be reading novels as well as stories, with the occasional inclusion of poetry. Our literary texts will be supplemented with secondary sources—history, literary criticism, cultural studies, and the like. The course will also ask students to consider the relationship between Chicana/o literature and other writing in the Americas.

ETHN 1870E. Queer Latino/a Literature and Theory. Enrollment limited to 20.
ETHN 1870F. Eating Cultures.
Enrollment limited to 20.

Enrollment limited to 20.

ETHN 1890A. Seminar on Latino Politics in the United States.
Advanced seminar on the politics of Latino communities in the United States. Considers the history of Latino politics; participation, partisanship and office-holding; immigration and citizenship; social movements; public policy; gender and race; and pan-ethnic identity. Advanced undergraduate and graduate students. Includes optional community research project. Some familiarity with Latino studies, U.S. politics, Latin American politics, or ethnic studies would be helpful. DPLL

ETHN 1890B. Native American and European Contact in Early North America, ca. 1600-1780.
This course will consider contact between Native Americans and Europeans in the early Americas with particular attention to interactions in the greater New England area. Readings stress the diversity of Native lifeways and how contact changed both Natives and Europeans. An equally important theme is to examine the ways in which the history of Native peoples has often been ignored, changed, appropriated, and distorted, as well as reclaimed and re-evaluated over time. Therefore, while the focus is on the seventeenth and eighteenth centuries, the class will also consider how the histories of that time have been told and retold in later eras, including our own. We will also pay attention to the way in which different historians undertake the study of the past. This seminar has no prerequisites, but please be advised that the workload is substantial. If the class is oversubscribed, preference will be given to Ethnic Studies concentrators. DPLL

ETHN 1890C. Business, Culture, and Globalization: An Ethnographic Perspective.
The exchange of goods, resources, or commodities is commonly understood as business transactions. Business transactions have always been global, but in the new information age, it seems that many can take part in this exchange system. What is termed as "globalization" has become increasingly popular, yet efforts to clearly define what the term actually means continue to change. This course aims at complicating, rather than simplifying, the term and to understand how business transactions unfolded in a "global" economy.

ETHN 1890D. Indigenous Music of the Americas.
Introduces students to music of indigenous communities in North, Central, and South America, with particular attention to the relationship between performance, cultural identity, and social change. We will focus especially on indigenous societies in the Andes, Brazil, and the United States and Canada. The course is designed to explore common links between indigenous history, worldview, and performance throughout the hemisphere, while simultaneously illuminating how distinct experiences of colonization and recovery have fostered unique musical practices.

ETHN 1890E. Johnny, Are You Queer: Narratives of Race and Sexuality.
This course is intended as a wide-ranging romp through the fields of queer theory and narratives of race and sexuality. It will move from the 1980s through the present looking at representations of queerness and race in poetry, fiction, creative non-fiction, music, etc. We will investigate the convergences and divergences in the discourses of race and sexuality.

ETHN 1890F. Bad Boys and Bad Girls in Asian American Literature and Culture.
From the angry Asian men of the "Aiiieeee!" anthologies to Margaret Cho's raucous comedy acts, bad boys and bad girls in Asian American literature and culture have been interpreted as helping to shatter the model minority stereotype. This course examines bad subjects, especially in their relations to popular culture, gender, and sexuality. We will investigate what puts the "bad" in bad boys and bad girls, how ideas of "bad" change, and what the bad subject does for readers and writers. Readings and viewings to include Frank Chin, John Okada, Gish Jen, Margaret Cho, Harold & Kumar Go to White Castle, Better Luck Tomorrow. Enrollment limited to 20.

ETHN 1890G. Native Americans in the Media: Representation and Self-Representation on Film.
How have Native North American peoples been represented and self-represented in film? Specific topics include identity, race, gender, violence, religion and spirituality, cultural appropriation, and Native humor frame the analysis and comparison of American popular and Native representations of Native Americans. The course centers on screening and discussing selected movies, complemented by academic and non-academic literature such as books, articles, and reviews. Completion of introductory courses on Native American cultures is recommended, but not necessary. All students are welcome. Enrollment limited to 20.

ETHN 1890H. Introduction to American Indian Studies.
Introduces students to both historical and contemporary issues in North America. Issues of identity, sovereignty, representation and self-representation are key components. Because this course is interdisciplinary, we will use texts from anthropology, cultural studies, history, film and literature as tools to understand and appreciate the ways in which American Indian cultures survive, flourish and shape the United States. No special background is required. All students are welcome. Enrollment limited to 30.

ETHN 1890J. Native American Environmental Health Movements.
American Indian reservations are home to countless sources of environmental contamination, which impact residents' health and ability to maintain cultural practices. In response to this assault, and the numerous scientific studies that often follow, Native communities are taking charge of the research process, and partnering with scientists to explore health affects and remediation possibilities. Through case studies, we will examine how Native communities are pushing to "indigenize" the research process. This class is broadly interdisciplinary, and will be useful for students interested in contemporary issues in Native American communities, and students intending to conduct scientific research in minority communities. Enrollment limited to 20.

ETHN 1890K. Engendering Empire.
This class studies the ways in which empire is a gendered construct. We will also keep in mind that gender never exists in isolation, but on the contrary is always on the crossroads with race, class, and ethnicity. How have brown and black women's bodies borne the mark of empire? This class will closely examine the relationship between empire and gender, specifically this class will discuss this relationship as it has developed in the Americas.

ETHN 1890L. (De)Colonizing Women: Writing the Third Space.
As women of color, we are in the intersections of race, gender, and class. A feminist movement that does not incorporate analyses of race and class cannot meet our needs. A civil rights movement that does not address gender cannot meet our needs; therefore, we create our own space -- a third space. This course reads the literature, poetry, film and theory of third space feminism in the United States. Enrollment limited to 20. WRIT

In many Native American communities the push to "eat local" is often based on reviving a traditional food culture as well as a way of promoting better health. This class explores the disparate health conditions faced by Native communities, and the efforts by many groups to address these health problems through increasing community access to traditional foods, whether by gardening projects or a revival of hunting and fishing traditions. We will examine the ways in which Native food movements have converged and diverged from general American local food movements, and the struggles they often face in reviving treaty-guaranteed food ways.
ETHN 1890N. Thawing the "Frozen Indian": American Indian Museum Representation.
This course examines the role of museums as sites where issues of identity, memory, place, and power intersect. We will review the histories, theories, and paradigms that have influenced collecting processes and exhibitions, focusing on representations of Native American Indian peoples. We will explore the ways in which Native people have spoken out against conventional museum practice and have sought to reshape it as a means of decolonizing their history, as well as utilizing museums to benefit both preserve and promote Native art and culture. How can non-Native scholars and museum professionals contribute to this effort? Enrollment limited to 15. DPLL

ETHN 1890O. The Latina/o Novel.
This course is an advanced seminar in the study of the contemporary Latina/o Novel. Close attention will be paid to the social and historical context of the work with a particular attention to the form and style of the novel. We will read about eight to ten novels over the course of the semester. Rigorous participation is expected in class discussion. The class aims to hone your written and oral communication skills in the analysis of the Latina/o novel.

ETHN 1890P. Introduction to Native American Literature.
This survey course introduces several prominent genres of Native American literary production, including oral traditions, nonfiction essay, novel, short story, and stand-up comedy/performance. Selections are drawn primarily from Native American/Aboriginal writers and performers in the United States and Canada from the nineteenth century to present, including indigenous women from Pacific Islander communities. In addition to genre considerations, particular attention will be given to the social, cultural, and political contexts in which these works were produced.

ETHN 1890Q. The Hispanic Caribbean and its Diasporas.
The purpose of this course is to examine the history and cultures of the Hispanic Caribbean. An enduring feature of the region as a whole is its cultural diversity and vitality. Perhaps to a degree unsurpassed among world regions, the Caribbean is a set of immigrant societies, shaped by successive waves of European, African and Asian settlers. Through art, music, and literature Caribbean people have not just borrowed from but added to Western civilization and the pan-African heritage. Increasingly, Hispanic Caribbean people are making their voices heard as immigrants in the U.S. and the former colonial metropoles of Europe.

ETHN 1890R. Latina Feminisms.
This course will serve as a focused and rigorous exploration of Latina feminist cultural production. Our analysis driven seminar discussions will include critical consideration of novels, short stories, film, and performance and visual art largely by women from the Caribbean region. We will begin by critically exploring the democratic principles and imperial encounter, including how non-Latino/a educators regard Latino/a students. This course reviews contemporary Latino/a education, focusing on the multiple educational contexts Latino/as are now the second largest group of students in United States schools and, in aggregate, among the most troubled as measured by dropout rates, and grade-level retention rates. Yet Latino/a students also perform well in some settings. This course examines Latina/o/a education, focusing on the multiple educational contexts Latino/as encounter, including how non-Latino/a educators regard Latino/a students.

ETHN 1890S. Youth, Art, Engagement and Social Justice.
This course is designed for students concerned with the challenges, theoretical models, and best practices of academic research and advocacy relationships. The goals of this course are to navigate the challenges of bridging the gap between the academy, community-based organizations, and social justice research and to accrue experience forging these partnerships. This course has a practice component where students develop a project with a non-profit organization and a portion of each course session is devoted to discussion about progress and challenges of each students project.

ETHN 1890T. Race, Gentrification, and the Policing of Urban Space (PLCY 1701W).
Interested students must register for PLCY 1701W.

ETHN 1890U. Extravagant Texts: Reading the World Through Asian American Literature.
In this course we study a body of writings that self-consciously move beyond the topics and genres with which Asian American literature has traditionally been associated—that are, in Maxine Hong’s Kingston’s formulation, “extravagant.” We explore works that adopt a transnational or diasporic perspective and that are written in such genres as magical realism, speculative fiction, graphic novels, and plays. In addition to more conventional concerns like racism or immigration, these works also address such issues as empire, war, mixed-race identity, adoption, and sexuality. Writers we examine include: Theresa Cha, Jessica Hagedorn, David Henry Hwang, Adrian Tomine and Karen Tei Yamashita. DPLL

ETHN 1892. Race, Class and Gender in Latino Communities.
Examines the roles of racial, class, and gender identities, in the emergence and consolidation of Latino political power in the United States. We look at Latino racial attitudes and racial hierarchies, as "inherited" from Latin American social systems, and as developed here in the U.S. We explore class politics as they shape Latino social movements, economic conditions, and communities, and we analyze the impact of Latino immigration and union membership on organized labor. We consider gender roles and patriarchy in Latino families, and the roles of intersectionality and feminism in Latino politics. Enrollment limited to 40. DPLL

ETHN 1900A. Alien Nation: US Immigration in Comparative Perspectives.
This course examines the history and cultures of the Hispanic Caribbean. An enduring feature of the region as a whole is its cultural diversity and vitality. Perhaps to a degree unsurpassed among world regions, the Caribbean is a set of immigrant societies, shaped by successive waves of European, African and Asian settlers. Through art, music, and literature Caribbean people have not just borrowed from but added to Western civilization and the pan-African heritage. Increasingly, Hispanic Caribbean people are making their voices heard as immigrants in the U.S. and the former colonial metropoles of Europe.

ETHN 1900B. Community, Language and Literacy: A Practicum.
This course examines adult language and literacy learning and approaches to teaching in community settings. It is designed to support students' work teaching language and literacy to immigrant adults. Working with the Swearer Center and its community partners students will explore theories informing educational practice, and will gain skills and practice in providing language and literacy instruction to adult learners in the community. This practicum specifically addresses issues of language acquisition, acculturation, and broader contexts framing adult education. Enrollment limited to 20.

ETHN 1900C. Contemporary Latino/a Education in the United States.
Latino/a students are now the second largest group of students in United States schools and, in aggregate, among the most troubled as measured by drop-out rates and grade-level retention rates. Yet Latino/a students also perform well in some settings. This course examines Latina/o/a education, focusing on the multiple educational contexts Latino/as encounter, including how non-Latino/a educators regard Latino/a students.

ETHN 1900D. Latino Communities Seminar.
Enrollment limited to: 20.

ETHN 1900E. Senior Seminar in Ethnic Studies.
No description available.

ETHN 1900F. Theory, Creativity, Activism.
This course will bring together much of the literature and discussions conducted throughout your education as an Ethnic Studies major and prepare you for the application of Ethnic Studies in your post-graduate life. I have chosen to emphasize three themes that have been dominant in your Ethnic Studies curriculum: Theory, Creativity, and Activism. We will begin by critically exploring the democratic principles and imperial practices that underlie the "American system" and the political formation of The Third World. Our discussions and readings will include an examination of the contributions and limitations of multiculturalism, postmodernism, anti-colonialism and feminism, and the relevance of (ethic) "experience" in interpreting and addressing the problems we face as a planetary civil society. The majority of the class will be dedicated to the praxis of Ethnic Studies as a creative and political force within our world today. We will read fiction and non-fiction and view films that articulate the complexities of life in North America and beyond.
ETHN 1900G. Race and Immigration in the Americas. Enrollment limited to: 20.

ETHN 1900H. What is Ethnic Studies?. No description available. Enrollment limited to 20 seniors and graduate students.

ETHN 1900I. To Be Determined. Enrollment limited to 20.

ETHN 1900N. Transpacific Asian American Studies. This is an advanced undergraduate seminar that is also open to American Studies and other graduate students for graduate credit. It is designed to help us think about the Pacific as a historical space where the Asian American formation is constructed, as goods, people and ideas circulate across the Pacific. We will explore ways which these historical circuits and exchanges have shaped questions of identity and belonging, taking China and the Americas as our principal points of connection. We will read across a number of fields, including: Asian Studies, American Studies, Asian American Studies, Latin American and Caribbean Studies.

ETHN 1901. American Empire Since 1890 (HIST 1900). Interested students must register for HIST 1900.

ETHN 1903G. Oral History and Community Memory (AMST 1903G). Interested students must register for AMST 1903G.

ETHN 1903P. Please, Please Me (AMST 1903P). Interested students must register for AMST 1903P.

ETHN 1903V. Asian and Latino Immigration (AMST 1903V). Interested students must register for AMST 1903V.

ETHN 1903X. Style and the Man: Masculinity in Fashion and U.S. History (AMST 1903X). Interested students must register for AMST 1903X.

ETHN 1904J. The Asian American Movement: Communities, Politics and Culture (AMST 1904J). Interested students must register for AMST 1904J.

ETHN 1910. Independent Study. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ETHN 1910D. Faces of Culture (ANTH 1910D). Interested students must register for ANTH 1910D.

ETHN 1920. Senior Thesis. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ETHN 1940. Ethnographic Research Methods (ANTH 1940). Interested students must register for ANTH 1940.

ETHN 1950G. Contemporary Chinese Culture and Media (EAST 1950G). Interested students must register for EAST 1950G.

ETHN 1960D. Feminist Theory/Feminist Activism (GNSS 1960D). Interested students must register for GNSS 1960D.


ETHN 2070. Music and Identity (MUSC 2070). Interested students must register for MUSC 2070.

ETHN 2220. Urban Politics (POLS 2220). Interested students must register for POLS 2220.

ETHN 2340. Human Development and Urban Education (EDUC 2340). Interested students must register for EDUC 2340.

ETHN 2970C. Rethinking the Civil Rights Movement (HIST 2970C). Interested students must register for HIST 2970C.

Science and Society

SCSO 0050C. Reproductive Health: Science and Politics (GNSS 0090C). Interested students must register for GNSS 0090C.

SCSO 0050E. Crossing the Consumer Chasm by Design (ENGN 0120A). Interested students must register for ENGN 0120A.

SCSO 0050F. Crossing the Space Chasm through Engineering Design (ENGN 0120B). Interested students must register for ENGN 0120B.

SCSO 0070E. The Anthropology of Gender and Science (ANTH 0077N). Interested students must register for ANTH 0077N.

SCSO 0120. Culture and Health (ANTH 0300). Interested students must register for ANTH 0300.

SCSO 0121. Foragers, Farmers, Feasts: An Anthropology of Food (ANTH 0680). Interested students must register for ANTH 0680.

SCSO 0251. Ancient Philosophy (PHIL 0350). Interested students must register for PHIL 0350.

SCSO 0270. Poetic Cosmologies (ENGL 0700Q). Interested students must register for ENGL 0700Q.

SCSO 0292. Introduction to Environmental Social Science (ENVS 0495). Interested students must register for ENVS 0495.

SCSO 0380. A Global History of the Atomic Age (HIST 0276). Interested students must register for HIST 0276.

SCSO 0381. The Philosophers’ Stone: Alchemy From Antiquity to Harry Potter (HIST 0150B). Interested students must register for HIST 0150B.

SCSO 0392. The Phoenix and the Hummingbird: Natural History from Antiquity to Evolution. Scientists love to solve mysteries. From the philosophers of antiquity to pioneers of Biology, the study of nature has focused on the creatures that have most puzzled humankind. These have inspired natural histories: encompassing studies covering everything that could be known about an animal—from what it symbolized and how it behaved to its place in the natural order. By looking at issues of truth and its relationship to myth, direct experience, and nature’s systematization, this course provides an introduction to the history of science through what naturalists have written about the more mystifying creatures in the natural world. DPLL

SCSO 0470. Digital Media (MCM 0230). Interested students must register for MCM 0230.

SCSO 0520. Modern Science and Human Values (PHIL 0060). Interested students must register for PHIL 0060.

SCSO 0700B. Science and Social Controversy. In this course we will examine the institution of science and its relations to the social context in which it is embedded. Such topics as scientific objectivity, scientific consensus, scientific authority, and social and moral accountability of scientists will be considered in the context of discussing several controversies including: the AIDS epidemic, cultural impact of communications technologies, climate change, science and religion, the Manhattan Project, the Tuskegee Syphilis Experiment, genetic and pharmacological enhancement of human capacities, the role of drug companies in science and medicine, psychiatric diagnosis and medication, and the implications of neuroscience for free will and moral responsibility. Enrollment limited to 20 first year students and sophomores.

SCSO 0700C. Gender, Nature, the Body (ANTH 1223). Interested students must register for ANTH 1223.

SCSO 0700D. The Social Lives of Dead Bodies in China and Beyond (HIST 0685A). Interested students must register for HIST 0685A.

SCSO 0700E. Bodies of Knowledge: Gender, Race and Science (AMST 0150C). Interested students must register for AMST 0150C.
SCSO 1000. Introduction to Science and Society: Theories and Controversies.
What is “science”? How do scientific ideas become knowledge? What is the nature of scientific objectivity, how can it be compromised? What is a scientific community, scientific consensus, and scientific authority? What roles does science play in our culture, and how is science related to other social institutions and practices? The interdisciplinary field of science studies is introduced through exploration of topics that include: gender and race, psychiatric classification, the drug industry, science and religion, and the use of nuclear weapons during World War II. Enrollment limited to 30 sophomores, juniors, seniors; others may enroll with permission of instructor. LILE WRIT

Interested students must register for AMST 1601.

SCSO 1120. International Health: Anthropological Perspectives (ANTH 1310).
Interested students must register for ANTH 1310.

SCSO 1121. AIDS in Global Perspective (ANTH 1020).
Interested students must register for ANTH 1020.

SCSO 1152. Astronomy, Divination and Politics in the Ancient World (ASYR 1700).
Interested students must register for ASYR 1700.

Interested students must register for BIOL 1465.

SCSO 1270. Zoopoetics (ENGL 1900J).
Interested students must register for ENGL 1900J.

Interested students must register for ENVS 1410.

Interested students must register for GNSS 1960B.

SCSO 1385. History of Medicine I: Medical Traditions in the Old World Before 1700 (HIST 0286A).
Interested students must register for HIST 0286A.

SCSO 1386. History of Medicine II: The Development of Scientific Medicine in Europe and the World (HIST 0286B).
Interested students must register for HIST 0286B.

SCSO 1389. The Science of Life: Biology, 1700 to Present (HIST 1825R).
Interested students must register for HIST 1825R.

SCSO 1390. Science at the Crossroads (HIST 1825M).
Interested students must register for HIST 1825M.

SCSO 1391. From Medieval Bedlam to Prozac Nation (HIST 1830M).
Interested students must register for HIST 1830M.

SCSO 1392. Science, Medicine, Technology (HIST 1825H).
Interested students must register for HIST 1825H.

Interested students must register for HIST 1820G.

SCSO 1520. Philosophy of Quantum Mechanics (PHIL 1620).
Interested students must register for PHIL 1620.

SCSO 1522. Philosophy of Science (PHIL 1590).
Interested students must register for PHIL 1590.

SCSO 1523. Time (PHIL 1670).
Interested students must register for PHIL 1670.

SCSO 1524. Aristotle (PHIL 1250).
Interested students must register for PHIL 1250.

SCSO 1700C. Science and Technology Policy in the Global South.
Junior-senior seminar exploring the relationships among science, technology, society, and public policymaking in the Global South. Exemplar countries are South Africa, Brazil, India, and China. Biotech, nanotech, public health, environment, and science training policies are among those closely examined. Three writing assignments, plus electronic conversations with counterparts in the Global South.

SCSO 1700F. Health Inequality in Historical Perspective (BIOL 1920B).
Interested students must register for BIOL 1920B.

SCSO 1700H. Native American Environmental Health Movements (ETHN 1890J).
Interested students must register for ETHN 1890J.

SCSO 1700N. Race, Science, and Society: Genomics and Beyond.
Why are drugs being marketed as racial saviors? What does biotechnology have to do with race? This course introduces students to interdisciplinary approaches to the study of race in science and society as an integrated natural and social scientific endeavor. Using a team-based pedagogy, interdisciplinary groups of natural and social science concentrators will explore real-world problems like validating knowledge about racial difference, the relationship between politics and science, and the newest findings in such scientific fields as anthropology, epidemiology, and cognitive science. Enrollment limited to 20. S/NC DPLL

SCSO 1700P. Neuroethics.
In this course, we will examine ethical, social, and philosophical issues raised by developments in the neurosciences. Topics will include: neurodevelopment and the emergence of persons; the impact of child abuse on brain development; aging, brain disease, and mental decline; life extension research; strategies and technologies for enhancement of human traits; “mind-reading” technologies; agency, autonomy, and excuse from responsibility; error and bias in memory; mind control; neuroscientific and evolutionary models of religious belief and moral judgement. Enrollment limited to 20. Instructor permission required. LILE

SCSO 1700R. Community Engagement with Health and the Environment (AMST 1700I).
Interested students must register for AMST 1700I.

SCSO 1700S. Environmental Change: Ethnographic Perspectives (ANTH 1552).
Interested students must register for ANTH 1552.

SCSO 1700V. The Changing Arctic Environment: Science, Society and Politics.
The Arctic has become a lens through which to understand the world. An unstable Arctic poses threats not only to the future of the Arctic but the world itself. This seminar will explore the Arctic as a region and the challenges it faces due to climate change, the rising conflicts over its vast mineral reserves, and the competing interests within the nations. The course is intended for students who are interested in Science, Technology and Society, Environmental Studies, Environmental Policy, and International Relations. There are no prerequisites for this class.

Interested students must register for HIST 1970G.

SCSO 1700Z. Science and Performance (TAPS 1450).
Interested students must register for TAPS 1450.

Interested students must register for ANTH 1551.

Who were the “first scientists” in the Americas?, what exactly do we mean by “science” in this context?, and what has amounted to “America” in the past? Focusing on present-day Latin America, this seminar analyses the links between the exploration of the New World and scientific discovery in the early modern period. We will explore issues of primacy (why have both empires and scientists cared about “arriving first”); the nature of science (what kind of knowledge has been considered “scientific” in different periods); and locality in knowledge production (was there something special about the New World in fostering scientific thinking).

Interested students must register for HIST 1976N.
SCSO 1701E. Race, Difference, and Biomedical Research: Historical Considerations (BIOL 1920D).
Interested students must register for BIOL 1920D.

SCSO 1701F. The Nuclear Age (HIST 1974S).
Interested students must register for HIST 1974S.

SCSO 1701G. War and the Mind in Modern America (AMST 1905N).
Interested students must register for AMST 1905N.

SCSO 1701H. The Anthropocene: Climate Change as Social History (HIST 1976E).
Interested students must register for HIST 1976E.

SCSO 1701I. The World of Isaac Newton (HIST 1976I).
Interested students must register for HIST 1976I.

SCSO 1900. Senior Seminar in Science and Society.
This is an advanced seminar that uses a Problem Based Learning style pedagogy to explore real-world problems in STS. To solve assigned problems students will want to explore critical scholarship in areas such as laboratory studies, feminist science and technology studies, the rhetoric and discourse of science and technology, expertise and the public understanding of science. Course is intended for Science and Society senior concentrators, but is open to others with appropriate background. Enrollment limited to 20.

Independent reading and research work in Science and Society is available to students who have completed introductory and intermediate level work in Science and Society. A decision to enroll must be made via consultation with the concentration advisor and the faculty advisor for the course. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Prerequisite: SCSO 1400. Open to junior and senior concentrators in Science and Society; instructor permission required. S/N/C.

Independent reading and research work in Science and Society is available to students who have completed introductory and intermediate level work in Science and Society. A decision to enroll must be made via consultation with the concentration advisor and the faculty advisor for the course. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Prerequisite: SCSO 1400. Open to junior and senior concentrators in Science and Society; instructor permission required.

SCSO 2700A. The Politics of Knowledge (HIST 2981F).
Interested students must register for HIST 2981F.

SCSO 2700B. Environmental History (HIST 2981E).
Interested students must register for HIST 2981E.

SCSO 2700E. Plato’s Theaetetus (PHIL 2150L).
Interested students must register for PHIL 2150L.

Annenberg Institute for School Reform

The Annenberg Institute for School Reform (AISR) is a national policy research and reform-support organization, headquartered at Brown University, that collaborates with school districts, communities, and other education stakeholders to improve the conditions and outcomes of urban public schools, especially those attended by traditionally underserved children. AISR’s vision is the transformation of traditional school systems into “smart education systems” that develop and integrate high-quality learning opportunities in all areas of students’ lives – at school, at home, and in the community. AISR conducts research; works with a variety of partners committed to educational improvement to build capacity in school districts and communities; and shares its work through print and web publications.

Established in 1993 by education reform leader Theodore (Ted) Sizer, the founder and chair of the then-Brown University-based Coalition for Essential Schools, the organization was renamed shortly thereafter to honor philanthropist, former diplomat and publisher Walter H. Annenberg, following the Annenberg Foundation’s $50-million donation to endow AISR. A University Corporation-appointed Board of Overseers, chaired by Brown’s president, governs the organization, which is the largest among the 40 programs, institutes and centers at Brown University. Michael Grady, Ed.D., is Deputy Director of the Institute; Warren Simmons, Ph.D., is Senior Fellow and the former executive director.

For more than two decades, AISR has been an influential national leader in public education reform. AISR’s research has provided an important evidence base to inform public discourse and decision making in a national climate too often driven by ideology. AISR has also regularly been sought out as a convener and technical assistance provider by district and state education stakeholders and consistently attracts grants from major funders. AISR’s publications, including research reports, a high-traffic public website, online tools, videos, and its award-winning flagship journal Voices in Urban Education (VUE), are extensively cited and reach a broad cross-sector national audience of education opinion leaders, policymakers, funders, researchers, the media, and community leaders, among others. The AISR site attracts over 34,000 visitors annually.

AISR has been in the vanguard of thinking about school districts for over 15 years. In 2000, AISR formed a national task force to examine the education-reform role of urban school districts, and was among the first to conclude that district redesign and transformation is essential to the achievement of equity and school improvement at scale — contrary to the prevailing discourse of the time that districts should simply be dismantled and schools reformed one by one. Through its District & Systems Transformation (DST) practice (formerly District Redesign & Leadership), AISR currently collaborates with urban districts to build capacity to strengthen their schools and students, with active participation of the community and other partners, while working toward the goal of a smart education system. AISR has developed an array of tools to support districts and their partners, including a widely disseminated series of resources on college readiness.

AISR has also been in the forefront of thinking about urban communities as powerful allies and assets rather than problems. In 2006, AISR formed the Community Organizing & Engagement (CO&E) practice by incorporating the Community Involvement Program, formerly based at New York University, and opening a New York City office. CO&E supports community organizing for education reform by helping youth, parent, and community groups to develop sufficient power to drive and sustain improvement in low-performing urban school districts. Research and technical assistance from AISR was instrumental in helping community organizations in New York City develop an equity-driven education agenda that was embraced across all candidates in the 2013 mayoral elections, and CO&E staff are currently informing national education reform discussions.

AISR's Research and Policy (R&P) staff engage in a range of projects to inform both AISR's own work and the fields of district-level reform and community organizing for school reform. This includes original research, documentation and evaluation of reform efforts, analyses of current education policies, and the development of tools to share lessons and best practices. The impact of AISR’s research is felt locally and nationally, within academia and beyond, in the worlds of local, state, and federal policy, district administration, philanthropy, and community leadership. In 2014-15, R&P in collaboration with the Boston Public Schools, and the Center for Collaborative Education, conducted a two-phase, multi-method research project which described the increasing diversity of enrollment of Black and Latino males in the district, as well as a troubling, systemic opportunity gap facing these students; the second phase employed case studies to identify promising school practices as well as “unfinished business,” or a lack of cultural competency and willingness to address race and gender within schools. In 2009, AISR published an extensively cited, groundbreaking series of research reports, as part of the first study to demonstrate the positive impact of community organizing on school improvement. Other major research projects have produced advances in the field of public education in significant areas of national interest such as expanded learning time. A portion of the R&P team is Los Angeles based.

In collaboration with Brown’s Education Department, AISR established a Master's Program in Urban Policy (UEP) in 2006. The tightly focused, 12-month academic curriculum, integrated with a nine-month internship, is designed to impart a set of core skills and competencies necessary for
successful careers in urban education policy. To date, degrees have been conferred on over 190 graduates. In 2012, AISR’s Board of Overseers established the Ruth J. Simmons Urban Education Policy Scholarship, a permanent annual award for UEP Master’s degree candidates that honors the University’s retired president and former AISR board chair.

AISR also serves as a bridge from Brown to Providence and the state, providing support for the Providence Public School District, the R.I. Department of Education, the Central Falls School District, and it hosts the Providence Children & Youth Cabinet. In 2008-09, AISR supported the Governor’s Urban Task Force, a key factor in Rhode Island’s successful Race to the Top application. Furthermore, in partnership with the Rhode Island Foundation, AISR sponsored a series of eight forums in 2011-14 focused on “Building a 21st Century Education System” in the Ocean State.

Additional information can be found at: http://www.annenberginstitute.org/

Anthropology

Chair
Daniel J. Smith

The Department of Anthropology at Brown is a vibrant, award-winning group of scholars in the subfields of cultural anthropology, archaeology, and anthropological linguistics. Our research and teaching cover a wide range of the field, with special strengths in anthropological demography, political anthropology, medical anthropology, language and culture, ethnicity, gender, ancient writing and representation, early urbanism, historical and forensic archaeology, and Latin American studies.

As a discipline, Anthropology works at the crossroads of the social sciences and the humanities, and it works to understand human experience in all of its fullness. Unlike other departments, Anthropology does not restrict itself to a single aspect of human social life, such as the political or the aesthetic. Conversations in our classrooms and seminar rooms attempt to put behavior in the broadest contexts of meaning, power, institutions, and history. They cast a global net, ranging from discussions of the transnational process of foreign aid between Japan and Latin America to the hieroglyphic system of the ancient Mayan people to the relationship between Islamic ethics and organ transplant in Egypt. In a world of increasing specialization and fragmentation of knowledge, Anthropology provides an opportunity to look at the big picture and find it in the locally meaningful. In a world of manifold crises, it provides opportunities for applying the knowledge it produces, and in a world of increasingly global connection, the discipline provides many roadmaps.

For additional information, please visit the department’s website: http://www.brown.edu/Departments/Anthropology/

Anthropology Concentration

Requirements

Anthropology is the study of human beings from all times and all places, offering holistic, comparative, international, and humanistic perspective. In studying and interpreting the vast range of similarities and differences in human societies and cultures, anthropologists also seek to understand how people themselves make sense of the world in which they live. The Department of Anthropology at Brown is a vibrant, award-winning group of scholars working primarily in the subfields of cultural anthropology, archaeology, and anthropological linguistics. The concentration provides students with a broad introduction to the discipline and includes the major subdisciplines of the field: sociocultural anthropology, archaeology, anthropological linguistics, and biological anthropology. The department also allows students to pursue the Engaged Scholars Program (https://www.brown.edu/academics/college/special-programs/public-service/engaged-scholars-program). ESP is for students with an interest in making deeper connections between their concentration curriculum and long-term engaged activities such as internships, public service, humanitarian and development work, archaeological excavations, and many other possible forms of community involvement.

Concentrators should select their courses in anthropology in consultation with the concentration advisor. At least nine courses in anthropology are required, including:

Select one of the following sociocultural/linguistic anthropology classes: 1

- ANTH 0100 Introduction to Cultural Anthropology
- ANTH 0110 Anthropology and Global Social Problems: Environment, Development, and Governance
- ANTH 0200 Culture and Human Behavior
- ANTH 0300 Culture and Health
- ANTH 0800 Sound and Symbols: Introduction to Linguistic Anthropology

Select one of the following biological anthropology/archaeology classes: 1

- ANTH 0310 Human Evolution
- ANTH 0500 Past Forward: Discovering Anthropological Archaeology

Select one of the following, normally taken in junior or sophomore year:

- ANTH 1621 Material Culture Practicum
- ANTH 1900 History of Anthropology: Anthropological Theories
- ANTH 1940 Ethnographic Research Methods
- ANTH 1950 Archaeological Field Work

A course from the ANTH 1910 Series (Normally taken in senior year) 1
Five additional Anthropology courses. 5

Total Credits 9

1 Of the required courses, at least five courses counted toward the concentration must be offered at the 1000-level or above and one course must be on a particular world area.

Honors

Candidates for honors should apply to the concentration advisor by the end of his or her 6th semester, but no later than the 4th week of the 7th semester. An application consists of a brief statement addressing the focus of a proposed thesis and the names and signatures of two faculty members from the Department of Anthropology who have agreed to serve as the student's honors committee—one as honors thesis advisor, the other as a reader. Candidates for honors are required to:

1. Fulfill the standard concentration requirements.
2. Take two additional courses, usually , which may be used for thesis preparation.
3. Have a majority of A’s in the concentration.
4. Submit an approved honors thesis.

Field Work

Concentrators interested in archaeology are urged to obtain training in field archaeology by participating in Brown-sponsored field research, or by participating in an archaeological field school elsewhere.

Anthropology Graduate Program

The department of Anthropology offers a Doctor of Philosophy (Ph.D.) program as well as a Master of Arts (A.M.) program.

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/anthropology
Courses

ANTH 0001. Anthropology of Stuff.
Our lives are surrounded by objects we make, gift, sell and buy. What can these objects tell us about who we are as humans? This course will introduce students to material anthropology, exploring what objects can tell us about culture, society and experience. We will talk about gifts, commodities, counterfeits, and copyrights. Students will learn how people make objects, how objects make people, and how the circulation of objects has connected people historically and in the present. Students will also have the opportunity to learn some ethnographic methods to talk about the meaning of objects in the world around them.

ANTH 0066A. Politics of Race and Culture.
Addressing the subjects of race, culture and ethnicity, focusing on minority groups in the U.S. Seeks to clarify the philosophical and theoretical issues in contemporary America using a cross-disciplinary approach. FYS

ANTH 0066B. Mythscapes.
An experimental seminar that will combine classroom discussion with visits to field sites within walking distance of the Brown campus. The aim will be to acquaint students with some fundamentals of symbolic analysis and to apply these fundamentals to interpreting the moral and historical messages suffused in the landscapes around us. Readings will include sources on the anthropological interpretation of myth combined with historical sources on Brown and its neighboring communities and institutions. Students will acquire a deeper sense of the mythic qualities of this place and some analytical tools for understanding mythscapes elsewhere. Enrollment limited to 20 first year students. FYS DPLL

ANTH 0066C. Population and Culture.
This seminar for first year students examines the relationship between individuals and population and the impact of culture on population. How do the lives and actions of individuals cumulate to the characteristics of a population? How do the characteristics of a population affect the lives of the people in it? For first year students only. FYS

ANTH 0066D. Who Owns the Past?.
Examines the role of the past in the present. Using examples from the U.S. and other parts of the world, we will look at how archaeological evidence is implicated in contemporary cultural and political issues. Students will learn that the past is not just the focus of archaeologists’ interest and scientific inquiries, but is also a subject romanticized by antiquarians, mobilized in nation-building, marketed for profit, re-enacted as entertainment, consumed by tourists, and glorified in commemoration. Understanding these different and competing valuations, claims, and uses of the archaeological past will provide an introduction to why the past matters in the present and to the future. Enrollment limited to 20 first year students. FYS DPLL

ANTH 0066E. Colonial Cities.
This course attempts to understand the nature of colonialism in Africa and India. Comparative methodological approach to the study of colonial cities introduces the students to a multiple and interlocking idea and symbols used by colonial power to create in their images, cities which reflect their own image. For first year students only. DPLL FYS

ANTH 0066F. Families and Households.
This course explores the diversity of families and households, both between cultures and within cultures; changes in family forms over time, changing experiences of family over the life course, the diverse meanings, metaphors, and values of “family”; and current controversies about what families are and what they should be. Enrollment limited to 20 first year students. Instructor permission required. FYS

ANTH 0066G. Explorers and Cultural Encounters.
Looks at famous land and sea expeditions, including Marco Polo, Cheng Ho, James Cook, Samuel Hearne, Elisha Kane, Ernest Shackleton and others. Whether the voyage was inspired by a specific intellectual inquiry, mapping, exploration of a new land, establishing a new trade route, friendly alliance, or a colonial expansion, these expeditions changed the views people had about the world, peoples, and places. FYS

ANTH 0066I. Human Trafficking.
We will retrace the development and impact of the 2000 UN Protocol to Prevent, Suppress, and Punish Human Trafficking, especially women and children. This course will deal with the protocol as both a legal as a living document, with a history and ongoing political relevance. FYS LILE

ANTH 0066J. So You Want to Change the World?.
Examines from an anthropological perspective efforts to address global poverty that are typically labeled as "development." The enterprise of development is considered critically, both with regard to the intentions and purposes that underlie the actions of wealthy countries, donor organizations, and expatriate development workers and with regard to the outcomes for the people who are the intended beneficiaries. Privileging the perspectives of ordinary people in developing countries, but also looking carefully at the institutions involved in development, the course relies heavily on ethnographic case studies that will draw students into the complexity of one of the greatest contemporary global problems: social inequality. Enrollment limited to 20 first year students. FYS DPLL LILE

ANTH 0066K. International Perspectives of Women’s Agency and Society.
This course is designed to address the postcolonial identities and the cross cultural issues of women through anthropology and women’s writings. Identifying select cases from Africa and Asia. We will analyze the cross-cultural issues and meaning of gender, the cultural construction of gender, the significant ideology that defines the paradigm through which we come to understand a woman’s domain, agency and empowerment, and the modes of behavior in the spheres of everyday life. S/NC only. Reserved for First Year students. Enrollment limited to 20. FYS LILE DPLL

ANTH 0066L. Beyond World Music: Singing and Language.
An introduction to music and language in cultural context. Drawing on case studies from around the world, we consider how music and language are intimately connected. Topics covered include cannibals’ singing in colonial Brazil, music and electoral politics in Texas, working class culture and country music, singing and society in the Amazon, whistle speech and songwriting in indigenous Mexico, Apache identity and popular music, modernity and classical Indian music, music and mass advertising in the United States, and the politics of Zulu music production in South Africa. Reserved for First Year students. Enrollment limited to 20. FYS

ANTH 0066M. Holy Wars.
No description available.

ANTH 0066N. Peoples and Cultures of Greater Mexico.
This course will focus on the cultural area known as Greater Mexico, incorporating Mexicans resident south of the Rio Grande, as well as the approximately 25 million Mexicans living permanently or for a time in the United States. Specific topics to be covered in the class include: urban peasants and rural proletarians, recent challenges to gender conventions, national and international migration, nationalism and the changing meanings of the Conquest and colonial periods, land and indigenous rights, everyday violence, machismo, popular culture, and protest and rebellion. Limited to first-year students. DPLL FYS LILE

ANTH 0066O. How to do Things With Gifts: Charity, Corruption and Friendship Across Cultures.
In all human societies, people exchange goods and services. From Adam Smith onwards, economists have emphasized the central importance of the “free” market, where self-interested individuals strike bargains, and simultaneously expand humanity’s “common stock.” Yet costly practices—expensive weddings, charitable donations, corporate hospitality-still flourish, which appear designed to build human relationships rather than generate hard profits. And in today’s global economy, personal gifts remain an essential part of doing business in places like China, Japan, Nigeria and Saudi Arabia. Where mainstream economic analysis sees inefficiency or corruption, this course explores classic and contemporary alternative understandings of gift-giving’s cultural significance. FYS
ANTH 0066P. Transnational Lives: Anthropology of Migration and Mobilities.
In an era characterized by globalization, by the increasing and rapid flows of ideologies, information, money, goods, and people across national borders, how do individuals, families, and communities grapple with the new forms of existence brought forth by migration? This course will go beyond macro-economic explanations of why migration happens to explore what migration does: the effects of mobility on a range of practices that include parenting, health, gender roles, marriage, politics, and anthropological research itself. We will consider three overlapping issues: the everyday practices of transnational living in a variety of cross-cultural settings; the theory and methodology anthropologists use to better understand local experiences of migration; and the ways in which migration has been effectively politicized. Enrollment limited to 20 first year students. FYS LILE WRIT

ANTH 0066. Crisis of Identities in the Global Order.
The seminar is intended to engage first-year students in discussion and analysis of one of the perplexing questions of the modern age. Why, with globalization and an attendant world-view shaped by the technological revolutions of communication that appeal to commonalities, we find more emphasis on local differences, more conflicts related to identities determined by opposition to "the other"? A concordant question will be: how do different disciplines address the concept of identity? Enrollment limited to 20 first year students. FYS

ANTH 0066R. Child and Youth Cultures.
This first year seminar addresses childhood from two linked but distinctive theoretical perspectives. First, what is childhood? Rather than assuming it is a universal category, we will explore how childhood has been constructed differently through history and across cultures, in opposition to infancy, youth, and adulthood. Second, who are children? In contrast to conventional representations of young people as passive objects of socialization, we will review anthropological conceptions of children and youth as social actors with respect to identity formation, cultural expression, and political economy. Enrollment limited to 20 first year students. DPLL FYS WRIT

ANTH 0066S. Contemporary Egypt in Revolution.
On January 25, 2011 protestors in Egypt amassed in Tahrir Square in Cairo with basic demands: Bread, Freedom, Social Equality, and Human Dignity. After hundreds of peaceful protestors were killed at the hands of riot police and hired thugs, eighteen days later, President Husni Mubarak resigned. Yet since then, hundreds more have been killed, Egypt's revolution continues, and the basic demands are as crucial today as they were at its inception. We will read contemporary Egypt from the perspectives of anthropologists and social historians, and discuss the value of social theory and analysis for understanding current political turmoil. Enrollment limited to 20 first year students. DPLL FYS. S/NC

ANTH 0066T. Postcolonial Matters: Material Culture between Colonialism and Globalization.
This course is about things - "stuff" - as it is about people past and present and their entanglements in and through colonial situations. It explores colonialism past and present through the combined lenses of postcolonial theory and material culture - the emphasis is thus not so much on literary and figurative representations of colonial conflicts and engagements but rather on the material surroundings of people living those colonial worlds. In other words, this course is about what people did and about the things they used to construct their daily lives in colonial situations across the globe and through time. Enrollment limited to 20 first year students. FYS

ANTH 0066U. An Archaeology of Native American Art.
This seminar is an introduction to the art and material culture of the indigenous peoples of North America. The regional coverage includes the continental United States and Canada, focusing on the peoples of Northeast, Midwest, Southwest, Plains, Pacific Northwest, and the Arctic and Subarctic. Topics addressed include art and artifact, function and symbol, innovation and tradition, and museums and representational practices, ethics and repatriation. Special attention will be given to the changing relations between museums and contemporary Native peoples. The seminar will make extensive use of the archaeological and ethnographic collections of the Haffenreffer Museum of Anthropology. FYS LILE

ANTH 0066V. The Anthropology of Children and Childhood.
This first year seminar explores childhood and children from an anthropological perspective. First, we will examine the concept of childhood both historically and cross-culturally. Second, we will look at the development pathways that cultural communities provide for the children. These pathways are shaped by cultural ecology and history and by the goals of parents, communities and children themselves. Finally, we will review anthropological conceptions of children as social actors who shape their cultures and lives. FYS

ANTH 0066W. What Does It Mean To Be Green?
What does it mean to be green? From saving energy to recycling to eating organic food, in recent years the idea of going green has gained increasing attention. But green is not solely a proxy for environmentalism: it encompasses competing, and at times contradictory meanings. This seminar places contemporary green debates in historical and cross-cultural contexts. We will examine multiple paradigms of greenness in the Global South as well as the Global North. Topics range from imperial visions of tropical landscapes to the green revolution emphasis on agrochemicals, from conservation to climate change. Enrollment limited to 20 first year students. DPLL FYS

ANTH 0077N. The Anthropology of Gender and Science.
This seminar examines topics including genetics, reproduction, and evolution, all through the lens of gender/sex systems. The themes of social justice, identity, and difference are central to the course. We will explore: How epidemiology and engendered social justice are often in conflict in the fight against AIDS in Africa; to learn about difference, anthropomorphism, gender, and primatologists' comparisons between humans, bonobos, and chimpanzees; efforts to scare men in the United States about "Low Testosterone," and how they reflect shifting identities as much as reduced hormone levels; and the relationship between gender, Traditional Chinese Medicine, and Western Biomedicine in China. SOPH LILE DPLL

ANTH 0100. Introduction to Cultural Anthropology.
This course provides an introduction to cultural anthropology, surveying its defining questions, methods, and findings. We will examine the history and utility of anthropology's hallmark method, ethnography, the long-term immersion of the researcher in the culture under study. We will compare cultural anthropology's findings and comportment in other cultures to its conclusions and conduct in our own. No prerequisites. WRIT DPLL LILE

This course offers students an opportunity to examine and analyze a range of contemporary global social problems from an anthropological perspective. We will explore human-environment entanglements with particular attention to intersecting issues of capitalism, international development, and state and non-state governance. Course materials will look at various kinds of work in, on, and with the environment, asking questions about the possibilities of over-working our landscapes, while addressing the potentials for social and environment justice and sustainability. LILE

ANTH 0125. Violence and the State.
This course allows students the opportunity to interrogate the relationship between violence and the state. Students will be introduced to a variety of analytical frames through which to understand both the concept of violence and that of the state from an anthropological perspective. Through diverse case studies we will consider topics such as what it means to see and be seen by the state, the rationalization of "exceptional" violence, and domination through symbolic violence. The course has no prerequisites, but a foundational course in the social sciences is recommended.
ANTH 0130. Myths Alive.
Myth is an important part of the architecture that sustains human culture and society. This course begins with an account of the principal theoretical positions that have shaped anthropological understandings of myth as a living and guiding force in human communities in ancient times and in the present day. We'll examine the expressions of myth in senses of place, social harmony, inequality, conflict, religious experience, and radical social change in a wide variety of historical and ethnographic settings. We'll draw upon objects from Brown's Haffenreffer Museum to recognize them as materialized representations from mythical worlds. DPLL LILE

ANTH 0200. Culture and Human Behavior.
The goal is to challenge our beliefs about some taken for granted assumptions about human behavior and psyche by examining cultures with different conceptions of self and cognition. We will examine the issues of the role of nature and nurture in development, the nature of intelligence, coming of age, the association of psychological characteristics with gender and the naturalness of emotions. DPLL LILE

ANTH 0250. Gold: The Culture of a "Barbarous Relic".
An object of obsession for millennia, gold has recently witnessed a polarizing cultural politics. In congressional testimony former Fed Chair Ben Bernanke labeled it a "barbarous relic." Meanwhile a growing minority clamor for a return to the gold standard. Whether among medieval alchemists or modern financial wizards, whether in the eyes of Egyptian Pharaohs or Indian peasants, gold's special qualities have shaped cultural practice. This course explores the shiny yellow metal's cultural history, from its emergence as an object of desire, to the contemporary rejection of its role as the store of wealth resulting in its demotion to just another commodity. DPLL LILE

ANTH 0300. Culture and Health.
An introduction to the field of Medical Anthropology. Lecture reading and discussion will examine the social context of health and illness, looking at the diverse ways in which humans use cultural resources to cope with disease and develop medical systems. The course will provide an introduction to the overall theoretical frameworks that guide anthropological approaches to studying human health related behavior. Medical anthropology offers a unique and revealing perspective on the cultural diversity that characterizes human experiences of sexuality, disease, aging, mental illness, disability, inequality and death. DPLL LILE WRIT

ANTH 0301. Gender and Politics.
This course focuses on ideologies of gender and sexuality cross-culturally and how they influence peoples' involvement in political processes. We begin with a broad working definition of politics-power dynamics and arrangements whereby groups are affected by one another. The course looks at the circumstances under which peoples' gender and sexual identities are mobilized into social movements, and the conditions and social consequences of public visibility. Our broader aim is to understand ways in which gendered inequalities produce—and are produced by—forms of political exclusion, as well as innovative ways in which people transform existing structures of power. DPLL LILE

ANTH 0302. Anthropology of Gender and Globalization.
We live in a global world in which the movements of people, goods, and ideas cause productive frictions, transforming the prevailing formations of gender and sexuality. This course examines the intersections of gender and globalization by looking at how globalization shapes cultural constructions and political configurations of gender, and exploring how an ethnographic focus on gender sheds light on various aspects of globalization. Topics covered include anthropological theory of gender and sexuality, gender and global capital, gender and the (colonial) state, and gender and global politics (including gender activism, human rights, and development). Open to undergraduates only. DPLL LILE

ANTH 0310. Human Evolution.
Examination of theory and evidence on human evolution in the past, present and future. Topics include evolution and adaptation, biocultural adaptation, fossil evidence, behavioral evolution in primates, human genetic variation and contemporary human biological variation. WRIT

Explores the complex issues of growing up as an ethnic, bicultural, or a multicultural person and how these dual or multiple identities affect or interact with individual behavior, priorities, the sense of self, and how individual identity is formulated and defined. Cross-cultural and interdisciplinary approaches combining anthropology, comparative human development, interethnic communication, life history, and literary works are used. Instructor permission required. DPLL LILE

ANTH 0450. Inequality, Sustainability, and Mobility in a Car-Clogged World.
The global car population is predicted to reach two billion by the year 2020. The social, political, health, and environmental consequences are immense. These, as well as the cultural and political economic explanations for the car population explosion, will be explored in this class, as will alternative futures for transit. DPLL LILE

ANTH 0500. Past Forward: Discovering Anthropological Archaeology.
The course offers a broad journey through the human past, from material culture crafted by our evolutionary ancestors to the remnants of the recent historic past. To facilitate this journey, the class explores the methods, concepts, and theories that anthropologists employ in the study of past peoples, places, and things. Case studies stretch across the globe. As a hands-on endeavor, archaeology focuses on tangible evidence. In this course, small-group discussion, laboratory, and field exercises will complement lectures, leading to an understanding of how anthropologists study the past and how that knowledge affects the present. LILE

ANTH 0505. Introduction to South American Archaeology.
The course examines the development of human cultures in South America, from the first Ice Age settlers to the arrival of the Spanish. Drawing on archaeological and historical evidence, it covers the complex civilizations of the Andes, including the Moche and Tiwanaku polities and the expansionist Inca empire. It also explores the archaeology of foraging societies throughout the continent and of sedentary societies in the Amazon region and northern South America whose complexity has only recently begun to be understood. The course concludes with a study of the Spanish Conquest and the transformation of indigenous societies during the Colonial period. DPLL LILE

ANTH 0510. Who Owns the Past?
This class examines the relationship between the Western world and African indigenous cultures, heritage, and ideas of the past. By looking at the history of science in reference to the treatment of Africans and African material culture, we will question who owns the rights to an indigenous past. DPLL LILE

The figure of the pirate is an all-time favorite in Western imagination. It has inspired some of the most popular narratives of the past, solidly grounded in classic literature and contemporary visual culture. Focusing on the mid-17th century, the golden age of piracy in the Atlantic World, this course will use historical and archaeological date to investigate the way in which the image of the pirate has been constructed in the West, as an embodiment of cultural, legal, moral and sexual transgression, and as an object of both fascination and fear which is still current in the contemporary, global world. DPLL LILE

ANTH 0600. Of Beauty and Violence.
What is the place of beauty in human experience and how does it find articulation in words? Using an interdisciplinary approach, this course explores the unexpected expressions and uses of beauty in a variety of social and ethnographic contexts marked by violence. We trace the potential of beauty to act at times as a counterfeit to violence, sociopolitical crises, and marginalization, but also how it may be used to deepen already existing power structures. This is a writing-intensive course aimed at developing students' ethnographic writing skills. No prerequisites. WRIT
ANTH 0800. Sound and Symbols: Introduction to Linguistic Anthropology.

This introduction to the study of language and culture considers how language not only reflects social reality but also creates it. We'll examine specific cases of broad current relevance, in the process learning how an analytical and linguistic approach to language use lays bare its often hidden power. We'll consider how language creates and reinforces social inequality and difference, how language promotes and resists globalization, and how language is used creatively in performance, literature, film, advertising, and mass media. We will also consider how language does important social work in specific contexts, such as classrooms, courthouses, medical settings, and political campaigns. DPLL LILE

ANTH 1020. AIDS in Global Perspective.

Communities around the world are affected in different ways by the HIV-AIDS pandemic. This course is concerned with cross-cultural variation in knowledge, perception, and treatment of AIDS in a global context. Twenty-five years into the global epidemic, how does social and cultural variation influence the continued spread or management of the disease? In addition to reading significant anthropological works related to the meaning of AIDS in cultural context, the course will address major public health initiatives related to the global AIDS pandemic, and offer an anthropological critique of their design, implementation and success. Enrollment limited to 40. DPLL LILE

ANTH 1031. Classic Mayan Civilization.

Examines the history, culture, and society of the Classic Maya, with special emphasis on Preclassic precursors, dynasties, environmental adaptation, imagery, architecture, urban form, and the Maya Collapse.

ANTH 1100. Circumpolar Ethnography.

An examination of the traditional and modern lifeways of native peoples across the Arctic and subarctic from European Lapland through Siberia, Alaska, Canada, and Greenland. Topics covered are society; ethnic relations; religion (Shamanism); art, and politics, including issues of land claims and home rule. DPLL


In this course we engage with anthropological literature and films on the diverse ethnicities, cultures, and "traditions" of sub-Saharan Africa. We trace the histories and the processes of cultural, social, and political change, beginning with colonialism and ending with the contemporary period. We will deconstruct and debunk dominant Western ideas of Africa that present it as primitive and characterized by poverty, AIDS, famine, and violence. We will learn about how Africans see and represent themselves through reading ethnographies, engaging with African popular culture, and watching documentary films. DPLL LILE

ANTH 1111. Anthropology of China.

This course introduces students to contemporary Chinese culture and society, with a focus on the rapid changes that have taken place during the post-Mao reform era in the People's Republic of China (1978-present). Emphasis will be placed on the importance of historical and global context in developing an understanding of contemporary Chinese culture. Readings and lectures will draw primarily upon recent ethnographic work conducted in the PRC, but readings from the disciplines of history, political science, public health, and contemporary Chinese literature (in translation) will also be incorporated. Topics: family life, urbanization, housing, migration, gender, health/disease, labor, globalization, and cyberculture. LILE WRIT

ANTH 1112. Anthropology of Climate Change.

Contemporary climate change is a profoundly human issue. This course disaggregates "the human" in climate change, employing an anthropological perspective to ask how people experience changing climates in different ways throughout the world. From receding glaciers to rising seas to unpredictable seasons and periods of drought, the ways people understand, respond to, and experience climate change are shaped by diverse cultures and histories. Topics include environmental change, capitalism, energy, climate justice in indigenous communities, green economies, tropical forests, denial and skepticism, and the visibility of climate change. Articles and ethnographies cover the Global North as well as the Global South. DPLL

ANTH 1119. Andean Anthropology.

The area studies paradigm continues to provide solid information about "culture areas," and the rich ethnography and archaeology of Andean societies is no exception. Particular strengths emerging from this literature include studies of land use, religious syncretism, textiles, and collateral themes: continuities and recognizable features of "Andean culture" (lo andino), gender relations, migration, and politics. Throughout, we will analyze the ways that history, ecology, and the broad notion of reciprocity (ayni) cut across each of these. The result will be a close and in-depth study of cultural practices within three Andean countries (Peru, Ecuador, and Bolivia), the majority populations of which continue to be indigenous (predominantly Quechua and Aymara-speaking). These are countries within which recent political and social changes have produced far-reaching transformations. Prerequisite: one course in either Anthropology or Classics. LILE

ANTH 1120. Peoples and the Cultures of the Americas.

Examines the diverse cultures and history of the Americas - especially Brazil, Peru, Mexico, and the Caribbean. Topics include the organization of labor, cultural and artistic practices, changing conventions of gender and family, international migration, national and local identities, indigenous rights, and protest and rebellion. DPLL LILE

ANTH 1121. From Coyote to Casinos: Native North American Peoples and Cultures.

An anthropological overview on the history and cultures of Native American peoples from the prehistoric times to the present. Where did Native North Americans come from? What were their traditional lives like? What was their relationship with newcomers of European extraction, including anthropologists? What challenges do they face today? Indigenous and anthropological insights will be brought to bear on these and other questions. DPLL LILE

ANTH 1122. American Indian Art and Artifacts.

Drawing on the rich North American Indian collections of the Haffenreffer Museum of Anthropology, the goal of this course is to examine theoretical approaches to the artifacts of indigenous people and analytical strategies for their research and interpretation. Insights from anthropology, art history, American Indian perspectives, and conservation are explored. Meets at the museum.


An examination of the process of land alienation of Native Americans through the enactment of federal laws to settle the frontiers and protect the wilderness. Through the use of oral history, ethnographies, film, historical documents, and the public record, the course compares Native American and Euro-American perspectives on the ownership of land and rights to resources.

ANTH 1124. United States Culture.

The United States is often described as "multi-cultural". This course examines dominant cultural values such as equality, choice, privacy, and responsibility. It also investigates aspects of the social structure of the United States such as inequality, power, race/ethnicity, kinship, and gender. Individual lives illustrate the ways that people living in the United States negotiate cultural values and confront social institutions. Enrollment limited to 40. Instructor permission required. DPLL LILE

ANTH 1130. Peoples and Cultures of Southeast Asia.

An introduction to the anthropological study of Southeast Asia. Emphasis is placed on understanding the diversity of cultures and societies through both space and time. DPLL LILE
ANTH 1131. Indian Issues in Anthropological Perspective. From its role as an emerging economic power, to characterization of outsourcing global media, political discourses, and worldwide popularity of Bollywood, India is undergoing rapid changes, global imagination, and importantly how Indians think about themselves in an era of globalization. We cover anthropological issues of contemporary India, including Hinduism and Islam, caste, social structure and forms of social relations using ethnographic texts. We will focus on postcolonial India, particularly two decades since liberalization in 1991. We will consider how history, cultural practices and existing social norms continue to shape and change contemporary Indian society and its relation to the world.

ANTH 1133. Ethnonationalism-The Asian Arena. Three Asian countries-China, Thailand, and Myanmar-are unique national arenas to examine and compare specific definitions, representations, and contentions among nationalistic discourse, ethnic legitimation, and ethnonationalism as they are played out in response to cultural politics, national ideology, European colonial expansion, religious identity, and ethnic identity. Nationalistic movements, ethnic nationalism, and transnational politics are explored. DPLL LILE

ANTH 1140. European Ethnography. Familiarizes students with the societies and cultures of Europe from an anthropological perspective. Historical material provides for the understanding of current cultural, linguistic, religious, and ethnic variation. Major emphasis on the analysis of a range of contemporary communities from peasant to urban, from East to West, and from North to South.

ANTH 1150. Middle East in Anthropological Perspective. A seminar focusing on anthropological methods of analyzing and interpreting Middle Eastern cultures and societies. Emphasizes the study of kinship, tribal structure, social organization and gender relations, ethnic groups relations, and urban-rural distinctions. Draws upon insights from these topics as a basis for understanding contemporary social, economic, and political dynamics in the region. LILE

ANTH 1151. Ethnographies of the Muslim Middle East. An introduction to ethnographic studies of Middle East, focus on: religion, language, modernity, gender, and political culture. Students will engage in critical examination which anthropologists sought to capture Middle Eastern life, and problems that have pervaded anthropological representation, methodologically and theoretically. You will learn, through the ways anthropologists approach the peoples, ideas, and cultures of the region in ways that complement and contradict the knowledge production of other disciplines, the processes we come to understand cultural difference, and ways this encounter sheds light on our selves and practices. Previous course in Anthropology/ Middle East studies is suggested. Enrollment limited to 25. DPLL LILE

ANTH 1210. Culture and Cognition. Are there cultural differences in thought and perception? If so, what are these differences and to what are they attributable? Reviews the history of the controversy on "primitive thought," the influence of culture and environment on perception and concept formation, the development of cognitive operations, and differences in logical processes and decision making in other cultural contexts.

ANTH 1211. Cross Cultural Perspectives on Children. Explores how the behavior and psychological functioning of children are shaped by culture and how different cultures tend to produce children with characteristic personalities, selves, thought patterns and behaviors. Every cultural community provides developmental pathways for children. These pathways are shaped by history and by the goals of parents, communities and children themselves. The course will focus on how human knowledge is transmitted through multiple cultural channels in both informal and formal contexts. This is a service-learning course in which students provide a needed service: Mentoring and tutoring Liberian young people in a literacy program. This will serve as a basis for conducting research on this refugee population and the final paper will be the recording of oral histories from teenagers. Enrollment limited to 30. DPLL

ANTH 1212. The Anthropology of Play. Play enters all fields, from physics to human development, art to scientific experimentation. In all cultures, play figures centrally in rites of passage, child development, learning, and times of celebration. Central to this course is an understanding of the rules of play, its intentions in work, functions throughout human history, and role in formal education. LILE

ANTH 1220. Comparative Sex Roles. Covers specific cross-cultural issues of gender, cultural roles, the status of women, and their structural position in society. Themes of gender representations in the field of economics, ritual, and politics underline the concerns of the course. Though African and Asian communities are the primary focus, aspects of American society are drawn into consideration when relevant. DPLL LILE

ANTH 1221. Anthropology of Masculinity. Contemporary anthropological and historical study of masculine identities and practices throughout the world, focusing on topics such as the cultural economies of masculinity, cultural regions and images of manhood, male friendship, machismo, embodied masculinity, violence, power, and sexual fault lines. Prerequisite: Prior course in Social Science or instructor's permission required. LILE

ANTH 1222. Kinships Compared: Relations, Families, and Connections. In all cultures people see themselves as related more closely to some people than to others and they usually experience that relation in terms of some shared substance such as blood. Beyond these generalizations there is an enormous variety of ways in which people live in, build, and maintain connections with others - in nuclear and extended families, peer groups, friends, ethnic groups, and so on. This course is about kinship as an idea, as an experience, and as an institution. In the midst of divorce and blended families, new reproductive technologies, and adoption we will investigate kinship and connection in our own lives, in a range of other cultures, and within the discipline of Anthropology.

ANTH 1223. Gender, Nature, the Body. This course is an interrogation of the ways in which gender difference comes to be conceived of as "natural" in modern science and different cultures. What is the connection between the science of gender difference and the colonial encounter? What are some different ways of imagining gender difference? How are gender inequalities structured and perpetuated by science and political economy? Through careful reading of historical and anthropological texts, we will learn about various ways in which gender systems are constructed and resisted, how science is used to construct gender, and how gender politics influence scientific outcomes and practices. DPLL SOPH WRIT

ANTH 1224. Human Trafficking, Transnationalism, and the Law. Designed to give students an opportunity to engage in transnational research on social issues through an extended case study of a new generation of international norms that identify and combat "human trafficking." The course format combines seminar discussions, lectures, and small group exercises. Students will learn by doing. As we consider legal instruments, UN and U.S. documentary archives, anti-trafficking media such as films and websites, and the prosecution of criminal networks, we will experiment with alternative methodologies for analyzing them. We will study the relationship of texts to the social and political contexts of their production and circulation. Enrollment limited to 30. DPLL LILE WRIT
Anthropology

ANTH 1227. Science, Activism, and Politics of Gender.
How did much of the world agree that female genital cutting should be ended? This course explores grassroots and international campaigns in Africa and the West, effects of asylum and criminal laws, and international organizations’ attempts to create evidence-based, scientific governance to end cutting. We will focus on ethnographies that problematize these interventions by analyzing their histories, cultural politics, contradictory effects on local communities, and global political ramifications. By examining interventions against cutting, this course offers a methodological and conceptual blueprint for researching local-global production of human rights crises and efforts to resolve them. Enrollment limited to 20. Not open to first year students. LILE

ANTH 1229. Democracy and Difference: Political Anthropology, Citizenship and Multiculturalism.
In seemingly endless contexts, the term “democracy” is employed toward a wide range of political and social goals. This course examines the question of cultural citizenship - the right to be different while remaining part of the national community - as observable in places where liberal democracy’s focus on the individual citizen clashes with communal wishes for collective representations of difference. By reading case studies from multiple locales, this course examines the attempts of democratic regimes to govern varied populations through the lens of political anthropology. DPLL LILE WRIT

ANTH 1230. Political Anthropology.
Anthropological perspectives on politics, ranging from political processes in small-scale nonliterate societies to those in industrialized states. Special attention is given to the uses of symbolism and ritual in politics. Topics include: how is political legitimacy established and maintained? how are certain political views of the world created? what is the relationship between political change and the reinterpretation of history?

ANTH 1231. Kings, Courts, and Aristocracy.
Explores the nature and variety of kingship, royal courts, and aristocracy through comparative evidence, with strong emphasis on historical data, architecture, and archaeology. Test cases will be examined in Mesoamerica, Europe, Africa, and Asia.

ANTH 1232. War and Society.
Cross-cultural and historical perspectives on war and its larger social context. Course readings and lectures use political economic, cultural, and feminist approaches to understanding war and its effects on social life. Case studies will be drawn from several eras and areas of the globe, including the Rwandan genocide, Central American counterinsurgency wars of the 1980s, and the war in Iraq. LILE

ANTH 1233. Ethnographies of Global Connection: Politics, Culture and International Relations.
Historically, IR and Anthropology examined interactions within and among bounded objects, whether sovereign states or small-scale societies. Increasingly, through, they explore flows, circulations and exchanges across borders, and their impact on different societies. Through case-studies, the course will analyze evolving understandings of “globalization” and “culture,” and explore how effectively different genres of research and representation capture their complex interactions.

ANTH 1234. Anthropology and Utopia.
Utopia: designs for good societies and efforts to create them; and Anthropology: observation and description of societies. A wide-ranging reading and discussion class that will address such questions as: Does Anthropological description contribute to the design of good societies? Have Anthropologists been looking for Utopia? What does Anthropology suggest is wrong with existing societies? Whose job is it to judge societies? How would Utopias be like to live in? How have people tried to build Utopias? Have they failed completely? Is failure inevitable? Is a better world possible? What would it look like? How would we get there?

ANTH 1236. Urban Life: Anthropology in and of the City.
This course examines how anthropologists have worked in the city – to understand dwelling and lived experience from the center to the margins of society; as well as how anthropologists have contributed to the study of the city – conceptualizing the city itself in relation to its inhabitants, and working to understand how cities develop, decline, or are sustained. Anchored in key theory, classic texts, and contemporary ethnography, the course traces also the history, present, and possible futures of the discipline. Students learn the methods of urban ethnography, and gain hands-on experience through local field exercises and related writing assignments.

ANTH 1240. Religion and Culture.
Global events in recent years seem to defy the commonsensical idea that religious traditions would decline or disappear in the modern epoch. We examine classic theories and methods in the study of religion to understand the continuing vitality of spiritual contemplation, asceticism, myths, rituals, magic, witchcraft, experiences of healing, and other ways of thinking and acting that are typically associated with (or against) the concept of religion. DPLL LILE

ANTH 1241. Science and Culture.
This course is an introduction to methods and topics in the anthropology of science and technology, including: social inequalities in science, race, gender, post-coloniality, and the globalization of bio-technologies. The course will focus on ethnographies and films about science and culture, covering topics such as the social implications of genetic testing, bioprosppecting and the environment, the development of pharmaceuticals, and repercussions of nuclear technologies. LILE

ANTH 1242. Bioethics and Culture.
This course examines bioethics from an ethnographic point of view. Topics include pregnancy, death, suicide, disability, medical research, organ transplantation, and population control. We will distinguish between the moral experiences of people faced with difficult choices, and the ethical ideals to which they aspire. We will then ask: how can these perspectives be reconciled? When trying to reconcile these perspectives, how can we account for powerful dynamics of race, gender, class, religion, and cultural difference? And finally, how can we develop a code of ethics that takes these issues into account and also is fundamentally connected to everyday life? DPLL LILE WRIT

ANTH 1244. Religion and Secularism: Affinities and Antagonisms.
Global events in recent years seem to defy simple ideas of the confinements of religion to a wholly private, non-modern or otherworldly domain, in ways that compels scholars across a range of disciplines in the social sciences, critical theory and philosophy to rethink the category of secularism, and the relationship between religion and politics. Is secularism a failed ideal? In what ways are ideas of the secular being contested and reformulated in different global contexts? This course seeks to familiarize students with recent debates on secularism, working towards a more nuanced understanding of the relationship between religion and politics. DPLL LILE

ANTH 1250. Film and Anthropology: Identity and Images of Indian Societies.
The course examines representation of Indian society in film and anthropological literature. We compare how gender, national identity, religious practices, and historical events are portrayed in films and anthropological literature. We will explore the relationship between visual and textual, showing how film reflect and make comprehensible anthropological concepts of Indian culture, and creates different images of the society. DPLL LILE

ANTH 1251. Violence and the Media.
The role of media in shaping perceptions of violent conflict. Analysis of constructions of the “violent other”, “victims”, and “suffering”, the use of culture, ethnicity, and psychopathology as tropes for articulating the motivations of violent perpetrators. Multiple subject positions and political interests will be considered. Case studies include the Cold War, conflicts, insurgencies urban riots, the genocide, and terrorism. Pre-requisite: a previous course in Anthropology, or permission of the instructor.
ANTH 1252. Kill Assessment: An Investigation into Death, Genocide and Other Forms of Violence.
Is violence best understood as a set of “random acts” marginal to society? Or, do societies need violence to make culture systematic and functional? We will address two major issues throughout this course. First, we will discuss different types of violence: physical, material, structural and symbolic violence. Second, we will become familiar with ways that social groups turn violence into an aesthetic object and an artistic project. LILE

ANTH 1255. Anthropology of Disasters.
This course examines disasters from an anthropological perspective. We focus on how disasters have been defined and understood, and work more broadly to see what they tell us about human conditions, vulnerabilities, and capacities for resilience building, survival, and long-term sustainability. Drawing on and comparing case studies from around the world, we also examine the nature of destructive agents; degrees of impact and injury; rescue, relief, and humanitarian responses; and the often slow and uneven process of recovery and resilience building.

An exploration of intersections of indigenous peoples with the natural world; this semester with the avian world. Through a sustained focus on one class of living things, the hope is to gain access to a range of issues concerning the relationship between people and the environment. LILE

ANTH 1300. Anthropology of Addictions and Recovery.
The purpose of this course is to consider the uses and misuses alcohol, tobacco and drugs, and approaches to recovery from addictions. We will read some of the major cross cultural, ethnographic, linguistic, and social-political works on addictions. Students will have the opportunity to conduct their own anthropological interviews regarding substance misuse and recovery as well as observe a local 12 step recovery meeting. Enrollment limited to 20. LILE WRIT

ANTH 1301. Anthropology of Homelessness.
Homelessness emerged as a public concern in the United States and in other industrialized countries in the late 1970s as people began encountering people living on the streets, a way of life which had formerly been confined to the skid rows of large cities. In this course, through readings, readings, discussion, and hands on experiences with homeless populations, we will uncover the causes, conditions, and responses to homelessness. Each student will spend at least two hours per week in a local homeless-serving agency in order to gain face to face experiences. The field placements will be facilitated by the professor. LILE

ANTH 1305. Medical Humanities: Critical Perspectives on Illness, Healing, and Culture.
Medicine is arguably the most humanistic of the hard sciences, one that strives to ensure the basic dignity of individuals. In our increasingly globalized world, access to medical care is recognized as a fundamental human right. However, there continues to be considerable debate over the “best” ways to provide medical services to economically and culturally diverse communities across the globe, given the complex ways that people prioritize and perpetuate their health. This seminar explores the multifaceted relationships between biomedicine and cultural understandings of illness, both in the US and worldwide. Instructor permission required. Enrollment limit 25 juniors and seniors. DPLL LILE

ANTH 1310. International Health: Anthropological Perspectives.
This upper-level medical anthropology course focuses on the social and cultural complexity of health problems in developing nations, employing anthropological approaches to public health. International health issues such as HIV/AIDS, malaria, tuberculosis, leprosy, reproductive health, violence, and mental illness will be examined. The historical, political and socio-cultural dimensions of international health problems will be explored through reading ethnographic case studies. DPLL LILE

ANTH 1311. Language and Medicine in Practice.
This course is part of the Engaged Scholars Program and provides a foundation through which to think about how people’s use of language shapes and is shaped by the medical sphere. Team taught by a linguistic anthropologist (Faudree) and medical anthropologist (Hamdy), this course provides foundations to understanding the scholarly intersections between language, medicine, and society. At the same time, the course offers a strong pragmatic dimension, as students will engage in volunteer and participant-observation work in clinical settings. Throughout the course we will be bringing our insight and observations of clinical practice to bear on anthropological tools of analysis. The course is limited to 20 students who will be admitted to the class via an application process. Priority given to seniors, those in the Engaged Scholars Program, and Anthropology concentrators. DPLL LILE WRIT

This Engaged Scholar course will examine the social, cultural, and economic dynamics that guide and shape the process of becoming a parent in the context of deepening global and national inequalities. In addition to reading widely in relevant social science literature, students will embed themselves in one of the many local organizations in Providence and the broader New England area that provide services for new mothers and fathers in need. The course is limited to 15 students admitted to the class via an application process. Priority given to seniors, those in the Engaged Scholars Program, and Anthropology concentrators. DPLL LILE

ANTH 1320. Anthropology and International Development: Ethnographic Perspectives on Poverty and Progress.
Examines international development from an ethnographic perspective, looking critically at issues of poverty and progress from local points of view. Course is organized around the premise that culture is central to understanding processes of development. Broad development themes such as public health, agriculture, democracy, and the environment will be explored through readings representing a wide range of regions and cultures. DPLL LILE

ANTH 1321. Impact on Colonialism: Gender and Nationalism in India.
This course is designed to look into colonial and post-colonial identities within the disciplines of history of literary studies. We will adopt an anthropological approach to those subjects, taking the cultural anthropology and construction of gender as the guideline for the analysis. Topics will include: orientalism, and gender; nationalism and religion. ANTHER 1322. Human Rights, Social Justice, and Humanitarian Intervention: The Anthropology of Global Aid.
From child soldiers to starving refugees, Americans are inundated with media images of violent suffering in the developing world. Our politicians frequently present international humanitarian intervention as an unequivocal good, without examining the actual outcomes of aid initiatives. This course uses tools from anthropology to explore the motivations for global aid, along with the concrete—and often unexpected—effects it produces on the ground. Foregrounding an ethnographic approach, we seek to understand the enduring influence of the concept of “rights,” the ways that local populations both welcome and resent humanitarian work, and the successes and failures of international charitable organizations. First-year students require an instructor override to register. DPLL LILE

ANTH 1323. The Culture and Politics of Colonial Cities: Migration, Markets and the Diaspora.
Two colonial powers (British Empire and Portuguese) form the basis for this comparative approach to unravel and comprehend how colonial policies differed in two regions. Colonial cities have a special mystique, and studying them in the present unravels socio-historical and political connections make the present more meaningful. For post-colonialism, we address migration and Diaspora, the participation of groups under analysis in transnational economy and local and global markets. Focusing on the Diaspora, we seek to tie history and cultural development to the wider issue of Diaspora and the displacement of people, the search for opportunities, migration and the global markets. DPLL LILE
Economic activities take place within cultural contexts which define appropriate values and goals, and in societies varying in scale, technology, and organization. Looking cross-culturally, and at economic activities in societies such as the United States, this course examines the production, distribution, and consumption of material goods, analyzing these as essentially social activities - properly understood only when we take account of social relations and cultural values. Consequently, the course also investigates the extent to which the words commonly used to describe economic life, such as "market", "wealth", "price", "profit", "work", and "money", are culturally specific rather than universally applicable. At least one previous course in Anthropology or another social science is strongly recommended. WRIT

ANTH 1325. Business and Entrepreneurship in Global Perspective.
In a world of free trade, government downsizing, and the rapid movement of people and ideas, business and entrepreneurialism have become central to "modern" economic livelihoods and social identities. Anthropologists have most often treated business and entrepreneurship as reflections of culture and social life, rather than sites of production in their own right. Corporate workplaces, small businesses, and trade encounters are starting points for understanding myriad different social outcomes: novel forms of intercultural communication, new patterns of transnational labor migration, changing class configurations, and forums through which socially marginalized groups participate in society. DPLL LILE

ANTH 1326. The New Economic Anthropology.
This course introduces students to the new economic anthropology of capitalism and situates it within the historical development of economic anthropology since the late 19th century. The course begins by introducing students to basic notions of 'economy' as understood in the ancient Mediterranean up through to the present. The course covers early anthropological research into forms of personhood and sociocultural organization that contrasts sharply with the assumed universality of homo economicus. The course focuses on key debates within economic anthropology over the possibility of using 'western' economic categories for analysis and explores some of the alternative frameworks developed by anthropologists. LILE

ANTH 1330. Women in Socialist and Developing Countries.
A seminar, jointly taught by a sociologist and an anthropologist, exploring the changing role of women in the former socialist countries of Eastern Europe and developing countries in Africa and Asia. Includes women's position, ideologies, and choices within these societies, and the transitions that are taking place. Contributes to a better understanding of the role of women in our own society.

ANTH 1400. Race, Culture, and Ethnic Politics.
A seminar addressing the subjects of race, culture, and ethnicity, focusing on minority groups in the U.S. Seeks to clarify the philosophical and theoretical issues in contemporary America using a cross-disciplinary approach. DPLL

ANTH 1410. Reconstructing Multiraciality.
An examination of, first, the racial and social history of interracial and interethnic relations in the U.S. and different parts of the world, then, the contemporary American situation and changing trends in these cross-group relationships. Exploratory and interdisciplinary-intended to open a dialogue on multiple issues involved, diachronically as well as synchronically.

ANTH 1411. Nations within States.
Examines the interactions between small-scale indigenous societies (often referred to as Fourth World Nations) and the modern states within which they now exist. The relationship is obviously asymmetrical, yet these ethnic or "racial" minorities have the support of world opinion and international organizations. The sociocultural, economic, and political structure of these nations within states is the focus of the course. DPLL

ANTH 1412. Anthropology of State Power and Powerlessness.
How do we conceptualize state power? Is Power primarily a capacity for force and coercion or a source of welfare and social cohesion? States the world over often do not manage to provide adequate welfare or to maintain a monopoly on violence. How then might we understand state power not only as a capacity but also in its incapacities and vulnerabilities? We engage these paradoxes of state power through classic texts of anthropology and political theory including Foucault, Weber, Hobbes, Locke and Rousseau, in tandem with lively ethnographic analyses of state power in its capacities and incapacities. DPLL LILE

ANTH 1420. Ethnicity, Race, and Gender in the Americas.
The historical and contemporary ethnography of ethnicity, race, and gender in the Americas. Topics include racism, multiculturalism, affirmative action, immigration, nationalism, acculturation, cultural autonomy, slavery, colonialism, and genocide. DPLL LILE

ANTH 1421. Ethnic American Folklore: Continuity and the Creative Process.
An investigation of the dynamics of cultural continuity and the creative process involved in ethnic American folklore from oral narratives, life history, to foodways, and the senses of place. How do these cultural forms intersect with ethnicity, gender, group activism, and transnational contacts and exchanges? What are the new cultural forms, communication milieus, and venues negotiated or contested in contemporary America? DPLL

ANTH 1422. The American Experience-Southeast Asian Refugees/Americans.
Explores the diaspora of the Cambodian, the Hmong, the Lao, and the Vietnamese American from their initial exodus from their war-torn countries to their strategies for reconstructing new lives. Topics include socioeconomic changes, changing family life, gender roles, life choices, and the growing American generation. Materials used include films, songs, and autobiographies written by the refugees/Americans themselves. DPLL

ANTH 1450. Living with Conflict.
Exploration into ways in which cultural groups perceive and approach situations of conflict and how these situations in turn shape cultural practices, beliefs, and norms within the group. Examples are taken from ethnographies of different parts of the world and include a discussion of customs that help mitigate conflict among members of the group as well as conflict between groups. DPLL LILE

ANTH 1470. Illustrating and Interpreting the Past: Visual Representation in Archaeology.
Archaeologists investigate culture using material artifacts as evidence about the past, but in order to communicate and compare that evidence, they must turn to technologies of reproduction and representation. This course traces the evolution of archaeological illustration, and its contributions to our knowledge of the past, in the context of technological and intellectual change over time. It explores the most up-to-date methods of archaeological illustration and their current place and future directions in the digital humanities. Working with objects from the Haffenreffer Museum of Anthropology, students will acquire experience in traditional and cutting-edge illustration techniques. DPLL LILE

ANTH 1491. 1493: The Spanish Invasion and Its Indigenous Responses in the Americas.
Drawing on historical sources from the John Carter Brown Library and objects from the Haffenreffer Museum, this course re-examines the history of Ibero-American cultural encounters between 1492 and 1700 AD. Students learn to interpret the different perspectives offered by archaeological and historical evidence to create more nuanced accounts of indigenous social history before and after the Spanish invasion. Topics addressed include cultural (mis)communication, disease and ecological change, roles played by people of African descent, and the legacies of conquest in the present. Special emphasis is placed on the Tarino, Inka, Maya and Pueblo cultures. DPLL LILE
ANTH 1505. Vertical Civilization: South American Archaeology from Monte Verde to the Inkas
This course offers an introduction to the archaeology of indigenous south American Civilizations, from the peopling of the continent around 13,000 years ago, to the Spanish Invasion of the 16th Century C.E. Throughout, we seek to understand the often unique solutions that South America indigenous peoples developed to deal with risk and to make sense of the world around them. Course lectures and discussions focus on recent research and major debates. Weekly sections draw on viewings of artifacts and manuscripts from the Haffenreffer Museum and the John Carter Brown Library. DPLL LILE

ANTH 1515. Anthropology of Mental Health.
Mental illness and wellbeing have been defined and treated in dramatically different ways across cultures and historical epochs. In this course we engage with religious and secular healing traditions including biomedicine, and the ways in which these shape the experience and understanding of “madness”, of common mental disorders (such as depression and anxiety), and changing perceptions of the normal and the pathological. Drawing on anthropology, psychiatry, philosophy, literature and cinema, we follow the emergence, translation and critique of diagnostic categories across different parts of the contemporary world. Key authors include Foucault, Deleuze and Guattari, Kleinman, Good, Veena Das, and others.

ANTH 1530. American Indian Archaeology.
Traces the development of North American Indian cultures through the comparative study of prehistoric archaeological remains. Topics include the origins of Native Americans, Native American hunting-gathering lifeways, and the rise of the Native American agricultural societies. Emphasizes analyses of subsistence modes, settlement patterns, and symbolic systems. DPLL

ANTH 1540. Power, Profit, and Pillage: The Rise and Fall of Trading Kingdoms in Asia.
A course survey of the pre- and protohistoric archaeology of the eastern half of Asia. Topics include the origins and evolution of agricultural societies, the emergence of village and urban life, and the rise of states and kingdoms. The early states were often characterized and even reinforced by elaborate symbolic and religious systems expressed through ritual, art, and architecture-topics also covered by the course.

ANTH 1550. Ancient Environments.
This course teaches students how scientists investigate ancient environments and climate change and how these are related to ancient people and culture history. Students will learn about methods ranging from pollen and soil analysis to climate reconstruction and ecology. The class will look at a number of archaeological case studies in which climate or environment are believed to have been integral in past cultural developments. Case studies include the Levant, Mesopotamia, Polynesia, the American Southwest, and the Maya area. Students will be evaluated on class participation, weekly writing assignments, and final research papers. Prerequisite: ANTH 0500 or instructor permission. DPLL LILE

This course examines how people’s health and lived experiences are impacted today by global environments in flux—and how these interconnected ecologies are deeply shaped and scrutinized in turn through various networks of technoscience. Topics will include food and nutrition in post-industrial economies; “conservation medicine” and the health of animals; energy and art; the global health implications of climate change; representations of race and indigeneity amid the “politics of nature”; society and microbiome; oil leaks and water wars; chemical exposures and disease; hybridity and nano-technology; and debates surrounding corporate social responsibility in practice. DPLL LILE

ANTH 1552. Environmental Change: Ethnographic Perspectives.
What can anthropology’s concepts and methods help us understand about the ways people unevenly experience, govern, fuel or contest global environmental changes today? Focusing on sociocultural accounts and ethnographic films, we will examine contemporary realities such as global warming and the anthropology of hydrocarbons; water politics and privatization of nature; pollution and its governance; agricultural change and human health; nuclear disaster; biodiversity and deforestation; the microbiome and society; and the ways environmental science is being produced alongside its emerging markets. Students will learn to put debates about ecological change in dialogue with anthropological thought and tools from the environmental humanities. DPLL LILE

ANTH 1554. The Anthropology of Violence.
What does it mean to “do” or to “commit” violence? How do we recognize it when it is so ubiquitous? Be it through war, ethnic cleansing, social conflict, revolution, or various forms of interaction, the topic of violence has figured prominently in anthropological scholarship as well as social thought throughout history. This course will explore major theories of violence through engagement with social theory, ethnography, and media. We will use a range of perspectives including biopolitics, feminist critique, and queer theory, and host of examples ranging from communal violence to warfare to sexual violence to explore violence in-depth. WRIT

ANTH 1555. Environmental Anthropology.
Environmental anthropology is the study of how people interact with environments, past and present. This course explores how humans have affected their environments over time and how environment shapes human culture, employing an interdisciplinary anthropological perspective to illuminate these reciprocal interactions. This course uses a variety of approaches to understand how people interact with environments, employing cultural, biological, linguistic, and archaeological methods. This course covers human adaptation to environmental change from earliest prehistory up to the present day, students will have the opportunity to explore the practical and interpretive dilemmas of environmental challenges of the 21st century and beyond.

This seminar covers fundamental themes and advanced topics in the field of environmental anthropology. Over the course of the semester, we examine the relationship between environmentalism, conservation, and globalization. The geographic focus is the Global South; articles and ethnographies cover cases in Africa, Asia, and Latin America. Topics include indigeneity, wilderness, parks and protected areas, politics of space, development, and ideas of native and invasive species. DPLL

ANTH 1570. American Indian Archaeology.
This course traces the development of North American Indians and culture through a comparative study of prehistoric archaeological remains. Some of the questions addressed will be: When and why did people first migrate into North America? Were these people responsible for the mass animal extinction at the end of the last Ice Age? What accounts for the similarities and differences in the politics and adaptations of Native Americans? DPLL

ANTH 1590. Archaeology of the Ancient Near East.
A survey of archaeological sites in the ancient Near East from the Neolithic period to the early Roman Empire. Archaeology allows us to explore the development of agriculture, cities, and urban-based culture, as well as to make comparisons between cultures and examine issues of trade and commerce. We evaluate sites in relation to theoretical and methodological issues in anthropological archaeology. DPLL

ANTH 1600. Hunter-Gatherer Adaptations.
Addresses the question: to what extent can the concept of the ecosystem, as developed in evolutionary biology, explain variability in human behavior? Examines the literature on contemporary hunting and gathering societies, both human and nonhuman, as well as relevant findings in archaeology and human biology. Background in general biology and anthropology is helpful, but not required.
ANTH 1620. Global Historical Archaeology.
The course examines historical archaeology as a multidisciplinary approach to the study of the historic past. Draws in recent research from different parts of the world, including North America, South Africa, Australia, the Caribbean, and South America, to illustrate historical archaeology’s contributions to interpreting peoples’ everyday lives and the diversity of their experiences in the post-1500 era. LILE

ANTH 1621. Material Culture Practicum.
Combines theory with hands-on study of artifacts from historical archaeological contexts in North and Latin America. Students will gain skills and experience in artifact identification, dating, recording, analysis, and interpretation, and will conduct individual or team research projects on material things as products of everyday life and history. Enrollment limited to 15. LILE

ANTH 1623. Archaeology of Death.
Examines death, burial, and memorials using comparative archaeological evidence from prehistory and historical periods. The course asks: What insight does burial give us about the human condition? How do human remains illuminate the lives of people in the past? What can mortuary artifacts tell us about personal identities and social relations? What do grave stones and monuments reveal about beliefs and emotions? Current cultural and legal challenges to the excavation and study of the dead are also considered. DPLL LILE

ANTH 1624. Indians, Colonists, and Africans in New England.
The course explores the colonial and capitalist transformation of New England’s social and cultural landscapes following European contact. Using archaeology as critical evidence, we will examine claims about conquest, Indian Extinction, and class, gender and race relations by studying the daily lives and interactions of the area’s diverse Native American, African American, and European peoples. DPLL LILE

ANTH 1625. Questions of Remembrance: Archaeological Perspectives on Slavery in the New World.
Archaeology of slavery, and particularly that of enslaved African-American communities in what came to be the United States, has been one of the fastest growing areas of archaeological research in the last few decades. This course will look into both classic and current literature on the archaeology of Atlantic slavery in order to understand the development of this archaeological subfield, from an initial focus on the living conditions of slaves on plantation sites to later interests in the processes of consolidation of African-American ethnicities. What are current challenges faced by those investigating the material constitution of African Diaspora through time? DPLL LILE

ANTH 1630. The City, the Maroon and the Mass Grave.
How has archaeology contributed to our understanding of the past in the former Spanish colonies? How has this knowledge been presented and made socially relevant in present-day Latin America? This course proposes a critical insight into the achievements and future challenges of historical archaeology in Spanish speaking America, exploring the diverging trajectories that the discipline has had in different countries of the region, and the way in which archaeological knowledge about the colonial, republican, and contemporary periods has been either ignored or assimilated into the development of specific politics of cultural heritage at the local level. LILE

Mexico and Central America are the cradles of one of the world’s most enduring cultural traditions. The modern identity of the region was forged in these ancient traditions and their influence is apparent the world over, particularly in the area of agricultural domesticates (corn, chocolate, and chilies). Their cities (Teotihuacan, Monte Alban, Chichen Itza, etc.) rank among the greatest of the ancient world. This course offers a survey of Pre-Columbian Mexico and Central America, from the early monumental centers of the Olmec to the great Aztec city of Tenochtitlan, and explores how anthropologists and archaeologists investigate Middle America’s indigenous past.

ANTH 1650. Ancient Maya Writing.
Nature and content of Mayan hieroglyphic writing, from 100 to 1600 CE. Methods of decipherment, introduction to textual study, and application to interpretations of Mayan language, imagery, world view, and society. Literacy and Mesoamerican background of script. LILE

Course addresses the burgeoning literature on the human body, especially the meanings attached to it through time and across cultures. Anthropology, history, and archaeology offer the principal sources of evidence for this introduction to past ideas about the body. LILE

A seminar providing the basic information on the prehistory of the Circum Artic of Northern Fennoscandia, Russia, and North America. Not open to first year students.

ANTH 1692. Southwestern Archaeology.
This course is an introduction to the archaeology of the native peoples of the Southwestern United States and Northern Mexico. It discusses the history of the field and examines how it is currently re-engaging with contemporary native peoples. It emphasizes past and present cultural diversity and traces out long-term continuities in beliefs and practices. Special attention is given to comparing and contrasting three formative cultural systems - Chaco, Hohokam, and Paquimé - that linked the Southwest into a series of broad social, political, and ideological networks. Students will be introduced to the Southwestern collections of the Haffenreffer Museum of Anthropology. DPLL

ANTH 1700. Evolutionary Theory and Human Behavior.
An introduction to the field of human behavioral ecology, the course provides an overview of the application of the theory of natural selection to the study of behavior in an ecological setting. Focus is on anthropological topics related to reproduction such as issues of mating and parenting, sex ratios and sex preferences, and timing of life histories events.

This course examines the fossil record of human ancestors and evidence for cultural origins in relation to evolutionary theory in biology. We will review studies of living primates as well as modern genetic and DNA research for measures of contemporary human variability. Finally, we will explore forensic applications and case studies.

ANTH 1720. The Human Skeleton.
More than simply a tissue within our bodies, the human skeleton is a gateway into narratives of the past—from the evolution of our species to the biography of individual past lives. Through lecture and hands-on laboratory, students will learn the complete anatomy of the human skeleton, with an emphasis on the human skeleton in functional and evolutionary perspective. We’ll also explore forensic and bioarchaeological approaches to the skeleton. By the course conclusion, students will be able to conduct basic skeletal analysis and will be prepared for more advanced studies of the skeleton from medical, forensic, archaeological, and evolutionary perspectives. LILE

ANTH 1764. Campus Culture.
This course presents and anthropological perspective on American colleges and universities from the past to present. In particular, it will address the emerging relationships between curriculum, governance, funding sources, academic values, and campus life. Readings will include theoretical sources on higher education, historical and ethnographic accounts of particular institutions, and recent essays regarding the purpose, practices and criticism of contemporary colleges and universities. DPLL LILE

ANTH 1800. Sociolinguistics, Discourse and Dialogue.
An investigation of the study of language and language behavior. Centers on the study of variation in language as seen in the social and cultural context of language use. This course will feature practice in writing fictional and dramatic dialogue based on real-life discourse. Presupposes some familiarity with basic linguistics (ANTH 0800, CLPS 0030, or equivalent).
ANTH 1810. Language and Power.
This course considers how language and power relate to each other in social life. We first consider theoretical approaches to the politics of language use, such as Foucault on discursive formations, Bourdieu on language as social capital, and Bakhtin on the oppression inherent in standard languages. We then consider specific issues, including joking as linguistic resistance, language death and revitalization, the coheir implant debate, and racializing discourses. We end with language use in the U.S. “culture wars,” covering such topics as the Ebonics controversy, language and electoral politics, hate speech, and English language legislation. DPLL LILE

ANTH 1830. The Pictured Text.
Writing makes language visible, and thus concerns images. Language also delimits the legibility of imagery. Turning words into images and images into words occurs at great speed around us. This course explores the relation of text and image across world traditions—Chinese, Mayan, Egyptian, Islamic, Greco-Roman, and others, extending up to the present. Topics include: calligraphy, context, scribal practice, the form and shape of writing, including typography, hidden or pseudo-writing, graffiti, and contemporary art.

ANTH 1848. Ethnography + Social Critique.
This class will study classic and contemporary anthropological ethnographies—as well as studies from sociology, journalism, and history—that achieve ethnographic results, but will require discussion to determine what they “are.” We will examine the methods involved in research for the books and articles and how the ethnographies were written. Ethnographies will be chosen for their importance in anthropology and other fields, and will cover a broad range of topical and geographic contexts. This class is to study ethnographies more than to make them. That said, assignments will include practicing certain methods that are often employed by ethnographers. Preference given to students who have taken another Anthropology class. DPLL LILE

ANTH 1850. Body Arts: The Human Frame as Cultural Expression.
The body is inescapable: humans live with it and through it, sending messages and instating identity. The body remains, and will remain, our principal means of cultural expression. As its guiding proposition, this seminar affirms that body arts have a history and social setting, whether of gesture, clothing, fashion, tattooing, make-up, hair-styles, cranial deformation, jewelry, perfume, dance or other embellishments and subtractions of the human frame. Those arts involve material equipment and a set of theories and dispositions needing close review and appraisal. These come from varied sources, including anthropology, art history, cultural studies, literature history or archaeology.

ANTH 1870A. Reproductive Health and Sexuality.
No description available.

ANTH 1880. From Magic Mushrooms to Big Pharma: Anthropology of Drugs.
This course considers the social, political, and medical issues associated with illegal and pharmaceutical drugs. Some of the topics we consider are debates over the commercialization and criminalization of hallucinogenic plants such as marijuana, the politics of antiretroviral distribution, the ethics of medical and ethnic tourism, the legacies of colonialism and botanical migrations, "biopiracy" and indigenous knowledge, and critiques of modern food production, including the "locavore movement" and opposition to genetically modified foods. Through it all, we consider how the ways people talk and write about these issues affect concrete realities in daily life. Enrollment limited to 20 juniors and seniors. DPLL LILE

Looks at the way anthropological methods and theories have interlaced through history to understand the dominant concerns in present-day anthropology. What were the important issues that influenced the discipline’s history? Who were the significant, and not so well known, historic personalities who shaped anthropological practice and gave it its identity? Enrollment limited to 20.

ANTH 1901. Anthropology in/of the Museum.
This course provides an introduction to museums from an anthropological perspective. Topics include politics of representation and the construction of the “Other”; objects, identity, and meaning; collecting and cultural property; and collaboration, community engagement, and indigenous self-representation. Assignments involve work with the Haffenreffer Museum of Anthropology’s exhibitions and collections. The course focuses on museums dedicated to natural and cultural history, but establishes theoretical and practical grounding for thinking about and working in other disciplines and other kinds of display institutions. It is suitable for both undergraduate and graduate students. There are no prerequisites; but familiarity with anthropology is presumed.

ANTH 1910A. Anthropological Approaches to World Issues.
Capstone seminar for Anthropology concentrators that explores how anthropology can challenge conventional or dominant wisdom about global social problems. Original research project required.

ANTH 1910B. Anthropology of Place.
The anthropology of place serves as a unifying theme for the seminar by bridging anthropology’s subdisciplines and articulating with other fields of knowledge. Through readings and discussion, students will explore how place permeates people’s everyday lives and their engagement with the world, and is implicit in the meanings they attach to specific locales, their struggles over them, and the longings they express for them in rapidly changing and reconfigured landscapes. Enrollment limited to 20.

ANTH 1910C. Campus Culture.
Colleges and universities are normative microcosms of the societies they serve. They create, partition, validate and communicate knowledge to rising generations. Their architectures, landscapes, daily routines, yearly cycles, and centennial celebrations are infused with symbolic meanings. Degree awarding ceremonies are among the most attended pilgrimages in our culture. Colleges and universities are gateways to society’s essential professions and portals to a succession of alumni/ae bound by tradition. We will look at these institutions, their values, symbols, communities, governance, financial sources, academic structures, tensions, and adaptive strategies through the seeing eye of anthropology. Enrollment limited to 20.

ANTH 1910D. Faces of Culture.
The seminar is designed to allow you as anthropology majors to question to debate and examine some of the assumptions of the discipline, and critically explore the multifacous uses of the concept. We will contextualize the study of culture with the history of anthropology and across other disciplines in the humanities and the social sciences. Limited to 20. Prerequisite: ANTH 1900

ANTH 1910E. Media and the Middle East.
Media anthropology is a reinvented field within the discipline, emerging from critical engagements with ethnographic film and the crisis of representation of the 1980s. We’ll explore the development of an anthropological approach to mass media studies by focusing on research conducted and theories derived from a particular region: the Middle East. Enrollment limited to 20 senior Anthropology concentrators. Prerequisite: ANTH 121, 1900, 1940, or 1950. DPLL LILE

ANTH 1910F. Social Construction.
No description available. Enrollment limited to 20.

ANTH 1910G. Senior Seminar: Politics and Symbols.
Examination of the key role played by symbols in politics. We examine symbols, myths, and rituals used to win support, create political reality, and form political groups, whether in defense of the status quo or creating movements seeking to overthrow it. The 2016 U.S. presidential, congressional, state, and local political campaigns receive attention. Students, in part working in groups, will engage in original research both on the 2016 American elections and a wide variety of historical and contemporary political developments, from ISIS and the Arab Spring to the American anti-abortion movement. Prerequisites: two previous courses in anthropology.
Migration is a main way that not only populations change, but also economies, landscapes, cultures, and identities. Drawing on cases from across the globe and through time, we will examine migration through both the global flows of capital and culture and through migrants’ lives as they build families, fight for belonging, and transform the built environment. This capstone seminar is designed to further concentrators’ engagement with anthropology, its methods, subfields, and its contributions to our knowledge of human experience. Particular emphasis will be on how anthropology aids in understanding the interrelation of global political and economic systems and local experiences. DPLL LILE

ANTH 1940. Ethnographic Research Methods.
To understand the different theoretical assumptions that shape research efforts; to examine how hypotheses and research questions are formulated; and to appreciate the ethical and scientific dimensions of research by hands-on experience in fieldwork projects. Prerequisite: One Anthropology course.

This course brings design thinking into conversation with anthropological research methods, examining the elements of a comprehensive perspective of context. It introduces students to design research methods, ethnographic methods, and how they work together. Students will learn how to use these methods to identify and engage in ‘deep hanging out’ with the problem, gap or inefficiency in question. They will then move on to patient, contextualized opportunity identification for meaningful innovation. By the end of the course, students will have developed a process for effective context analysis. This course is relevant for designers of products, services, organizations, and experiences. Enrollment limited to 40. LILE

Training in archaeological lab and field techniques for archaeologists. Topics include the nature of field archaeology, tools of the trade, interdisciplinary field techniques, ethics, excavations methodology, survey and GIS, systematic vs. ad hoc excavation, artifact analysis, site and artifact preservation. Students gain experience as practicing archaeologists through the active investigation of local historical and archaeological sites in the College Hill area.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

A seminar investigating some themes in the history of anthropological theory. Starting with the delineations of the scope and nature of social science by Marx, Durkheim, and Weber, the seminar then considers various explorations of the concepts of structure, function, and agency, concluding with Bourdieu’s reformulation of social anthropology for a new generation in the form of practice theory.

A seminar exploring fundamental theoretical and ethnographic currents in 20th- and 21st-century cultural anthropology.

Contributes to anthropological understandings of globalization, political and urban anthropology, with a focus on one particular theoretical orientation that may guide research design and/or analysis. In addition to studying this particular philosophy through which they might understand culture, this course offers a model for the adoption of any given theoretical lens that might be taken up, critiqued, and otherwise put to use in cultural analysis.

ANTH 2018. Labor and Social Life.
This is a graduate seminar that will explore anthropologies of labor. The Fall 2016 focus will be on labor, posthuman and feminist theory, and critical studies of capitalism.

A seminar on the methodological problems associated with field research in social and cultural anthropology. Designed to help students prepare for both summer and dissertation research.

The purpose of this seminar is to help graduate students conceptualize ethnographic research, formulate a research problem, develop a research design, consider its ethical implications, design appropriate methodologies and prepared the proposal for IRB approval. The methodologies will be discussed with a view to arriving at a critical understanding of the ethical, political and theoretical issues embedded in them and the way in which they fit into our conception of anthropological practice.

ANTH 2030. Advanced Field Methods.
A seminar for advanced graduate students returning from field research or preparing for dissertation field work. Case studies are used for a critical examination of research design and data analysis.

ANTH 2035. Professional Preparation for Anthropologists.
This course covers research ethics and politics, writing of proposals, theses, and articles, publishing, public speaking, CVs and resumes, and the job search.

ANTH 2040. Advanced Social Theory.
This seminar is for graduate students who have taken ANTH 2000 and ANTH 2010 or equivalent graduate introductory courses in anthropological theory. Topics to be explored in this seminar include contemporary theories of globalization, hybridity, the politics of identity, class, cultural citizenship, democracy, social suffering, structural violence, agency, human rights, militarization, the body, multisited ethnography, and writing culture.

ANTH 2045. Proposal Writing Workshop for Anthropological Fieldwork.
This course is designed for third-year graduate students in any subfield of anthropology or closely related fields who are writing grant proposals for dissertation research. Student grant proposals will be pre-circulated and worked upon. Students will gain familiarity with the format for writing successful proposals, with the strategies needed to operationalize them, with the everyday academic labor of both offering and responding to substantive feedback.

ANTH 2050. Ethnography.
Each week this class will study classic and contemporary ethnographies - as well as studies from sociology, journalism, and history - that achieve ethnographic results, but will require discussion to determine what they "are". We will carefully examine the methods involved in research for the books and how the ethnographies were written. Ethnographies will be chosen for their importance in anthropology and other fields, and will cover a broad range of topical and geographic contexts.

ANTH 2060. Anthropology Dissertators’ Seminar.
This seminar is for post-field graduate students in residence at Brown who are at any stage of writing their dissertations. It is intended to support dissertators by providing a structured community, providing a setting for sharing goals, and workshopping writing.

ANTH 2100A. Contemporary Ethnography on Latin America and Beyond.
This graduate seminar addresses contentious and creative issues in anthropology by focusing on the science and art of ethnography. Readings feature new transnational ethnographic writers. Topics: alternative research framing, the relation of field research to writing, representing violence and porous borders in practice.

ANTH 2100B. People of the Andes.
No description available.

Focuses on debates over significant social and cultural issues in Africa. Historical and cultural continuities are premised as a way of understanding political, economic, and religious complexities in present-day Africa.
ANTH 2210. Critical Locations in the Anthropology of the United States.
This graduate seminar locates and explores the anthropology of the United States. Students first work to understand the social history of anthropology in the U.S., including its theoretical and methodological contributions, and the range of approaches and examples. The course is then organized thematically as students explore key moments along this trajectory, through a close reading of ethnographic work in various settings. The course places a particular emphasis on scholars, topics, and populations that have been historically understudied and sidelined within the larger inquiry, but that are nonetheless critical for the expanded contribution of anthropological work in this field.

ANTH 2200A. International Health.
This graduate seminar (upper-class undergraduates may seek permission from the instructor) focuses on the social and cultural complexity of health problems in developing nations, exploring anthropological approaches to public health. International health issues will be investigated using historical, ecological, epidemiological, political-economic, and ethnomedical perspectives, and the role of "applied" anthropology will be explored.

ANTH 2210. Analysis of Social Structure.
This course will discuss the analysis of kinship and the construction of the person cross culturally.

ANTH 2230. Medical Anthropology.
This graduate seminar provides a theoretical, methodological, and ethnographic foundation in medical anthropology. The focus will be on sociocultural approaches to the study of the suffering, illness and the body, though the course will also engage with key issues in biocultural approaches to understanding disease processes. Topics will include: social suffering, religion and medicine, local biologies, gender and the body, biotechnology, bioethics, caregiving and doctoring, and the global burden of disease.

ANTH 2240. Anthropological Approaches to the Body.
This course is an in-depth exploration of theoretical and analytical approaches to the body in socio-cultural anthropology. Topics covered include: the body as site and sign of the social order; theories of embodiment and the cultivation of the self, bodily order and social ritual; the senses; the relationship between bodily epistemology and socio-political structures; the commodification of the body; technological intervention in the body; the visualization of the bodily interior; and state interventions and regulations of bodily processes.

ANTH 2250A. Psychology of Gender.
This course critically examines the role of gender in development and maturation, or the psychological differentiation of males and females, in the context of their socio-cultural environment.

ANTH 2251. Anthropology of Gender and Sexuality.
In this course we will engage with writings from the social sciences on sex, gender, and sexuality. We will look at the categories that anthropologists have created to explain bodies, sexual choices, and subjectivities and historicize and interrogate them. We will do close readings of ethnographies to see how sex, sexuality, and gender are theorized and how these ideas are applied to a variety of cultural contexts and how people live their everyday lives. Enrollment limited to 15.

ANTH 2255. Gender, Liberalism, and Postcolonial Theory.
What makes the concept of gender useful to think with, both within academia and beyond? How does gender relate to the political projects of feminism and liberalism? What explanatory potential does gender and liberalism hold for addressing (or obfuscating) social inequalities, racism, and other forms of oppression? Drawing on multiple disciplines in the social sciences, this course offers students analytical tools to theorize gender, sexuality, and liberalism in the contemporary world. Building on critical interventions of post-colonial theorists, we will explore anthropological contributions to the study of gender, sexuality and liberalism through ethnographic writings. Open to graduate students and seniors.

ANTH 2260. Politics and Symbolism: At the Interface of Anthropology and History.
An examination of the theoretical roots of the symbolic analysis of politics and the application of these perspectives to both contemporary and historical study of political life.

ANTH 2261. Globalisms: Empires and Social Movements.
This seminar explores globalism in two of its contemporary forms, including empires and global networks of social movements. Focuses on theories of empire and on their implications for anti-war and anti-corporate movements in particular.

ANTH 2262. Social Analysis, Public Goods and Social Movements.
This seminar explores some of the political, ethical, and social issues and dilemmas involved in using social analysis to advance public interests.

ANTH 2263. Colonialism and Neocolonialism.
A seminar addressing the concepts of colonialism, postcolonialism, and nationalism. The nature of colonial "rule of law," the stages of the dissolution and formation of "African" native states, and the notion of "traditional" power are all examined in a comparative context using Francophone and Anglophone case studies in Africa.

ANTH 2264. Ethnicity, Race, and Nationalism.
Study of key issues debated by anthropologists regarding ethnicity, race, and nationalism, with examination of concepts such as identity, cultural citizenship, transnationalism-globalization, gender, home, and acculturation-hybridity.

ANTH 2270. Ethnography and Women’s Literature of Non-Western Societies.
Interdisciplinary and cross-cultural exploration of representation in ethnographic and literary texts. Confronts the apparent analytical opposition of objectivity and subjectivity and addresses the challenge in the academy of "writing culture." Encourages connections between women writers in the Third World and American minority discourse to deepen understanding of global politics and the poetics of culture.

ANTH 2300. Anthropological Demography.
A seminar devoted to the investigation of the interface of anthropology (especially sociocultural anthropology) and demography. A wide variety of demographic topics-fertility, mortality, marriage, migration—are considered, and the links between anthropological and demographic writings on and approaches to these areas are examined.

ANTH 2301. Interdisciplinary Perspectives on Population.
Brown University’s 10 year of excavations has created a lens through which to examine the complexities of the Nabataeans and their culture. The main information about the Nabataeans comes primarily from their extant monuments. There are also literary and epigraphic sources. This seminar will create a constellation of readable ideas, although we will still be left with many open questions about these people.

ANTH 2302. Field Methods for Anthropological Demography.
Concentrates on methods for collecting or producing data that bear on demographic issues and that are suitable for demographic analyses. Topics include: fertility histories, life histories, genealogies, household surveys, networks, and social units. Particular emphasis on the social contexts of data production, local meanings, and discovering appropriate categories and units of analysis.

ANTH 2303. Anthropology of Fertility and Reproduction.
A seminar examining the social significance and cultural meanings of human fertility and reproduction, including the social and cultural consequences of different fertility levels, the variety of people involved in decisions about reproduction, the allocation of responsibility for parenthood, and the political implications of contemporary debates about the meanings of biological and social reproduction.

ANTH 2304. Issues in Anthropology and Population.
This seminar is intended for graduate students and postdoctoral fellows interested in anthropological approaches to population issues and is normally taken as the second course in a two-course sequence that begins with ANTH 2300. The overarching theme of the seminar is the contributions that sociocultural anthropology can make to the understanding of population processes.
ANTH 2310A. Violence, Governance, and Transnationalism. This seminar deals with contemporary anthropological approaches to violence, governance, and transnationalism. As faculty and graduate students, we have worked together to identify important ethnographic experiments that provide novel anthropological framings of major global issues. Our goal is to interrogate anthropological writing, explore its relation to field research, and trace anthropological appropriations of contemporary social theory from a variety of sources. Prerequisites: three previous courses in Anthropology.

ANTH 2310B. Violence, Governance and Transnationalism. Deals with contemporary anthropological approaches to intersection of violence, human rights, law, and transnationalism. Readings will focus on the development of a new generation of research in the anthropology of human rights and its implication for rethinking legal anthropology. Anthropology has moved beyond the “cultural relativism” paradigm on to new projects which analyze the appropriation and use of human rights discourse and international norms as political tools for a variety of national and local agendas. Anthropologists have produced ethnographies that focus on the institutional grounding of legal discourse and practice in community and neighborhood politics, social movements, and ethnic nationalist projects. They have studied the radical reworking of rights discourse in different parts of the world and debated the ways in which these technologies for legal redress in the face of violence are politically empowering and/or disempowering in particular historical and cultural circumstances.

ANTH 2315. Anthropology of State Power and Powerlessness. How do we conceptualize state power? Is sovereign power primarily a capacity for force and coercion or a source of welfare and social cohesion? States the world over often do not manage to provide adequate welfare or to maintain a monopoly on violence. How then might we understand state power not only as a capacity but also in its capacities and vulnerabilities? We engage these paradoxes of power through classic texts of anthropology and political theory including Foucault, Deleuze, Weber, Hobbes, and Rousseau, in tandem with lively ethnographic analyses of state power in its capacities and incapacities.

ANTH 2320. Ideology of Development. An examination of different development theories and their relationship to field application. The analysis of project preparation and implementation is used to question the goals and objectives of Western and indigenous notions of progress and change within a social and economic context. Third World countries are utilized as case studies to address related issues, such as the meaning of development.

ANTH 2321. Coming to Terms with India: Anthropology of Colonialism and Nationalism. This course is designed to look into the impact of colonialism, nationalism and the postcolonial identities of the person in India. In addition to the primacy of the anthropological focus, the seminar will also draw from cultural studies and history. Our engagement will be with topics of nationalism, religion, and caste and class formation during colonial and post colonial rule. Additional topics using the anthropological approach will include orientalism and gender; the location of national minorities within the Indian democracy and the future of fundamentalism; post-colonialism and the emerging new person.

ANTH 2400. Museums and Material Culture. This seminar discusses anthropological approaches to material culture in museum contexts, by developing themes, selecting objects, and preparing a preliminary script for an exhibition in Manning Hall. This year, “Humans and Nature” (ANTH 2400 is followed by ANTH 2410. Students can enroll in each course independently). Instructor permission required.

ANTH 2410. Exhibitions in Museums. The goal of this seminar is to implement in Manning Hall an exhibition script developed in ANTH 2400, on “Humans and Nature” (see that course). Topics discussed and put into practice include: representation of cultures modern museum displays; thematic development; interpretation, handling, and mounting of objects in contextually rich and engaging museum environments; conservation; audience assessment.

ANTH 2420. Museums in Their Communities. This seminar examines in detail the internal workings of museums (of anthropology, art, history, science, etc) and their place in their communities. Accessions, collections management, conservations, education, exhibition, marketing, research, and museum management are among the topics discussed.

ANTH 2450. Exchange Scholar Program.

ANTH 2500A. Problems in Archaeology: Archaeology of Colonialism. Explores the theoretical discourses shaping anthropological approaches and defining archaeological projects on culture contact and colonialism. Attention will be given to examining colonial encounters between Europeans and indigenous peoples as ongoing processes rather than particular historical moments, and to looking at recent efforts at decolonizing archaeological practice.

ANTH 2500B. Problems in Archaeology: The Archaeology of Empires. Empires have been among the most influential political and social formations in global history. This seminar will explore general literature on imperial genesis, consolidation and decline, as well as considering the specific and unique contributions archaeology and art history can offer to the understanding of empire. A variety of case studies will be explored, with selections depending on student interest.

ANTH 2500C. GIS and Remote Sensing in Archaeology. This course will train advanced students in the laboratory methods needed for the successful application of GIS and remote sensing technologies in archaeology. We will conduct an exhaustive literature review of spatial research in archaeology to place GIS and remote sensing within a broader conceptual framework. Each student will design their own geodatabase that they will be able to build upon in future research.

ANTH 2501. Principles of Archaeology. Examines theoretical and methodological issues in anthropological archaeology. Attention is given to past concerns, current debates, and future directions of archaeology in the social sciences.

ANTH 2510. Circumpolar Archaeology. A specialized course dealing with advanced problems in Arctic archaeology. Although primarily oriented toward the northern specialist, the seminar is designed to present, by example, methodological and analytic problems that are applicable to most archaeological areas and to hunting, fishing, and gathering societies.

ANTH 2520. Mesoamerican Archaeology and Ethnohistory. Seminar focusing on current issues in the archaeology and history of Mesoamerica, including Mexico and Northern Central America. Draws on rich resources at Brown, including the John Carter Brown Library.

ANTH 2530. Archaeology of Tribes and States. Explores concepts of complexity and inequality and how these have been used to study the origins and development of complex society. Categories such as tribes, chiefdoms, the state, etc. are evaluated as conceptual tools for understanding the rise of civilizations and early state formation, as well as transformations in later historical contexts.

ANTH 2540. Historical Archaeology: From Colony to City. Examines historical archaeology as a complex field of inquiry that engages multiple sources of evidence and incorporates a wide range of theoretical and methodological approaches. The seminar will consider the range of evidence available to historical archaeologists, and draw on examples from colonies and cities around the world to explore how the richness and diversity of the evidence is used.

ANTH 2541. Ethnohistory. Seminar topic: "Comparative Ethnohistory of the Americas." Examines Indian/European encounters and interactions in North America and Latin America. Explores the conjunction of anthropology and history, combining both theoretical orientations from and methodology of the two disciplines, with particular emphasis on the problems posed by comparative analyses.
ANTH 2550. Archaeological Research Methods, Theory and Practicum.
The seminar is designed to help the student develop good research and analytical skills in archaeology. By focusing on research design, analytic techniques, the relationship between theory and methodology, and the development of research proposal and/or reports, we shall examine how both scientific and humanistic theoretical concerns can be sources of meaningful archaeological questions, and how these questions can be transformed into viable research problems.

ANTH 2560. Lived Bodies, Dead Bodies: The Archaeology of Human Remains.
Bioarchaeology is the study of human remains from archaeological contexts. We will survey the "state of the art" in bioarchaeology, while exploring its relevance and application to the archaeology of complex societies. We will survey a range of bioarchaeological methods and applications, including paleopathology, stable isotope analysis, population affinity/ancient DNA, perimortem trauma, and body modification. In turn, we will explore how bioarchaeology can be used to approach a wide range of archaeological problems relative to complex societies, including subsistence, economy, migration, urbanism, social inequality, conflict and warfare, and identity. Open to graduate students only. S/NC. LILE

ANTH 2590. Space, Power, and Politics.
This course critically examines the politics of space and landscape from an interdisciplinary perspective. After examining key texts in political philosophy and cultural geography, we examine themes in recent scholarship including the spatial production of sovereignty, capital, and political subjectivity and the evolving role of digital cartography in public culture and politics. Case studies are drawn from archaeology, art history, ethnography, cultural geography, and history.

ANTH 2800. Linguistic Theory and Practice.
An introduction to theoretical and methodological issues in the study of language and social life. We begin by examining semiotic approaches to language. We turn to classical research on language as a structured system - covering such topics as phonology and grammatical categories - but we focus on the implications of such work for broader social scientific and humanistic research. We then consider areas of active contemporary research, including cognition and linguistic relativity, meaning and semantics, pronouns and deixis, deference and register, speech acts and performativity, interaction, verbal art and poetics, reported speech, performance, and linguistic ideology.

ANTH 2810. Performance Theory.
Explores the concept of performance as used in several social science and humanities disciplines: linguistics, anthropology, folklore, ethnomusicology, and theater. Also addresses practical problems of conducting research on performance forms. Seminar.

ANTH 2900. Teaching Practicum.
No description available.

ANTH 2970. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

ANTH 2980. Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ANTH 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

ANTH XLIST. Courses of Interest to Students Concentrating in Anthropology.

Fall 2016
The following courses, listed in other departments, may be of interest to students concentrating in Anthropology. Please check the course listings of the sponsoring department for times and locations.

Archaeology and the Ancient World
ARCH 1960 The Archaeology of College Hill
Spring 2017
The following courses, listed in other departments, may be of interest to students concentrating in Anthropology. Please check the course listings of the sponsoring department for times and locations.

Archaeology and the Ancient World
ARCH 2105 Ceramic Analysis for Archaeology

ENGL 2901F Around 1948: Interdisciplinary Approaches to Global Transformations

Applied Mathematics

Chair
Bjoern Sandstede

Associate Chair
John Mallet-Paret

The Division of Applied Mathematics at Brown University is one of the most prominent departments at Brown, and is also one of the oldest and strongest of its type in the country. The Division of Applied Mathematics is a world renowned center of research activity in a wide spectrum of traditional and modern mathematics. It explores the connections between mathematics and its applications at both the research and educational levels. The principal areas of research activities are ordinary, functional, and partial differential equations: stochastic control theory; applied probability, statistics and stochastic systems theory; neuroscience and computational molecular biology; numerical analysis and scientific computation; and the mechanics of solids, materials science and fluids. The effort in virtually all research ranges from applied and algorithmic problems to the study of fundamental mathematical questions. The Division emphasizes applied mathematics as a unifying theme. To facilitate cooperation among faculty and students, some research programs are partly organized around interdepartmental research centers. These centers facilitate funding and cooperative research in order to maintain the highest level of research and education in the Division. It is this breadth and the discovery from mutual collaboration which marks the great strength and uniqueness of the Division of Applied Mathematics at Brown.

For additional information, please visit the department's website: http://www.dam.brown.edu/

Applied Mathematics Concentration Requirements

The concentration in Applied Mathematics allows students to investigate the mathematics of problems arising in the physical, life and social sciences as well as in engineering. The basic mathematical skills of Applied Mathematics come from a variety of sources, which depend on the problems of interest: the theory of ordinary and partial differential equations, matrix theory, statistical sciences, probability and decision theory, risk and insurance analysis, among others. Applied Mathematics appeals to people with a variety of different interests, ranging from those with a desire to obtain a good quantitative background for use in some future career, to those who are interested in the basic techniques and approaches in themselves. The standard concentration leads to either the A.B. or Sc.B. degree. Students may also choose to pursue a joint program with biology, computer science or economics. The undergraduate concentration guide is available here (http://www.brown.edu/academics/applied-mathematics/undergraduate).

Both the A.B. and Sc.B. concentrations in Applied Mathematics require certain basic courses to be taken, but beyond this there is a great deal
of flexibility as to which areas of application are pursued. Students are encouraged to take courses in applied mathematics, mathematics, and one or more of the application areas in the natural sciences, social sciences or engineering. Whichever areas are chosen should be studied in some depth.

**Standard program for the A.B. degree.**

**Prerequisites**

MATH 0090  Introductory Calculus, Part I  
MATH 0100  Introductory Calculus, Part II  
APMA 0330, APMA 0340, APMA 0350, APMA 0360

Select one course on programming from the following:  
CSCI 0040  Introduction to Scientific Computing  
CSCI 0150  Introduction to Object-Oriented Programming and Computer Science  
CSCI 0170  Computer Science: An Integrated Introduction

**Program**

Ten additional semester courses approved by the Division of Applied Mathematics. These classes must include:

<table>
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<tr>
<th>Course</th>
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<tr>
<td>MATH 0180</td>
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<tr>
<td>MATH 0520</td>
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<td>APMA 0350</td>
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Four courses must be chosen from the following:

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<tr>
<td>APMA 0090</td>
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<td>CSCI 0400</td>
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<td>CSCI 0150</td>
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<td>CSCI 0170</td>
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Five additional courses, of which four should be chosen from the 1000-level or higher level courses taught by the Division of Applied Mathematics.

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<td>MATH 0520</td>
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<td>MATH 0100</td>
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<tr>
<td>MATH 0090</td>
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<td>or MATH 0540</td>
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<tr>
<td>APMA 0330</td>
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<td>APMA 0340</td>
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**Total Credits** 18

1. Substitution of alternate courses for the specific requirements is subject to approval by the division.
2. Concentrators are urged to consider MATH 0540 as an alternative to MATH 0520.
3. APMA 0330, APMA 0340 will sometimes be accepted as substitutes for APMA 0350, APMA 0360.
4. Concentrators are urged to complete their introductory programming course before the end of their sophomore year.

**Standard program for the Sc.B. degree.**

**Program**

Eighteen approved semester courses in mathematics, applied mathematics, engineering, the natural or social sciences. These classes must include:

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<tbody>
<tr>
<td>MATH 0090</td>
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<td>MATH 0180</td>
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<td>MATH 0520</td>
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<td>APMA 0350</td>
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Select one senior seminar from the APMA 1930 or APMA 1940 series, or APMA 0330, APMA 0340.

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<td>CSCI 0170</td>
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Select one course on programming from the following:

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<tr>
<td>APMA 0090</td>
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<td>CSCI 0400</td>
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Ten additional courses, of which six should be chosen from the 1000-level or higher level courses taught by the Division of Applied Mathematics.

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<tr>
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<td>MATH 0090</td>
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<td>MATH 0100</td>
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<td>MATH 0170</td>
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<td>MATH 0180</td>
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<tr>
<td>MATH 0520</td>
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<td>CHEM 0330</td>
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<tr>
<td>PHYS 0030</td>
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<td>or PHYS 0050</td>
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Select one of the following sequences:

<table>
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<tbody>
<tr>
<td>APMA 0350</td>
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<tr>
<td>APMA 0360</td>
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<tr>
<td>APMA 0330</td>
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<td>APMA 0340</td>
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<tr>
<td>APMA 1650</td>
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<td>APMA 1070</td>
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<tr>
<td>APMA 1080</td>
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<tr>
<td>BIOL 0200</td>
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**Applied Mathematics-Biology Concentration Requirements**

The Applied Math-Biology concentration recognizes that mathematics is essential to address many modern biological problems in the post-genomic era. Specifically, high throughput technologies have rendered vast new biological data sets that require novel analytical skills for the most basic analyses. These technologies are spawning a new "data-driven" paradigm in the biological sciences and the fields of bioinformatics and systems biology. The foundations of these new fields are inherently mathematical, with a focus on probability, statistical inference, and systems dynamics. These mathematical methods apply very broadly in many biological fields including some like population growth, spread of disease, that predate the genomics revolution. Nevertheless, the application of these methods in areas of biology from molecular genetics to evolutionary biology has grown very rapidly in with the availability of vast amounts of genomic sequence data. Required coursework in this program aims at ensuring expertise in mathematical and statistical sciences, and their application in biology. The students will focus in particular areas of biology. The program culminates in a senior capstone experience that pairs student and faculty in creative research collaborations.

**Standard program for the Sc.B. degree.**

Required coursework in this program aims at ensuring expertise in mathematical and statistical sciences, and their application in biology. The students will focus in particular areas of biology. The program culminates in a senior capstone experience that pairs student and faculty in creative research collaborations. Applied Math – Biology concentrators are prepared for careers in medicine, public health, industry and academic research.

**Required Courses:**

Students are required to take all of the following courses:

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<tr>
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<tr>
<td>PHYS 0030</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 0050</td>
<td>1</td>
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</tbody>
</table>

Select one of the following sequences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMA 0350</td>
<td>2</td>
</tr>
<tr>
<td>APMA 0360</td>
<td>2</td>
</tr>
<tr>
<td>APMA 0330</td>
<td>2</td>
</tr>
<tr>
<td>APMA 0340</td>
<td>2</td>
</tr>
<tr>
<td>APMA 1650</td>
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<tr>
<td>APMA 1070</td>
<td>1</td>
</tr>
<tr>
<td>APMA 1080</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits** 18

1. Substitution of alternate courses for the specific requirements is subject to approval by the division.
2. Concentrators are urged to consider MATH 0540 as an alternative to MATH 0520.
3. APMA 0330, APMA 0340 will sometimes be accepted as substitutes for APMA 0350, APMA 0360.
4. Concentrators are urged to complete their introductory programming course before the end of their sophomore year.
Additional Courses
In addition to required courses listed above, students must take the following:

Two additional courses in Applied Math or Biology. At least one of these must be a directed research course, e.g. a senior seminar or independent study in Applied Math or a directed research/independent study in Biology. For example:

A course from the APMA 1300 series
A course from the APMA 1400 series
APMA 1970 Independent Study
BIOL 1950 Directed Research/Independent Study
BIOL 1960 Directed Research/Independent Study

Four classes in the biological sciences agreed upon by the student and advisor. These four courses should form a cohesive grouping in a specific area of emphasis, at least two of which should be at the 1000-level. Some example groupings are below:

Areas of Emphasis and Suggested Courses:
Some areas of possible emphasis for focusing of elective courses are listed below. Given the large number of course offerings in the biosciences and neuroscience, students are free to explore classes in these areas that are not listed below. However, all classes must be approved by the concentration advisor.

Biochemistry
BIOL 0280 Introductory Biochemistry
BIOL 1270 Advanced Biochemistry
CHEM Organic Chemistry
CHEM 1230 Chemical Biology

Biotechnology and Physiology
BIOL 0800 Principles of Physiology
BIOL 1100 Cell Physiology and Biophysics
and/or appropriate bioengineering courses, such as:
BIOL 1090 Polymer Science for Biomaterials
BIOL 1120 Biomaterials
BIOL 1140 Tissue Engineering
BIOL 1150 Stem Cell Engineering
BIOL 1210 Synthetic Biological Systems

Ecology, Evolution, and Genetics
BIOL 0410 Invertebrate Zoology & BIOL 0480 and Evolutionary Biology
BIOL 0420 Principles of Ecology & BIOL 0430 and The Evolution of Plant Diversity
BIOL 0470 Genetics
BIOL 1420 Experimental Design in Ecology
BIOL 1430 Computational Theory of Molecular Evolution and Population Genetics
BIOL 1465 Human Population Genomics
BIOL 1540 Molecular Genetics

Neuroscience
APMA 0410 Mathematical Methods in the Brain Sciences

Neurosciences courses: See https://www.brown.edu/academics/neuroscience/undergraduate/neuroscience-concentration-requirements

BIOL 1100 Cell Physiology and Biophysics
BIOL 1110 Topics in Signal Transduction
BIOL 1190 Synaptic Transmission and Plasticity

Total Credits

Honors
Requirements and Process: Honors in the Applied Math-Biology concentration is based primarily upon an in-depth, original research project carried out under the guidance of a Brown (and usually Applied Math or BioMed) affiliated faculty advisor. Projects must be conducted for no less than two full semesters, and student must register for credit for the project via APMA 1970 or BIOL 1950/BIOL 1960 or similar independent study courses. The project culminates in the writing of a thesis which is reviewed by the thesis advisor and a second reader. It is essential that the student have one advisor from the biological sciences and one in Applied Mathematics. The thesis work must be presented in the form of an oral presentation (arranged with the primary thesis advisor) or posted at the annual Undergraduate Research Day in either Applied Mathematics or Biology. For information on registering for BIOL 1950/BIOL 1960, please see https://www.brown.edu/academics/biology/undergraduate-education/undergraduate-research

Excellence in grades within the concentration as well as a satisfactory evaluation by the advisors are also required for Honors. The student’s grades must place them within the upper 20% of their cohort, in accordance with the university policy on honors. Honors recipients typically maintain a Grade Point Average of 3.4 or higher in the concentration. However, in the case of outstanding independent research as demonstrated in the thesis and supported by the Thesis Committee, candidates with a GPA between 3.0 an 3.4 will be considered and are encouraged to apply.

The deadline for applying to graduate with honors in the concentration are the same as those of the biology concentrations. However, students in the joint concentration must inform the undergraduate chair in Applied Mathematics of their intention to apply for honors by these dates.

Applied Mathematics-Computer Science Concentration Requirements
The Sc.B. concentration in Applied Math-Computer Science provides a foundation of basic concepts and methodology of mathematical analysis and computation and prepares students for advanced work in computer science, applied mathematics, and scientific computation. Concentrators must complete courses in mathematics, applied math, computer science, and an approved English writing course. While the concentration in Applied Math-Computer Science allows students to develop the use of quantitative methods in thinking about and solving problems, knowledge that is valuable in all walks of life, students who have completed the concentration have pursued graduate study, computer consulting and information industries, and scientific and statistical analysis careers in industry or government. This degree offers a standard track and a professional track.

Requirements for the Standard Track of the Sc.B. degree.
Prerequisites - two semesters of Calculus, for example
MATH 0090 Introductory Calculus, Part I
MATH 0100 Introductory Calculus, Part II
MATH 0170 Advanced Placement Calculus

Concentration Requirements (17 courses)
Core-Math:
MATH 0180 Intermediate Calculus 1
or MATH 0350 Honors Calculus
MATH 0520 Linear Algebra 1
or MATH 0540 Honors Linear Algebra
or CSCI 0530 Directions: The Matrix in Computer Science

Core-Applied Mathematics:
APMA 0350 Applied Ordinary Differential Equations 1
APMA 0360 Methods of Applied Mathematics I, II 1
APMA 1170 Introduction to Computational Linear Algebra 1

1 Students whose independent study is expected to be in an experimental field are strongly encouraged to take APMA 1660, which covers experimental design and the analysis of variance (ANOVA), a method commonly used in the analysis of experimental data.
Core-Computer Science:

Select one of the following Series:

Series A

<table>
<thead>
<tr>
<th>CSCI 0150 &amp; CSCI 0160</th>
<th>Introduction to Object-Oriented Programming and Computer Science and Introduction to Algorithms and Data Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 0170 &amp; CSCI 0180</td>
<td>Computer Science: An Integrated Introduction and Computer Science: An Integrated Introduction</td>
</tr>
</tbody>
</table>

Series B

| CSCI 0190 | Accelerated Introduction to Computer Science |

Series C

| CSCI 0220 | Introduction to Discrete Structures and Probability (math) |
| CSCI 0320 | Introduction to Software Engineering (systems) |
| CSCI 0310 | Introduction to Computer Systems |
| CSCI 0330 | Introduction to Computer Systems |
| CSCI 0510 | Models of Computation (math) |

Three 1000-level Computer Science courses. These three courses must include a pair of courses with a coherent theme. A list of approved pairs may be found at the approved-pairs web page. You are not restricted to the pairs on this list, but any pair not on the list must be approved by the director of undergraduate studies.

Three 1000-level Applied Mathematics courses approved by the concentration advisor, of which two should constitute a standard sequence or address a common theme. Typical sequences include: APMA 1200/1210 and APMA 1650/1660.

A capstone course: a one-semester course, normally taken in the student's last undergraduate year, in which the student (or group of students) use a significant portion of their undergraduate education, broadly interpreted, in studying some current topic in depth, to produce a culminating artifact such as a paper or software project.

Note: CSCI 1450 may be used either as a math-oriented core course or as an advanced course. CSCI 1450 was formerly known as CSCI 450: they are the same course and hence only one may be taken for credit. Applied Math 1650 may be used in place of CSCI 1450. However, concentration credit will be given for only one of Applied Math 1650 and CSCI 1450.

Total Credits: 17

Requirements for the Professional Track of the Sc.B. degree.

The requirements for the professional track include all those of the standard track, as well as the following:

Students must complete two two-to-four-month full-time professional experiences, doing work that is related to their concentration programs. Such work is normally done within an industrial organization, but may also be at a university under the supervision of a faculty member.

On completion of each professional experience, the student must write and upload to ASK a reflective essay about the experience addressing the following prompts, to be approved by the student's concentration advisor:

- Which courses were put to use in your summer's work? Which topics, in particular, were important?
- In retrospect, which courses should you have taken before embarking on your summer experience? What are the topics from these courses that would have helped you over the summer if you had been more familiar with them?
- Are there topics you should have been familiar with in preparation for your summer experience, but are not taught at Brown? What are these topics?
- What did you learn from the experience that probably could not have been picked up from course work?
- Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
- Would you recommend your summer experience to other Brown students? Explain.

Applied Mathematics-Economics Concentration Requirements

The Applied Mathematics-Economics concentration is designed to reflect the mathematical and statistical nature of modern economic theory and empirical research. This concentration has two tracks. The first is the advanced economics track, which is intended to prepare students for graduate study in economics. The second is the mathematical finance track, which is intended to prepare students for graduate study in finance, or for careers in finance or financial engineering. Both tracks have A.B. degree versions and Sc.B. degree versions, as well as a Professional track option.

Standard program for the A.B. degree (Advanced Economics track) - through the class of 2015:

Prerequisites:
- MATH 0100 Introductory Calculus, Part II
- MATH 0520 Linear Algebra

Course Requirements:

Applied Math Requirements

(a) 1
- APMA 0350 Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II 2 2
- Select one of the following:
- APMA 0160 Introduction to Scientific Computing
- CSCI 0040 Introduction to Scientific Computing and Problem Solving
- CSCI 0150 Introduction to Object-Oriented Programming and Computer Science

(b) 1
- APMA 1200 Operations Research: Probabilistic Models
- APMA 1210 Operations Research: Deterministic Models
- APMA 1650 Statistical Inference I
- Select one of the following:

Economics Requirements:
- ECON 1130 Intermediate Microeconomics (Mathematical) 3 1
- ECON 1210 Intermediate Macroeconomics 1
- ECON 1630 Econometrics I
Two 1000-level courses from the "mathematical-economics" group, below:

- ECON 1750: Investments II
- ECON 1759: Data, Statistics, Finance
- ECON 1810: Economics and Psychology
- ECON 1820: Behavioral Economics
- ECON 1850: Theory of Economic Growth
- ECON 1860: The Theory of General Equilibrium
- ECON 1870: Game Theory and Applications to Economics

Total Credits: 12

1. No course may be used to simultaneously satisfy (a) and (b).
2. APMA 0330 and APMA 0340 may be substituted with advisor approval.
3. Or ECON 1110 with permission.

**Standard program for the Sc.B. degree (Advanced Economics track) - through the class of 2015:**

**Prerequisites:**
- MATH 0100: Introductory Calculus, Part II
- MATH 0520: Linear Algebra

**Course requirements:**

**Applied Mathematics requirements:**

(a) 1

- APMA 0350: Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II 2

Select one of the following:

- APMA 0160: Introduction to Scientific Computing
- CSCI 0040: Introduction to Scientific Computing and Problem Solving
- CSCI 0150: Introduction to Object-Oriented Programming and Computer Science
- CSCI 0170: Computer Science: An Integrated Introduction

(b) 1

- APMA 1210: Operations Research: Deterministic Models
- APMA 1650: Statistical Inference I

Select two of the following:

- APMA 1210: Operations Research: Deterministic Models
- APMA 1660: Statistical Inference II
- APMA 1670: Statistical Analysis of Time Series
- APMA 1680: Nonparametric Statistics
- APMA 1690: Computational Probability and Statistics
- APMA 1700: The Mathematics of Insurance
- APMA 1740: Recent Applications of Probability and Statistics
- MATH 1010: Analysis: Functions of One Variable

**Economics requirements:**

- ECON 1130: Intermediate Microeconomics (Mathematical) 3
- ECON 1210: Intermediate Macroeconomics

**Economics Requirements:**

Three 1000-level courses from the "mathematical-economics" group, below:

- ECON 1225: Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies
- ECON 1465: Market Design: Theory and Applications
- ECON 1470: Bargaining Theory and Applications
- ECON 1640: Econometrics II
- ECON 1650: Financial Econometrics
- ECON 1750: Investments II
- ECON 1759: Data, Statistics, Finance
- ECON 1810: Economics and Psychology
- ECON 1820: Behavioral Economics
- ECON 1850: Theory of Economic Growth
- ECON 1860: The Theory of General Equilibrium
- ECON 1870: Game Theory and Applications to Economics

Total Credits: 15

1. No course may be used to simultaneously satisfy (a) and (b).
2. APMA 0330 and APMA 0340 may be substituted with advisor approval.
3. Or ECON 1110 with permission.

**Standard program for the A.B. degree (Mathematical Finance track) - through the class of 2015:**

**Prerequisites:**
- MATH 0100: Introductory Calculus, Part II
- MATH 0520: Linear Algebra

**Requirements:**

**Applied Mathematics requirements:**

(a)

- APMA 0350: Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II 1

Select one of the following:

- APMA 0160: Introduction to Scientific Computing
- CSCI 0040: Introduction to Scientific Computing and Problem Solving
- CSCI 0150: Introduction to Object-Oriented Programming and Computer Science
- CSCI 0170: Computer Science: An Integrated Introduction

(b) 1

- APMA 1210: Operations Research: Deterministic Models
- APMA 1650: Statistical Inference I

Select one of the following:

- APMA 1180: Introduction to Numerical Solution of Differential Equations
- APMA 1330: Methods of Applied Mathematics III, IV
- APMA 1660: Statistical Inference II
- APMA 1670: Statistical Analysis of Time Series
- APMA 1680: Nonparametric Statistics
- APMA 1690: Computational Probability and Statistics
- APMA 1700: The Mathematics of Insurance
- APMA 1720: Monte Carlo Simulation with Applications to Finance (most preferred in this list)
- APMA 1740: Recent Applications of Probability and Statistics
- MATH 1010: Analysis: Functions of One Variable
ECON 1130  Intermediate Microeconomics (Mathematical) 2 1
ECON 1210  Intermediate Macroeconomics 1
ECON 1630  Econometrics I 1
Select two 1000-level courses from the "financial economics" group: 3 2
ECON 1650  Financial Econometrics
ECON 1710  Investments I
ECON 1720  Corporate Finance
ECON 1750  Investments II
ECON 1759  Data, Statistics, Finance
ECON 1760  Financial Institutions
ECON 1765  Finance, Regulation, and the Economy: Research
ECON 1770  Fixed Income Securities
ECON 1780  Corporate Strategy
ECON 1790  Corporate Governance and Management
Select one 1000-level course from the "mathematical economics" group: 1
ECON 1170  Welfare Economics and Social Choice Theory
ECON 1225  Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies
ECON 1465  Market Design: Theory and Applications
ECON 1470  Bargaining Theory and Applications
ECON 1640  Econometrics II
ECON 1650  Financial Econometrics
ECON 1750  Investments II
ECON 1759  Data, Statistics, Finance
ECON 1810  Economics and Psychology
ECON 1820  Behavioral Economics
ECON 1850  Theory of Economic Growth
ECON 1860  The Theory of General Equilibrium
ECON 1870  Game Theory and Applications to Economics
Total Credits 12
1 APMA 0330 and APMA 0340 may be substituted with advisor approval.
2 Or ECON 1110 with permission.
3 No course may be used to simultaneously satisfy the "financial economics" and the "mathematical economics" requirements.

Standard program for the Sc.B. degree (Mathematical Finance track) - through the class of 2015:

Prerequisites:
MATH 0100  Introductory Calculus, Part II
MATH 0520  Linear Algebra

Course requirements:
Applied Mathematics requirements:
(a)
APMA 0350  Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II 1
APMA 0360  Applied Differential Equations 1
Select one of the following: 1
APMA 0160  Introduction to Scientific Computing
CSCI 0040  Introduction to Scientific Computing and Problem Solving
CSCI 0150  Introduction to Object-Oriented Programming and Computer Science
CSCI 0170  Computer Science: An Integrated Introduction
APMA 1200  Operations Research: Probabilistic Models
APMA 1650  Statistical Inference I
(b)
Select two of the following: 2
APMA 1180  Introduction to Numerical Solution of Differential Equations
APMA 1330  Methods of Applied Mathematics III, IV
APMA 1660  Statistical Inference II
APMA 1670  Statistical Analysis of Time Series
APMA 1680  Nonparametric Statistics
APMA 1690  Computational Probability and Statistics
APMA 1700  The Mathematics of Insurance
APMA 1720  Monte Carlo Simulation with Applications to Finance (most preferred in this list)
APMA 1740  Recent Applications of Probability and Statistics
MATH 1010  Analysis: Functions of One Variable

Economics requirements:
ECON 1130  Intermediate Microeconomics (Mathematical) 2 1
ECON 1210  Intermediate Macroeconomics 1
ECON 1630  Econometrics I 1
Select three 1000-level courses from the "financial economics" group: 3
ECON 1650  Financial Econometrics
ECON 1710  Investments I
ECON 1720  Corporate Finance
ECON 1750  Investments II
ECON 1759  Data, Statistics, Finance
ECON 1760  Financial Institutions
ECON 1765  Finance, Regulation, and the Economy: Research
ECON 1770  Fixed Income Securities
ECON 1780  Corporate Strategy
ECON 1790  Corporate Governance and Management
Select two 1000-level courses from the "mathematical economics" group: 2
ECON 1170  Welfare Economics and Social Choice Theory
ECON 1225  Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies
ECON 1465  Market Design: Theory and Applications
ECON 1470  Bargaining Theory and Applications
ECON 1640  Econometrics II
ECON 1650  Financial Econometrics
ECON 1750  Investments II
ECON 1759  Data, Statistics, Finance
ECON 1810  Economics and Psychology
ECON 1820  Behavioral Economics
ECON 1850  Theory of Economic Growth
ECON 1860  The Theory of General Equilibrium
ECON 1870  Game Theory and Applications to Economics
Total Credits 15
1 APMA 0330 and APMA 0340 may be substituted with advisor approval.
2 Or ECON 1110 with permission.
3 No course may be used to simultaneously satisfy the "financial economics" and the "mathematical economics" requirements.

Standard Program for the A.B. degree (Advanced Economics track) - class of 2016 and beyond:

Prerequisites:
MATH 0100  Introductory Calculus, Part II
MATH 0520  Linear Algebra

Course Requirements:
Applied Mathematics Requirements
Economics Requirements:

Select one of the following:

- APMA 1200 Operations Research: Probabilistic Models
- APMA 1210 Operations Research: Deterministic Models
- APMA 1650 Statistical Inference I

Select one of the following:

- APMA 1200 Operations Research: Probabilistic Models
- APMA 1210 Operations Research: Deterministic Models
- APMA 1660 Statistical Inference II
- APMA 1670 Statistical Analysis of Time Series
- APMA 1680 Nonparametric Statistics
- APMA 1690 Computational Probability and Statistics
- APMA 1700 The Mathematics of Insurance
- APMA 1740 Recent Applications of Probability and Statistics
- MATH 1010 Analysis: Functions of One Variable

Economics Requirements:

ECON 1130 Intermediate Microeconomics (Mathematical) 3 1
ECON 1210 Intermediate Macroeconomics 1
ECON 1630 Econometrics I 1

Two 1000-level courses from the "mathematical-economics" group: 4 2
ECON 1170 Welfare Economics and Social Choice Theory
ECON 1225 Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies
ECON 1465 Market Design: Theory and Applications
ECON 1470 Bargaining Theory and Applications
ECON 1640 Econometrics II
ECON 1750 Investments II
ECON 1759 Data, Statistics, Finance
ECON 1810 Economics and Psychology
ECON 1820 Behavioral Economics
ECON 1850 Theory of Economic Growth
ECON 1860 The Theory of General Equilibrium
ECON 1870 Game Theory and Applications to Economics

One 1000-level course from the "data methods" group: 4 1
ECON 1305 Economics of Education: Research
ECON 1310 Labor Economics
ECON 1360 Health Economics
ECON 1410 Urban Economics
ECON 1510 Economic Development
ECON 1520 The Economic Analysis of Institutions
ECON 1530 Health, Hunger and the Household in Developing Countries
ECON 1640 Econometrics II
ECON 1650 Financial Econometrics
ECON 1759 Data, Statistics, Finance
ECON 1765 Finance, Regulation, and the Economy: Research

Total Credits 13
One 1000-level course from the "data methods" group:\(^4\) 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1305</td>
<td>Economics of Education: Research</td>
</tr>
<tr>
<td>ECON 1310</td>
<td>Labor Economics</td>
</tr>
<tr>
<td>ECON 1360</td>
<td>Health Economics</td>
</tr>
<tr>
<td>ECON 1410</td>
<td>Urban Economics</td>
</tr>
<tr>
<td>ECON 1510</td>
<td>Economic Development</td>
</tr>
<tr>
<td>ECON 1520</td>
<td>The Economic Analysis of Institutions</td>
</tr>
<tr>
<td>ECON 1530</td>
<td>Health, Hunger and the Household in Developing Countries</td>
</tr>
<tr>
<td>ECON 1640</td>
<td>Econometrics II</td>
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<td>Financial Econometrics</td>
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<td>ECON 1759</td>
<td>Data, Statistics, Finance</td>
</tr>
<tr>
<td>ECON 1765</td>
<td>Finance, Regulation, and the Economy: Research</td>
</tr>
</tbody>
</table>

Two additional 1000-level economics courses 2

Total Credits 16

\(^1\) No course may be used to simultaneously satisfy (a) and (b).

\(^2\) APMA 0330 and APMA 0340 may be substituted with advisor approval.

\(^3\) Or ECON 1110 with permission.

\(^4\) No course may be used to simultaneously satisfy the "mathematical economics" and the "data methods" requirements.

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### Standard program for the A.B. degree (Mathematical Finance track) - class of 2016 and beyond

**Prerequisites:**

- MATH 0100 Introductory Calculus, Part II
- MATH 0520 Linear Algebra

**Course Requirements:**

**Applied Mathematics Requirements**

(a)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMA 0350</td>
<td>Applied Ordinary Differential Equations</td>
</tr>
<tr>
<td>&amp; APMA 0360</td>
<td>and Methods of Applied Mathematics I, II (^1)</td>
</tr>
</tbody>
</table>

Select one of the following:

- APMA 0160 Introduction to Scientific Computing (preferred)
- CSCI 0040 Introduction to Scientific Computing and Problem Solving (preferred)
- CSCI 0150 Introduction to Object-Oriented Programming and Computer Science
- CSCI 0170 Computer Science: An Integrated Introduction
- APMA 1200 Operations Research: Probabilistic Models
- APMA 1650 Statistical Inference I

(b)

Select one of the following:

- APMA 1180 Introduction to Numerical Solution of Differential Equations
- APMA 1330 Methods of Applied Mathematics III, IV
- APMA 1660 Statistical Inference II
- APMA 1670 Statistical Analysis of Time Series
- APMA 1680 Nonparametric Statistics
- APMA 1690 Computational Probability and Statistics
- APMA 1700 The Mathematics of Insurance
- APMA 1720 Monte Carlo Simulation with Applications to Finance (preferred)
- APMA 1740 Recent Applications of Probability and Statistics
- MATH 1010 Analysis: Functions of One Variable

**Economics Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1130</td>
<td>Intermediate Microeconomics (Mathematical) (^3)</td>
</tr>
<tr>
<td>ECON 1210</td>
<td>Intermediate Macroeconomics</td>
</tr>
<tr>
<td>ECON 1630</td>
<td>Econometrics I</td>
</tr>
</tbody>
</table>

Select two 1000-level courses from the "financial economics" group:\(^2\) 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1650</td>
<td>Financial Econometrics</td>
</tr>
<tr>
<td>ECON 1710</td>
<td>Investments I</td>
</tr>
<tr>
<td>ECON 1720</td>
<td>Corporate Finance</td>
</tr>
<tr>
<td>ECON 1750</td>
<td>Investments II</td>
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<tr>
<td>ECON 1759</td>
<td>Data, Statistics, Finance</td>
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<tr>
<td>ECON 1760</td>
<td>Financial Institutions</td>
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<tr>
<td>ECON 1765</td>
<td>Finance, Regulation, and the Economy: Research</td>
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<td>ECON 1770</td>
<td>Fixed Income Securities</td>
</tr>
<tr>
<td>ECON 1780</td>
<td>Corporate Strategy</td>
</tr>
<tr>
<td>ECON 1790</td>
<td>Corporate Governance and Management</td>
</tr>
</tbody>
</table>

Select one 1000-level course from the "mathematical economics" group:\(^1\) 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>ECON 1170</td>
<td>Welfare Economics and Social Choice Theory</td>
</tr>
<tr>
<td>ECON 1225</td>
<td>Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies</td>
</tr>
<tr>
<td>ECON 1465</td>
<td>Market Design: Theory and Applications</td>
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<td>Game Theory and Applications to Economics</td>
</tr>
</tbody>
</table>

Select one 1000-level course from the "data methods" group:\(^2\) 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>ECON 1305</td>
<td>Economics of Education: Research</td>
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<tr>
<td>ECON 1310</td>
<td>Labor Economics</td>
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<tr>
<td>ECON 1360</td>
<td>Health Economics</td>
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<tr>
<td>ECON 1410</td>
<td>Urban Economics</td>
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<tr>
<td>ECON 1510</td>
<td>Economic Development</td>
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<td>ECON 1520</td>
<td>The Economic Analysis of Institutions</td>
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<tr>
<td>ECON 1530</td>
<td>Health, Hunger and the Household in Developing Countries</td>
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<tr>
<td>ECON 1640</td>
<td>Econometrics II</td>
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<td>ECON 1650</td>
<td>Financial Econometrics</td>
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<td>ECON 1750</td>
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<tr>
<td>ECON 1759</td>
<td>Data, Statistics, Finance</td>
</tr>
<tr>
<td>ECON 1765</td>
<td>Finance, Regulation, and the Economy: Research</td>
</tr>
</tbody>
</table>

Total Credits 13

\(^1\) APMA 0330 and APMA 0340 may be substituted with advisor approval.

\(^2\) No course may be used to simultaneously satisfy the "financial economics," the "mathematical economics," or the "data methods" requirements.

\(^3\) Or ECON 1110 with permission.

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### Standard program for the Sc.B. degree (Mathematical Finance track) - class of 2016 and beyond

**Prerequisites:**

- MATH 0100 Introductory Calculus, Part II
- MATH 0520 Linear Algebra

**Course Requirements:**

**Applied Mathematics requirements:**

(a)
Select three 1000-level courses from the "financial economics" group:

- ECON 1630
- ECON 1210
- ECON 1130

Economics Requirements:

Select two of the following:

- APMA 1650
- APMA 0350
- ECON 1310
- ECON 1305
- ECON 1870
- ECON 1860
- ECON 1820
- ECON 1810
- ECON 1759
- ECON 1750
- ECON 1720
- ECON 1710
- ECON 1650
- ECON 1640
- ECON 1630
- ECON 1620
- ECON 1530
- ECON 1520
- ECON 1510
- ECON 1500
- ECON 1470
- ECON 1460
- ECON 1450
- ECON 1440
- ECON 1430
- ECON 1420
- ECON 1410
- ECON 1360
- ECON 1350
- ECON 1340
- ECON 1330
- ECON 1320
- ECON 1310
- ECON 1300
- ECON 1290
- ECON 1280
- ECON 1270
- ECON 1260
- ECON 1250
- ECON 1240
- ECON 1230
- ECON 1220
- ECON 1210
- ECON 1200
- ECON 1190
- ECON 1180
- ECON 1170
- ECON 1160
- ECON 1150
- ECON 1140
- ECON 1130
- ECON 1120
- ECON 1110
- ECON 1090
- ECON 1080
- ECON 1070
- ECON 1060
- ECON 1050
- ECON 1040
- ECON 1030
- ECON 1020
- ECON 1010
- ECON 1000

Select one 1000-level course from the "data methods" group:

- ECON 1305
- ECON 1310

Total Credits: 16

1 APMA 0330 and APMA 0340 may be substituted with advisor approval.
2 No course may be used to simultaneously satisfy the "financial economics," the "mathematical economics," or the "data methods" requirements.
3 Or ECON 1110 with permission.

Honors and Capstone Requirement

Admission to candidacy for honors in the concentration is granted on the following basis: 3.7 GPA for Economics courses, and a 3.5 GPA overall.

To graduate with honors, a student must write an honors thesis in the senior year following the procedures specified by the concentration (see Economics Department website). Beginning with the class of 2016, students not writing an honors thesis must complete an alternative senior capstone project and obtain the approval of a faculty sponsor.

Professional Track

The requirements for the professional track include all those of the standard track, as well as the following:

- Students must complete two two-to-four month full-time professional experiences, doing work that is related to their concentration programs. Such work is normally done within an industrial organization, but may also be at a university under the supervision of a faculty member.

On completion of each professional experience, the student must write and upload to ASK a reflective essay about the experience addressing the following prompts, to be approved by the student's concentration advisor:

- Which courses were put to use in your summer's work? Which topics, in particular, were important?
- In retrospect, which courses should you have taken before embarking on your summer experience? What are the topics from these courses that would have helped you over the summer if you had been more familiar with them?
- Are there topics you should have been familiar with in preparation for your summer experience, but are not taught at Brown? What are these topics?
- What did you learn from the experience that probably could not have been picked up from course work?
- Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
- Would you recommend your summer experience to other Brown students? Explain.

Applied Mathematics Graduate Program

The department of Applied Mathematics offers graduate programs leading to the Master of Science (Sc.M.) degree and the Doctor of Philosophy (Ph.D.) degree.

For more information on admission and program requirements, please visit the following website:

http://www.brown.edu/academics/gradschool/programs/applied-mathematics
Courses

APMA 0070. Introduction to Applied Complex Variables.
Applications of complex analysis that do not require calculus as a prerequisite. Topics include algebra of complex numbers, plane geometry by means of complex coordinates, complex exponentials, and logarithms and their relation to trigonometry, polynomials, and roots of polynomials, conformal mappings, rational functions and their applications, finite Fourier series and the FFT, iterations and fractals. Uses MATLAB, which has easy and comprehensive complex variable capabilities.

APMA 0090. Introduction to Mathematical Modeling.
We will explore issues of mathematical modeling and analysis. Five to six self-contained topics will be discussed and developed. The course will include seminars in which modeling issues are discussed, lectures to provide mathematical background, and computational experiments. Required mathematical background is knowledge of one-variable calculus, and no prior computing experience will be assumed. FYS

APMA 0100. Elementary Probability for Applications.
This course serves as an introduction to probability and stochastic processes with applications to practical problems. It will cover basic probability and stochastic processes such as basic concepts of probability and conditional probability, simple random walk, Markov chains, continuous distributions, Brownian motion and option pricing. Enrollment limited to 20 first year students. FYS

APMA 0120. Mathematics of Finance.
The current volatility in international financial markets makes it imperative for us to become competent in financial calculations early in our liberal arts and scientific career paths. This course is designed to prepare the student with those elements of mathematics of finance appropriate for the calculations necessary in financial transactions.

For student in any discipline that may involve numerical computations. Includes instruction for programming in MATLAB. Applications discussed include solution of linear equations (with vectors and matrices) and nonlinear equations (by bisection, iteration, and Newton's method), interpolation, and curve-fitting, difference equations, iterated maps, numerical differentiation and integration, and differential equations. Prerequisite: MATH 0100 or its equivalent.

Mathematics is the foundation of our technological society and most of its powerful ideas are quite accessible. This course will explain some of these using historical texts and Excel. Topics include the predictive power of 'differential equations' from the planets to epidemics, oscillations and music, chaotic systems, randomness and the atomic bomb. Prerequisite: some knowledge of calculus. LILE

APMA 0200. Introduction to Modelling.
This course provides an introduction to the mathematical modeling of selected biological, chemical, engineering, and physical processes. The goal is to illustrate the typical way in which applied mathematicians approach practical applications, from understanding the underlying problem, creating a model, analyzing the model using mathematical techniques, and interpreting the findings in terms of the original problem. Single-variable calculus is the only requirement; all other techniques from differential equations, linear algebra, and numerical methods, to probability and statistics will be introduced in class. Prerequisites: Math 0100 or equivalent.

APMA 0300. Methods of Applied Mathematics I, II.
This course will cover mathematical techniques involving ordinary differential equations used in the analysis of physical, biological and economic phenomena. The course emphasizes established methods and their applications rather than rigorous foundation. Topics include: first and second order differential equations, an introduction to numerical methods, series solutions, and Laplace transformations.

APMA 0340. Methods of Applied Mathematics I, II.
Mathematical techniques involving differential equations used in the analysis of physical, biological and economic phenomena. Emphasis on the use of established methods, rather than rigorous foundations. I: First and second order differential equations. II: Applications of linear algebra to systems of equations; numerical methods; nonlinear problems and stability; introduction to partial differential equations; introduction to statistics. Prerequisite: MATH 0100, 0170, 0180, 0190, 0200, or 0350, or advanced placement.

This course gives a comprehensive introduction to the qualitative and quantitative theory of ordinary differential equations and their applications. Specific topics covered in the course are applications of differential equations in biology, chemistry, economics, and physics; integrating factors and separable equations; techniques for solving linear systems of differential equations; numerical approaches to solving differential equations; phase-plane analysis of planar nonlinear systems; rigorous theoretical foundations of differential equations. Format: Six hours of lectures, and two hours of recitation. Prerequisites: MATH 0100, 0170, 0180, 0190, 0200, 0350 or advanced placement. MATH 0520 (can be taken concurrently).

APMA 0360. Methods of Applied Mathematics I, II.
Covers the same material as APMA 0340, albeit of greater depth. Intended primarily for students who desire a rigorous development of the mathematical foundations of the methods used, for those students considering one of the applied mathematics concentrations, and for all students in the sciences who will be taking advanced courses in applied mathematics, mathematics, physics, engineering, etc. Three hours lecture and one hour recitation. Prerequisite: MATH 0100, 0170, 0180, 0190, 0200, or 0350, or advanced placement.

Basic mathematical methods commonly used in the neural and cognitive sciences. Topics include: introduction to probability and statistics, emphasizing hypothesis testing and modern nonparametric methods; introduction to differential equations and systems of differential equations, emphasizing qualitative behavior and simple phase-plane analysis. Examples from neuroscience, cognitive science, and other sciences. Prerequisite: MATH 0100 or equivalent.

APMA 0650. Essential Statistics.
A first course in probability and statistics emphasizing statistical reasoning and basic concepts. Topics include visual and numerical summaries of data, representative and non-representative samples, elementary discrete probability theory, the normal distribution, sampling variability, elementary statistical inference, measures of association. Examples and applications from the popular press and the life, social and physical sciences. No prerequisites.

APMA 1070. Quantitative Models of Biological Systems.
Quantitative dynamic models help understand problems in biology and there has been rapid progress in recent years. The course provides an introduction to the concepts and techniques, with applications to population dynamics, infectious diseases, enzyme kinetics, aspects of cellular biology. Additional topics covered will vary. Mathematical techniques will be discussed as they arise in the context of biological problems. Prerequisites: APMA 0330, 0340 or 0350, 0360, or written permission.

APMA 1080. Inference in Genomics and Molecular Biology.
Sequencing of genomes has generated a massive quantity of fundamental biological data. Drawing traditional and Bayesian statistical inferences from these data, including; motif finding; hidden Markov models; other probabilistic models, significances in high dimensions; and functional genomics. Emphasis - application of probability theory to inferences on data sequence, the goal of enabling students to construct prob models. Statistical topics: Bayesian inferences, estimation, hypothesis testing and false discovery rates, statistical decision theory. Enroll in 2080 for more in depth coverage of the class. Prerequisite: APMA 1650, 1655 or MATH 1610 or CSCI 1450; BIOL 0200 recommended, programming skills required.
APMA 1170. Introduction to Computational Linear Algebra.
Focuses on fundamental algorithms in computational linear algebra with relevance to all science concentrators. Basic linear algebra and matrix decompositions (Cholesky, LU, QR, etc.), round-off errors and numerical analysis of errors and convergence. Iterative methods and conjugate gradient techniques. Computation of eigenvalues and eigenvectors, and an introduction to least squares methods.

APMA 1180. Introduction to Numerical Solution of Differential Equations.

This course will provide students with an overview of the subjects necessary to perform robust simulations of computational fluid dynamics (CFD) problems. After an initial overview of the finite volume method and fluid mechanics, students will use the finite volume library OpenFOAM to explore the different components that make up a modern CFD code (discretization, linear algebra, timestepping, boundary conditions, splitting schemes, and multiphysics) and learn how to navigate a production scale software library.

Basic probabilistic problems and methods in operations research and management science. Methods of problem formulation and solution. Markov chains, birth-death processes, stochastic service and queueing systems, the theory of sequential decisions under uncertainty, dynamic programming. Applications. Prerequisite: APMA 1650, 1655 or MATH 1610, or equivalent. LILE

An introduction to the basic mathematical ideas and computational methods of optimizing allocation of effort or resources, with or without constraints. Linear programming, network models, dynamic programming, and integer programming.

Interested students must register for ENGN 1370.

APMA 1260. Introduction to the Mechanics of Solids and Fluids.
An introduction to the dynamics of fluid flow and deforming elastic solids for students in the physical or mathematical sciences. Topics in fluid mechanics include statics, simple viscous flows, inviscid flows, potential flow, linear water waves, and acoustics. Topics in solid mechanics include elastic/plastic deformation, strain and stress, simple elastostatics, and elastic waves with reference to seismology. Offered in alternate years.

APMA 1330. Methods of Applied Mathematics III, IV.

APMA 1340. Methods of Applied Mathematics III, IV.
See Methods Of Applied Mathematics III, IV (APMA 1330) for course description.

APMA 1360. Topics in Chaotic Dynamics.
Overview and introduction to dynamical systems. Local and global theory of maps. Attractors and limit sets. Lyapunov exponents and dimensions. Fractals: definition and examples. Lorenz attractor, Hamiltonian systems, homoclinic orbits and Smale horseshoe orbits. Chaos in finite dimensions and in PDEs. Can be used to fulfill the senior seminar requirement in applied mathematics. Prerequisites: differential equations and linear algebra.

APMA 1500. Statistical Inference I.
APMA 1500 is an integrated first course in mathematical statistics. The first half of APMA 1500 covers probability and the last half is statistics, integrated with its probabilistic foundation. Specific topics include probability spaces, discrete and continuous random variables, methods for parameter estimation, confidence intervals, and hypothesis testing. Since 2016 is a presidential election year, examples throughout the course will be drawn from electoral politics. Prerequisite: One year of university-level calculus. At Brown, this corresponds to MATH 0100, 0170, 0180, 0190, 0200, or 0350. A score of 4 or 5 on the AP Calculus BC exam is also sufficient.

APMA 1555. Statistical Inference I.
Students may opt to enroll in 1655 for more in depth coverage of APMA 1650. Enrollment in 1655 will include an optional recitation section and required additional individual work. Applied Math concentrators are encouraged to take 1655.
Prerequisite (for either version): MATH 0100, 0170, 0180, 0190, 0200, or 0350.

APMA 1660. Statistical Inference II.
APMA 1660 is designed as a sequel to APMA 1500 to form one of the alternative tracks for an integrated year's course in mathematical statistics. The main topic is linear models in statistics. Specific topics include likelihood-ratio tests, nonparametric tests, introduction to statistical computing, matrix approach to simple-linear and multiple regression, analysis of variance, and design of experiments. Prerequisite: APMA 1650, 1655 or equivalent, basic linear algebra.

APMA 1670. Statistical Analysis of Time Series.
Time series analysis is an important branch of mathematical statistics with many applications to signal processing, econometrics, geology, etc. The course emphasizes methods for analysis in the frequency domain, in particular, estimation of the spectrum of time-series, but time domain methods are also covered. Prerequisites: elementary probability and statistics on the level of APMA 1650-1660.

APMA 1680. Nonparametric Statistics.
A systematic treatment of distribution-free alternatives to classical statistical tests. These nonparametric tests make minimum assumptions about distributions governing the generation of observations, yet are of nearly equal power to the classical alternatives. Prerequisite: APMA 1650 or equivalent. Offered in alternate years.

Examination of probability theory and mathematical statistics from the perspective of computing. Topics selected from random number generation, Monte Carlo methods, limit theorems, stochastic dependence, Bayesian networks, dimensionality reduction. Prerequisites: A calculus-based course in probability or statistics (e.g. APMA1650 or MATH1610) is required, and some programming experience is strongly recommended. Prerequisite: MATH 0100, 0170, 0180, 0190, 0200, or 0350, or equivalent placement.

APMA 1700. The Mathematics of Insurance.
The course consists of two parts: the first treats life contingencies, i.e. the construction of models for individual life insurance contracts. The second treats the Collective Theory of Risk, which constructs mathematical models for the insurance company and its portfolio of policies as a whole. Suitable also for students proceeding to the Institute of Actuaries examinations. Prerequisites: Probability Theory to the level of APMA 1650 or MATH 1610.

APMA 1710. Information Theory.
Information theory is the study of the fundamental limits of information transmission and storage. This course, intended primarily for advanced undergraduates and beginning graduate students, offers a broad introduction to information theory and its applications: Entropy and information, lossless data compression, communication in the presence of noise, channel capacity, channel coding, source-channel separation, lossy data compression. Prerequisite: one course in probability.
APMA 1720. Monte Carlo Simulation with Applications to Finance. The course will cover the basics of Monte Carlo and its applications to financial engineering: generating random variables and simulating stochastic processes; analysis of simulated data; variance reduction techniques; binomial trees and option pricing; Black-Scholes formula; portfolio optimization; interest rate models. The course will use MATLAB as the standard simulation tool. Prerequisites: APMA 1650 or MATH 1610

APMA 1740. Recent Applications of Probability and Statistics. This course develops the mathematical foundations of modern applications of statistics to the computational, cognitive, engineering, and neural sciences. The course is rigorous, but the emphasis is on application. Topics include: Gibbs ensembles and their relation to maximum entropy, large deviations, exponential models, and information theory; statistical estimation and the generative, discriminative and algorithmic approaches to classification; graphical models, dynamic programming, MCMC computing, parameter estimation, and the EM algorithm. For 2,000-level credit enroll in 2610; for 1,000-level credit enroll in 1740. Rigorous calculus-based statistics, programming experience, and strong mathematical background are essential. For 2610, some graduate level analysis is strongly suggested.


APMA 1860. Graphs and Networks. Selected topics about the mathematics of graphs and networks with an emphasis on random graph models and the dynamics of processes operating on these graphs. Topics may include: empirical properties of biological, social, and technological networks (small-world effects, scale-free properties, transitivity, community structure); mathematical and statistical models of random graphs and their properties (Bemoulli random graphs, preferential attachment models, stochastic block models, phase transitions); dynamical processes on graphs and networks (percolation, cascades, epidemics, queuing, synchronization).

APMA 1880. Advanced Matrix Theory. Canonical forms of orthogonal, Hermitian and normal matrices: Rayleigh quotients. Norms, eigenvalues, matrix equations, generalized inverses. Banded, sparse, non-negative and circulant matrices. Prerequisite: APMA 0340 or 0360, or MATH 0520 or 0540, or permission of the instructor.

APMA 1930A. Actuarial Mathematics. A seminar considering selected topics from two fields: (1) life contingencies—the study of the valuation of life insurance contracts; and (2) collective risk theory, which is concerned with the random process that generates claims for a portfolio of policies. Topics are chosen from Actuarial Mathematics, 2nd ed., by Bowers, Gerber, Hickman, Jones, and Nesbitt. Prerequisite: knowledge of probability theory to the level of APMA 1650 or MATH 1610. Particularly appropriate for students planning to take the examinations of the Society of Actuaries.

APMA 1930B. Computational Probability and Statistics. Examination of probability theory and mathematical statistics from the perspective of computing. Topics selected from: random number generation, Monte Carlo methods, limit theorems, stochastic dependence, Bayesian networks, probabilistic grammars.

APMA 1930C. Information Theory. Information theory is the mathematical study of the fundamental limits of information transmission (or coding) and storage (or compression). This course offers a broad introduction to information theory and its real-world applications. A subset of the following is covered: entropy and information; the asymptotic equipartition property; theoretical limits of lossless data compression and practical algorithms; communication in the presence of noise-channel coding, channel capacity; source-channel separation; Gaussian channels; Lossy data compression.

APMA 1930D. Mixing and Transport in Dynamical Systems. Mixing and transport are important in several areas of applied science, including fluid mechanics, atmospheric science, chemistry, and particle dynamics. In many cases, mixing seems highly complicated and unpredictable. We use the modern theory of dynamical systems to understand and predict mixing and transport from the differential equations describing the physical process in question. Prerequisites: APMA 0330, 0340; or APMA 0350, 0360.

APMA 1930E. Ocean Dynamics. Works through the popular book by Henry Stommel entitled A View of the Sea. Introduces the appropriate mathematics to match the physical concepts introduced in the book.

APMA 1930G. The Mathematics of Sports. Topics to be discussed will range from the determination of who won the match, through biomechanics, free-fall of flexible bodies and aerodynamics, to the flight of ski jumpers and similar unnatural phenomena. Prerequisite: APMA 0340 or equivalent, or permission of the instructor.

APMA 1930H. Scaling and Self-Similarity. The themes of scaling and self-similarity provide the simplest, and yet the most fruitful description of complicated forms in nature such as the branching of trees, the structure of human lungs, rugged natural landscapes, and turbulent fluid flows. This seminar is an investigation of some of these phenomena in a self-contained setting requiring little more mathematical background than high school algebra. Topics to be covered: Dimensional analysis; empirical laws in biology, geosciences, and physics and the interplay between scaling and function; an introduction to fractals; social networks and the "small world" phenomenon.

APMA 1930I. Random Matrix Theory. In the past few years, random matrices have become extremely important in a variety of fields such as computer science, physics and statistics. They are also of basic importance in various areas of mathematics. This class will serve as an introduction to this area. The focus is on the basic matrix ensembles and their limiting distributions, but several applications will be considered. Prerequisites: MATH 0200 or 0350; and MATH 0520 or 0540; and APMA 0350, 0360, 1650, and 1660. APMA 1170 and MATH 1010 are recommended, but not required.

APMA 1930J. Mathematics of Random Networks. An intro to the emerging field of random networks and a glimpse of some of the latest developments. Random networks arise in a variety of applications including statistics, communications, physics, biology and social networks. They are studied using methods from a variety of disciplines ranging from probability, graph theory and statistical physics to nonlinear dynamical systems. Describes elements of these theories and shows how they can be used to gain practical insight into various aspects of these networks including their structure, design, distributed control and self-organizing properties. Prerequisites: Advanced calculus, basic knowledge of probability. Enrollment limited to 40.

APMA 1930L. Applied Asymptotic Analysis. Many problems in applied mathematics and physics are nonlinear and are intractable to solve using elementary methods. In this course we will systematically develop techniques for obtaining quantitative information from nonlinear systems by exploiting small scale parameters. Topics will include: regular and singular perturbations, boundary layer theory, multiscale and averaging methods and asymptotic expansions of integrals. Along the way, we will discuss many applications including nonlinear waves, coupled oscillators, nonlinear optics, fluid dynamics and pattern formation.

APMA 1930M. Mathematics and Climate. The study of Earth’s climate involves many scientific components; mathematical tools play an important role in relating these through quantitative models, computational experiments and data analysis. The course aims to introduce students in applied mathematics to several of the conceptual models, the underlying physical principles and some of the ways data is analyzed and incorporated. Students will develop individual projects later in the semester. Prerequisites: APMA 0360, or APMA 0340, or written permission; APMA 1650 is recommended.

APMA 1930Q. Mathematical Models of Cortical Dynamics. A Senior Applied Mathematics seminar on brain modeling, emphasizing: stochastic aspects of cortical dynamics; models of spike-timing-dependent plasticity; mean-field approaches to the analysis of large networks; the emergence of network motifs and their role in cortical function. Open to Neuroscience and CLPS students with adequate mathematical and computational preparation. Background in neuroscience desirable but not required.
APMA 1930R. Probabilities in Quantum Mechanics.
We will start from scratch. The only prerequisites are some probability and a good facility with mathematics. We will be rigorous, while making a careful accounting of the (surprisingly few) conceptual assumptions that lead inexorably to consequences that are almost impossible to believe. With an eye on some of the most startling and vexing of these, we will construct a minimum mathematical foundation sufficient to explore: the abrupt transition from the weird quantum to the familiar classical world; the uncertainty principles; teleportation; Bell’s theorem and the Einstein-Bohr debates; quantum erasure; the Conway-Kochen “free-will theorem”; and (unbreakable) quantum encryption.

APMA 1940A. Coding and Information Theory.
In a host of applications, from satellite communication to compact disc technology, the storage, retrieval, and transmission of digital data relies upon the theory of coding and information for efficient and error-free performance. This course is about choosing representations that minimize the amount of data (compression) and the probability of an error in data handling (error-correcting codes). Prerequisite: A knowledge of basic probability theory at the level of APMA 1650 or MATH 1610.

APMA 1940B. Information and Coding Theory.
Originally developed by C.E. Shannon in the 1940s for describing bounds on information rates across telecommunication channels, information and coding theory is now employed in a large number of disciplines for modeling and analysis of problems that are statistical in nature. This course provides a general introduction to the field. Main topics include entropy, error correcting codes, source coding, data compression. Of special interest will be the connection to problems in pattern recognition. Includes a number of projects relevant to neuroscience, cognitive and linguistic sciences, and computer vision. Prerequisites: High school algebra, calculus. MATLAB or other computer experience helpful. Prior exposure to probability theory/statistics helpful.

APMA 1940C. Introduction to Mathematics of Fluids.
Equations that arise from the description of fluid motion are born in physics, yet are interesting from a more mathematical point of view as well. Selected topics from fluid dynamics introduce various problems and techniques in the analysis of partial differential equations. Possible topics include stability, existence and uniqueness of solutions, variational problems, and active scalar equations. No prior knowledge of fluid dynamics is necessary.

APMA 1940D. Iterative Methods.
Large, sparse systems of equations arise in many areas of mathematical application and in this course we explore the popular numerical solution techniques being used to efficiently solve these problems. Throughout the course we will study preconditioning strategies, Krylov subspace acceleration methods, and other projection methods. In particular, we will develop a working knowledge of the Conjugate Gradient and Minimum Residual (and Generalized Minimum Residual) algorithms. Multigrid and Domain Decomposition Methods will also be studied as well as parallel implementation, if time permits.

APMA 1940E. Mathematical Biology.
This course is designed for undergraduate students in mathematics who have an interest in the life sciences. No biological experience is necessary, as we begin by a review of the relevant topics. We then examine a number of case studies where mathematical tools have been successfully applied to biological systems. Mathematical subjects include differential equations, topology and geometry.

APMA 1940F. Mathematics of Physical Plasmas.
Plasmas can be big, as in the solar wind, or small, as in fluorescent bulbs. Both kinds are described by the same mathematics. Similar mathematics describes semiconducting materials, the movement of galaxies, and the re-entry of satellites. We consider how all of these physical systems are described by certain partial differential equations. Then we invoke the power of mathematics. The course is primarily mathematical. Prerequisites: APMA 0340 or 0360, MATH 0180 or 0200 or 0350, and PHYS 0060 or PHYS 0080 or ENGN 0510.

APMA 1940G. Multigrid Methods.
Multigrid methods are a very active area of research in Applied Mathematics. An introduction to these techniques will expose the student to cutting-edge mathematics and perhaps pique further interest in the field of scientific computation.

APMA 1940H. Numerical Linear Algebra.
This course will deal with advanced concepts in numerical linear algebra. Among the topics covered: Singular Value Decompositions (SVD) QR factorization, Conditioning and Stability and Iterative Methods.

APMA 1940I. The Mathematics of Finance.
The mathematics of speculation as reflected in the securities and commodities markets. Particular emphasis placed on the evaluation of risk and its role in decision-making under uncertainty. Prerequisite: basic probability.

APMA 1940J. The Mathematics of Speculation.
The course will deal with the mathematics of speculation as reflected in the securities and commodities markets. Particular emphasis will be placed on the evaluation of risk and its role in decision-making under uncertainty. Prerequisite: basic probability.

APMA 1940K. Fluid Dynamics and Physical Oceanography.
Introduction to fluid dynamics as applied to the mathematical modeling and simulation of ocean dynamics and near-shore processes. Oceanography topics include: overview of atmospheric and thermal forcing of the oceans, ocean circulation, effects of topography and Earth’s rotation, wind-driven currents in upper ocean, coastal upwelling, the Gulf Stream, tidal flows, wave propagation, tsunamis.

APMA 1940L. Mathematical Models in Biophysics.
Development mathematical descriptions of biological systems aid in understanding cell function and physiology. The course will explore a range of topics including: biomechanics of blood flow in arteries and capillaries, motile cells and chemotaxis, cell signaling and quorum sensing, and additional topics. Formulating and using numerical simulations will be a further component. Students will develop individual projects. Prerequisites: APMA 0360, or APMA 0340, or written permission.

APMA 1940M. The History of Mathematics.
The course will not be a systematic survey but will focus on specific topics in the history of mathematics such as Archimedes and integration. Oresme and graphing, Newton and infinitesimals, simple harmonic motion, the discovery of "Fourier" series, the Monte Carlo method, reading and analyzing the original texts. A basic knowledge of calculus will be assumed.

APMA 1940N. Introduction to Mathematical Models in Computational Biology.
This course is designed to introduce students to the use of mathematical models in biology as well as some more recent topics in computational biology. Mathematical techniques will involve difference equations and dynamical systems theory, ordinary differential equations and some partial differential equations. These techniques will be applied in the study of many biological applications such as: (i) Difference Equations: population dynamics, red blood cell production, population genetics; (ii) Ordinary Differential Equations: predator/prey models, Lotka/Volterra model, modeling the evolution of the genome, heart beat model/cycle, transmission dynamics of HIV and gonorrhea; (iii) Partial Differential Equations: tumor growth, modeling evolution of the genome, pattern formation. Prerequisites: APMA 0330 and 0340.

APMA 1940O. Approaches to Problem Solving in Applied Mathematics.
The aim of the course is to illustrate through the examination of unsolved (but elementary) problems the ways in which professional applied mathematicians approach the solution of such questions. Ideas considered include: choosing the "simplest" nontrivial example; generalization; and specification. Ways to think outside convention. Some knowledge of probability and linear algebra helpful. Suggested reading. “How to solve it”, G. Polya "Nonplussed", Julian Havil

APMA 1940P. Biodynamics of Block Flow and Cell Locomotion.
APMA 2060. Inference in Genomics and Molecular Biology.
Sequencing of genomes has generated a massive quantity of fundamental biological data. We focus on drawing traditional and Bayesian statistical inferences from these data, including: motif finding; hidden Markov models; other probabilistic models, significances in high dimensions; and functional genomics. Emphasis is on the application of probability theory to inferences on data sequence with the goal of enabling students to independently construct probabilistic models in setting novel to them. Statistical topics: Bayesian inference, estimation, hypothesis testing and false discovery rates, statistical decision theory. For 2,000-level credit enroll in 2080; for 1,000-level credit enroll in 1080.

APMA 2110. Real Analysis.
Provides the basis of real analysis which is fundamental to many of the other courses in the program: metric spaces, measure theory, and the theory of integration and differentiation.

APMA 2120. Hilbert Spaces and Their Applications.
A continuation of APMA 2110: metric spaces, Banach spaces, HIlbert spaces, the spectrum of bounded operators on Banach and Hilbert spaces, compact operators, applications to integral and differential equations.

APMA 2130. Methods of Applied Mathematics: Partial Differential Equations

APMA 2140. Methods of Applied Mathematics: Integral Equations

Calculation of asymptotic expansions, evaluation of integrals. Solution of linear ordinary differential equations in the complex plane, WKB method, special functions.

Topics vary according to interest of instructor and class.


APMA 2210. Topics in Nonlinear Dynamical Systems.
Topics to be covered in this course may vary depending on the audiences. One of the goals that is planned for this course is to discuss the boundary layers and/or the boundary value problems that appear and play a very important role in the kinetic theory of gases; in particular, in the theory of the Boltzmann equations. Students are encouraged to attend and participate in the kinetic theory program offered by the ICERM institute in the Fall 2011 semester. This course may be taken twice for credit.
The theory of the classical partial differential equations, as well as the method of characteristics and general first order theory. Basic analytic tools include the Fourier transform, the theory of distributions, Sobolev spaces, and techniques of harmonic and functional analysis. More general linear and nonlinear elliptic, hyperbolic, and parabolic equations and properties of their solutions, with examples drawn from physics, differential geometry, and the applied sciences. Generally, semester II of this course concentrates in depth on several special topics chosen by the instructor.

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APMA 2260. Introduction to Stochastic Control Theory.
The course serves as an introduction to the theory of stochastic control and dynamic programming technique. Optimal stopping, total expected (discounted) cost problems, and long-run average cost problems will be discussed in discrete time setting. The last part of the course deals with continuous time deterministic control and game problems. The course requires some familiarity with the probability theory.

APMA 2410. Fluid Dynamics I.
Formulation of the basic conservation laws for a viscous, heat conducting, compressible fluid. Molecular basis for thermodynamic and transport properties. Kinematics of vorticity and its transport and diffusion. Introduction to potential flow theory. Viscous flow theory; the application of dimensional analysis and scaling to obtain low and high Reynolds number limits.

APMA 2420. Fluid Mechanics II.
Introduction to concepts basic to current fluid mechanics research: hydrodynamic stability, the concept of average fluid mechanics, introduction to turbulence and to multiphase flow, wave motion, and topics in inviscid and compressible flow.

APMA 2450. Exchange Scholar Program.

APMA 2470. Topics in Fluid Dynamics.
Initial review of topics selected from flow stability, turbulence, turbulent mixing, surface tension effects, and thermal convection. Followed by focused attention on the dynamics of dispersed two-phase flow and complex fluids.

APMA 2480. Topics in Fluid Dynamics.
No description available.

Finite difference methods for solving time-dependent initial value problems of partial differential equations. Fundamental concepts of consistency, accuracy, stability and convergence of finite difference methods will be covered. Associated well-posedness theory for linear time-dependent PDEs will also be covered. Some knowledge of computer programming expected.

APMA 2560. Numerical Solution of Partial Differential Equations II.
An introduction to weighted residual methods, specifically spectral, finite element and spectral element methods. Topics include a review of variational calculus, the Rayleigh-Ritz method, approximation properties of spectral end finite element methods, and solution techniques. Homework will include both theoretical and computational problems.

APMA 2570A. Numerical Solution of Partial Differential Equations III.
We will cover spectral methods for partial differential equations. Algorithm formulation, analysis, and efficient implementation issues will be addressed. Prerequisite: APMA 2550 or equivalent knowledge in numerical methods.

APMA 2570B. Numerical Solution of Partial Differential Equations III.
We will cover finite element methods for ordinary differential equations and for elliptic, parabolic and hyperbolic partial differential equations. Algorithm development, analysis, and computer implementation issues will be addressed. In particular, we will discuss in depth the discontinuous Galerkin finite element method. Prerequisite: APMA 2550 or equivalent knowledge in numerical methods.

APMA 2580A. Computational Fluid Dynamics.
The course will focus primarily on finite difference methods for viscous incompressible flows. Other topics will include multiscale methods, e.g., molecular dynamics, dissipative particle dynamics and lattice Boltzmann methods. We will start with the mathematical nature of the Navier-Stokes equations and their simplified models, learn about high-order explicit and implicit methods, time stepping, and fast solvers. We will then cover advection-diffusion equations and various forms of the Navier-Stokes equations in primitive variables and in vorticity/streamfunction formulations. In addition to the homeworks the students are required to develop a Navier-Stokes solver as a final project.

APMA 2580B. Computational Fluid Dynamics.
An introduction to computational fluid dynamics with emphasis on compressible flows. We will cover finite difference, finite volume and finite element methods for compressible Euler and Navier-Stokes equations and for general hyperbolic conservation laws. Background material in hyperbolic partial differential equations will also be covered. Algorithm development, analysis, implementation and application issues will be addressed. Prerequisite: APMA 2550 or equivalent knowledge in numerical methods.

APMA 2610. Recent Applications of Probability and Statistics.
This course develops the mathematical foundations of modern applications of statistics to the computational, cognitive, engineering, and neural sciences. The course is rigorous, but the emphasis is on application. Topics include: Gibbs ensembles and their relation to maximum entropy, large deviations, exponential models, and information theory; statistical estimation and the generative, discriminative and algorithmic approaches to classification; graphical models, dynamic programming, MCMC computing, parameter estimation, and the EM algorithm. For 2,000-level credit enroll in 2610; for 1,000-level credit enroll in 1740. Rigorous calculus-based statistics, programming experience, and strong mathematical background are essential. For 2610, some graduate level analysis is strongly suggested.

A one-semester course that provides an introduction to probability theory based on measure theory. The course covers the following topics: probability spaces, random variables and measurable functions, independence and infinite product spaces, expectation and conditional expectation, weak convergence of measures, laws of large numbers and the Central Limit Theorem, discrete time martingale theory and applications.

A one-semester course in probability that provides an introduction to stochastic processes. The course covers the following subjects: Markov chains, Poisson processes, birth and death processes, continuous-time martingales, optional sampling theorem, martingale convergence theorem, Brownian motion, introduction to stochastic calculus and Itô’s formula, stochastic differential equations, the Feynman-Kac formula, Girsanov’s theorem, the Black-Scholes formula, basics of Gaussian and stationary processes. Prerequisite: APMA 2630 or equivalent course.

APMA 2660. Stochastic Processes.
Review of the theory of stochastic differential equations and reflected SDEs, and of the ergodic and stability theory of these processes. Introduction to the theory of weak convergence of probability measures and processes. Concentrates on applications to the probabilitstic modeling, control, and approximation of modern communications and queuing networks; emphasizes the basic methods, which are fundamental tools throughout applications of probability.
APMA 2670. Mathematical Statistics I.
This course presents advanced statistical inference methods. Topics include: foundations of statistical inference and comparison of classical, Bayesian, and minimax approaches, point and set estimation, hypothesis testing, linear regression, linear classification and principal component analysis, MRF, consistency and asymptotic normality of Maximum Likelihood and estimators, statistical inference from noisy or degraded data, and computational methods (E-M Algorithm, Markov Chain Monte Carlo, Bootstrap). Prerequisite: APMA 2630 or equivalent.

APMA 2680. Mathematical Statistics II.
The course covers modern nonparametric statistical methods. Topics include: density estimation, multiple regression, adaptive smoothing, cross-validation, bootstrap, classification and regression trees, nonlinear discriminant analysis, projection pursuit, the ACE algorithm for time series prediction, support vector machines, and neural networks. The course will provide the mathematical underpinnings, but it will also touch upon some applications in computer vision/speech recognition, and biological, neural, and cognitive sciences. Prerequisite: APMA 2670.

APMA 2720. Information Theory.

APMA 2810A. Computational Biology.
Provides an up-to-date presentation of the main problems and algorithms in bioinformatics. Emphasis is given to statistical/probabilistic methods for various molecular biology tasks, including: comparison of genomes of different species, finding genes and motifs, understanding transcription control mechanisms, analyzing microarray data for gene clustering, and predicting RNA structure.

APMA 2810B. Computational Molecular Biology.
Provides an up-to-date presentation of problems and algorithms in bioinformatics, beginning with an introduction to biochemistry and molecular genetics. Topics include: proteins and nucleic acids, the genetic code, the central dogma, the genome, gene expression, metabolic transformations, and experimental methods (gel electrophoresis, X-ray crystallography, NMR). Also, algorithms for DNA sequence alignment, database search tools (BLAST), and DNA sequencing.

No description available.

APMA 2810D. Elements of High Performance Scientific Computing II.
No description available.

APMA 2810E. Far Field Boundary Conditions for Hyperbolic Equations.
No description available.

APMA 2810F. Introduction to Non-linear Optics.
No description available.

APMA 2810G. Large Deviations.
No description available.

APMA 2810H. Math of Finance.
No description available.

APMA 2810I. Mathematical Models and Numerical Analysis in Computational Quantum Chemistry.
We shall present on some models in the quantum chemistry field (Thomas Fermi and related, Hartree Fock, Kohn Sham) the basic tools of functional analysis for the study of their solutions. Then some of the discretization methods and iterative algorithms to solve these problems will be presented and analyzed. Some of the open problems that flourish in this field will also be presented all along the lectures.

APMA 2810J. Mathematical Techniques for Neural Modeling.
No description available.

APMA 2810K. Methods of Algebraic Geometry in Control Theory I.
Develops the ideas of algebraic geometry in the context of control theory. The first semester examines scalar linear systems and affine algebraic geometry while the second semester addresses multivariable linear systems and projective algebraic geometry.

APMA 2810L. Numerical Solution of Hyperbolic PDE's.
No description available.

APMA 2810M. Some Topics in Kinetic Theory.
Nonlinear instabilities as well as boundary effects in a collisionless plasmas; Stable instabilities in self contained solutions to specific concrete problems. Focus on ideas but not on technical aspects. Open problems and possible future research directions will then be discussed so that students can gain a broader perspective. Prerequisite: One semester of PDE (graduate level) is required.

APMA 2810N. Topics in Nonlinear PDEs.
Aspects of the theory on nonlinear evolution equations, which includes kinetic theory, nonlinear wave equations, variational problems, and dynamical stability.

APMA 2810O. Stochastic Differential Equations.
This course develops the theory and some applications of stochastic differential equations. Topics include: stochastic integral with respect to Brownian motion, existence and uniqueness for solutions of SDEs, Markov property of solutions, sample path properties, Girsanov's Theorem, weak existence and uniqueness, and connections with partial differential equations. Possible additional topics include stochastic stability, reflected diffusions, numerical approximation, and stochastic control. Prerequisite: APMA 2630 and 2640.

APMA 2810P. Perturbation Methods.
Basic concepts of asymptotic approximations with examples with examples such as evaluation of integrals and functions. Regular and singular perturbation problems for differential equations arising in fluid mechanics, wave propagation or nonlinear oscillators. Methods include matched asymptotic expansions and multiple scales. Methods and results will be discussed in the context of applications to physical problems.

APMA 2810Q. Discontinuous Galerkin Methods.
In this seminar course we will cover the algorithm formulation, stability analysis and error estimates, and implementation and applications of discontinuous Galerkin finite element methods for solving hyperbolic conservation laws, convection diffusion equations, dispersive wave equations, and other linear and nonlinear partial differential equations. Prerequisite: APMA 2550.

APMA 2810R. Computational Biology Methods for Gene/Protein Networks and Structural Proteomics.
The course presents computational and statistical methods for gene and protein networks and structural proteomics; it emphasizes: (1) Probabilistic models for gene regulatory networks via microarray, chromatin immunoprecipitation, and cis-regulatory data; (2) Signal transduction pathways via tandem mass spectrometry data; (3) Molecular Modeling for ligand-receptor coupling and docking. The course is recommended for graduate students.

APMA 2810S. Topics in Control.
No description available.

This course introduces techniques useful for solving many nonlinear partial differential equations, with emphasis on elliptic problems. PDE from a variety of applications will be discussed. Contact the instructor about prerequisites.

APMA 2810U. Topics in Differential Equations.
No description available.

APMA 2810V. Topics in Partial Differential Equations.
The course will cover an introduction of the L_p theory of second order elliptic and parabolic equations, finite difference approximations of elliptic and parabolic equations, and some recent developments in the Navier-Stokes equations and quasi-geostrophic equations. Some knowledge of real analysis will be expected.
This is an advanced seminar course. We will cover several topics in high order numerical methods for convection dominated problems, including methods for solving Boltzmann type equations, methods for solving unsteady and steady Hamilton-Jacobi equations, and methods for solving moment models in semi-conductor device simulations. Prerequisite: APMA 2550 or equivalent knowledge of numerical analysis.

APMA 2810X. Introduction to the Theory of Large Deviations.
The theory of large deviations attempts to estimate the probability of rare events and identify the most likely way they happen. The course will begin with a review of the general framework, standard techniques (change-of-measure, PDE, weak convergence, etc.), and basic examples (e.g., Sanov's and Cramer's Theorems). We then will cover the Wentsel-Freidlin theory. The last part of the course will be one or two related topics, possibly drawn from (but not limited to) risk-sensitive control and Monte Carlo methods. Prerequisites: APMA 2630 and 2640.

APMA 2810Y. Discrete high-D Inferences in Genomics.
Genomics is revolutionizing biology and biomedicine and generated a mass of clearly relevant high-D data along with many important high-D discrete inference problems. Topics: special characteristics of discrete high-D inference including Bayesian posterior inference; point estimation; interval estimation; hypothesis tests; model selection; and statistical decision theory.

APMA 2810Z. An Introduction to the Theory of Large Deviations.
The theory of large deviations attempts to estimate the probability of rare events and identify the most likely way they happen. The course will begin with a review of the general framework, standard techniques (change-of-measure, subadditivity, etc.), and elementary examples (e.g., Sanov's and Cramer's Theorems). We then will cover large deviations for diffusion processes and the Wentsel-Freidlin theory. The last part of the course will be one or two related topics, possibly drawn from (but not limited to) risk-sensitive control; weak convergence methods; Hamilton-Jacobi-Bellman equations; Monte Carlo methods. Prerequisites: APMA 2630 and 2640.

APMA 2811A. Directed Methods in Control and System Theory.
Various general techniques have been developed for control and system problems. Many of the methods are indirect. For example, control problems are reduced to a problem involving a differential equation (such as the partial differential equation of Dynamic Programming) or to a system of differential equations (such as the canonical system of the Maximum Principle). Since these indirect methods are not always effective alternative approaches are necessary. In particular, direct methods are of interest.

We deal with two general classes, namely: 1) Integration Methods; and, 2) Representation Methods. Integration methods deal with the integration of function space differential equations. Perhaps the most familiar is the so-called Gradient Method or curve of steepest descent approach. Representation methods utilize approximation in function spaces and include both deterministic and stochastic finite element methods. Our concentration will be on the theoretical development and less on specific numerical procedures. The material on representation methods for Levy processes is new.

APMA 2811B. Computational Methods for Signaling Pathways and Protein Interactions.
The course will provide presentation of the biology and mathematical models/algorithms for a variety of topics, including: (1) The analysis and interpretation of tandem mass spectrometry data for protein identification and determination of signaling pathways, (2) Identification of Phosphorylation sites and motifs and structural aspects of protein docking problems. Prerequisites: The course is recommended for graduate students. It will be self-contained; students will be able to fill in knowledge by reading material to be indicated by the instructor.

APMA 2811C. Stochastic Partial Differential Equations.
SPDEs is an interdisciplinary area at the crossroads of stochastic processes and partial differential equations (PDEs). The topics of the course include: genesces of SPDEs in real life applications, mathematical foundations and analysis of SPDEs, numerical and computational aspects of SPDEs, applications of SPDEs to fluid dynamics, population biology, hidden Markov models, etc. Prerequisites: familiarity with stochastic calculus and PDEs (graduate level).

APMA 2811D. Asymptotic Problems For Differential Equations And Stochastic Processes.
Topics that will be covered include: WKB method; zeroth and first orders; turning points; Perturbation theory; regular perturbation, singular perturbation and boundary layers; Homogenization methods for ODE's, elliptic and parabolic PDE's; Homogenization for SDE's, diffusion processes in periodic and random media; Averaging principle for ODE's and SDE's. Applications will be discussed in class and in homework problems.

This course gives an introduction to the the basic concepts of a posteriori estimates of finite element methods. After an overview of different techniques the main focus will be shed on residual based estimates where as a starting point the Laplace operator is analyzed. Effectivity and reliability of the error estimator will be proven. In a second part of the course, students will either study research articles and present them or implement the error estimates for some specific problem and present their numerical results. Recommended prerequisites: basic knowledge in finite elements. APMA 2550, 2560, 2570.

The purpose of the course is to lay the foundation for the development and analysis of numerical methods for solving systems of ordinary differential equations. With a dual emphasis on analysis and efficient implementations, we shall develop the theory for multistage methods (Runge-Kutta type) and multi-step methods (Adams/BDF methods). We shall also discuss efficient implementation strategies using Newton-type methods and hybrid techniques such as Rosenbruck methods. The discussion includes definitions of different notions of stability, stiffness and stability regions, global/local error estimation, and error control.

Time permitting, we shall also discuss more specialized topics such as symplectic integration methods and parallel-in-time methods. A key component of the course shall be the discussion of problems and methods designed with the discretization of ODE systems originating from PDE's in mind. Topics include splitting methods, methods for differential-algebraic equations (DAE), deferred correction methods, and order reduction problems for IBVP, TVD and IMEX methods. Part of the class will consist of student presentations on more advanced topics, summarizing properties and known results based on reading journal papers.

APMA 2811G. Topics in Averaging and Metastability with Applications.
Topics that will be covered include: the averaging principle for stochastic dynamical systems and in particular for Hamiltonian systems; metastability and stochastic resonance. We will also discuss applications in class and in homework problems. In particular we will consider metastability issues arising in chemistry and biology, e.g. in the dynamical behavior of proteins. The course will be largely self contained, but a course in graduate probability theory and/or stochastic calculus will definitely help.

APMA 2811H. Survival Analysis.
APMA 2811L. An Introduction to Turbulence Modeling.  
Turbulence is the last mystery of classical physics. It surrounds us everywhere — in the air, in the ocean, in pipes carrying fluids and even in human body arteries. The course helps to understand what makes modeling the turbulence so difficult and challenging. The course covers the following issues: The nature of turbulence, characteristics of turbulence and classical constants of turbulence; Turbulent scales; Navier-Stokes equations, Reynolds stresses and Reynolds-Averaged Navier-Stokes (RANS) equations; RANS turbulence models: algebraic models, one-equation models, two-equation models; Low-Reynolds number turbulence models; Renormalization Group (RNG) turbulence model; Large-Eddy Simulation (LES); Students will be provided with user-friendly computer codes to run different benchmark cases. The final grade is based on two take home projects - computing or published papers analysis, optionally.

APMA 2811K. Computational/Statistical Methods for Signaling Pathways and Protein Interactions.  
The course will cover the main mathematical/computational models/ algorithms for a variety of tasks in proteomics and structural proteomics, including: (1) The analysis and interpretation of tandem mass spectrometry data for protein identification and determination of signaling pathways, (2) Identification of Phosphorylation sites and motifs, and (3) structural aspects of protein docking problems on the basis of NMR data. Open to graduate students only.

APMA 2811L. Topics in Homogenization: Theory and Computation.  
Topics that will be covered include: Homogenization methods for ODE’s, for elliptic and parabolic PDE’s and for stochastic differential Equations (SDE’s) in both periodic and random media; Averaging principle for ODE’s and SDE’s. Both theoretical and computational aspects will be studied. Applications will be discussed in class and in homework problems. Prerequisites: Some background in PDE’s and probability will be helpful, even though the class will be largely self contained.

APMA 2811O. Dynamics and Stochastics.  
This course provides a synthesis of mathematical problems at the interface between stochastic problems and dynamical systems that arise in systems biology. For instance, in some biological systems some species may be modeled stochastically while other species can be modeled using deterministic dynamics. Topics will include an introduction to biological networks, multiscale analysis, analysis of network structure, among other topics. Prerequisites: probability theory (APMA 2630/2640, concurrent enrollment in APMA 2640 is acceptable).

APMA 2811Q. Calculus of Variations.  
An introduction to modern techniques in the calculus of variations. Topics covered will include: existence of solutions and the direct method, Euler-Lagrange equations and necessary and sufficient conditions, one-dimensional problems, multidimensional nonconvex problems, relaxation and quasiconvexity, Young’s measures, and singular perturbations. The emphasis of the course will be equal parts theory and applications with numerous examples drawn from topics in nonlinear elasticity, pattern formation, wrinkling thin elastic sheets, martensitic phase transitions, minimal surfaces, differential geometry and optimal control.

APMA 2811S. Levy Processes.  
Lévy processes are the continuous-time analogues of random walks, and include Brownian motion, compound Poisson processes, and square-integrable pure-jump martingales with many small jumps. In this course we will develop the basic theory of general Lévy processes and subordinators, and discuss topics including local time, excursions, and fluctuations. Time permitting we will finish with selected applications which are of mutual interest to the instructor and students enrolled in the class. Prerequisite: APMA 2640 or equivalent.

APMA 2811T. Dissipative Particle Dynamics.  
This seminar course will cover topics on coarse graining of liquids and soft matter using the Dissipative Particle Dynamics (DPD) method. It will cover some basic concepts on Mori-Zwanzig formulation for particle systems and the derivation of DPD from first principles. The seminars will be presented by the instructor and the participants in the course.

APMA 2820A. A Tutorial on Particle Methods.  
No description available.

APMA 2820B. Advanced Topics in Information Theory.  
Explores classical and recent results in information theory. Topics chosen from: multi-terminal/network information theory; communication under channel uncertainty; side information problems (channel, source, and the duality between them); identification via channels; and multi-antenna fading channels. Prerequisite: APMA 1710 or basic knowledge of information theory.

APMA 2820C. Computational Electromagnetics.  
No description available.

APMA 2820D. Conventional, Real and Quantum Computing with Applications to Factoring and Root Finding.  
No description available.

APMA 2820E. Geophysical Fluid Dynamics.  
No description available.

APMA 2820F. Information Theory and Networks.  
No description available.

APMA 2820G. Information Theory, Statistics and Probability.  
No description available.

APMA 2820H. Kinetic Theory.  
We will focus on two main topics in mathematical study of the kinetic theory: (1) The new goal method to study the trend to Maxwellians; (2) various hydrodynamical (fluids) limits to Euler and Navier-Stokes equations. Main emphasis will be on the ideas behind proofs, but not on technical details.

APMA 2820J. Numerical Linear Algebra.  
Solving large systems of linear equations: The course will use the text of Trefethen and BAO that includes all the modern concepts of solving linear equations.

We discuss the construction and general theory of multistep and multistage methods for numerically solving systems of ODE’s, including stiff and nonlinear problems. Different notions to stability and error estimation and control. As time permits we shall discuss more advanced topics such as order reduction, general linear and additive methods, symplectic methods, and methods for DAE. Prerequisites: APMA 2190 and APMA 2550 or equivalent. Some programming experience is expected.

APMA 2820L. Random Processes in Mechanics.  
No description available.

APMA 2820M. Singularities in Elliptic Problems and their Treatment by High-Order Finite Element Methods.  
Singular solutions for elliptic problems (elasticity and heat transfer) are discussed. These may arise around corners in 2-D and along edges and vertices in 3-D domains. Derivation of singular solutions, characterized by eigenpairs and generalized stress/flux intensity factors (GSIF/GFIFs) are a major engineering importance (because of failure initiation and propagation). High-order FE methods are introduced, and special algorithms for extracting eigenpairs and GSIF/GFIFs are studied (Steklov, dual-function, ERR method, and others).

APMA 2820N. Topics in Scientific Computing.  
No description available.

APMA 2820O. The Mathematics of Shape with Applications to Computer Vision.  
Methods of representing shape, the geometry of the space of shapes, warping and matching of shapes, and some applications to problems in computer vision and medical imaging. Prerequisite: See instructor for prerequisites.
APMA 2820P. Foundations in Statistical Inference in Molecular Biology
In molecular biology, inferences in high dimensions with missing data are common. A conceptual framework for Bayesian and frequentist inferences in this setting including: sequence alignment, RNA secondary structure prediction, database search, and functional genomics. Statistical topics: parameter estimation, hypothesis testing, and characterization of posterior spaces. Core course in proposed PhD program in computational molecular biology.

APMA 2820Q. Topics in Kinetic Theory.
This course will introduce current mathematical study for Boltzmann equation and Vlasov equation. We will study large time behavior and hydrodynamic limits for Boltzmann theory and instabilities in the Vlasov theory. Graduate PDE course is required.

APMA 2820R. Structure Theory of Control Systems.
The course deals with the following problems: given a family of control systems S and a family of control systems S’, when does there exist an appropriate embedding of S into S’? Most of the course will deal with the families of linear control systems. Knowledge of control theory and mathematical sophistication are required.

APMA 2820S. Topics in Differential Equations.
A sequel to APMA 2210 concentrating on similar material.

APMA 2820T. Foundations in Statistical Inference in Molecular Biology.
In molecular biology, inferences in high dimensions with missing data are common. A conceptual framework for Bayesian and frequentist inferences in this setting including: sequence alignment. RNA secondary structure prediction, database search, and tiled arrays. Statistical topics: parameter estimation, hypothesis testing, recursions, and characterization of posterior spaces. Core course in proposed PhD program in computational molecular biology.

APMA 2820U. Structure Theory of Control Systems.
The course deals with the following problems: given a family of control systems S and a family of control systems S’, when does there exist an appropriate embedding of S into S’? Most of the course will deal with the families of linear control systems. Knowledge of control theory and mathematical sophistication are required.

Course begins with self-contained introduction to theory of “hyperbolic conservation laws”, that is quasilinear first order systems of partial differential equations whose solutions spontaneously develop singularities that propagate as shock waves. A number of recent developments will be discussed. Aim is to familiarize the students with current status of the theory as well as with the expanding areas of applications of the subject.

APMA 2820W. An Introduction to the Theory of Large Deviations.
The theory of large deviations attempts to estimate the probability of rare events and identify the most likely way they happen. The course will begin with a review of the general framework, standard techniques (change-of-measure, subadditivity, etc.), and elementary examples (e.g., Sanov’s and Cramer’s Theorems). We then will cover large deviations for diffusion processes and the Wentsel\_\_Freidlin theory. The last part of the course will be one or two related topics, possibly drawn from (but limited to) risk-sensitive control; weak convergence methods; Hamilton-Jacobi-Bellman equations; Monte Carlo methods. Prerequisites: APMA 2630 and 2640.


APMA 2820Y. Approaches to Problem Solving in Applied Mathematics.
TBA

APMA 2820Z. Topics in Discontinuous Galerkin Methods.
We will cover discontinuous Galerkin methods for time-dependent and steady state problems. Stability and error estimates of different discontinuous Galerkin methods will be discussed. In particular, we will discuss in depth the local discontinuous Galerkin method. Prerequisite: APMA 2550 or equivalent knowledge of numerical analysis.

No description available.

APMA 2821B. To Be Determined.

APMA 2821C. Topics in Partial Differential Equations.
The course will start by reviewing the theory of elliptic and parabolic equations and then focuses on nonlinear elliptic and parabolic equations. We will discuss several topics including: the Navier-Stokes equation and Monge-Ampere type equations. This course is a sequel to APMA 2810V, but APMA 2810V is not a prerequisite.

APMA 2821D. Random Processes and Random Variables.
APMA 2821E. Topics in Variational Methods.
The course will cover basic and advanced algorithms for solution of linear and nonlinear systems as well as eigenvalue problems.

APMA 2821F. Computational Linear Algebra.
The course starts with an introduction to discontinuous Galerkin methods for elliptic and hyperbolic equations and then focuses on the following topics: 1) Serial and parallel implementations of various discontinuous Galerkin solvers for fluid flow equations such as Euler and Navier-Stokes. 2) Explicit, semi-explicit and implicit time discretizations. 3) Multigrid (multi-level) solvers and preconditioners for systems arising from discontinuous Galerkin approximations of the partial differential equations.

This course will cover fundamental concepts of parallel computing: shared and distributed memory models; metrics for performance measuring; roof-line model for analysis of computational kernels, prediction and improving their performance on different processors; code optimization. We will analyze algorithms maximizing data reuse, and memory bandwidth utilization. Prior experience in coding is a plus. One course meeting will take place at IBM/Research, students will interact with experts in areas of HPC, visualization, social media and more. There will be bi-weekly homework assignments and a final project. Students are encouraged to suggest final project relevant to their research and level of expertise.

APMA 2821I. Formulation and Approximation of Linear and Nonlinear Problems of Solid Mechanics.
This advanced topic course will cover the formulation and approximation by the Finite Element Method (FEM) of linear and non-linear problems of Solid Mechanics. The formulation of problems is based on the Virtual Work Principle (VWP). Increasing complexity problems will be considered such as simple bar under traction, beams, plates, plane problems and solids with linear and hyperelastic materials. All problems are formulated using the same sequence of presentation which includes kinematics, strain measure, rigid body deformation, internal work, external work, VWP and constitutive equations. The approximation of the given problems is based on the High-order FEM. Examples will be presented using a Matlab code.

APMA 2821J. Some Topics in Kinetic Theory.
In this advanced topic course, we will go over several aspects of recent mathematical work on kinetic theory. Graduate level PDE is required.

APMA 2821K. Probabilistic and Statistical Models for Graphs and Networks.
Many modern data sets involve observations about a network of interacting components. Probabilistic and statistical models for graphs and networks play a central role in understanding these data sets. This is an area of active research across many disciplines. Students will read and discuss primary research papers and complete a final project.
APMA 2821L. Introduction to Malliavin Calculus. The Malliavin calculus is a stochastic calculus for random variables on Gaussian probability spaces, in particular the classical Wiener space. It was originally introduced in the 1970s by the French mathematician Paul Malliavin as a probabilistic approach to the regularity theory of second-order deterministic partial differential equations. Since its introduction, Malliavin’s calculus has been extended beyond its original scope and has found applications in many branches of stochastic analysis; e.g., filtering and optimal control, mathematical finance, numerical methods for stochastic differential equations. This course will introduce, starting in a simple setting, the basic concepts and operations of the Malliavin calculus, which will then be applied to the study of regularity of stochastic differential equations and their associated partial differential equations. In addition, applications from optimal control and finance, including the Clark-Ocone formula and its connection with hedging, will be presented.

APMA 2821M. Some Mathematical Problems in Materials Science. We will study a variety of mathematical models for problems in materials science. Mainly we will consider models of phase transformation, static and dynamic. Some of the topics to be treated are: (1) models of phase transformation; (2) gradient flows; (3) kinetic theories of domain growth; (4) stochastic models; (5) free boundary problems. A working familiarity with partial differential equations is required.

APMA 2821N. Numerical Solution of Ordinary Differential Equations: IVP Problems and PDE Related Issues. The course seeks to lay the foundation for the development and analysis of numerical methods for solving systems of ordinary differential equations. With a dual emphasis on analysis and efficient implementations, we shall develop the theory for multistage methods (Runge-Kutta type) and multi-step methods (Adams/BDF methods). The discussion includes definitions of different notions of stability, stiffness and stability regions, global/local error estimation, and error control. We also discuss more specialized topics such as symplectic integration methods, parallel-in-time methods, include splitting methods, methods for differential-algebraic equations (DAE), deferred correction methods, and order reduction problems for IBVP, TVD and IMEX methods.

APMA 2821O. Topics in Posteriori Error Estimations: Finite Element and Reduced Basis Methods. The course will contain two related parts. An introduction of different types of a posteriori error estimations for various finite element methods, certified reduced basis method, where a posteriori error estimations play an important role. Emphasize both the theory and implementation. Related Matlab programs. Residual-type, local-problem type, and recovery-type error estimators for conforming, mixed, non-conforming, and discontinuous galerkin finite element methods for different types of equations. Reduced basis methods, offline-online procedure, greedy algorithm, error estimator, empirical interpolation method, and successive constraint method will be discussed. Goal-Oriented primal-dual approach for both FEM and RBM will be covered. Objective: To learn various theoretical and practical results of adaptive finite element methods and reduced basis methods.

APMA 2821P. Topics in the Atomistic-to-Continuum Coupling Methods for Material Science. Atomistic-to-continuum coupling methods (a/c methods) have been proposed to increase the computational efficiency of atomistic computations involving the interaction between local crystal defects with long-range elastic fields. This course provides an introduction to the fundamentals required to understand modeling and computer simulation of material behavior. First briefly review material from continuum mechanics, materials science including crystals and defects and then move on to advanced topics in development and analysis of a/c coupling methods both in static and dynamic cases. I will also select topics from statistical mechanics and temporal multiscale accelerated molecular dynamics methods (hyperdynamics, parallel replica dynamics).
physical and biological sciences. BIBS provides a mechanism to advance interdisciplinary research efforts among this broad group. BIBS provides essential support to obtain and administer multi-investigator grants for research, infrastructure, and training. The Institute actively seeks new training funds to support interdisciplinary education that transcends that available in individual academic departments.

As one of its core missions, the Institute is developing and supporting a series of interdisciplinary research centers that focus on established or emerging areas of excellence in brain research at Brown. Each center bridges the physical and life sciences, and encompasses basic and translational research, including clinical application. The Center for Vision Research (http://cvr.brown.edu/aboutcvr.html) was created in 2007. Initiatives in Neurotechnology and in Synaptic and Neurodegenerative Disease are underway. BIBS has also established an MRI Research Facility and an Behavioral Analysis Core Facility.

The existence of Brain Science as an overall organizing entity for a series of research centers and core facilities demonstrates the university’s ongoing support for brain science research at Brown. This commitment will help to attract top faculty and students to Brown, enable higher quality research and establish Brown as a worldwide leader in brain science.

**Brain Science Graduate Program**

The graduate program in Brain Science is a unique interdisciplinary program formed to tackle one of the greatest mysteries of man. The program was designed to promote collaborative theoretical and experimental study of the brain from the molecular to the behavioral and cognitive level. It unites faculty who study the fundamental mechanisms of nervous-system function and those who seek to create devices with brain-like functions that can assist mankind. The faculty are also committed to translating fundamental knowledge for the diagnosis and treatment of the devastating effects of disease and trauma of the nervous system.

Brown is a leader in related research and offers exceptional training and ongoing support for brain science research at Brown. This commitment will help to attract top faculty and students to Brown, enable higher quality research and establish Brown as a worldwide leader in brain science.

**Business, Entrepreneurship, Organizations Concentration Requirements**

Business, Entrepreneurship and Organizations (BEO), formerly Commerce, Organizations and Entrepreneurship (COE) is a multidisciplinary concentration that provides a rigorous and synergistic program in the study of commercial activity grounded in economics, sociology and engineering. BEO focuses on the formation, growth, and organization of new ventures, innovation in commercial applications, financial markets and the marketplace, and management and organizational theory. Concentrators seek to understand the basic principles, approaches and vocabulary relevant to the study of entrepreneurship from the disciplines of economics, organizational sociology and engineering. Building on this multidisciplinary base, students develop specialized expertise in one of the three disciplinary approaches, with special emphasis on critical reasoning and quantitative research methods. In senior year capstone projects, students apply and integrate multi-disciplinary learning by working in groups on real world projects, including the creation of new ventures.

The three tracks of the concentration are as follows:

1. **Business Economics**
2. **Organizational Studies**
3. **Entrepreneurship and Technology Management**

Upon completion of all concentration requirements, students receive the Bachelor of Arts (A.B.) degree in Business, Entrepreneurship and Organizations.

**The Curriculum**

**Business Economics Track**

**Foundation Requirements (foundation requirements must be completed before taking the capstone in fall of senior year)**

- **ECON 0110** Principles of Economics 1
- **ECON 1110** Intermediate Microeconomics 1
- **SOC 1311** Micro-Organizational Theory: Social Behavior in Organizations 1
- **SOC 1315** Macro-Organizational Theory: Organizations in Social Context 1
- **ENGN 0020** Transforming Society-Technology and Choices for the Future 1
- or **ENGN 0030** Introduction to Engineering 1
- **ENGN 1010** The Entrepreneurial Process: Innovation in Practice 1

**Math and Statistics Requirements**

- **MATH 0090** Introductory Calculus, Part I 1
- **ECON 1620** Introduction to Econometrics 1

**Track Requirements**

- **ECON 0710** Financial Accounting 1
- **ECON 1210** Intermediate Macroeconomics 1
- **ECON 1710** Investments I 1
- **ECON 1720** Corporate Finance 1

One Data Methods-intensive course from the following list: 1

- **ECON 1301** Economics of Education I 1
- **ECON 1305** Economics of Education: Research 1
- **ECON 1310** Labor Economics 1
- **ECON 1355** Environmental Issues in Development Economics (ENVS 1355) 1
- **ECON 1360** Health Economics 1
Organizational Studies Track

Foundation Requirements (foundation requirements must be completed before taking the capstone in fall of senior year)

- **ECON 0110** Principles of Economics
- **ECON 1110** Intermediate Microeconomics
- **SOC 1311** Micro-Organizational Theory: Social Behavior in Organizations
- **SOC 1315** Macro-Organizational Theory: Organizations in Social Context
- **ENGN 0020** Transforming Society-Technology and Choices for the Future
- **ENGN 1010** The Entrepreneurial Process: Innovation in Practice

Math and Statistics Requirements

- **MATH 0090** Introductory Calculus, Part I
- **SOC 1100** Introductory Statistics for Social Research
- **APMA 0650** Essential Statistics
- **ECON 1620** Introduction to Econometrics

Track Requirements

- One Introduction to Research Methods course (selected from the following):
  - **SOC 1020** Methods of Social Research
  - **SOC 1050** Methods of Research in Organizations
- One Advanced Research Methods course (selected from the following):
  - **ANTH 1940** Ethnographic Research Methods
  - **ECON 1390** Research Methods for Economists
  - **ECON 1630** Econometrics I
  - **EDUC 1110** Introduction to Qualitative Research Methods
  - **EDUC 1160** Evaluating the Impact of Social Programs
  - **PHP 1320** Survey Research in Health Care
  - **PLCY 1200** Policy Analysis and Program Evaluation
  - **PLCY 2035** Statistics II for Public Policy Analysis
  - **PLCY 2040** Policy Analysis and Program Evaluation
  - **PLCY 2050** Program Evaluation
  - **SOC 1117** Focus Groups for Market and Social Research
  - **SOC 1118** Context Research for Innovation

Total Credits: 15

Or an optional two-semester capstone from the BEO 1930 and 1940 series

Two Organization-Relevant Electives (selected from the following): 2

Any from the Advanced Research Methods or Advanced Organization-Studies lists; or

- **AMST 1610A** American Advertising: History and Consequences
- **ECON 1760** Financial Institutions
- **EDUC 1020** The History of American Education
- **EDUC 1040** Sociology of Education
- **EDUC 1060** Politics and Public Education
- **EDUC 1150** Education, the Economy and School Reform
- **EDUC 1200** History of American School Reform
- **EDUC 1650** Policy Implementation in Education
- **EDUC 1730** American Higher Education in Historical Context
- **ENGN 1930S** Spatial Thinking in Social Science
- **ETHN 1890C** Business, Culture, and Globalization: An Ethnographic Perspective
- **PHP 2400** The U.S. Health Care System: Case Studies in Financing, Delivery, Regulation and Public Health
- **PLCY 1700R** Urban Revitalization: Lessons from the Providence Plan
- **PLCY 1701J** Policy Implementation

One Advanced Organization Studies course (selected from the following): 1

- **CLPS 1730** Psychology in Business and Economics
- **ECON 1790** Corporate Governance and Management
- **PLCY 1700V** Nonprofit Organizations
- **PLCY 1700Y** Crisis Management
- **PLCY 2020** Public Budgeting and Management
- **PLCY 2350** Thinking, Planning and Acting Strategically
- **PLCY 2550** Managing and Leading in Public Affairs
- **PLCY 2700** Advanced Organizational and Management Strategies
- **SOC 1060** Leadership in Organizations
- **SOC 1080** Groups in Organizations
- **SOC 1121** Creative Companies: Entrepreneurship, Markets, and the Culture Industry
- **SOC 1352** Employment and Labor in the New Economy
- **SOC 1540** Human Needs and Social Services
- **SOC 1870A** Investing in Social Change
- **SOC 1871L** Migration, Displacement and Emerging Community Experiences: Contemporary Turkey
- **SOC 1871M** Theories of the Third Sector and Civil Society
- **SOC 1871O** Law, Innovation and Entrepreneurship
- **SOC 1871T** Who Governs Markets?
- **SOC 1872A** Stratification and Labor Markets
- **SOC 1872B** Sociology of Money
- **SOC 2060** Complex Organizations and Health Policy
- **SOC 2960F** Global Political Economy
- **SOC 2960M** Sociology of Organizations Graduate Seminar
Entrepreneurship and Technology Management Track

Foundation Requirements (foundation requirements must be completed before taking the capstone in fall of senior year)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 0110</td>
<td>Principles of Economics</td>
<td>1</td>
</tr>
<tr>
<td>ECON 1110</td>
<td>Intermediate Microeconomics</td>
<td>1</td>
</tr>
<tr>
<td>SOC 1311</td>
<td>Micro-Organizational Theory: Social Behavior in Organizations</td>
<td>1</td>
</tr>
<tr>
<td>SOC 1315</td>
<td>Macro-Organizational Theory: Organizations in Social Context</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0030</td>
<td>Introduction to Engineering</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 1010</td>
<td>The Entrepreneurial Process: Innovation in Practice</td>
<td>1</td>
</tr>
</tbody>
</table>

Math and Statistics Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0200</td>
<td>Intermediate Calculus (Physics/Engineering)</td>
<td>1</td>
</tr>
<tr>
<td>or APMA 0330</td>
<td>Methods of Applied Mathematics I, II</td>
<td></td>
</tr>
<tr>
<td>SOC 1100</td>
<td>Introductory Statistics for Social Research</td>
<td>1</td>
</tr>
<tr>
<td>or APMA 0650</td>
<td>Essential Statistics</td>
<td></td>
</tr>
<tr>
<td>or ECON 1620</td>
<td>Introduction to Econometrics</td>
<td></td>
</tr>
</tbody>
</table>

Track Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One gateway course in Engineering or another physical science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Five courses that develop expertise in a technical subfield</td>
<td>1,2</td>
<td></td>
</tr>
<tr>
<td>Capstone: two-semesters required (must be taken in fall and spring of senior year)</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 16

1 For specific gateway and subfield courses, refer to the BEO website.

Technical subfields include Biotechnology/Biomaterials, Information Technology and Computer Engineering, Energy and the Environment, and others.

Courses

BEO 1930A. BEO Capstone I: Organizational Studies Track.
The first in a two-semester Capstone for BEO Organizational Studies track seniors, open to all BEO seniors. Capstone builds upon concepts covered in BEO courses, specifically concepts from SOC 1311 and 1315. Students will synthesize knowledge at several levels: across disciplines, across theoretical understanding and practical application, and across private and public sector experiences of entrepreneurship and innovation. Students will be organized into client-mentored teams for social entrepreneurship and social innovation projects. BEO 1930A (fall) required; 1940A (spring) strongly advised for all Organizational Studies track seniors. Application required to match students to projects. Project team meetings required outside scheduled lectures. WRIT

BEO 1930B. BEO Capstone I: Entrepreneurship and Technology Management Track.
The first in a two-semester Capstone required of BEO Tech track seniors. Student teams from Engineering, BEO and other technical and non-technical disciplines form simulated high tech start-up companies working on mentor-defined opportunities. Concepts reviewed in class include: product commercialization, intellectual property, marketing, product requirements documentation, team building, safety, environmental and legal requirements. BEO Tech track concentrators should complete ENGN 1010 prior to course. Enrollment is limited. Students must complete formal application (BEO Tech track seniors automatically approved). Project team meetings required outside scheduled lectures. Non-BEO concentrators require instructor permission. WRIT

BEO 1930C. BEO Capstone I: Business Economics Track.
Designed for BEO Business Economics track seniors, this capstone is open to all BEO students, and builds upon BEO concepts in economics, finance, strategy and markets. Students form teams to solve existing business problems, simulating groups of consultants. Projects range from recommending appropriate finance for new investments to project evaluation and pricing of new services. Student teams have client-mentors. Students apply analytical frameworks of BEO disciplines to hone writing, presentational, leadership and organizational skills. Application required to match students to projects. Project team meetings required outside scheduled lectures. WRIT

BEO 1940A. BEO Capstone II: Organizational Studies Track.
Continuation of Semester 1, BEO Capstone I: Organizational Studies Track (BEO 1930A). This course involves the completion of team projects begun in fall semester. WRIT

BEO 1940B. BEO Capstone II: Entrepreneurship and Technology Management Track.
Continuation of Semester 1, BEO Capstone I: Entrepreneurship and Technology Management Track (BEO 1930B). This course involves the completion of team projects begun in fall semester. Non-BEO concentrators require instructor permission. WRIT

Chemistry

Chair
Matthew B. Zimmt

The Department of Chemistry maintains pedagogical and research strengths in organic, inorganic, theoretical and experimental physical chemistry, analytical chemistry, chemical biology and nanotechnology. Faculty, post-doctoral fellows, graduate and undergraduate students collaboratively pursue interdisciplinary research within the department, enhanced by the partnerships with colleagues in the medicine, biology, geology, physics and engineering.

For additional information, please visit the department's website: http://www.brown.edu/academics/chemistry/
Chemistry Concentration Requirements

The Chemistry concentration offers courses and research opportunities that range from fundamental studies involving the characterization and preparation of synthetic and naturally occurring molecules, to interdisciplinary studies at the interfaces of chemistry with biology, medicine, physics, engineering, and nanoscience. As early as their first year, undergraduates are able to work one-on-one or in small groups with faculty members on cutting edge research projects. The Sc.B. degree provides a thorough foundation for further graduate study or for entry-level technical positions in each area. Students seeking the Sc.B. may either pursue the standard Chemistry concentration or one of the two optional tracks: Chemical Biology or Materials Chemistry. Students may also pursue the A.B. degree in Chemistry, which provides a core education in the discipline.

### Standard program for the A.B. degree

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0350</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0360</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0500</td>
<td>Inorganic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1140</td>
<td>Physical Chemistry: Quantum Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1150</td>
<td>Physical Chemistry: Thermodynamics and Statistical Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1160</td>
<td>Physical Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Two advanced science/math electives.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 9

1. Note that the physical chemistry courses (CHEM 1140, CHEM 1150, CHEM 1160) have mathematics and physics prerequisites.
2. At least one must be a chemistry course. BIOL 0280 is credited as an elective for the chemistry concentration.

### Standard program for the Sc.B. degree

The Chemistry Department offers three tracks for the Sc.B. Chemistry Concentration — a Chemistry track, a Chemical Biology track and a Materials Chemistry track. These tracks are not separate concentrations — your degree will still be an Sc.B. in Chemistry. The Chemical Biology track is designed for students who have a strong interest in the interface of chemistry with biology. The Materials Chemistry track is designed for students who have a strong interest in the interface of chemistry with nanoscience and materials science. The expectation is that courses required for the concentration will be taken for a letter grade.

**Concentrating in Chemistry — Three tracks**

The required/recommended courses for the three tracks are given below.

#### Chemistry Track:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0350</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0360</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0500</td>
<td>Inorganic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0970</td>
<td>Undergraduate Research</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0980</td>
<td>Undergraduate Research</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1140</td>
<td>Physical Chemistry: Quantum Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1150</td>
<td>Physical Chemistry: Thermodynamics and Statistical Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1160</td>
<td>Physical Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 0180 or equivalent</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Two Physics courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Seven electives (at least three must be in Chemistry)</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 19

1. BIOL 0280 is credited as an elective for the chemistry concentration.
2. For students with a more Engineering bent, the following substitutions can be made - ENGN 0030/ENGN 0040 can be substituted for PHYS 0410 can be substituted for CHEM 1060; ENGN 0720 for CHEM 1150.
3. NOTE: MATH 0180 has additional prerequisites.
4. NOTE: Many of the BIOL courses have BIOL 0200 as a prerequisite.

In each of these cases, CHEM 0970/CHEM 0980 should be carried out with a faculty member with an appointment in the Chemistry Department. Research with faculty advisors outside Chemistry may be allowed in some special cases. In this event, the student should a) prepare a proposal for the research to be carried out and b) identify a faculty member in the Chemistry Department who will serve as a second advisor and the second reader for the thesis.

#### Chemical Biology Track:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0350</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0360</td>
<td>Biophysical and Bioinorganic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0970</td>
<td>Undergraduate Research</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0980</td>
<td>Undergraduate Research</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1140</td>
<td>Physical Chemistry: Quantum Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1230</td>
<td>Chemical Biology</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1240</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0280</td>
<td>Introductory Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>MATH 0180 or equivalent</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Two Physics courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Select three of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 0470</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 0500</td>
<td>Cell and Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL 0510</td>
<td>Introductory Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIOL 0530</td>
<td>Principles of Immunology</td>
<td></td>
</tr>
<tr>
<td>BIOL 0800</td>
<td>Principles of Physiology</td>
<td></td>
</tr>
<tr>
<td>NEUR 1020</td>
<td>Principles of Neurobiology</td>
<td></td>
</tr>
<tr>
<td>Three other electives</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 19

#### Materials Chemistry Track:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0350</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0360</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0500</td>
<td>Inorganic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0970</td>
<td>Undergraduate Research</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0980</td>
<td>Undergraduate Research</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1060</td>
<td>Advanced Inorganic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1140</td>
<td>Physical Chemistry: Quantum Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1150</td>
<td>Physical Chemistry: Thermodynamics and Statistical Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1700</td>
<td>Nanoscale Materials: Synthesis and Applications</td>
<td>1</td>
</tr>
<tr>
<td>MATH 0180 or equivalent</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Two Physics courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BIOL 1090</td>
<td>Polymer Science for Biomaterials</td>
<td>1</td>
</tr>
<tr>
<td>Five electives, at least two must be chemistry courses.</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 19

1. BIOL 0280 is credited as an elective for the chemistry concentration.
2. For students with a more Engineering bent, the following substitutions can be made - ENGN 0030/ENGN 0040 can be substituted for PHYS 0410 can be substituted for CHEM 1060; ENGN 0720 for CHEM 1150.
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**Honors Requirements for Chemistry**

All ScB Chemistry concentrators, and any AB concentrator who completes the following requirements, are candidates for Honors; no separate application is necessary.

**The requirements for Honors in Chemistry are:**

* A strong grade record in concentration courses. This means a grade point average for the concentration that is higher than 3.50.
* Two semesters of Independent Study (CHEM 0970, CHEM 0980) or equivalent. Guidelines and requirements associated with Independent Study are reviewed with each student and the Chemistry Department faculty advisor at the beginning of the Independent Study.

**Independent Study for the Honors Student**

A student may not receive credit for more than two independent studies (CHEM 0970/CHEM 0980). The Independent Study is designed for students who have a strong interest in a specific area of chemistry. The Independent Study is designed to be a major project, usually involving a significant original contribution to the literature or an extension of a topic that has already been studied. The Independent Study is typically carried out for a period of one year and cannot be used to replace any regular course. The Independent Study is a requirement for the Honors in Chemistry program.
Biochemistry & Molecular Biology

Concentration Requirements

How does life work at the molecular level? This question is at the core of the concentration program Biochemistry and Molecular Biology. In earlier years of this discipline, the focus was on structure and function of proteins, nucleic acids, lipids, carbohydrates and small molecules such as vitamins. Today the logical approach and tools of biochemical science are being expanded to new areas in neuroscience, developmental biology, immunology, pharmacology and synthetic biology (the design of analogs of biological systems). Training in biochemistry begins with a foundation in mathematics, physics, chemistry and biology. Some courses offered in other departments, including engineering, geology and computer science, are also useful. A key component of this program is the year of hands-on research carried out in collaboration with a faculty member here at Brown. Faculty sponsors are drawn from both the Chemistry Department and the Division of Biology and Medicine, and include basic science and clinical faculty.

Standard program for the Sc.B. degree

Students must take twenty courses in biology, chemistry, mathematics, and physics, including the following core requirements, some of these may be fulfilled with AP credits.

Students are expected to take courses that will count toward the concentration ABC/NC. Students should discuss the S/NC option with their concentration advisor if circumstances warrant consideration. Students should not register S/NC for a concentration course without advisor pre-approval.

Three courses in mathematics, statistics and/or computer science, typically including MATH 0090, MATH 0100, or equivalent) 1

Two courses in physics, typically: 1

PHYS 0030 Basic Physics
or PHYS 0050 Foundations of Mechanics
or ENGG 0030 Introduction to Engineering

PHYS 0040 Basic Physics
or PHYS 0060 Foundations of Electromagnetism and Modern Physics
or ENGG 0040 Dynamics and Vibrations

Three courses in physical and organic chemistry:

CHEM 0330 Equilibrium, Rate, and Structure

CHEM 0350/0360 Organic Chemistry

One course in biophysical or related chemistry:

CHEM 0400 Biophysical and Bioinorganic Chemistry
or CHEM 0500 Inorganic Chemistry
or CHEM 1660 Instrumental Analysis with Environmental Applications

CHEM 1950/1960 Directed Research/Independent Study

CHEM 0970/0980 Undergraduate Research

Suggested Elective Courses:

Students are required to take six (6) elective courses: four (4) taken from the chart below and two (2) from any science or mathematics course relevant to biochemistry, cell and molecular biology from the suggested courses below:

Biology Electives:

BIOL 0200 The Foundation of Living Systems
BIOL 0470 Genetics
BIOL 0500 Cell and Molecular Biology
BIOL 0530 Principles of Immunology
BIOL 0800 Principles of Physiology
BIOL 1050 Biology of the Eukaryotic Cell
BIOL 1090 Polymer Science for Biomaterials
BIOL 1100 Cell Physiology and Biophysics
BIOL 1110 Topics in Signal Transduction
BIOL 1200 Protein Biophysics and Structure
BIOL 1150 Stem Cell Engineering
BIOL 1260 Physiological Pharmacology
BIOL 1290 Cancer Biology
BIOL 1540 Molecular Genetics
BIOL 1560 Virology

Neuroscience Electives:

NEUR 1020 Principles of Neurobiology
NEUR 1670 Neuropharmacology and Synaptic Transmission

Chemistry Electives:

CHEM 0500 Inorganic Chemistry
CHEM 1140 Physical Chemistry: Quantum Chemistry
CHEM 1220 Computational Tools in Biochemistry and Chemical Biology
CHEM 1230 Chemical Biology
CHEM 1240 Biochemistry
CHEM 1450 Advanced Organic Chemistry

Quantitative Science or Mathematics Electives:

Select two electives from any quantitative science or mathematics course relevant to biochemistry (including courses on the preceding list) and approved by a concentration advisor.

Total Credits 20

1 Note that the mathematics and physics requirements may be satisfied by Advanced Placement credit.

2 or any NEUR course in Cell, Genetics, Molecular Biology, or Development.

Honors Requirements for Biochemistry

All ScB Biochemistry concentrators are candidates for Honors; no separate application is necessary.

The requirements for Honors in Biochemistry are:

* A strong grade record in concentration courses. This means a grade point average for the concentration that is higher than 3.25.

* Two semesters of Independent Study (CHEM 0970, CHEM 0980 or equivalent. Guidelines and requirements associated with Independent Study are in the Undergraduate Concentration Handbook which can be found at the department website (http://www.brown.edu/academics/chemistry/undergraduate).

* A Thesis in a form approved by the research advisor, and recommended by the research advisor. Additional information about thesis guidelines...
will be provided by the Concentration Advisor in the first half of the fall semester.

**Chemical Physics Concentration Requirements**

Chemical Physics is an interdisciplinary field at the crossroads of chemistry and physics and is administered jointly by the two departments. The concentration provides students with a broad-based understanding in fundamental molecular sciences, as well as a background for graduate studies in physical chemistry, chemical physics, or molecular engineering. Concentrators are required to take twenty courses in chemistry, physics, and mathematics, although approved courses in applied mathematics, biology, computer science, geological sciences, or engineering may be substitutes. Chemical Physics concentrators are also advised to take at least six courses in the humanities and social sciences. Chemical Physics concentrators at all levels (first-year through seniors) are actively involved in research with faculty members in both departments.

**Standard program for the Sc.B. degree**

Twenty-one semester courses\(^1\) in chemistry, physics, and mathematics, with a minimum of four semester courses in mathematics. The expectation is that courses required for a concentration in Chemical Physics will be taken for a letter grade. Core courses are:

- **CHEM 0330. Equilibrium, Rate, and Structure**
- **CHEM 0350. Organic Chemistry**
- **CHEM 0500. Inorganic Chemistry**
- **CHEM 1140. Physical Chemistry: Quantum Chemistry**
- **PHYS 0070. Analytical Mechanics**
- **PHYS 0160. Introduction to Relativity and Quantum Physics**
- **PHYS 0470. Electricity and Magnetism**

Select one of the following laboratory courses:

- **CHEM 1160. Physical Chemistry Laboratory**
- **PHYS 0560. Experiments in Modern Physics**
- **PHYS 1560. Modern Physics Laboratory**

Select one course in statistical mechanics:

- **CHEM 1150. Physical Chemistry: Thermodynamics and Statistical Mechanics**
- **MATH 0190. Advanced Placement Calculus (Physics/Engineering)**

- **MATH 0200. Intermediate Calculus (Physics/Engineering)**
- **MATH 0520. Linear Algebra**

Seven courses, primarily at the 1000 or 2000 level, in chemistry or physics.

Select two semesters of independent study:

- **CHEM 0970/0980. Undergraduate Research**
- **PHYS 1990. Senior Conference Course**

Total Credits: 21

\(^1\) Other approved courses in applied mathematics, biology, computer science, geological sciences, or engineering may be substituted for some of the twenty-one. Students are advised to take at least six courses in the humanities and social sciences.

**Chemistry Graduate Program**

The Department of Chemistry offers graduate programs leading to the Master of Arts (A.M.); the Master of Science (Sc.M.); and the Doctor of Philosophy (Ph.D.) degree.

Research in Chemistry stretches from the exploration of physical phenomena of individual molecules, to the creation of new molecules, to material science, and indeed to the foundations of life. The Department of Chemistry reflects this profound importance and diversity by offering excellent research opportunities in areas including organic and inorganic chemistry, chemical biology, analytical chemistry, nanoscience and theoretical and experimental physical chemistry. In addition, graduate students have the opportunity to participate in interdisciplinary research in molecular biology, chemical engineering and the Institute for Molecular and Nanoscale Innovation. The faculty-student ratio is approximately 3:1 with most research groups numbering no more than six graduate students. For more information on admission and program requirements, please visit the following websites:

http://www.brown.edu/academics/gradschool/programs/chemistry

**Courses**

**CHEM 0080A. First Year Seminar- Energy.**

An introductory study of the scientific foundation of energy, fundamental physical, chemical, and thermodynamic aspects of common (fossil, nuclear) as well as novel (fuel cells, solar, wind, etc.) energy sources. Concentrates on scientific principles, but includes discussion on resources and reserves, environmental impact, current usage, and future needs. For students of all disciplines who are interested in obtaining an understanding of scientific principles of energy. Enrollment limited to 20 first year students. FYS LILE

**CHEM 0080B. Molecular Structures in Chemistry and Biology.**

This course will consist of a survey of historical developments and concepts of three dimensional structures of molecules. The course will conclude with a survey of the current state of the art of structure determination and 3D structure motifs for small molecules, nanomaterials and biological macromolecules. This freshman seminar will be strictly limited to a maximum of 20 students. FYS

**CHEM 0080C. Drug Discoveries in the Pharmaceutical Industry.**

A Freshman seminar that provides a survey of past and current approaches that enable the discovery and development of therapeutic agents. Topics ranging from target validation to the development of therapeutics (small molecules, biologics, and stem cells) will be discussed. Enrollment limited to 20 first-year students. FYS

**CHEM 0080D. Chemical Ecology: Pheromones, Poisons and Chemical Messages.**

This first year seminar will explore how plants and animals use chemicals to send and receive information about mating, identify potential hosts, defend themselves, and establish social networks. We will focus on the chemistry and biochemistry of these signals, with some examples of the behavioral and ecological consequences of chemical signaling. Enrollment limited to 20 first year students. FYS

**CHEM 0080F. Kitchen Chemistry.**

Have you ever wondered why olive oil is a liquid but butter is solid? Or why bread and cookies rise when baked? This Kitchen Chemistry course is an experimental approach to chemistry, as seen in cooking. We will examine topics such as trans fats, baking soda as a leavening agent in baking, ripening of fruit, artificial sweeteners, GMOs, and enzymatic and non-enzymatic browning of foods. Edible experiments will be used to discuss the science behind recipes. Enrollment limited to 14 first year students. Instructor permission is required. FYS WRIT

**CHEM 0100. Introductory Chemistry.**

Explores stoichiometry, atomic and molecular structure, chemical bonding, solutions, gases, chemical reactions, equilibria, thermochernistry. Three hours of lecture, one conference per week, no laboratory section. S/NC.

**CHEM 0120. Chemistry of the Environment.**

Focuses on understanding a number of environmental questions from the underlying laws and concepts of chemistry and physics. While some knowledge of math, physics and chemistry is useful, none is assumed. Concepts of chemistry and physics will be developed as needed. LILE

**CHEM 0190. Chemical Ecology: Pheromones, Poisons, and Chemical Messages.**

Plants and animals use chemicals to send and receive information about mating, identify potential hosts, defend themselves against enemies and pathogens and establish social networks. We will focus on the chemistry and biochemistry of these signals, with some examples of the behavioral and ecological consequences of chemical signaling. FYS
CHEM 0330. Equilibrium, Rate, and Structure. Explores the electronic structure of atoms and molecules, thermodynamics, solution equilibria, electrochemistry, chemical kinetics, and reaction mechanisms. Course includes lecture and laboratory sections. Laboratory cannot be taken without the lecture. Students who previously passed 0330 lab may be excused from repeating the lab portion of the course. Required background: CHEM 0100 or AP Chemistry 4 or CHEM Placement Test 8 or IBC Chemistry.

CHEM 0330L. Equilibrium, Rate, and Structure Lab. Please see course description for CHEM 0330.

CHEM 0332. Equilibrium, Rate and Structure - Tutorial. The CHEM 0332 tutorial program offers students a second opportunity to develop mastery of the chemistry concepts taught in the fall semester CHEM 0330: Equilibrium, Rate and Structure course. Students not performing at a passing level in the fall CHEM 0330 course may apply to join the tutorial program. Students accepted into the tutorial program begin by reviewing compound and reaction stoichiometry toward the end of the fall semester. Tutorial students enroll in CHEM 0332 during the spring semester to complete their studies of equilibrium, acid-base equilibria, thermodynamics, atomic and molecular structure and kinetics. There are no lectures in CHEM 0332. Students in the CHEM 0332 tutorial program complete weekly reading reflection assignments, online homework, and weekly problem sets during the fall and spring semesters and participate in two mandatory, regularly scheduled problem sessions during each week of the spring semester. The tutorial program has three midterms and one comprehensive final exam. The first exam is on the same day as the final exam of CHEM 0330 in the fall semester. Admission to the CHEM 0332 tutorial program requires an application and an interview with Prof. Russo-Rodriguez no later than November 20th. To qualify for consideration, a student’s performance on Fall CHEM 0330 exams must be below the passing level AND the student must be on track to pass the laboratory. Accepted students receive a grade of incomplete for the Fall CHEM 0330 course. Upon successful completion of the CHEM 0332 tutorial program in the spring semester, the incomplete in Fall CHEM 330 is replaced by the student’s tutorial program grade. Permission by Prof. Russo-Rodriguez and an override by Ms. Sheila Quigley are both required.

CHEM 0350. Organic Chemistry. Sequel to CHEM 0330. Investigates the constitution and properties of the different classes of organic compounds, with considerable attention to reaction mechanisms. The laboratory work involves an introduction to microscale preparative and analytical techniques of organic chemistry and the preparation of representative organic compounds. Three hours of lecture and five hours of prelaboratory and laboratory. Prerequisite: CHEM 0330.

Students MUST register for a common meeting, a lecture section, a lab and a conference. If you previously completed CHEM 0350 laboratory but received a grade of no credit in the course, please register for lab section 11.

CHEM 0350L. Organic Chemistry Lab. Please see course description for CHEM 0350.

CHEM 0360. Organic Chemistry. Sequel to CHEM 0350. Investigates the constitution and properties of organic compounds at a fundamental level with an introduction to physical organic, bioorganic, and synthetic organic chemistry. Laboratory work is concerned with the identification and characterization of organic compounds, including modern instrumental methods. Three hours of lecture and five hours of prelaboratory and laboratory. Prerequisite: CHEM 0350.

Students MUST register for a lecture section, a lab and a conference. If you previously completed CHEM 0360 laboratory but received a grade of no credit in the course, please register for lab section 11.

CHEM 0360L. Organic Chemistry Lab. Please see course description for CHEM 0360.

CHEM 0400. Biophysical and Bioinorganic Chemistry. Examines aspects of physical and inorganic chemistry relevant to biochemistry: thermodynamics of hydrophobic and hydrophilic interactions, electrically charged membranes, coordination chemistry, active and passive transport, enzyme kinetics and mechanisms, metal-based drugs, and physical methods. Three hours of lecture and five hours of laboratory. Prerequisite: CHEM 0360 and MATH 0100 or 0170. Prerequisite or corequisite: PHYS 0040 or 0060. Students MUST register for a lecture section and a lab.

CHEM 0500. Inorganic Chemistry. Examines the chemistry of main group and transition metal elements with treatment of covalent bonding and molecular structure along with the methods of studying inorganic compounds and reactions. Three hours of lecture and five hours of prelaboratory and laboratory attendance. Prerequisite: CHEM 0360.

Students MUST register for a lecture section and a lab.

CHEM 0800E. Exploration of the Chemistry of Renewable Energy. The various types of renewable energy sources will be explored through classroom discussions, activities, and laboratories. Students will learn about the various types of renewable energy sources and the chemistry associated with each. The course will include short laboratories to illustrate the application of the energy sources. Renewable energy will be discussed in relationship to environmental factors and social impact. Active learning strategies will be used throughout the course. For students of all disciplines who are interested in obtaining an understanding of renewable energy. PHYS LILE.

CHEM 0970. Undergraduate Research. Prerequisite: permission of the staff. Permission should be requested before the end of the preceding semester. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CHEM 0980. Undergraduate Research. See Undergraduate Research (CHEM 0970) for course description. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CHEM 1060. Advanced Inorganic Chemistry. Covers the physical and chemical properties of transition metal compounds as well as current research topics in inorganic chemistry. Laboratory is designed for the practice of modern inorganic chemistry through the synthesis and spectroscopic characterization of air-sensitive transition metal compounds. Prerequisite: CHEM 0500.

CHEM 1140. Physical Chemistry: Quantum Chemistry. An introduction to the quantum theory of chemical systems. Elements of quantum mechanics; electronic structure of atoms and molecules; study of molecular structure and behavior by spectroscopy; chemical bonding are all explored. Prerequisites: CHEM 0330, MATH 0180 or equivalent, PHYS 0030 and PHYS 0040 or PHYS 0050 and PHYS 0060 or PHYS 0070 and PHYS 0470 or ENGN 0030 and ENGN 0040.

CHEM 1150. Physical Chemistry: Thermodynamics and Statistical Mechanics. Examines the question: Where does chemical equilibrium come from? Focuses on macroscopic perspectives on chemical systems and the molecular origins of macroscopic behavior along with elements of statistical mechanics, the laws of thermodynamics, and the relationships between the two. Prerequisite: CHEM 1140 or written permission of the instructor.

CHEM 1160. Physical Chemistry Laboratory. An introduction to modern instrumentation and experimental techniques as applied to physical chemistry. Experiments will emphasize exploration of the ideas of spectroscopy, kinetics, statistical mechanics, and thermodynamics to systems of chemical and biochemical interest. Required course for concentrators in chemistry. One to two afternoons of laboratory per week. Prerequisites: CHEM 1140 or permission of the instructor.
CHEM 170. Environmental Chemistry.  A laboratory course using analytical methods to help in the study and description of several realistic environmental problems. Illustrates scientific methodology and measurement techniques as they apply to these important problems. A problem-solving course employing a kind of environmental chemical detective work. Two laboratory sessions per week. Prerequisites: MATH 0100 or the equivalent, or permission of the instructor. Enrollment limited to 8. Instructor permission required.

CHEM 1220. Computational Tools in Biochemistry and Chemical Biology.  Introduction to computational tools used to analyze protein sequences and structures, DNA sequence analysis, RNA structure, biochemical pathways and the analysis of microarray data. Extensive use of programs such as AMBER, BLAST, PSI-BLAST and a discussion of their limitations.

CHEM 1230. Chemical Biology.  This course covers topics at the interface of chemistry and biology and, specifically, the use of chemical tools to probe biological systems. Using examples from the recent literature, we will discuss using the central methods of chemistry, namely the ability to design and synthesize compounds with a particular set of properties, to analyze biological problems. Specific topics include molecular recognition of DNA, artificial enzymes, small molecule sensors, and in vivo imaging of proteins, nucleic acids, and cell-surface carbohydrates. Prerequisites: CHEM 0360 and BIOL 0280. If enrollment exceeds the limit, permission to enroll will be allotted in the order: 1) first year graduate students, 2) senior concentrators in Chemistry or Biochemistry 3) junior concentrators 4) other students. Students who have registered or have permission to enroll must attend the first three classes or risk losing their places to someone on the waiting list.

CHEM 1240. Biochemistry.  Examines the chemical, mechanistic, and structural basis for enzymatic catalysis. Uses examples from the recent literature to examine how the experimental and conceptual tools of chemical synthesis, isotopic labeling, stereochemistry, enzymology, kinetics, and protein structure can be brought to bear to unravel the chemical and physical principles underlying the enormous catalytic acceleration and exquisite structural specificity of enzyme-catalyzed reactions. Prerequisites: Strong background in organic chemistry (CHEM 0360, A or B performance preferable) plus at least one semester of Biochemistry (BIOL 0280). Enrollment limited to: 25 students, written permission required.

CHEM 1450. Advanced Organic Chemistry.  Lectures cover topics of current interest in organic reaction mechanisms, synthesis, and structure determination. Laboratory emphasizes spectroscopic and separation techniques and modern synthetic methods. Prerequisite: CHEM 0360. Students MUST register for a lecture section, conference and a lab. WRIT

CHEM 1560A. Molecular Modeling.  No description available.

CHEM 1560B. Techniques in Inorganic Chemistry.  No description available.

CHEM 1560C. Advanced Spectroscopy.  No description available.

CHEM 1560D. Chemistry and Biology of Naturally Occurring Antibiotics.  Small molecules produced by organisms for chemical defense have long been exploited in medicine, biotechnology, and biological research. 1560D will examine the origins, uses, modes of action, and preparations of some of the most important and useful of these "antibiotic" molecules. Given the inter-disciplinary nature of this topic, this course is open to students with backgrounds in the biological and/or physical sciences. Familiarity with concepts of organic chemistry and biochemistry will be assumed.

CHEM 1560E. Biological Mass Spectrometry.  This seminar course will survey the instrumentation, methods, and applications of modern biological mass spectrometry. Through lecture and interactive discussions, we will explore the fundamentals of mass spectrometry. We will then proceed to cover a series of topics relevant to protein and peptides analysis. The seminar will conclude with an exploration of recent developments in instrumentation or applications of particular interest to the participants. Recommended pre-requisites: CHEM 0360, BIOL 0280, PHYS 0040. Enrollment limited to 20.

CHEM 1560F. Organic Structure Analysis.  These special topics courses cover the basics of modern NMR spectroscopy. Topics to be included are as follows: modern Fourier transform methodology, modern NMR instrumentation, and a comprehensive discussion of one and two dimensional experiments that are routinely performed. Topics such as coherence transfer and pulsed field gradients will also be included. Experimental methods covered in detail include COSY, TOCSY, HSQC, HMBC, NOSEY, ROSEY, EXSY and DOSY methodology. This course will not focus on structure determination or spectral interpretation but rather on experimental methodology.

CHEM 1560H. Chemical Glycobiology.  This course examines the chemistry and biology of carbohydrates in living systems. Topics to be covered may include - principles of carbohydrate recognition, enzymes involved in synthesis and modification of carbohydrates, carbohydrates in bacterial/viral and other cellular interactions, glycomics, carbohydrate synthesis. Prerequisites: CHEM 0360 and BIOL 0280. Instructor permission required. Attendance at the first class meeting is required for enrollment.

CHEM 1560I. DNA Damage and Repair.  This course analyzes the chemistry of DNA damaging agents and the molecular mechanisms of DNA replication and DNA repair. We will also analyze the mutagenic and toxic consequences of modifications to DNA structure. Specific topics include the reactions of alkylating agents, ultraviolet radiation, and oxidizing radicals with DNA; additionally, chemotherapeutics that modify DNA will be discussed. Multiple cellular repair pathways will be covered including base excision repair, nucleotide excision repair, mismatch repair, and direct reversal. Prerequisites: CHEM 0350, CHEM 0360, BIOL 0280, BIOL 1270, or by permission.

CHEM 1560J. Topics in Bioinorganic Chemistry.  Covers current topics of bioinorganic chemistry with review of fundamental inorganic and biological chemistry. Topics include metal ion transport and storage, oxygen metabolism, electron transfer, respiration and photosynthesis, metal ion receptors and signaling, hydrolytic chemistry, metallo-neurochemistry, and medicinal bioinorganic chemistry. Students are strongly urged to complete both CHEM 0500 and CHEM 0360 prior to this special topics course.

CHEM 1560K. Computational Chemistry.  Introduction to computational tools for studying the structure of molecules, chemical bonding and chemical reactions. A survey of computational approaches for calculating electron distribution such as molecular mechanics, semi-empirical and ab initio methods (Hartree-Fock, configuration interaction, perturbation theory and density functional theory) will be given. Methods for calculating dynamics of atoms in molecular vibration and chemical reactions will be covered. The course is intended for seniors and graduate students in all subdivisions of chemistry. The goal is to make students capable of using research level tools and carry out simple calculations related to their research interests.

CHEM 1560L. Modern Natural Product Biosynthesis.  This course will cover the biosynthesis of the major classes of natural products - polyketides, non-ribosomal peptides, including beta-lactam antibiotics, terpenes, alkaloids and vitamins. The readings from original literature will cover the chemical logic and mechanisms of biosynthetic pathways and individual reactions, including isotopic labeling for whole-cell feeding experiments, stable isotopic NMR analysis, and mass spectrometry. Modern topics include genomics of natural product biosynthesis, genome mining, and pathway engineering. Prerequisites: CHEM 0350 and 0360. Recommended: CHEM 1230, 1240, or 1450. Enrollment limited to 25 juniors and seniors.
CHEM 1560M. Applied Materials Chemistry. 
Materials chemistry is the study of the synthesis, structure, properties, and application of solid materials. Our technology-driven world is fueled by advances in materials chemistry with examples of application in areas such as microelectronics, polymers, and energy technology. This course will explain the application of materials chemistry through the materials properties and characterization, detailing how the crystalline and molecular structure of materials can be related to electronic, optical, thermal, and mechanical properties. WRIT

CHEM 1620A. Photoacoustics. 
Prerequisite: CHEM 1140 or equivalent.

CHEM 1620B. Spectroscopy. 
Prerequisite: CHEM 1140 or equivalent.

CHEM 1620C. Topics in Modern Physical Chemistry. 
No description available.

CHEM 1660. Instrumental Analysis with Environmental Applications. 
This course covers the principles and practical applications of important analytical chemistry tools used to study environmental problems, including discussions of method selection and statistical treatment of data. Students will strategize and implement a study of a field site. Includes lab sessions with hands-on experience of instrumental analysis using atomic and molecular spectroscopic techniques, separations by gas and liquid chromatography, and electrochemical methods. Prerequisite: CHEM 0330 or GEOL 1370. Enrollment limited to 20. Instructor permission required.

Focuses on synthesis, properties, and applications of nanoscale materials. It begins with the introduction to size-dependent properties and to general characterization methods of nanomaterials. It then outlines the synthesis, surface chemistry and self-assembly of nanomaterials. It further reviews catalytic, optical and magnetic properties of nanomaterials. Finally, the course highlights the applications of nanomaterials in information storage, energy conversion, and biomedicine. Prerequisites: CHEM 0350, PHYS 0030 or 0050, BIOL0280 recommended.

CHEM 2010. Advanced Thermodynamics. 
Fundamental principles of macroscopic equilibrium thermodynamics. The three laws of thermodynamics, the thermodynamic potentials, temperature scales, heat engines and refrigerators, entropy, kinetic theory, and transport phenomena. Applications to solids, fluids, and magnetic systems; Gibbs relations, first and second order phase transitions, thermal radiation, gas expansions.

Introduction to modern equilibrium statistical mechanics, including the classical and quantum descriptions of ideal gases, the molecular basis of thermodynamics, the concepts of ensembles and fluctuations, and the implications of quantum mechanical indistinguishability. Applications include chemical and phase equilibria, the transition-state theory of chemical reaction rates, and the theory of liquids.

CHEM 2210. Chemical Crystallography. 
Introduces the principles of crystallography (plane groups, point groups, space groups, Bravais lattice, crystal classes), crystallographic methods (single-crystal, powder XRD, macromolecular), strategies for data collection, methods for data reduction, and structure interpretation; reviews modern crystal structure databases (CSD, ICSD) and search engines; reviews the historical development of crystallography and the scope, potential and application of X-ray analysis.

CHEM 2310. Organometallic Chemistry. 
This course intends to help students understand structures and reactions of transition metal complexes with common organic ligands: 18-electron rule; the structure and properties of transition metal complexes with carbonyl and other common organic ligands; chemical reactions initiated by metal-organic bonding interactions; and organometallic catalysis. Prerequisites: CHEM 0360, CHEM 0500, CHEM 1060.

CHEM 2320. Solid State Chemistry. 
This course focuses on descriptive understanding of structures and properties of inorganic materials. It covers symmetry operations in crystals, crystal structure, physical properties of inorganic materials, materials phase diagram and preparation, and solid state electrochemistry for battery, fuel cell and supercapacitor applications. Prerequisites: CHEM 0500 and 1060 or equivalents or written permission. Recommended for seniors and first-year graduate students.

Detailed examination of organic reaction mechanisms, reactive intermediates, and the methods employed for their characterization (e.g., kinetics, free energy relationships, isotope effects, molecular orbital theory, spectroscopy, and product distributions). Topics may include concerted, free radical, elimination, and photochemical reactions, and the chemistry of radicals, carbocations, carbanions, and carbenes.

CHEM 2420. Organic Reactions. 
Study of organic reactions and reaction mechanisms. Discussion and analysis of organic transformations. Topics can include arrow pushing strategies and synthetic methods.

CHEM 2430. Synthetic Organic Chemistry. 
Methods, strategies, and mechanisms. Topics may include the chemistry of anions, cations, and radicals, concerted reactions, conformational analysis, and stereochemistry.

CHEM 2770. Quantum Mechanics. 
Semester I: Time independent quantum mechanics and its application to atomic and molecular problems. Discussions of modern theories of electronic structure, chemical bonding, and molecular spectroscopy. Prerequisite: CHEM 1140 or equivalent.

CHEM 2780. Quantum Mechanics. 
Semester II: Lectures consider the theory and application of time-dependent quantum mechanical methods in chemical physics. Both few and many-body methods are described and discussions include the correlation function formulation of chemical dynamics. Numerical path integral methods for equilibrium and dynamical problems are introduced. Prerequisite: CHEM 2770.

CHEM 2810. Departmental Seminars. 
No description available.

CHEM 2820. Departmental Seminars. 
No description available.

CHEM 2870. Departmental Colloquia. 
No description available. Open to graduate students only.

CHEM 2880. Departmental Colloquia. 
No description available. Open to graduate students only.

CHEM 2920A. Chemistry and Physics of Amorphous Materials. 
No description available.

CHEM 2920B. Organic Spectroscopic Methods. 
No description available.

CHEM 2920C. Topics in Modern Spectroscopy. 
No description available.

CHEM 2970. Preliminary Examination Preparation. 
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

CHEM 2980. Research. 
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CHEM 2990. Thesis Preparation. 
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

CHEM XLIST. Courses of Interest to Students wishing to Study Chemistry.
Classics Concentration Requirements

Classics focuses on the languages, literature, history, and culture of Greco-Roman antiquity. It provides specialized training for students intending to enter graduate school, and a broad liberal education for those with more general interests. Students may choose to study Ancient Greek, Latin, Sanskrit, or Modern Greek and gain knowledge in literature, mythology, ancient history, philosophy, and religion. Students may either pursue the standard Classics concentration, the most popular choice, or one of the several optional tracks: Greek, Latin, Greek and Latin, South Asian Classics, Sanskrit, Greek and Sanskrit, or Latin and Sanskrit. Concentrators are strongly encouraged to integrate their studies in various fields of Classics by writing a senior thesis, by participating in an undergraduate seminar, or by undertaking a senior capstone project.

All tracks except "Greek and Latin," "Greek and Sanskrit," and "Latin and Sanskrit" require the satisfactory completion of eight courses as described below. Programs are flexible and students are encouraged to discuss their plans with the concentration advisor. The introductory courses in Greek and Latin may not usually be counted toward a concentration, but those in Sanskrit may be counted in some of the tracks.

Classics

One course in Greek or Latin on the 1000-level or above.  
Select one of the following series:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CLAS 1210 &amp; CLAS 1220</td>
<td>The History of Greece from Archaic Times to the Death of Alexander and The Fall of Empires and Rise of Kings: Greek History 479 to 323 BC</td>
</tr>
<tr>
<td>CLAS 1310 &amp; CLAS 1320</td>
<td>Roman History I: The Rise and Fall of an Imperial Republic and Roman History II: The Roman Empire and Its Impact</td>
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Five other courses in classics, including classical archaeology, Greek, Latin, Sanskrit, or related areas to be approved by the concentration advisor.

Total Credits: 8  

1 Options offered by the Department of Classics in 2016/2017 include, but are not limited to: CLAS 0010, CLAS 0150, CLAS 0210L, CLAS 0660, CLAS 0780, CLAS 0810A, CLAS 0820, CLAS 0855, CLAS 0900, CLAS 0990, CLAS 1120E, CLAS 1120G, CLAS 1120W, CLAS 1120X, CLAS 1131, CLAS 1750L, CLAS 1770, GREK 0100, GREK 0110, GREK 0200, GREK 0300, GREK 0400, GREK 1050F, GREK 1100E, GREK 1100F, GREK 1110I, GREK 1111E, GREK 1150, GREK 1810, LATN 0100, LATN 0110, LATN 0200, LATN 0300, LATN 0400, LATN 1040A, LATN 1060H, LATN 1110F, LATN 1110I, LATN 1110R, LATN 11120, LATN 11202, SANS 0100 and SANS 0200.

Greek

Four Greek courses on the 1000-level or above, at least one of which is to be:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GREEK 1810</td>
<td>Early Greek Literature or GREEK 1820 Fifth Century Survey</td>
</tr>
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</table>

Two additional courses in classics, including classical archaeology, Greek, Latin, or related areas to be approved by the concentration advisor.

Total Credits: 8  

1 Options offered in 2016/2017 include, but are not limited to: GREEK 1050F, GREEK 1100E, GREEK 1100F, GREEK 1110I, GREEK 1111E, GREEK 1150, GREEK 1810, with instructor permission for those who are very advanced in Greek: GREEK 2000A, GREEK 2100E and GREEK 2150.

2 See options listed under Classics track.

Latin

Four Latin courses on the 1000-level or above, at least one of which is to be:  

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>LATN 1810</td>
<td>Survey of Republican Literature or LATN 1820 Survey of Roman Literature II: Empire</td>
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Two additional courses in classics, including classical archaeology, Greek, Latin, or related areas to be approved by the concentration advisor.

Total Credits: 8  

1 Options offered in 2016/2017 include, but are not limited to: LATN 1040A, LATN 1060H, LATN 1110F, LATN 1110I, LATN 1110R, LATN 1820, and with instructor permission for those who are very advanced in Latin: LATN 2010H and LATN 2080H.

2 See options listed under Classics track.

Greek and Latin

Four Latin courses on the 1000-level or above, at least one of which is to be:  

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Four Greek courses on the 1000-level or above, at least one of which is to be:  

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<tbody>
<tr>
<td>GREEK 1810</td>
<td>Early Greek Literature or GREEK 1820 Fifth Century Survey</td>
</tr>
</tbody>
</table>

Two additional courses in classics, including classical archaeology, Greek, Latin, or related areas to be approved by the concentration advisor.

Total Credits: 8  

1 Options offered in 2016/2017 include, but are not limited to: GREEK 1050F, GREEK 1100E, GREEK 1100F, GREEK 1110I, GREEK 1111E, GREEK 1150, GREEK 1810, LATN 0100, LATN 0110, LATN 0200, LATN 0300, LATN 0400, LATN 1040A, LATN 1060H, LATN 1110F, LATN 1110I, LATN 1110R, LATN 11120, LATN 11202, SANS 0100 and SANS 0200.

2 See options listed under Classics track.
South Asian Classics

At least one Sanskrit course above Sanskrit 0300 1
Three of the Sanskrit Classics Courses in Translation 2
Four other courses in Classics or related areas (such as Comparative Literature, Religious Studies, South Asian Studies, Early Cultures, etc.) to be approved by the concentration advisor

Total Credits 8
1 Options offered in 2016/2017 include: SANS 0400, SANS 1080 and SANS 1600.
2 Options offered in 2016/2017 include: CLAS 0210Y, CLAS 0820, CLAS 0855 and CLAS 0990.

Sanskrit

Two Sanskrit courses at the 1000-level or above 1
Two of the Sanskrit Classics Courses in Translation 2
Four other courses in Classics or related areas (such as Comparative Literature, Religious Studies, South Asian Studies, Early Cultures, etc.) to be approved by the concentration advisor

Total Credits 8
1 Options offered in 2016/2017 include: SANS 0100, SANS 0200, SANS 0300, SANS 0400, SANS 1080 and SANS 1600.
2 Options offered in 2016/2017 include: CLAS 0210Y, CLAS 0820, CLAS 0855 and CLAS 0990.

Greek and Sanskrit

Four Sanskrit courses at any level 1
Four Greek courses on the 1000-level or above, at least one of which is to be: 2
GREK 1810 Early Greek Literature
or GREK 1820 Fifth Century Survey
CLAS 1210 The History of Greece from Archaic Times to the Death of Alexander
CLAS 1220 The Fall of Empires and Rise of Kings: Greek History 479 to 323 BC
Two additional courses in Classics or related areas (such as Comparative Literature, Religious Studies, South Asian Studies, Early Cultures, etc.) to be approved by the concentration advisor

Total Credits 12
1 Options offered in 2016/2017 include: SANS 0100, SANS 0200, SANS 0300, SANS 0400, SANS 1080 and SANS 1600.
2 Options offered in 2016/2017 include, but are not limited to: GREK 1050F, GREK 1100E, GREK 1100F, GREK 1110I, GREK 1111E, GREK 1150, GREK 1810, and with instructor permission for those who are very advanced in Greek: GREK 2000A, GREK 2110E and GREK 2150.

Latin and Sanskrit

Four Sanskrit courses at any level 1
Four Latin courses on the 1000-level or above, at least one of which is to be 2
LATN 1810 Survey of Republican Literature
or LATN 1820 Survey of Roman Literature I: Empire
CLAS 1310 Roman History I: The Rise and Fall of an Imperial Republic
CLAS 1320 Roman History II: The Roman Empire and Its Impact
Two additional courses in Classics or related areas (such as Comparative Literature, Religious Studies, South Asian Studies, Early Cultures, etc.) to be approved by the concentration advisor

Honors

Students may earn honors in the concentration by presenting a satisfactory thesis, for the preparation of which they will ordinarily enroll in the relevant 1990 courses; these courses may not be used to satisfy the standard requirements for a concentration. In order to qualify, the candidate for honors in the Department of Classics ordinarily will be entering his/her seventh semester of study and must have an “A” average (3.50 or higher on a 4.00 scale) in the concentration.

Classics Graduate Program

The department of Classics offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) degree. For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/classics

Courses

Classics

CLAS 0010. The Greeks.
For centuries Western civilizations have seen the Greeks as their intellectual and spiritual ancestors. The ‘Greek miracle’ is explored by reviewing its major achievements and discoveries: poetry (heroic epic, tragedy, political comedy), philosophy, historical research, political analysis and institutions, science. All texts read in English. LILE WRIT

CLAS 0020. The Romans.
Statesmen exposed republican conspiracies; historians chronicled imperial intrigue; playwrights “Greeked-it-up” with toga parties; epic poets sang of Rome’s rise (and fall); moralizers bemoaned gladiators’ beauty habits; and a novelist recounted the adventures of a man turned into an ass. This course tracks the development of literary culture at Rome from its beginnings to the end of the Empire, with an emphasis on the major genres, authors, and works of Roman literature. Intended for all students desiring an introduction to Roman literary culture and its masterpieces. All texts read in English; no previous experience in Roman history or Latin required. LILE WRIT

CLAS 0150. Ancient Philosophy.
Ancient Greek views about the prospects and limits of reason in the human being’s search for a good and valuable life. What the best life is; how, and how far, reason can provide for its realization; what social/ political conditions it requires; how vulnerable it is (and should be) to uncontrolled happenings. Authors include Euripides, Thucydides, Plato, Aristotle, Epicurus, Lucretius, Augustine, and Dante.
CLAS 0180. Indian Civilization through Its Literature.
An examination of various historical, geographical, social, scientific, and literary aspects of Indian civilization through the reading of translations of original works of Indian culture such as the short story collection Bīhākatāḥālokasamagraha. Each topic that comes up in the story is explored in greater depth in supplementary material.

CLAS 0210A. Alexander the Great and Alexandria.
No description available. FYS LILE

CLAS 0210B. Death in Ancient Greece.
Examines how ancient Greeks understood, described, and experienced death. Making use of sources in translation, considers how death is anticipated, imagined, feared, and sometimes sought. Also contrasts classical ideas with current experiences in our own society in order to see whether and how our assumptions concerning death are culturally determined. Enrollment limited to 20 first year students. FYS LILE WRIT

CLAS 0210E. The Family in the Classical World.
It has been said that the household, not the individual, was the core of classical society. Using primary sources, we examine such questions as parental (and paternal) authority, the status of women, the role of private property, extended kinship, the physical structure of houses, the experience of childhood, etc. Comparisons are drawn with other societies, including our own.

CLAS 0210F. The Meaning of History in the Ancient World.
The Greeks and Romans created the western tradition of historiography as a genre of literature and historical reflection. The course will (a) focus on the great historians Herodotus, Thucydides, Polybius, Livy, Sallust, and Tacitus, and examine what purposes they pursued in writing history; (b) investigate the origins and development of historical writing in Greece and Rome; (c) look briefly at forms of historical reflection and writing in other ancient civilizations. For first year students only. FYS LILE

CLAS 0210G. Themes in Ancient Science.
The ideas of ancient scientists are apt to seem both oddly familiar and utterly strange. Examines the major developments in ancient physics, biology, medicine, mathematics, technology, anthropology, and astronomy. Pays particular attention to the tensions between observation and theory, science and society, and the reappearance of ancient notions in modern beliefs. FYS

CLAS 0210H. Thucydides: History and Cultural Context.
Thucydides’ history of the Peloponnesian War is a magnificent and profound study of the growth and deterioration of Athenian imperialism. We shall examine his history against the background of concurrent intellectual achievement in drama, philosophy, and rhetoric. FYS

CLAS 0210I. How Women were Seen.
Classical literature offers a wide array of representations of women, from loyal wives like Penelope to murderesses like Medea, from powerful queens like Dido to helpless slaves like the women of Troy after the destruction of their city. Through a selection of poems and prose texts, almost all composed by men, we shall attempt to gain insight into the place of women in the ancient Greek and Roman imagination. FYS

CLAS 0210J. Homer - The 'Big Bang' of Western Literature?.
The history of Western Literature seems to begin with a ‘Big Bang’, the Iliad and the Odyssey. A primary goal of this First Year Seminar will be to become thoroughly familiar with the many fascinating and highly influential characteristics of the two epics and their plots by means of close reading (in English translation). At the same time, we will examine the key factors which made this ‘miraculous beginning’ possible. This includes a question that has received much attention in recent scholarship: the influence of literature from the Middle East. Looking in the other direction, Homer’s enormous and lasting influence on literature and art will also be discussed. Enrollment limited to 20 first year students. FYS WRIT

CLAS 0210L. Who Owns the Classical Past?.
This course offers a forum for informed discussion of a variety of difficult questions about access to the classical past, and its modern-day ownership and presentation, seen primarily from the perspective of material culture (archaeology, art, museum displays, etc.). Enrollment limited to 20 first year students. FYS

CLAS 0210M. Seneca: A Philosopher in Politics.
The Stoic philosopher Seneca led a life full of contradictions: a millionaire and a politician, a man who preached the importance of mind over matter but begged for return from exile, and a philosopher compromised by his relationship with the emperor Nero, his pupil and his murderer. At least his end was heroic: ordered to commit suicide in 65 AD, he modeled his death on that of Socrates, discoursing calmly about philosophy with his friends as the blood drained out of his veins. In this course we’ll read broadly in his writings and try to come up with some answers about this complex and fascinating figure and the philosophy of living for which he stood.

CLAS 0210O. Sport in the Ancient Greek World.
Athletics and sports were as popular and significant in the ancient Greek world as they are today, and so offer an excellent introduction to its archaeology and history. This class will discuss the development of Greek athletics, the nature of individual events, the social implications of athletic professionalism, women and athletics, and the role of sport in Greek education. Enrollment limited to 20 first year students. FYS

CLAS 0210P. Dead and Loving It: The Cult of the Saints in the Eastern Mediterranean.
This course introduces students to the literature, history, and religious life of the late ancient and medieval Mediterranean through the lens of a highly significant socio-cultural phenomenon: the Christian cult of the saints. Students will have the opportunity to engage with a variety of primary source texts in translation, while examining the subject from the perspectives of anthropology, religious studies, material culture, history and literary studies, to approach this rich topic through an interdisciplinary framework. Enrollment limited to 20 first year students. FYS

CLAS 0210R. Revolutionary Classics (or, the classical origins of your Brown education).
When Brown University was founded in 1764 the curriculum was based on classical texts. In early America, the classics of Greek and Roman antiquity – read in the original Greek and Latin – were the foundation of a gentleman’s education. This course will explore early ideas and structures of higher learning in America from the springboard of those classical texts. We will read a sizable portion of Brown’s earliest curriculum (in English translation), but just as importantly we will seek to set that curriculum in the context of early American intellectual history, from roughly the Colonial to the Antebellum Period. FYS WRIT

CLAS 0210T. Travelers in Greece: from Pausanias to Shirley Valentine.
Ever since Pausanias the Periegete wrote his “Description of Greece” in the 2nd century CE, travelers have been inspired both to see the sights of Greece and to narrate their travels. The subject of this course is travel narratives about Greece, and our own journey will lead us to sites throughout the country. Yet we will also be using these narratives as launchpads for exploring the imaginary and imagined power of the Greek landscape: from its ancient status as seat of the gods to its modern appeal as a land of anonymity, relaxation and freedom for the wearied ‘westerner’. WRIT FYS

CLAS 0210Y. The Philosophy of Classical Indian Yoga.
This course will introduce the history of the ancient Indian texts and ideas that came to provide the philosophical foundations of the classical school of Indian Yoga. We will examine the oldest evidence for yoga in the ancient texts of the Vedas, the Jainas, and the Buddhists. We will watch it take clear shape in the Upanishads and in texts of the Mahābhārata, especially the Bhagavad Gītā. We will conclude the course by reading the classical exposition of Indian Yoga, Patañjali’s Yogasūtras. This course is a philosophy course, not an introduction to the practice of yoga. FYS

CLAS 0280. Latin in English/Latinate English.
The influence of Latin not only on the English vocabulary but on English style. Topics include: word building from Latin (and some Greek), Latin words and phrases in English, English lexicography, translations into and from Latin, euphuism, the revolt against Latin elements (Saxonism). Students write essays exemplifying these types of writing.
CLAS 0300. Animals in the Greco-Roman World.

Animals are an important part of any culture. This is especially true for the civilizations of the ancient world, which used animals not only for food and companionship but also for labor power, medicine and entertainment. In this class, we will explore the role of animals in the civilizations of the Greco-Roman world, looking at both practical uses and literary or artistic portrayals. We will focus on ancient beliefs about animals that now seem strange to us (kneelless elephants, self-castrating beavers, venemous mice, etc.), and we will try to explain how those beliefs came to be so widely held.

CLAS 0310. Social Welfare in the Ancient Greek City.

What inequalities existed in the ancient Greek city? This course seeks to identify the different treatment of the inhabitants of the ancient Greek city (polis) and the degree to which the city sought to support the disadvantaged by the redistribution of wealth. Ancient Greek communities taxed activity and property, gathered revenue, and redistributed wealth within the community. The wealthy were often liable to redirect part of the wealth to the community. How well did the redistributive economy of the Greek city work? Who were the winners? Who were the losers? What conclusions can we draw about well-being in the Greek polis? WRIT SOPH

CLAS 0400. Ancient Comedy and its Influence.

This course examines the origins and developments of comedy in ancient Greece (early iambic poetry, Aristophanes, Menander), its later offshoots in Rome (Plautus, Terence), England (Shakespeare), and the continued influence these ancient forms have on comedy today. Secondary readings include ancient and modern thoughts on humor and laughter, and writings on the historical contexts in which these plays were produced. WRIT


Examines, in translation, the three masterpieces of Virgil, central poet of the golden age of Latin literature. In particular, considers his epic, theAeneid, against the background of the Rome of the emperor Augustus. Subjects for discussion include the relation of poetry and power, the connection between the imagination and historical reality, and the tension between intellectual freedom and the constraints of society.

CLAS 0520. Religion and Magic in Ancient Greece.

Examines the sacred or supernatural realm that pervaded ancient Greek culture, considering both public and private practices. Topics include belief in the gods; aspects of polytheism; sacrifice; pollution; athletic and civic festivals; oracles; mystery cults; death and afterlife; hero cults; religion and gender; curses, spells, and charms; ancient atheism and agnosticism. LILE

CLAS 0560. War and Society in the Ancient World.

In a broad survey of ancient societies (from Egypt and Mesopotamia to late antiquity), but with a strong focus on the Greco-Roman world, this course examines the sociology of war in premodern societies: we investigate how in each case warfare and military organization interacted with social, economic, and political structures and how each society dealt with the challenges, gains, and costs of war. Readings in English. LILE

CLAS 0600. The Worlds of Late Antiquity.

A survey of Western culture in all its variety-social, political, economic, literary-in those centuries when the Roman Empire supposedly fell, leaving in its wake the so-called Dark Ages. Emphasizes the dialectic of continuity and change that leads from Imperial Rome to the vast Empire of Charlemagne.

CLAS 0620. Greek Tragedy.

An investigation of many of the surviving plays of the Greek tragedians Aeschylus, Sophocles, and Euripides. Considers the diverse aspects of ancient drama: the context, both religious and sociopolitical; issues of theatrical production, the poetic texture of the plays; and the influence of classical drama on later drama and western thought. Additional readings may include Aristophanes’ Frogs and Thesmophoriazusae and selections from Aristotle’s Poetics, the earliest criticism of Greek tragedy. LILE WRIT

CLAS 0660. The World of Byzantium.

Caught between the East and West, the culture of Byzantium inherited the ancient worlds of Greece, Rome, and Jerusalem, nurturing many a modern ideology, conflict, and identity. Byzantium is explored through its history, texts, and art. We examine the foundation and history of Constantinople, Iconoclasm, the Crusades, medieval Christianity and Islam, Byzantine court life, concepts of gender, self, and sexuality. WRIT

CLAS 0750. Gender and Sexuality in Classical Antiquity.

This course will analyze women in classical Greek and Roman society and literature. Using gender as a critical tool, we will examine Greek and Roman women in various sources, from Homeric epics and public inscriptions to scathing Roman satire. These sources show how the Greeks and Romans defined normative gender categories and how they used these categories as a vehicle for social and political criticism. We will cover both social history and gender discourse, focusing especially on the body and sexuality as a site for power. The limitations imposed by the source materials, both literary and non-literary, will be a topic of discussion throughout, as well as the relation of these ideas to contemporary constructions of gender. WRIT

CLAS 0760. Ancient Utopias/Imaginary Places.

Literary depictions of idealized imaginary societies already had a long tradition when Thomas More produced his Utopia in 1516. This course explores the ancient Greco-Roman utopian tradition, examining both literary depictions of mythological or fantastic utopias (or dystopias), including representations of societies remote in time ("the Golden Age") or place (e.g., Homer's Phaestia), and works that critique contemporary values or attempt to describe idealized possible societies (e.g., Plato's Republic). These Greco-Roman depictions in turn provided the foundation for the utopian (and dystopian) tradition as it continued through the Medieval age and into modernity, and we will also follow that tradition. DPLL LILE WRIT

CLAS 0770. The Tradition of the Philosophical Dialogue.

This course will examine the Greco-Roman tradition of the philosophical dialogue, from its Socratic origins through its adoption by early Christian authors. As we read dialogues by major practitioners including Plato, Cicero, Plutarch and Augustine, we will consider formal features of the dialogue, including setting, characterization, and authorial self-representation; and we will compare treatments of common subjects and themes, including Socrates, the pursuit of truth, good government, and the happy life. We will also discuss issues of performance and the philosophical, pedagogical, and therapeutic advantages of dialogue. All texts will be read in English.

CLAS 0780. From Antiquity to the Humanities (via Humanism) and the History of Ideas.

This course looks at the origins of several subjects in the Humanities in order to explain, question, and sometimes challenge the ways in which those subjects are studied or understood today. Consideration of sources for the Humanities today – in the educational practices of classical antiquity, in the ‘humanism’ of the Renaissance and in the 17th-20th centuries – will throw new light on ideas and categories which are central to western education. Topics include grammar/language, persuasive argument, scholarship; theory/practice of history, literature, poetry, fiction, fantasy, and the novel; relationship between words and images, and connections between studying the Humanities and being human.

CLAS 0880. Religious and Philosophical Thought in Ancient India.

The historical development of the main themes of ancient Indian religious and philosophical thought. Part I: The rise of monism in tension with polytheism, the efficacy of Vedic words and Vedic rites, and early Brahminic cosmology and psychology. Part II: The rise of the non-Brahminic traditions (Jainas, Âjivikas, and Buddhists) challenging Vedic revelation and everything based upon it (mainly the rites and authority of brahmans). Part III: The ensuing ‘conversations’ among the competing traditions, conversations that developed new world-views and new methods for effecting human well-being in the cosmos. DPLL
CLAS 0810A. Alexander the Great and the Alexander Tradition.
This course focuses on a single historical figure, Alexander the Great, using him as a point of departure for exploring a wide range of problems and approaches that typify the field of Classical Studies. How knowledge of Alexander has been used and abused provides a fascinating case study in the formation and continuous reinterpretation of the western Classical tradition.

CLAS 0820. Epics of India.
An introduction to Indian epic literature with reading and analysis of one or more of India’s grand and powerful epics, such as the Mahābhārata, the Rāmāyana, the Cilappadikaram, and others. DPLL

CLAS 0850. Mythology of India.
Reviews major myths from religions of India in order to understand how the peoples of India imagined their relation to the divine world, to nature, and to other human beings. Considers connections between myths and religious practices, social structures, historical events, and psychological and aesthetic dimensions of Indian cultural life. Reading of mythic narratives will be accompanied by analysis from selected theoretical perspectives. DPLL

CLAS 0855. The Bhagavad Gītā.
This course will study and discuss the teachings of the Bhagavad Gītā in the context of its literary, theological, and philosophical origins in ancient India. We will read the text itself (in English, not Sanskrit), parts of the epic Mahābhārata in which the Gītā is situated, and collateral texts, such as Upanisads, Indian myths, Buddhist sermons, or even modern novels, that may shed light on why and how this text has exercised such far-reaching influence across the ages, inside India and beyond. DPLL WRIT

CLAS 0900. Greek Mythology.
“What of these things goes now without disaster?” -Aeschylus, Agamemnon
This course is an introduction to Ancient Greek mythological traditions. Topics include: the twelve Olympian gods; ‘culture heroes’ (e.g. Heracles), Homer and the Trojan Cycle of myths; mythical traditions about the families of Oedipus and Agamemnon; etc. We will conclude with an investigation of ancient mythical scholarship and skeptical views of myth in antiquity. Throughout we will be considering myth’s relationship with literature, visual culture, and religion. The class focuses on the ancient material (texts, images, monuments, rituals, and traditions, etc.), with some secondary readings in mythological and cultural theory.

CLAS 0990. Concepts of the Self in Classical Indian Literature.
Examination of the great Indian epic Mahābhārata and related mythology to introduce the context for the most ancient speculations of the Rigveda and the subtle teacher-student dialogues about the self contained in the Bhagavadgītā and Upanishads. We will also examine the more systematic Indian philosophical texts and note their resonance in ancient and modern European conceptions of self.

CLAS 1120A. Dreams, Love and Confession.
The Middle Ages are notorious for their love of bizarre locales, hauntings, fear of demons, and superstitions. But the outlook of the medieval world also encouraged a love of hidden and of internal, spiritual space. This world-view attended to dreams, a complex anatomy of human love and confessions. In this course, we will examine the social and literary context of these three modes of communication in the classical and, especially, the medieval period. We will read classical and medieval poetry (Horace, Propertius, Ovid, Lucretius, Cambridge Songs, Alan de Lille, Bernardus Silvestris), late antique dream books (Aelius Aristides), medieval beastiaries and fables, vernacular Romances and lays, and the medieval confessional mode (Augustine, Guibert); we will also examine visual evidence, where possible.

CLAS 1120B. Epic Poetry from Homer to Lucan.
Traces the rich history and manifold varieties of the genre of epic poetry in the literatures of ancient Greece and Rome beginning with Homer’s Iliad and Odysseus (VI c. B.C.) and ending with Lucan’s Civil War (I. c. A.D.). Masterpieces such as Virgil’s Aeneid and Ovid’s Metamorphoses are included. Original sources read in translation. LILE WRIT

CLAS 1120D. Myth and Origins of Science.
Examinations of various explanations of the origin of the cosmos, of human beings, and human institutions, with readings from literary, philosophical, and scientific texts. What constitutes a scientific explanation and in what respects ancient science was similar to and different from our own? Authors include Hesiod, Aeschylus, Plato, Aristotle. Hippocratic medical writings and the Presocratic fragments. Read in English translation. LILE

CLAS 1120E. Slavery in the Ancient World.
Examines the institution of slavery in the ancient world, from Mesopotamia and the Near East to the great slave societies of classical Greece and (especially) imperial Rome; comparison of ancient and modern slave systems; modern views of ancient slavery from Adam Smith to Hume to Marx to M.I. Finley. Readings in English. LILE

CLAS 1120G. The Idea of Self.
Literature gestures us toward a certain kind of knowledge not quite psychological, not quite philosophical. We read widely in the classical and medieval traditions in order to gauge the peculiar nature of what this knowledge tells us about experience and the ways in which expressions of selfhood abide or are changed over time. Authors include but are not limited to Sappho, Pindar, Catullus, Horace, Augustine, and Fortunatus. LILE WRIT

CLAS 1120J. Essaying the Essay.
This course explores the personal essay as a vehicle for self-expression. Examining self-reflective essays from a variety of cultures and time periods—ancient, modern, East, and West—we trace the theme of friends as dialectical others against whom individuals define themselves. Our investigations will lead us to a provisional definition of the essay genre, keeping in mind its unique placement between fiction and non-fiction, and its relationship with non-Western forms such as the suibi and the xiaopin wen. First year students need instructor permission to enroll.

CLAS 1120K. Skeptical Traditions East and West.
The skeptical project begins and ends in doubt and the refusal to affirm any belief dogmatically. While these ideas are most frequently associated with the writings of Cicero and Sextus Empiricus, they also appear in early Buddhist and Daoist texts. The course examines several strands of skeptical philosophy as they appear in writings from ancient Greece, Rome, China, and India. It further explores literary enactments, appropriations, and critiques of skepticism evident in the skeptical revival of the European Renaissance and in Zen kōans.

CLAS 1120L. Archaeology of Feasting.
No description available.

CLAS 1120M. Plato.
A close reading of Plato's major dialogues from a philosophical perspective. Topics may include his ethics, politics, metaphysics, epistemology, philosophy of mind, philosophy of language, or aesthetics. Readings are from original sources (in translation) and contemporary secondary literature. Students wishing to read the texts in the original Greek should make arrangements with the instructor.

CLAS 1120N. Games and Spectacles of Ancient Greece and Rome.
Will examine games and spectacles of the ancient Greek and Roman worlds, from the early Olympic contests to the popular chariot races of late antiquity. By using a variety of sources, including archaeological evidence, we will explore not only the historical development of sports in the classical world, but also its ongoing political, social and cultural importance. By seeking to understand both participants and spectators, we also hope to connect the significance of games to other facets of Greco-Roman society, including women and religion. We will not only discuss the limitations of the primary sources, but also make relevant comparisons to the role of sports in contemporary society. WRIT
CLAS 1120Q. Seven Wonders of the Ancient World

"Everyone has heard of the Seven Wonders of the World," wrote Philo of Byzantium two millennia ago, and it's still true today. But what's a "Wonder"? And why seven of them? Why make such a list anyway, then or now? This class will use ancient texts, explorers' accounts, and archaeological investigations to travel through several thousand years of history in the Mediterranean and Near Eastern world. We will consider how the Seven Wonders captured past imaginations; the aura of technological achievements; the intersections of history, memory, invention, and myth; and how members of one culture view another culture's monuments. LILE

CLAS 1120R. Social Conflict and Political Factions in the Roman Republic

Traces the evolution of social conflict and political factions at Rome from the foundation to the dissolution of the Republic (CS-C1 BCE). Roman armies secured a vast empire of territory, raw materials, and manpower governed by the senate and the people of Rome itself. The influx of resources, however, destabilized Rome's constitution and upset political power balances at the city of Rome. How did the Romans—elites and masses—compete amongst themselves for the bounty of empire abroad and confront their own internal conflicts at home? Was concord possible, or were the developments of empire inconsistent with the constitution of the Republic?

CLAS 1120T. Age of Augustus: Topography, Architecture, and Politics

Augustus Caesar boasted that he had found Rome a city in brick, but left it in marble. This course explores the transformation of Rome from an undamaged village to the capital of an empire. Was Rome's first emperor trying to fashion himself a Hellenistic monarch on the model of Alexander and his successors? Was he simply operating within republican traditions, which had been established through centuries of aristocratic competition at Rome? Our source materials will include ancient works of art and architecture, literary accounts, maps, and critical urban theory.

CLAS 1120U. The American Presidents and the Western Tradition

We are accustomed to engaging the American presidency as a public office best approached through the prism of government or political science, but this course studies the ways in which the presidents in thought and action are part of a larger continuum of humanistic expression in the western tradition. It is organized around five categories: memory, language, consolation, farewell, and self-reflection. Our work involves reading and viewing/listening to various materials, including videos and original documents. The words we study, both by and about presidents, will be compared to various masterworks of Greco-Roman antiquity and the western Middle Ages. LILE WRIT

CLAS 1120V. The Age of Constantine: The Roman Empire in Transition

The reign of Constantine the Great (306-337) and his dynasty heralded a period of remarkable/rapid change in the Roman Empire. Christianity became the sole imperially sponsored religion; the split between Western and Eastern halves of the Empire gradually became permanent and irrevocable; consequently new ways of thinking and writing about the Roman world, past and future, developed. Focusing on generous selections of primary source material in translation and current scholarship, we will explore the history, literature, and culture of Constantinian Empire in order to highlight the role of Constantine and his successors in the evolution of the late Roman Mediterranean.

CLAS 1130. Society and Population in Ancient Greece

This interdisciplinary course stresses the importance of social and demographic themes for our understanding of ancient Greek socio-economic history. The course addresses topics that are fundamental to historical demography (mortality, birth rates, and factors that affect them). It draws directly on primary sources (documentary, literary and archaeological) and readings of modern historians that allow us respectively to analyze evidence and contextualize the issues relating to social history and historical demography. The course takes a longue durée approach and incorporates ancient Greek communities in Greece, the Balkans, Asia Minor, and the Black Sea, from the Archaic, Classical, Hellenistic, and Roman periods. WRIT

CLAS 1140. Classical Philosophy of India

This course introduces the classical traditions of philosophy in India. After presenting a general overview of this discourse and its basic Brahminic, Buddhist, and Jain branches, the course will examine selected traditions and themes from both the several schools concerned entirely with gaining ultimate beatitude (the Highest Good) (the schools known as Sāmkhya, Yoga, Theravada Buddhism, Mahāyāna Buddhism, Jainism, and Vedānta) and the schools that concentrate on issues of logic, metaphysics, and language and hermeneutics (Nyāya, Vaiśeṣika, and Pūrva Mīmāṃsā, respectively). DPLL

CLAS 1160. Classics of Indian Literature

This course will introduce, in English translations, the most powerful examples of the literature of India. The course will introduce students to India's unparalleled literary richness by reading selections of the best poetry, drama, and narrative literature of Indian civilization from any of its many languages (Sanskrit, Tamil, Hindi, Bengali, etc., and English), ancient and modern. DPLL

CLAS 1210. The History of Greece from Archaic Times to the Death of Alexander

A detailed examination of the history of the Greeks-political, economic, and social-from Homer's time to the establishment of the Hellenistic monarchies by the successors of Alexander the Great. The ancient sources are closely and critically studied (in translation).

CLAS 1220. The Fall of Empires and Rise of Kings: Greek History 479 to 323 BC

The Greek world was transformed in less than 200 years. The rise and fall of Empires (Athens and Persia) and metamorphosis of Macedon into a supreme power under Philip II and Alexander the Great provide the headlines. The course covers an iconic period of history, explores life-changing events that affected the people of the eastern Mediterranean and through these transformations, offers deep insight into the common pressures that ordinary people and their communities confronted.

CLAS 1220U. The American Presidents and the Western Tradition

The reign of Constantine the Great (306-337) and his dynasty heralded a period of remarkable/rapid change in the Roman Empire. Christianity became the sole imperially sponsored religion; the split between Western and Eastern halves of the Empire gradually became permanent and irrevocable; consequently new ways of thinking and writing about the Roman world, past and future, developed. Focusing on generous selections of primary source material in translation and current scholarship, we will explore the history, literature, and culture of Constantinian Empire in order to highlight the role of Constantine and his successors in the evolution of the late Roman Mediterranean.

CLAS 1310. Roman History I: The Rise and Fall of an Imperial Republic

The social and political history of Ancient Rome from its origins to the death of Augustus in 14 CE. Focuses on the social conflicts of the early Republic; the conquest of the Mediterranean and its repercussions; the breakdown of the Republic and the establishment of monarchy. Readings emphasize ancient sources in translation. WRIT

CLAS 1320. Roman History II: The Roman Empire and Its Impact

The social and political history of the Roman Empire (14-675 CE). Focuses on expansion, administration, and Romanization of the empire; crisis of the 3rd century; militarization of society and monarchy; the struggle between paganism and Christianity; the end of the Empire in the West. Special attention given to the role of women, slaves, law, and historiography. Ancient sources in translation. WRIT

CLAS 1320X. Roman History II: The Empire (HIST 1201B)

Interested students must register for HIST 1201B.

CLAS 1350. Comparative Grammar of Greek and Latin I

An introduction to the histories of the Greek and Latin languages within the frame of their Indo-European antecedents. Addresses the sound systems of the two languages and applies our knowledge of them to a consideration of the semantics (etymology) of words in the languages. For those who know Greek and Latin well, though no specific prerequisites can be listed. Students of classics and linguistics are the main audiences addressed.
CLAS 1410. Roman Religion.
Explores the religions of Rome, from the animism of King Numa to the triumph of Christianity. Topics include: concepts of religion and the sacred; sacred law; ritual space and the function of ritual; festivals; divination; magistrates and priests; the imperial cult; death and the afterlife; mystery cults; astrology and magic. LILLE

CLAS 1420. The Culture of Death in Ancient Rome.
This course examines the way that death and dying were perceived and managed in ancient Roman culture. Primary source readings will include selections from philosophers, poets, inscriptions, and a variety of prose literature (consolations, epistolography, historiography, novels). Secondary literature will focus on demography and social relations, the anthropology of funerary ritual, and material culture, which will be integrated systematically throughout the course, and which will include consideration of artistic representations and iconography, as well the archaeology of Roman mortuary practices.

CLAS 1750A. Caesar's Failure and Augustus' Success.
Both Caesar and Augustus reached sole power in the Roman empire by winning civil wars. Both initiated broad reform programs, but Caesar was soon assassinated, while Augustus lived for another 45 years. We will analyze their reforms and examine the causes and historical significance of Caesar's failure and Augustus's success.

CLAS 1750B. Justice.
An inquiry into notions and definitions of justice. Plato's Republic is the basic reading. Considers a wide variety of novels, poems, and plays as examples.

CLAS 1750C. Undergraduate Seminar: Emotions.
Were the emotions of the ancient Greeks and Romans identical to our own? When a Greek felt pity, or a Roman was angry, were the causes and the manifestations the same as ours? This senior seminar examines how Greeks and Romans defined the emotions, and checks their descriptions against literary texts. One year of either Greek or Latin required.

CLAS 1750D. Philosophy of Socrates.
In this class we will read and discuss various ancient portraits of Socrates (in Aristophanes' Clouds, Plato's Apology and Symposium, and Xenophon's Apology) and several Platonic dialogues representing Socrates in action discussing moral questions, including the Crito, Laches, Charmides, Lesser Hippias, Protagoras, and Gorgias. We will focus on questions about the historical Socrates (as distinct from the portraits), his avowals of ignorance, irony, methods of argument, and interest in definition, as well as the moral questions explored in the dialogues. All readings will be in English translation. Enrollment limited to 20.

CLAS 1750E. Writing History in the Ancient World.
The Greeks and Romans created the western tradition of historiography as a genre of literature and historical reflection. The seminar will focus on the great historians from Herodotus to Tacitus and examine what was a genre of literature and historical reflection. The seminar will focus on the great historians from Herodotus to Tacitus and examine what questions about the historical Socrates (as distinct from the portraits), his avowals of ignorance, irony, methods of argument, and interest in definition, as well as the moral questions explored in the dialogues. All readings will be in English translation. Enrollment limited to 20.

CLAS 1750I. Highways and Byways in Antiquity.
This seminar will explore the construction and development of pathways of communication and contact in the ancient (primarily Mediterranean) world. Emphasis will be placed upon major routes (highways) and the state-level powers that instituted and controlled them, but also on more modest roads and paths and the communities they promoted. The scope of the course is thus quite extensive, embracing both terrestrial and maritime roadways, and all forms of activity that took place on and along them (trade, pilgrimage, 'strip development', imperial postal and spy systems, ports, etc.). Some previous study of antiquity is desirable. Please note: CLAS1750I is being team-taught by Susan Alcock and John Bodel.

CLAS 1750J. Ancient Revenge Dramas.
We shall study revenge tragedies composed in ancient Athens and Rome and also some composed during the Renaissance. We shall examine formal characteristics of the tragedies as well as the conceptual constellations (historical, political, social, theatrical, legal) under which they operated for the three periods; an important question will be whether and how this medium permits us to understand how law and the notion of justice operates in a given society.

CLAS 1750K. Madwomen and Lovers.
Ancient Greeks and Romans were fascinated by the figure of the distressed mythological heroine, and from the Classical period onward their literature showcases women tormented by love (often for a forbidden object), but able to give voice to their desires and dilemmas. We will look at examples from different types of ancient literature (especially drama and epic), focusing on the blend of victimization and self-expression in their portrayal, and on their sometimes surprising role in the literature of love, mythology, and national history.

CLAS 1750L. Erotic Desire in the Premodern Mediterranean.
Erotic desire may be a universal human phenomenon. How we explain, depict, express, or experience desire is, however, not a universal, uniform matter. The premodern Mediterranean (from roughly the fifth century BCE to the fifteenth century CE) gives us a variety of forms of sexual experience and expression. We will study the history of these forms through texts, images, and objects: from Platonic love or eros to Roman tales of romance, from Judeo-Christian mysticism to Islamic literature, from sexual diets to erotic amulets. Enrollment limited to 25.

CLAS 1750P. Staging the Law: Classical Literature and Renaissance Drama.
(1) We examine theater and its relation to society, particularly, its reflection of legal culture (detections of murderers, adulterers, and young lovers); we also examine law's 'theatricality' ('productions' of trials). (2) We also explore more broadly how dramas were performed, using as comparanda Japanese Noh and Kabuki (in each, for example, we find all-male casting). (3) Attention is also directed toward twentieth century receptions of these plays; we focus largely on Japanese productions, particularly of Yukio Ninagawa, mastermind of Japanese theater who directed numerous Greek tragedies and Shakespearean plays in different venues, absorbing and subverting phenomena of traditional Japanese theater.

CLAS 1750R. Holy Places and Sacred Spaces in Ancient Greece.
For thousands of years, travelers have been astonished at the physical beauty of Ancient Greek sites such as Olympia, Delphi, and Delos. For anyone who visits these numinous sites, it's easy to see why the Greeks believed that the gods loved them, too. In this course we will be exploring the notion of sacred space in Greek, with emphasis on sanctuaries, topography, archaeological phenomenology, and pilgrimage. We will research and discuss sites and sanctuaries from literary, archaeological, and other material and theoretical perspectives; we will also ask what about certain places and spaces leads us to regard them as 'sacred'. WRIT

CLAS 1770. Ancient Law, Society and Jurisprudence.
After a brief survey of modern legal systems (USA, common and civil law systems), we return to Athens and Rome. Topics: sources of law, its evolution, (e.g., feuding societies); procedural law (e.g., how to bring cases); legal reasoning; rhetoric; substantive law (e.g., regarding marriage, religion, homicide). Different approaches are used: historical, comparativist, anthropological, case-law study.
CLAS 1930A. Introduction to Greek and Latin Meters. We will survey the major metrical systems of Greek and Roman verse by reading a wide range of short poems and brief extracts. The main concerns will be, first, how to scan poems correctly, and second, how to evaluate metrical and rhythmic choices. Prerequisite: GREK/LATN 0400, or demonstration of equivalent ability in Greek and Latin.

CLAS 1930B. Dying God. The figure of the dying god (like Adonis, Osiris, or Attis), embodying both beauty and tragedy, has exerted a fascination from ancient times to the present day. His worship was sometimes central to the community, sometimes marginal, yet compelling in its "outsider" status. His myths invited meditations on love and death in various modes from comedy to epic. This course, through the great mythological texts of Greece and Rome as well as modern literature and art, will explore the figure in all its variety, along with Christian adaptations and recent interpretations. There will be writing assignments.

CLAS 1930C. Parasites and Hypocrites. The course is a study of the many forms of toadying, groveling, feigning friendship, flattery, ass-kissing, and so on, that were such a large source of concern — and comedy — in antiquity. The anxieties over hypocrisy in a democracy and parasites in client-patron systems will be explored historically, in literary representations, and in their social, political, and economic contexts. Authors to be read include Aristophanes, Plutarch, Lucian, Plautus, Horace, and Petronius.

CLAS 1930E. Economy of Ancient Greece: New Approaches. What was the material underpinning of Greek Society? How did the production and distribution of resources connect individuals and states and what ancient mentalities and ideologies governed this exchange? New scholarly approaches and new evidence have drastically changed how we understand the ancient economy in recent decades. This course will survey key issues in the ancient economy such as Mediterranean ecology, trade, the invention of coinage, taxation, consumption, agriculture, slavery, and connectivity. In the process, we focus closely on the primary sources, in the form of literary, archeological, numismatic, and epigraphic evidence, while also considering current scholarly methodologies and controversies.

CLAS 1970. Special Topics. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CLAS 1990. Conference: Especially for Honors Students. Section numbers vary by instructor. Please check banner for the correct section number and CRN to use when registering for this course.

CLAS 2000. Proseminar in Classics. Introduction to standard research methods and tools in major subdisciplines of classical philology and ancient history. Required of entering graduate students. Survey of various subdisciplines in order to become familiar with field and scholarly principles.

CLAS 2010A. Mysteries Documents. No description available.

CLAS 2010B. Roman Topography. That actions occur in place is obvious, but how does place define action, and how do actions define place? How does the accretion of meanings assigned to a place through repeated use provide significance to the current actions, affect reinterpretations of past events, and effect future uses? Topography explores not only the history of monuments but also the constellation of meanings shaped by the interaction of monuments with each other in the cultural landscape. Topographical relationships serve as an imprint of a particular community's social, political, economic, and religious behavior within and across space and time. Ancient Roman case studies.

CLAS 2010M. Problems in Old World Archaeology: The Archaeology of Empires. They were big, they were bad, they were beautiful... Cradles of civilization, wrenchers of havoc, empires rank among the most influential political and social formations in global history. This seminar will explore general literature on imperial genesis, consolidation and decline, as well as the specific and unique contributions that archaeology and art history can offer to the understanding of empire.

CLAS 2080A. Seminar: Allusion/Intertextuality/Influence. We will study the full career of allusion (from Homer to hip-hop) to gain a sense of its origins and development, especially in antiquity and late antiquity; to understand allusion functionally, (and to measure the durability of that function across time); and to read extensively in the allusive practices of one ancient author.

CLAS 2080B. Seminar: Social Conflicts in the Roman Republic. This seminar, open to upperclassmen with experience in Roman history, will analyze the causes, impact, and results of social conflicts in the early (the "struggle of the orders") and late Roman Republic (Tiberius Gracchus, the Catilinarian Conspiracy), and the latter's contribution to the demise of the Republic. Sources in translation.

CLAS 2080C. The Emperor Tiberius. No description available.

CLAS 2110A. Graduate Seminar: The Book. This seminar examines the relationship between ancient literary forms and the media in which they were presented. Specifically, it considers the connections between the ways in which ancient books were published and distributed—in papyrus rolls and bound codices, individually and in groups, privately and commercially—and the cultural conventions of reading and literary appreciation in antiquity. Chronologically the seminar focuses on the late Roman Republic and early Empire (ca. 100 BCE -200 CE), but attention is devoted also to new papyrological evidence for the development of poetry books during the Hellenistic period. A reading knowledge of Greek and Latin is required.

CLAS 2450. Exchange Scholar Program.

CLAS 2930A. Alexandrian Poetry. We will read extensive selections in the original languages from Hellenistic Greek poetry and Latin poetry with Hellenistic influence, with an eye to their historical and cultural context and to their intertextual dimension.

CLAS 2970. Preliminary Examination Preparation. For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

CLAS 2980. Reading and Research. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

CLAS 2990. Thesis Preparation. For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

CLAS XLIST. Courses of Interest to Classics Concentrators.

Greek

GREK 0100. Essentials of the Greek Language. A two-semester approach to ancient Greek with special emphasis on developing facility in rapid reading of Greek literature. Selections from Attic Greek authors. No previous knowledge of Greek is required.

GREK 0110. Introduction to Ancient Greek. Intensive, one-semester introduction to Greek. No previous knowledge of Greek is required.

GREK 0200. Essentials of the Greek Language. Second half of a two-semester approach to ancient Greek with special emphasis on developing facility in rapid reading of Greek literature. Selections from Attic Greek authors. No previous knowledge of Greek is required.

GREK 0300. Introduction to Greek Literature. Introduction to Greek literature through intensive reading. Prerequisite: GREK 0200, GREK 0110, or the equivalent. We will work on grammar skills while reading extensively in the Histories of Herodotus, who is not only the "father of history" but also a great (and delightful) artist in prose.

GREK 0310. Grammar Review and Composition. Half-credit course with attention to student's individual needs.
Grek 0400. Introduction to Greek Literature.
Prerequisite: Grek 0300 (or the equivalent). Review of grammar of the Attic dialect through rapid reading of texts by Lysias, Plato, or Xenophon. Emphasis on syntax and style.

Grek 1010. Introduction to Greek Drama.
Both for students who have recently finished Grek 0300 and 0400 and for those who have little or no experience of translating Greek drama. Begins with a brief review of Attic grammar with readings in Plato. Then turns to Greek drama with students reading a play of one of the dramatists and focusing on philological analysis and meters.

Grek 1050a. Aristophanes.
Addresses students with at least an intermediate-level command of Ancient Greek, but previous knowledge of Aristophanic language and poetry is not required. We will read in the original language Aristophanes' Frogs, and study different aspects (language, meter, historical background, theatrical performances, literary interpretations, etc.) of this play and of Aristophanic comedy generally. Frogs, composed towards the end of the Peloponnesian War, is one of Aristophanes' most puzzling plays. It presents a fantasy (and comic!) vision of the afterlife and, indirectly, informs us about the literary criticism of the time.

Grek 1050b. Euripides.
Introduction to the study of Athenian tragedy. Thorough translation of one drama with attention to literary analysis. Rapid survey of other Euripidean plays.

Grek 1050c. Sophocles.
An introduction to the study of Athenian tragedy. Thorough translation of one drama, with attention to literary analysis. Rapid survey of other Sophoclean plays.

Grek 1050d. Homer: Iliad.
No description available.

Grek 1050f. Tragedy of Greeks and Others.
The class will be devoted mainly to a close reading of Aeschylus' play The Persians, attending to it in all its aspects (language, performance, historical context, meter). We will also read in translation select passages from Herodotus, Xenophon, and others bearing on Greek attitudes to Persia. We will examine key critical questions about Greek identity and self-definition in their relation to the East.

Grek 1060. Herodotus.
What does it mean to be "the father of history?" We will read the last book of the Histories in Greek, supplemented with related texts (some in English translation), as we discuss how this illuminating, entertaining masterpiece spoke to its intended audience and to modern readers as well.

Grek 1080. Attic Orators.
No description available.

Grek 1100. Advanced Homer: The Odyssey.
It is hard to imagine a more joyful way to acquire excellent control of Homeric Greek than by reading, in its entirety (if possible), Homer’s wonderful and captivating work, the Odyssey. Though it can be a little time-consuming initially, students quickly become familiar with the syntax and the vocabulary, and find great pleasure in immersing themselves in this thrilling masterpiece.

Grek 1100e. Greek Literature in Italy and by Italians.
This course surveys Greek texts written in Italy or by Italians from the classical period into the Renaissance: from Pythagorean writings to Dionysius of Halicarnassus, from Plotinus to Bessarion, and from a series of exotic Sicilian Saints Lives to manuscripts of Greek popular literature. Emphasis will be placed on the post-classical tradition as well as on the transmission and manuscript history of Greek texts and authors in Italian libraries.

Grek 1100f. Fiction and Truth in Greek Story-telling.
A survey of a large number of Greek narrative texts in the post-classical tradition that probed the boundaries between fiction and truth, from historiography to hagiography, and from the ancient novel to Christian apocrypha.

Grek 1110b. Plato, Phaedrus.
We will read in Greek Plato's dialogue Phaedrus on love and rhetoric. We will attempt to understand the dialogue as a unified whole, discussing such questions as the link between love and the art of persuasion, Plato's denigration of writing, and the relationship between rhetoric and philosophy.

Reading of Plato's Statesman in Greek and discussion of the questions: What is special about the Statesman's expertise? How (if at all) does his expertise differ from that of the philosopher? How is the Statesman related to the philosopher-kings in Plato's Republic? Discussion of Plato's later philosophical method, a topic central of the Statesman.

Grek 1110d. Plato: Symposium.
Readings in Greek Plato's Symposium, his beautiful dialogue about love and philosophy.

Grek 1110e. Plutarch.
Reading of selections from Plutarch's works with attention to literary and historical background.

Readings in early Greek hymns, creation myths (especially Hesiod’s Theogony), and short poems about human struggle and values.

Grek 1110g. Selections from Greek Authors: Mysteries.
We shall read documents pertaining to the Eleusinian Mysteries. In the first part of the course, we focus on orations (Andocides 6, "On the Mysteries"; Lysias 6, Against Anocides for impiety). In the second part, we read inscriptions (including 'sacred laws' pertaining to the Mysteries.

Grek 1110h. The Odyssey.
No description available.

Grek 1110i. Selections from Greek Authors: Theocritus.
No description available.

Grek 1110j. Plato: Theaetetus.
Theaetetus is in many ways Plato’s most modern dialogue. The central question is: what is it to know something? Is knowledge some sort of skill? Is it perception? True judgment? Some sort of account together with true judgment? We will read the dialogue in Greek and discuss Plato’s fascinating investigation of knowledge.

Grek 1110k. Early Byzantine Literature.
No description available.

Grek 1110l. Aeschylus’ Agamemnon.
No description available.

Grek 1110m. Selections from Greek Authors: Plato, Sophist.
No description available.

Grek 1110n. Menander.
Thanks to a series of remarkable discoveries over the last century, we can now read several comedies by Menander. In this course, we will investigate the nature of New Comedy, its typical plot structures and characters, the conditions of its performance, and its relation to the Hellenistic world in which it was composed.

In this class we will read Books I, II, III, and X of Aristotle’s Nichomachean Ethics and discuss his treatment of the highest human good, moral virtue, the doctrine of the mean, and his theory of action.

Grek 1111b. Sophocles.
Close reading of one tragedy by Sophocles. Rapid survey of his other works.

Grek 1111c. Greek Erotic Literature: From Plato to the Medieval Romances.
Survey of desire in Greek writing, with an emphasis on post-classical texts. Exploration of Platonic love, Roman Greek literature on eros, friendship in late antique and medieval rhetoric and letter-writing, erotic epigrams from Imperial to Middle Byzantine times, depictions of the erotic in hagiographical texts, and, finally, the twelfth-century revival of romantic fiction. Four semesters of Greek required.
GREEK 1100R. Characters and Characterization in Greek Literature.
We will read passages from a wide range of Greek literature, both verse (epic, drama, lyric, epigram) and prose (history, oratory, biography, the character sketch), as well as ancient criticism, with our attention focused on the representation of character, individuality, and self-hood, especially in relation to genre.

GREEK 1100S. Xenophon.
The writings of Xenophon are among the most varied of any ancient author: they include Socratic dialogues, a continuation of Thucydides' history, the story of the march upcountry of the 10,000 Greeks stranded in Persia, a biography, a hunting manual, and the earliest surviving historical novel. All are written in an elegant and highly accessible Attic prose. We will read selections from the dialogues, the Anabasis, and some other works.

GREEK 1100T. Rhetors and Philosophers: Intellectual Thought and Sophistic Style in the Ancient World.
In a series of notorious dialogues, Plato delineated a distinction between two professions that were to define future intellectual history: philosophy and rhetoric, the science of thinking juxtaposed to the art of speaking. We will study the transformations of this distinction in four exceptional socio-cultural contexts: Classical Athens, Imperial Rome, Late Antique Alexandria, and Medieval Constantinople. We will discuss the basics and varieties of educational curricula (Aristotle’s Academy, Second Sophistic, Neoplatonism), the social position and self-definition of ancient intellectual figures, and the ever-fluid boundaries between content and form, thought and style; ultimately, between philosophy and literature.

GREEK 1100U. Survey of Post-Classical Greek (2nd-12th century CE).
This course will study the development of post-classical Greek language and literature with an emphasis on three traditions—the Second Sophistic, late antique discourse (4th-5th centuries), and writing in medieval Constantinople (9th-12th centuries)—through a close reading of texts from a variety of styles, authors, and genres. The selections will be tailored to the needs of the participants. Prior knowledge of Greek (an equivalent of 2 years) is required. Prerequisite: GREK 0400 or instructor permission. Enrollment limited to 20.

GREEK 1100V. Greek Funeral Orations.
Survey of classical Greek funeral orations; authors to be covered include Thucydides, Plato, Demosthenes, and other fourth century prose writers. The emphasis of the course will be on Greek grammar and techniques of prose translation, though throughout the semester we will also be discussing the nature of ancient Greek commemorative discourses, particularly in classical Athens. Some background on Greek lexic and other funerary genres will be provided, and short supplementary texts may range from Homeric excerpts to inscribed epitaphs. Students should already have four semesters of ancient Greek (completion of GREK 0400) or the equivalent.

GREEK 1100W. Persia in the Greek Historians.
This course will explore Greek encounters with Persia in the 5th and 4th centuries. Following the epoch-making conflict between Greece and Persia, the Persian empire assumed a major place in the historical, literary, cultural, and artistic production of the Greek world. We will access this world primarily through the Greek historians, principally Xenophon, Herodotos, and Ctesias, including Herodotus’ histories, Xenophon’s Cyropaedia and Anabasis, and Ctesias’ Persika. While the focus of the course will be on reading these texts in Greek, we will also engage with modern scholarship on Persia and issues of cultural contact and exchange between these cultures. Recommended prerequisite: Three semesters of Ancient Greek.

GREEK 1100X. Aristotle’s Politics.
Aristotle’s Politics is a landmark in the history of political thought: the first systematic study of political life. Thinkers from Aquinas to Agamben and Foucault have taken the Politics as the foundation of their own political theories. In this course, we will read Book 1 of the Politics in its entirety, as well as selections from Books 3, 5, 7 and 8. We will address stylistic, philosophical and philological questions raised by the text, as well as reflecting on larger interpretive questions.

GREEK 1101Z. Greek Texts in the Postclassical Tradition.
A treasure of unedited or insufficiently edited as well as untranslated or little studied Greek texts exists in the postclassical tradition (especially from the Roman period onward). The course will introduce graduate and qualified undergraduate students into this large body of later Greek literature as well as provide training in the study of manuscripts and the preparation of critical editions, translations, and commentaries. Participation in a joint publication project is possible.

GREEK 1111C. Late Antique Historiography: Procopius of Caesarea.
This course will consider the writings of Procopius of Caesarea (ca. 500-565) in light of his place in Greek literary history, and his cultural context in the Late Roman Empire of Justinian. Sessions will combine a critical reading of texts in Greek with analysis of the author’s historical methods, style, and literary influences. We will study portions of all three of Procopius’ surviving works, beginning with The Wars, and continuing with The Secret History and The Buildings.

GREEK 1114. Introduction to Greek Linguistics.
Examines changes that took place in Greek from the time of its separation from its parent language (Proto-Indo-European) to the dialects of Classical times (5th-4th C.B.C.). This course is also an introduction to the methodology of historical linguistics, concentrating on phonology. Proficiency in ancient Greek is required.

GREEK 1150. Greek Prose Composition.
Survey of Greek grammar and an opportunity to reflect on problems of translation. Main goals: to improve the students' command of prose syntax (both in reading and writing), and to develop a keen sensitivity towards issues of translation. A variety of texts written in Attic prose are read and analyzed in class. Students are expected to write two to three compositions a week in good Attic prose. Advanced knowledge of ancient Greek is a prerequisite for this course.

GREEK 1260. Plato and Aristotle.
No description available.

GREEK 1260A. Plato’s Protagoras.
Plato's Protagoras is a literary and philosophical masterpiece representing a great gathering of intellectuals, including Socrates and the sophist Protagoras. The two men try to out-wit each other on such topics as political theory, literary criticism, and education. Major questions throughout the discussion are: What is the role of knowledge in a successful life, and how can we acquire knowledge that leads to success? We will read the dialogue in Greek. Prerequisite: two years of Greek (GREK 0400) or demonstrated equivalent ability.

GREEK 1810. Early Greek Literature.
Surveys early Greek literature. Works studied include the Iliad, Odyssey, the Hesiodic poems, and archaic lyric and elegiac poetry. Emphasis on literary interpretation, the interpretive problems inherent in the study of archaic poetry, and the poetics of oral poetry. Extensive readings in the original.

GREEK 1820. Fifth Century Survey.
We begin with Pindar and read poetry and prose literature composed throughout the fifth century, with attention to its historical development styles, and the intellectual ideas that drive it.

GREEK 1910. Special Topics.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

GREEK 1930A. Euripides.
The plays of Euripides and related works, subject to consultation with students.

GREEK 1930B. Greek Epigraphy.
Practical (making and reading squeezes, identifying letters, locating inscriptions, etc.) and analytical aspects of epigraphy will be pursued. The major focus will be legal inscriptions from the Greek world.
GREK 1930C. *Introduction to Greek Papyrology.*
During the 20th century, papyrology has become one of the most important sources for new literary texts, with three substantial discoveries in the last decade (Simonides, Empedokles, Poseidippos). Provides an introduction to the basic techniques of this comparatively young discipline: material evidence, decipherment, dating, interpretation, restoration, editing, etc. Focus on literary texts, but documentary papyri will also be examined.

GREK 1930D. *Rapid Reading in Plutarch.*
No description available.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

GREK 2000A. *Aristophanes.*
No description available.

GREK 2000B. *Greek Epigraphy.*
An introduction to the study of Greek epigraphy. We shall examine treaties, laws, decrees and other documents, mostly from Athens but also from other parts of the Greek world. Practical issues (e.g., the actual reading of letters and the identification and dating of documents) and analytic questions (e.g., regarding historical context) will be explored.

GREK 2000C. *Seminar: Plutarch.*
Rapid reading of selections from Plutarch's *Lives* and from his *Moralia.*

No description available.

GREK 2020A. *Sophocles.*
No description available.

GREK 2020B. *Herodotus.*
Books 3 to 5.

GREK 2020C. *Pindar.*
No description available.

GREK 2020D. *Thucydides.*
Books I and VIII: language, mode of thought, and methodology; how the work was composed, historical problems; supplementary sources: epigraphical, literary.

GREK 2050A. *Demosthenes.*
No description available.

GREK 2050B. *Documents: Religious Cults and Sacred Laws.*
In the first half of the course we shall read documents pertaining to the Eleusinian mysteries in Athens, including (a) two orations, Andocides 1 "On the Mysteries," and Lysias 6 "Against Andocides for impiety," (b) a variety of inscriptions published by Clinton (in Eleusis, The Inscriptions on Stone: Documents of the Sanctuary of the Two Goddesses and Public Documents of the Deme), and (c) the grand inscription of Adnaia (ca. 92 B.C., not Eleusinian but related). In the second half of the course, we shall read inscribed sacred laws from Greece and Asia Minor, from the fifth to the first century B.C.

GREK 2070B. *Seminar: Hellenistic Poetry.*
In this seminar we will read in their original Greek version extended portions of three major Alexandrian poets' works: Apollonius of Rhodes, Callimachus, and Theocritus, supplemented by readings in Hellenistic epigrams and other texts as well as secondary literature. We will pay attention to the social, political and literary environment of third century Alexandria, where under very special conditions these works were produced and received for the first time. We shall investigate the nature of the Hellenistic aesthetic, the relation of Hellenistic to archaic and classical poetry, and the way Hellenistic poetry is a reflection of its time and place.

GREK 2100A. *Herodotus.*
No description available.

GREK 2100B. *Making Memory: Simonides, Herodotus, and Greek Identity.*
No description available.
Grek 2970. Preliminary Exam Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

Grek 2980. Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

Grek 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

Latin

Latn 0100. Essentials of the Latin Language.
An intensive two-semester approach to Latin with special emphasis on developing facility in the rapid reading of Latin literature. No previous knowledge of Latin is required.

Latn 0110. Introduction to Latin.
Intensive, one-semester introduction to Latin. No previous knowledge of Latin is required.

Latn 0200. Essentials of the Latin Language.
Second course in an intensive two-semester approach to Latin. Special emphasis on developing facility in the rapid reading of Latin literature. No previous knowledge of Latin is required prior to taking this two course sequence.

Latn 0300. Introduction to Latin Literature.
Introduction to Latin literature through intensive reading of major authors in prose and poetry with careful attention to grammar and style. Prerequisite: Latn 0100, 0200 or 0110 (or equivalent).

Latn 0310. Grammar Review and Composition.
Half-credit course with attention to student's individual needs.

Latn 0400. Introduction to Latin Literature.
Introduction to Latin literature through intensive reading of major authors in prose and poetry with careful attention to grammar and style. Prerequisite: Latn 0100, 0200 or 0110 (or equivalent).

Latn 0510A. Latin Mystical Writing.
We read variously in Latin those authors (Cicero, Horace, Augustine, Anselm, Hildegard) who articulate the best traditions of mysticism in the West: a longing for transcendence, alienation, unity through participation with divinity and culture. Prerequisite: A knowledge of Latin at the intermediate level (one or two years).

Latn 0510B. Medieval Latin Lyric.
Open to students with two years of Latin.

Latn 1010. Latin Lyric: Catullus and Horace.
Introduction to Latin lyric poetry through the poems of its finest representatives, Catullus and Horace. Emphasis placed on careful reading of the poems, which will be considered individually, as parts of a collection, and as representatives of the poetry we call lyric. The primary objective of the course is to improve students' ability to read Latin lyric poetry fluently, in terms of meter, grammar, syntax, and literary-critical appreciation. We will also read and discuss a selection of seminal articles on ancient lyric, and students will get experience (and guidance) writing scholarly criticism.

Latn 1020A. De Oratore.
No description available.

Latn 1020B. Cicero, Verrines.

Latn 1020C. Cicero's Republic.
As one of the only texts that articulates a "Roman" political philosophy, Cicero's De Re Publica is indispensable for students with an interest in Roman history or classical political thought. In this class, we will address the text from both these perspectives; but we will also read it as a work of literature that remakes the genre conventions of the Platonic dialogue for a Roman readership. We will also address the complex relationship between the text of De Re Publica and the troubled times in which it was written.

Latn 1040A. Virgil: Eclogues and Georgics.
Virgil, most famous as the poet of the Aeneid, began his career with two smaller masterpieces: a collection of ten bucolic poems (Eclogues) modeled on the idylls of the Hellenistic poet Theocritus, and a didactic work on agriculture in four books, the Georgics, which found its inspiration both in Hellenistic models and in more recent Roman antecedents (including Lucretius' De Rerum Natura) and is viewed by many as the poet's finest achievement. We will read selections from both works, concluding with the epiphylax at the end of Georgics Four, which relates the tragic love story of Orpheus and Eurydice.

Latn 1040B. Virgil: Aeneid.
Close reading of selections from all twelve books of Virgil's epic.

Latn 1060A. Latin Prose: Further Readings in Roman Historiography.
No description available.

Latn 1060B. Sallust.
A study of the nature and themes of Roman historical writing through reading one of its major representatives: "Catholic Conspiracy" and selections from Sallust's other works. Comparison with other authors writing on the same topics.

Latn 1060C. Sallust and Livy.
Two major Roman historians provide a basis for study of style, intent, veracity, and stature.

Latn 1060D. Sallust, Livy, and Tacitus.
Three major Roman historians provide a basis for study of style, intent, veracity, and stature.

Latn 1060E. Livy.
Close readings of Livy's history of Rome, From the Foundation of the City. As we read selections from Books 1, 5, and 21, we will explore several historiographical aspects of Livy's text. We will consider both the historical tradition Livy was adapting and the influence and intrusion of the Augustan regime upon Livy's particular construction of the past. We will pay special attention to the roles played by myth, legend, and history. We will also discuss the text as literature and examine how the historian structures and crafts his work into individual books, sets of books, and a coherent multi-volume whole.

Latn 1060F. Ovid.
Reading of selections from Ovid's poetry, with emphasis placed both on close reading and on the texts' engagement with poetic issues (genre and intertextuality) and with the wider political and cultural issues of Augustan Rome.

Latn 1060G. Tacitus.
We will examine the literary and historical significance of Tacitus' Annals. In addition to reading the entire Annals in English, we will focus on books 1 and 4 of the Latin text, translating 6-8 pages per week (time permitting, we will also practice some sight-translations from book 14). In an effort to understand Tacitus' place in the ancient historiographical tradition, we will read several secondary sources, many of which respond to (or build on) Ronald Syme's monumental work. Not open to first year students.

Latn 1060H. Conquest: Caesar and Tacitus.
Caesar's account of the Gallic Wars reconstructs his conquests, defeats, and ultimate victory. We will consider the great general's aims and objectives in launching such a major military campaign and in writing a history of these endeavors. Was he simply seeking greater glory for the Roman people? After the midterm, we will turn our critical attention to the life of another Julius: Cn. Iulius Agricola, the Imperial general largely responsible for Rome's conquest of Britain. In this moral biography of his father-in-law, Tacitus mixes panegyric and invective to reveal the less savory aspects of imperialism: Rome's rapacity, corruption, greed, and despotism.

Latn 1060I. Senecan Tragedy.
Close reading and thorough translation of two Senecan revenge tragedies, the Medea and Thyestes. Emphasis will be on translation of the Latin, but as time permits we will also be discussing the two plays in their mythological, cultural, historical, and performance contexts. Students should already have four semesters of Latin (Latn 0400) or the equivalent.
LATN 1060J. Ovid Heroïdes.
Ovid’s collection of “Heroïdes” is comprised of fifteen elegiac “letters” from mythological heroines to the lovers who have mistreated or abandoned them, as well as three pairs of letters between heroic lovers and their beloveds. We will read selected Heroïdes in Latin and the remaining poems in English translation. Emphasis will be placed on close reading of the Latin and on the poems’ engagement both with poetic issues (e.g., genre and allusion) and with the wider political, social, and cultural discourses of Augustan Rome. DPLL LILE WRIT

LATN 1110A. Apuleius.
No description available. WRIT

LATN 1110B. Augustine, Confessions.
We will read the Confessions in the light of Augustine’s use of ancient scriptural and pagan language, attending to the ways in which diction impinges on meaning in the autobiographical portions of the work. We will also read excerpts from some of the works written prior to it as a control and on our understanding of the Confessions.

LATN 1110C. Caesar: Bellum Gallicum.
No description available.

LATN 1110D. Civil War Literature.
Reading of Latin works that deal with the reality and experience of civil war, focusing primarily on the civil war of 49-48 B.C.E.: Caesar’s Civil War, Cicero’s letters of the time, Cicero’s Caesarian orations, and selections from Suetonius and Lucan. Additional readings in translation.

LATN 1110E. Comedy.
No description available.

LATN 1110F. Fortunatus.
Wide reading in the occasional poetry of the most prolific writer of the early Middle Ages, attending to diction, meter, imagery, allusion, and paying special attention to the (homo- and hetero-) erotic pieces written to the poet’s friends.

LATN 1110G. Latin Love Elegy.
Reading of representative selections from each of the Roman elegists: Tibullus, Propertius, and Ovid. Discussion also of the origins and development of love elegy at Rome and exploration of the themes and topos that define the genre. Follows the poets’ negotiations with various discourses and ideologies in Augustan Rome: literary, social, sexual, and political.

LATN 1110H. Literature at the Court of Charlemagne.
We will read widely in the Latin literature of the eighth and ninth centuries, paying attention to genre, meter, patronage, and the shifting uses put to poetry in the decades in which Charlemagne ruled.

LATN 1110L. Lucretius.
Lucretius’ De Rerum Natura, a long philosophical poem, is both a major source for Epicurean philosophical thought and an example of the ambitious Latin poetry of the late Roman Republic. We will read extensive selections from the poem in Latin. Our aim will be to make a detailed exploration of these sections through close reading of the Latin text and discussion of linguistic, literary, and cultural problems.

LATN 1110J. Petronius.
Close reading of Petronius’s comic masterpiece, the Satyricon, with emphasis on questions of form, narrative technique, and literary intention.

LATN 1110K. Selections from Latin Authors: Ausonius.
We will read widely in the poetry of Ausonius, aiming for depth and breadth, but focusing especially on those poems that speak to the ways in which the poet transformed or transferred the classical Latin tradition to his successors.

LATN 1110L. Medieval Latin Lyric.
Close reading of a representative sampling of the personal poetry of the Latin Middle Ages, paying attention to what constitutes the lyric mode in the fourth through the twelfth centuries, developments in metrics, the effects of Christianity on vision and voice, the pressures of vernacular traditions, lyric rhetoric.

LATN 1110M. Plautus.
We shall read two or three plays of the comic genius of ancient Rome, with focus on Plautus’ language and cultural background.

LATN 1110N. Latin Comedy: Terence.
We shall read several plays of Terence. This course is ideal for freshmen who have studied Latin for three or four years in high school and who are taking their first college course and for students returning to Latin after an interval without Latin.

LATN 1110O. Roman Satire.
Survey of the genre of Roman verse satire, with special attention to Horace and Juvenal and additional readings in Lucilius and Persius.

LATN 1110P. Lucan’s Civil War.
We shall read closely Books 1 and 2 plus further selections from all ten books of Lucan’s epic. Focus will be on translation of the Latin as well as consideration of the poem in its literary and historical context, Neronian Rome. Topics of discussion will include Lucan’s choice and treatment of his historical subject (the Civil War between Caesar and Pompey), his use of highly rhetorical (and often gruesome) language, and his relationship with the epic tradition and, more specifically, with his most significant epic predecessor, Vergil. We shall also read the entire poem in English translation.

LATN 1110Q. Catilinæs: Cicero and Sallust.
Close readings of selections from Cicero’s Catilinarians and Sallust’s Bellum Catilinae. We will explore how two contemporary authors responded to the same historical event: the Catilinarian conspiracy. We will consider not only the differences of genre (political speech v. historical monograph), but also the ways in which each author’s involvement affected the content of his presentation. Additionally, we will examine Sallust’s and Cicero’s distinctive positions on Roman diction and stylistics. Prerequisite: Knowledge of elementary Latin grammar and intermediate Latin reading skills.

LATN 1110S. Catullus.
We will read all the extant poetry of Catullus with an emphasis on close reading of the Latin text and discussion of linguistic, literary, and cultural problems.

LATN 1110T. Selections from Latin Authors: Ovid, Ars Amatoria.
This course will cover Ovid’s Ars Amatoria, Book One, as well as other selections from Ovid. Our aim will be a detailed exploration of this poetry through close reading of the Latin text and discussion of linguistic, literary, and cultural questions. Quizzes, exams, and a 7 to 10-page term paper will be required.

LATN 1110Y. Latin Epistolography (Cicero, Pliny).
The personal correspondences of Cicero and of Pliny the Younger offer insight into the social and political workings of Rome in two critical periods: the final decades of the Republic and the decades just before the Empire reached its greatest extent. Selections from Cicero, composed for a private audience, expose the statesman’s inner hopes and anxieties regarding his family, his friends, and his state. Selections from Pliny, self-consciously published by the author himself, not only recount exciting moments in Roman history (such as the early persecution of Christians and Vesuvius’ eruption), but also play with the very genre of epistolography.

LATN 1110Z. Dying in the Republic.
For those who witnessed the bloody violence and brutal butchering of the late Republic, death and dying were everywhere. What did these Romans believe happened to the dead? Was there an afterlife? This course explores two texts (Virgil and Cicero) that deal with visions from and of the spheres beyond the realm of the living. Discussion of supplementary material from other authors, religious studies, and material evidence further develop our notions of what it meant to die in the Republic.
LATN 1120A. Literary Culture in the Latin Middle Ages.
This course will survey the genres relevant to the Latin Middle Ages (beast poetry, hymns, sequences, tropes, miracle and passion plays, prosimetrum) and older forms in their medieval incarnations (epic, lyric, elegy, pastoral). We will also do some work in manuscript production, including the interplay of visual and textural modes. Work in selected medieval vernaculars is possible for students so inclined. We will focus on the tenth through the thirteenth centuries.

LATN 1120B. Poetry at the End of the Roman World.
Edward Gibbon thought the "fame of Ausonius condemned the taste of his age." Study of the taste of Ausonius' age, surveying Latin literature written during and after the so-called fall of Rome. Focus on some masterworks of Silver Latin to a bridge to our period. Sampling of literature from the 4th, 5th, and 6th centuries. Authors include Prudentius, Ausonius, Paulinus of Nola, Sidonius, Avitus, and Fortunatus.

LATN 1120C. Survey of Late and Medieval Latin.
A study of the masterworks of the Latin language written between 350 C.E. and 1300 C.E., with special emphasis on the 4th, 6th, and 12th centuries. The historical development of Latin literature; changes in Latin grammar, syntax, and morphology; innovations in genre, prosody, and stylistics; and the relationship of writings (manuscripts) to art and music.

LATN 1120D. Alcuin.
Alcuin lived a life of wide variety and accomplishment, not least as an important member of Charlemagne's inner circle and, like many at court, he wrote widely in multiple genres. From his enormous output this course will focus on the large collections of poetry and letters. We will attend in both gatherings to theme, tone, style, and allusiveness and, where appropriate, we will ponder alternate readings in a collection that has not been edited since the late nineteenth century.

LATN 1120E. Writing Lives in Late Antiquity: Jerome and Augustine.
This course will explore the development of new forms of biographical and autobiographical writing in Latin in the fourth and fifth centuries CE. We will focus on two monumental late ancient authors, Jerome and Augustine, and examine the way that these Christian intellectuals conceive of and express ideal lives in a newly Christian Empire. Texts will include selections of Jerome’s Lives of Paul the Monk and Hilarion, his letters, and Augustine’s Confessions.

LATN 1150. Latin Prose Composition.
Review of the basic tenets of Latin syntax, composition, and style. English to Latin translation exercises will shore up composition skills, as we study the stylistic traits of seven Roman authors: Cato, Caesar, Cicero, Sallust, Livy, Seneca, and Tacitus. The course will proceed chronologically according to author. Class time will be spent on translation exercises and review, as well as the identification of the stylistic and syntactic characteristics of the seven authors under study.

LATN 1250. Law and Literature.
No description available.

LATN 1810. Survey of Republican Literature.
Our purposes in this survey of Latin literature are to acquire a comprehensive historical perspective on Latin poetry and prose until the end of the Republic and a sense of its phases and the dynamics of its tradition; and to read different styles of Latin poetry and prose with confidence and ease.

LATN 1820. Survey of Roman Literature II: Empire.
This course will survey the major authors of Latin literature in chronological order from Virgil.

LATN 1930A. Cicero: De Oratore.
Close reading of Cicero’s De Oratore.

LATN 1930B. Ammianus Marcellinus.
In brilliant if idiosyncratic language, Ammianus Marcellinus, last of the major Latin historians, records the exciting and fateful events of his own times, the fourth century A.D., including therein his personal and dramatic involvement in events. We will briefly read his famous account of the deeds of the emperor Julian ("the Apostle"). The course is intended for advanced students.

LATN 1970. Special Topics.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

LATN 2000A. Senecan Tragedy.

LATN 2010A. Catullus in Horace.
No description available.

LATN 2010B. Horace's Epistles.
No description available.

LATN 2010C. Ovid, Metamorphosis.
No description available.

LATN 2010D. Seminar: Roman Comedy.
We start with a couple of plays of Menander and fragments of New Comedy; we then read representative comedies of Plautus and Terence in depth.

No description available.

LATN 2010F. Ovid: Tristia.
Close examination of the eleven poems that comprise the first book of Ovid’s Tristia.

LATN 2010G. Roman Agricultural Writers.
No description available.

LATN 2010H. Varro.
Survey of the works of Rome’s greatest scholar, the polymath M. Terentius Varro, with focus on De Re Rustica, De Lingua Latina, Antiquitates, and the Menippean satires.

LATN 2010I. Appendix Virgiliana.
We will survey the Latin poetry of the Julio-Claudian period, focusing on collections of pseudonymous texts that have come down under the names of Virgil and others that include epic, lyric, epigrammatic, elegiac, and other types of poetry, ranging in theme from high-flown panegyrics to raunchy Priapea. Some of these exerted great influence on later writing; some are almost unknown. We will aim for a more nuanced view of Latin poetry and Roman culture between and around the better-studied poetic texts of the period.

LATN 2010J. Terence and Reception in Donatus.
No description available.

LATN 2020F. Seminar: Ammianus Marcellinus.
No description available.

LATN 2030A. The Age of Augustus.
No description available.

LATN 2030G. Augustus: Confessions.
A close reading of selected books of the Confessions against the backdrop of its pagan and Christian sources. Part of the seminar will be devoted to re-constructing the readerly and writerly spaces Augustine inhabits, how those spaces impinge on his engagement of his sources, and what sort of readerly competencies the imply.

LATN 2030H. Graduate Seminar: Caesar, Bellum Civile.
No description available.

LATN 2040. Seminar: Roman Literature.

LATN 2080A. Late Latin Literary Culture.
No description available.

LATN 2080B. Lucan.
No description available.
LATN 2080C. Late Latin Poetry.
We will read widely and quickly in a selection of poets (Prudentius, Claudian, Sidonius, etc.) but focus our work on the poetry of Fortunatus and Alcuin, paying attention especially to textual issues and the history of scholarship, such as it is, of select poems. Reading knowledge of French required. The seminar will convene for one week at the conference on late Latin poetry to be held in October 2011 on campus. Open to graduate students; advanced undergraduates may enroll with instructor permission.

LATN 2080D. Late Latin Poetry.
We will read selectively in the fourth (Ausiouus, Prudentius) and the sixth (Fortunatus) centuries, paying attention to the ancient Latinity informing the compositional habits of these poets, and focusing on the collective writing of a commentary on one book of Fortunatus’ collection. There will be regular reports and some guest lecturers.

LATN 2080F. Latin in America.
Exploration of some of the rich and extensive ‘neo-Latin’ writing from colonial Spanish America, with particular emphasis on poetry and literary prose from sixteenth-century Mexico, much of which has never been studied or translated. Latin satires, epigrams, bucolic poems, literary epistles and dialogues will be examined in relation to their classical models and influences – and in the context of the multicultural environment in which they were produced. As well as opening a new world of Latin, this course will familiarize you with the format of some early modern books and manuscripts, and offer a unique perspective on traditional classical literature

LATN 2080H. Seminar: The Sixth Century.
We will read widely in the literary remains of the sixth century, arguably one of the more active centuries in the western literary tradition in terms of the reception and transformation of the classical literary inheritance.

LATN 2090A. Elegy
No description available.

LATN 2090B. Lucretius.
In this seminar, we will read Lucretius’ De rerum natura entire, and discuss it both as a work of Epicurean philosophy and as one of the world’s greatest works of didactic poetry and a masterpiece of Latin literature. Background texts will be assigned from time to time.

LATN 2090C. Ovid: Exile Poetry.
No description available.

LATN 2090D. Propertius.
We will concentrate especially on the elegist’s third book, which has been viewed both as a work of closure (a farewell to the erotic themes dominant in the earlier books) and as transitional (as the poet moves toward the more overtly Callimachean stance and political themes that will characterize the fourth book). While our primary interest will be literary-critical, including especially the elegist’s engagement with his Roman contemporaries, we will also engage seriously with textual criticism, employing Heyworth’s Cynthia and the new Oxford commentary on Book 3 (in addition to the other major commentaries).

LATN 2090F. Tibullus.
No description available.

LATN 2090G. Epigrams.
No description available.

LATN 2110. Seminar: Roman Satire.
No description available.

LATN 2120A. Roman Epigraphy.
A practical introduction to the study of Latin inscriptions, with emphasis on the reading, editing, and interpretation of texts on stone. Class time will be divided between discussion of various categories of texts in the light of the ‘epigraphic habit’, literacy, and the sociology of reading in antiquity and hands-on experience with editing inscriptions on stone.

LATN 2120B. Tacitus.
Close readings of selections from Tacitus’s works, especially the Agricola, Dialogus, and Annales, with emphasis on style, form, and literary intention. Attention will be paid also to Tacitus’s political career and the life of a senatorial historian in the age of Trajan.

LATN 2120C. Graduate Seminar: Apuleius.
No description available.

LATN 2970. Preliminary Exam Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

LATN 2980. Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

LATN 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

Modern Greek

MGRK 0100. Introduction to Modern Greek.
Designed for students with little or no prior knowledge of Modern Greek. The aim is to introduce students to basic linguistic structures and develop the ability to comprehend and produce text, as well as to speak and understand speech, in a variety of contexts and registers. The course objectives are to enable students to perform a range of tasks, master a minimum core vocabulary and acquire knowledge and understanding of various forms of Greek culture.

MGRK 0200. Introduction to Modern Greek.
A continuation of MGRK 0100. New students may place into it, after special arrangement with the instructor. The course continues on an integrative skills approach and aims to develop language skills, within a framework of specific topics and functions. The course objectives are to enable students to perform a range of tasks, master a minimum core vocabulary and acquire knowledge and understanding of various forms of Greek culture.

MGRK 0300. Intermediate Modern Greek.
Develops linguistic and cultural competence and may be taken by anyone who has completed MGRK 0200 or after consultation with the instructor and/or a placement exam. It focuses on further development of the four language skills as well as knowledge and understanding of various aspects of Greek society. It employs a variety of materials, including film, digital stories, internet based sources, music, art, and literature.

MGRK 0400. Intermediate Modern Greek.
A continuation of MGRK 0300. New students may place into it, after special arrangement with the instructor. It aims to enhance language skills within a variety of registers and themes; enable the students to master, use and understand effectively essential linguistic structures; examine a variety of expressive forms within an authentic cultural context.

MGRK 0500. Advanced Modern Greek.
May be taken by students who have completed the previous sequences or by anyone who places successfully into the course. The course places emphasis on the improvement of writing and oral skills, via presentations, collaborative projects, conversations and assignments based on topics and texts, drawn from a variety of sources and cultural forms of expression.

MGRK 0600. Advanced Modern Greek.
A continuation of MGRK 0500. Students who have not taken the previous sequence may take a placement test, after consultation with the instructor. The course aims to promote range, accuracy and fluency and enable students to develop ease and spontaneity with the language. Authentic materials drawn from a range of sources inform the content of the course and include films, literature, media, testimonies, music and internet based sources. The development of transcultural competence will be an essential component of the course.

MGRK 1910. Special Topics in Modern Greek.
No description available.
Sanskrit

SANS 0100. Elementary Sanskrit I.
This course introduces Sanskrit to students who have no prior knowledge of any language other than English. Students quickly learn to read the Devanāgarī script and study the basics of the sound-system of Sanskrit. The course rapidly surveys the basics of Sanskrit grammar while using adaptations of classical Indian myths and stories as reading exercises.

SANS 0200. Elementary Sanskrit II.
This course continues the survey of grammar and the reading exercises of SANS 100. The second half of this course reads selected passages of the Bhagavad Gītā and the beginning of the classic story of Nala and Damayantī from the Mahābhārata. Prerequisite: SANS 0100.

SANS 0300. Sanskrit Epic Narrative.
Consolidates and extends the knowledge of Sanskrit grammar introduced in first year Sanskrit; acquaints students first-hand with basic themes of ancient Indian culture, and cultivates the reading and interpretive skills necessary to read epic and closely related Sanskrit narrative with comprehension and increased fluency. Prerequisite: SANS 0200.

SANS 0400. Classical Sanskrit Story Literature.
Introduces students to the more challenging Sanskrit of classical story literature and continues to extend the knowledge of Sanskrit grammar introduced in first year Sanskrit and developed in SANS 0300, as well as present basic Indian cultural themes. Prerequisite: SANS 0300.

SANS 1020. Early Sanskrit Philosophy and Religion.
Reading in Sanskrit of selections from the Upanishads, Bhagavad Gītā, Dharmasāstras, etc. Prerequisite: SANS 0200.

SANS 1080. The Critical Episodes of the Mahābhārata.
A guided tour of the structure of the Mahābhārata, "The Great Epic of India," through the reading in Sanskrit of selected critical passages.

SANS 1100. Vedic Sanskrit.
Introduction to the Rig Veda and later Vedic literature, with particular attention to the grammar of Vedic Sanskrit.

SANS 1400. The Sanskrit Grammatical Tradition.
Introduction to the Sanskrit tradition of vākārana (grammatical derivation and analysis) through reading Pāṇini's Astādhyāyī and commentaries upon it.

SANS 1600. Sanskrit Belles Lettres.
Introduction to kāvya (classical Sanskrit belles lettres)–poetry, drama, and prose narrative—through the reading of authors of the Classical Period as well as works on aesthetics and commentaries upon them.

SANS 1800. Classical Schools of Indian Philosophy.
Introduction to the classical Brahminic darsanas (comprehensive, rationalized systems of philosophy and, or, theology dealing with Hermeneutics and Philosophy of Language, Logic, Metaphysics, and Ultimate Beatitude) and to corresponding Buddhist and Jain traditions through reading, in Sanskrit, of selected works. Prerequisite: SANS 0400.

In-depth study of major poetic, dramatic, epic, philosophical, religious, grammatical, medical, or astronomical topics. Topics depend on the interest of students.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor's permission required.

SANS 2100. Theme, Language, and Meter in the Mahābhārata.
This seminar will undertake systematic studies of thematic, linguistic, and metric continua in the text of the written Sanskrit Mahābhārata. We shall alternate between the discussion of important scholarly works of interpretation of the epic, important methodological controversies, and selected case studies focused upon variations in epic language and meter and the tracing of the 'threads' of important epic themes across large stretches of the epic. Prerequisite: three or more years study of Sanskrit. Instructor permission required.

SANS 2970. Sanskrit Preliminary Exam Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

SANS 2980. Sanskrit Reading and Research.
Section numbers will vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

Cognitive, Linguistic and Psychological Sciences

Chair
William C. Heindel

Associate Chairperson
Kathryn T. Spoehr

The Department of Cognitive, Linguistic & Psychological Sciences is dedicated to the multidisciplinary study of mind, brain, behavior, and language, and was formed through the merger of the Department of Cognitive and Linguistic Sciences was created in 1986 by merging the Department of Linguistics with the faculty participating in the Center for Cognitive Science. The two departments have typically taken complementary approaches to common scientific questions. State-of-the-art research on these problems requires spanning several levels of analysis using a range of approaches and methodologies, and the integration of the departments aims to create an environment in which this intellectual synthesis will flourish.

For additional information, please visit the department's website: http://www.brown.edu/Departments/CLPS/

Cognitive Neuroscience Concentration Requirements

Cognitive neuroscience is the study of higher cognitive functions in humans and their underlying neural bases. It is an integrative area of study drawing primarily from cognitive science, psychology, neuroscience, and linguistics. There are two broad directions that can be taken in this concentration - one is behavioral/experimental and the other is computational/modeling. In both, the goal is to understand the nature of cognition from a neural perspective. The standard concentration for the Sc.B. degree requires courses on the foundations, systems level, and integrative aspects of cognitive neuroscience as well as laboratory and elective courses that fit within a particular theme or category such as general cognition, perception, language development or computational/modeling. Concentrators must also complete a senior seminar course or an independent research course. Students may also participate in the work of the Brown Institute for Brain Science, an interdisciplinary program that unites ninety faculty from eleven departments.

Standard program for the ScB degree

Concentration Courses
A total of 16 courses are required for the concentration. Each student is required to pass 9 courses designed to introduce students to the foundations (5), systems level and integrative aspects (4) which uniquely define cognitive neuroscience; two laboratory courses; four elective courses; and either a senior seminar course CLPS 1900 or an independent research course. The laboratory and elective courses should fit within a particular theme or category such as general cognition, perception, language development, or computational/modeling. The design of the concentration and selection of courses should be made in consultation with the faculty advisor.

Foundation Courses:
BIOL 0200 The Foundation of Living Systems 1
CLPS 0200 Human Cognition 1
Select 1 of the following:
- CLPS 0900 Quantitative Methods in Psychology
- APMA 1650 Statistical Inference I
- CLPS 2906 Experimental Design
MATH 0900 Introductory Calculus, Part I (or equivalent) 1
NEUR 0010 The Brain: An Introduction to Neuroscience 1

Note: Students wishing to pursue a computational/modeling track are encouraged to take APMA 1650

**Systems Level and Integrative Courses:**
- CLPS 0040 Mind and Brain: Introduction to Cognitive Neuroscience 1
- CLPS 0400 Brain Damage and the Mind 1
- CLPS 1291 Computational Methods for Mind, Brain and Behavior 1
- CLPS 1490 Computational Cognitive Neuroscience
- CLPS 0410 Mathematical Methods in the Brain Sciences
- NEUR 1030 Neural Systems 1

**Laboratory Courses:**
Students must choose two laboratory courses. Please note that due to enrollment limits in some lab courses, priority may be given to concentrators in that department. Students should therefore be prepared to choose from the other laboratory options.
- CLPS 1192 Experimental Analysis of Animal Behavior and Cognition
- CLPS 1193 Laboratory in Genes and Behavior
- CLPS 1290 Laboratory in Cognitive Processes
- CLPS 1490 Functional Magnetic Resonance Imaging: Theory and Practice
- CLPS 1491 Neural Modeling Laboratory
- CLPS 1510 Auditory Perception: Sensing the World through Sounds
- CLPS 1690 Laboratory in Developmental Psychology
- CLPS 1791 Laboratory in Social Cognition
- CLPS 1890 Laboratory in Psycholinguistics
- CLPS 1891 Research Methods in Physiologic and Acoustic Phonetics
- CLPS 1980 Directed Research in Cognitive, Linguistic and Psychological Sciences
- NEUR 1600 Experimental Neurobiology
- NEUR 1650 Structure of the Nervous System
- NEUR 1670 Neurompharmacology and Synaptic Transmission

**Electives:**
Students must take four additional courses around a particular theme. Electives can be characterized as either core cognitive neuroscience courses which focus directly on the intersection of mind and brain, or related courses which focus primarily on either the mind or brain. Electives may be chosen from either group.

Normally only one elective course that is below the 1000-level may count towards the elective courses required. An appropriate (but additional) laboratory course may be used in lieu of one of the four elective courses. Appropriate Topics course offerings (not listed below) may also count as electives with the approval of the Concentration Advisor.

**Core Cognitive Neuroscience Electives:**
- CLPS 0410 Principles of Behavioral Neuroscience
- CLPS 0640 Developmental Psychopathology
- CLPS 1150 Memory and the Brain
- CLPS 1180B Biology of Communication
- CLPS 1400 The Neural Bases of Cognition
- CLPS 1470 Mechanisms of Motivated Decision Making

**CLPS 1480A Cognitive Neuroscience of Emotion**
**CLPS 1480B Cognitive Aging and Dementia**
**CLPS 1480C Cognitive Control Functions of the Prefrontal Cortex**
**CLPS 1480D Cognitive Neuropsychiatry**
**CLPS 1560 Visually-Guided Action and Cognitive Processes**
**CLPS 1570 Perceptual Learning**
**CLPS 1571 Visual Consciousness**
**CLPS 1620 Developmental Cognitive Neuroscience**
**CLPS 1621 The Developing Brain**
**CLPS 1680B Topics in Development - Developmental Disorders**
**CLPS 1820 Language and the Brain**
**CLPS 1821 Neuroimaging and Language**
**NEUR 0650 Biology of Hearing**
**NEUR 1540 Neurobiology of Learning and Memory**
**NEUR 1740 The Diseased Brain: Mechanisms of Neurological and Psychiatric Disorders**
**NEUR 1930A Cognitive Neuroscience: Motor Learning**
**NEUR 1940I Neural Correlates of Consciousness**
**NEUR 1930B From Neurophysiology to Perception**
**NEUR 1940D Higher Cortical Function**

**Related Electives:**
- CLPS 0210 Human Thinking and Problem-Solving
- CLPS 0220 Making Decisions
- CLPS 0500 Perception and Mind
- CLPS 0600 Child Development
- CLPS 0610 Children's Thinking: The Nature of Cognitive Development
- CLPS 0800 Language and the Mind
- CLPS 1100 Animal Cognition
- CLPS 1130 Psychology of Timing
- CLPS 1140 Psychophysiology of Sleep and Dreams
- CLPS 1200 Thinking
- CLPS 1210 Human Memory and Learning
- CLPS 1220 Concepts and Categories
- CLPS 1230 Seminar in Decision Making
- CLPS 1240 Reasoning and Problem Solving
- CLPS 1241 Causal Reasoning
- CLPS 1320 The Production, Perception, and Analysis of Speech
- CLPS 1385 Topics in Language Acquisition: Language Acquisition and Cognitive Development
- CLPS 1389 Discourse Processing
- CLPS 1500 Perception and Action
- CLPS 1510 Auditory Perception: Sensing the World through Sounds
- CLPS 1520 Computational Vision
- CLPS 1530 3D Shape Perception
- CLPS 1590 Visualizing Vision
- CLPS 1610 Cognitive Development
- CLPS 1611 Cognitive Development in Infancy
- CLPS 1650 Child Language Acquisition
- CLPS 1730 Psychology in Business and Economics
- CLPS 1800 Language Processing
- CLPS 1810 Syntactic Theory and Syntactic Processing
- NEUR 1930N Region of Interest: An In-Depth Analysis of One Brain Area
- NEUR 1930F Brain Interfaces for Humans
- NEUR 1930G Disease, Mechanism, Therapy: Harnessing Basic Biology for Therapeutic Development

**Primarily Computational/Modeling:**
Students are advised to take APMA 0330 (Methods of Applied Analysis I) and APMA 0340 (Methods of Applied Analysis II) as their two supporting science courses. Note that MATH 0100 is a prerequisite for these courses. See CLPS listings (above) for other computational/modeling courses. See CLPS Topics listings for other computational/modeling courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMA 1360</td>
<td>Topics in Chaotic Dynamics</td>
<td></td>
</tr>
<tr>
<td>CLPS 1211</td>
<td>Human and Machine Learning</td>
<td></td>
</tr>
<tr>
<td>CLPS 1291</td>
<td>Computational Methods for Mind, Brain and Behavior</td>
<td></td>
</tr>
<tr>
<td>CLPS 1470</td>
<td>Mechanisms of Motivated Decision Making</td>
<td></td>
</tr>
<tr>
<td>CLPS 1492</td>
<td>Computational Cognitive Neuroscience</td>
<td></td>
</tr>
<tr>
<td>CLPS 1520</td>
<td>Computational Vision</td>
<td></td>
</tr>
<tr>
<td>CSCI 1410</td>
<td>Applied Artificial Intelligence</td>
<td></td>
</tr>
<tr>
<td>CSCI 1430</td>
<td>Computer Vision</td>
<td></td>
</tr>
<tr>
<td>CSCI 1460</td>
<td>Computational Linguistics</td>
<td></td>
</tr>
<tr>
<td>CSCI 1480</td>
<td>Building Intelligent Robots</td>
<td></td>
</tr>
<tr>
<td>CSCI 1950A</td>
<td>Computational Modeling and Algorithmic Thinking</td>
<td></td>
</tr>
<tr>
<td>ENGN 1220</td>
<td>Neuroengineering</td>
<td></td>
</tr>
<tr>
<td>ENGN 1610</td>
<td>Image Understanding</td>
<td></td>
</tr>
</tbody>
</table>

One senior seminar course CLPS 1900 or an independent research course.

Total Credits: 16

Honors

Students who would like to pursue a degree with honors are normally expected to have half of their grades as A (or equivalent) within the concentration and are required to satisfactorily complete a written thesis and an oral presentation.

Cognitive Science Concentration Requirements

The field of Cognitive Science uses scientific methods of experimentation, computational modeling, and brain imaging to study mental abilities such as perception, action, memory, cognition, speech, and language, as well as the development and evolution of those processes. Students must become knowledgeable in four areas of emphasis: perception, cognition, language, and cognitive neuroscience, as well as a set of methods relevant to Cognitive Science research. Students then create their own focus area of study, potentially integrating coursework from the Cognitive, Linguistic, and Psychological Sciences department with a diverse subset of fields including Computer Science, Neuroscience, Philosophy, Anthropology, Applied Math and Education. The A.B. program is primarily for students interested in studying human mental processes and acquiring a research orientation to the study of the mind. The Sc.B. program is designed for students who wish to develop a stronger background in Cognitive Science and requires students to engage in a specific research project in the focus area of their choosing. We recommend that prospective concentrators register for one of the gateway courses and at least one other core course in their first or second year.

I. Standard program for the A.B. degree: 13 courses

Gateway

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 0020</td>
<td>Approaches to the Mind: Introduction to Cognitive Science (or alternative, with permission of Concentration Advisor)</td>
<td>1</td>
</tr>
</tbody>
</table>

Required core courses

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE IN COGNITION</td>
<td>CLPS 0200</td>
<td>Human Cognition</td>
<td>1</td>
</tr>
<tr>
<td>CORE IN LINGUISTICS</td>
<td>CLPS 0030</td>
<td>Introduction to Linguistic Theory</td>
<td>1</td>
</tr>
<tr>
<td>CORE IN PERCEPTION</td>
<td>CLPS 0500</td>
<td>Perception and Mind</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 1090</td>
<td>Research Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>CLPS 1190</td>
<td>Techniques in Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>CLPS 1290</td>
<td>Laboratory in Cognitive Processes</td>
<td></td>
</tr>
<tr>
<td>CLPS 1490</td>
<td>Functional Magnetic Resonance Imaging: Theory and Practice</td>
<td></td>
</tr>
</tbody>
</table>

Required courses in skills and methodology

One Experimental Laboratory such as:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 0900</td>
<td>Quantitative Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>APMA 1650</td>
<td>Statistical Inference I</td>
<td></td>
</tr>
</tbody>
</table>

Required Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 1900</td>
<td>Senior Seminar in Cognitive Science</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Choose four from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1800</td>
<td>Sociolinguistics, Discourse and Dialogue</td>
<td></td>
</tr>
<tr>
<td>APMA 1360</td>
<td>Topics in Chaotic Dynamics</td>
<td></td>
</tr>
<tr>
<td>APMA 1650</td>
<td>Statistical Inference I</td>
<td></td>
</tr>
<tr>
<td>APMA 1660</td>
<td>Statistical Inference II</td>
<td></td>
</tr>
<tr>
<td>APMA 1670</td>
<td>Statistical Analysis of Time Series</td>
<td></td>
</tr>
<tr>
<td>APMA 1680</td>
<td>Nonparametric Statistics</td>
<td></td>
</tr>
<tr>
<td>APMA 1690</td>
<td>Computational Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>BIOL 0480</td>
<td>Evolutionary Biology</td>
<td></td>
</tr>
<tr>
<td>NEUR 0650</td>
<td>Biology of Hearing</td>
<td></td>
</tr>
<tr>
<td>NEUR 1030</td>
<td>Neural Systems</td>
<td></td>
</tr>
<tr>
<td>NEUR 1040</td>
<td>Introduction to Neurogenetics</td>
<td></td>
</tr>
<tr>
<td>NEUR 1660</td>
<td>Neural Basis of Cognition</td>
<td></td>
</tr>
<tr>
<td>CLPS 1100</td>
<td>Animal Cognition</td>
<td></td>
</tr>
<tr>
<td>CLPS 1130</td>
<td>Psychology of Timing</td>
<td></td>
</tr>
<tr>
<td>CLPS 1200</td>
<td>Thinking</td>
<td></td>
</tr>
<tr>
<td>CLPS 1210</td>
<td>Human Memory and Learning</td>
<td></td>
</tr>
<tr>
<td>CLPS 1211</td>
<td>Human and Machine Learning</td>
<td></td>
</tr>
<tr>
<td>CLPS 1220</td>
<td>Concepts and Categories</td>
<td></td>
</tr>
<tr>
<td>CLPS 1240</td>
<td>Reasoning and Problem Solving</td>
<td></td>
</tr>
<tr>
<td>CLPS 1241</td>
<td>Causal Reasoning</td>
<td></td>
</tr>
<tr>
<td>CLPS 1400</td>
<td>The Neural Bases of Cognition</td>
<td></td>
</tr>
<tr>
<td>CLPS 1470</td>
<td>Mechanisms of Motivated Decision Making</td>
<td></td>
</tr>
<tr>
<td>CLPS 1500</td>
<td>Perception and Action</td>
<td></td>
</tr>
<tr>
<td>CLPS 1510</td>
<td>Auditory Perception: Sensing the World through Sounds</td>
<td></td>
</tr>
<tr>
<td>CLPS 1520</td>
<td>Computational Vision</td>
<td></td>
</tr>
</tbody>
</table>
II. Standard program for the Sc.B. degree: 18 Courses

Gateway:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 020</td>
<td>Approaches to the Mind: Introduction to Cognitive Science (or alternative, with permission of the Concentration Advisor)</td>
</tr>
</tbody>
</table>

Required Core Courses:

CORE IN COGNITION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 020</td>
<td>Human Cognition</td>
</tr>
</tbody>
</table>

CORE INLINGUISTICS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 0030</td>
<td>Introduction to Linguistic Theory</td>
</tr>
</tbody>
</table>

CORE INPERCEPTION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 0500</td>
<td>Perception and Mind</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEUR 0010</td>
<td>The Brain: An Introduction to Neuroscience</td>
</tr>
<tr>
<td>CLPS 0040</td>
<td>Mind and Brain: Introduction to Cognitive Neuroscience</td>
</tr>
</tbody>
</table>

Required courses in skills and methodology:

One Experimental Laboratory course such as:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 1090</td>
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<td>CLPS 1290</td>
<td>Laboratory in Cognitive Processes</td>
</tr>
<tr>
<td>CLPS 1490</td>
<td>Functional Magnetic Resonance Imaging: Theory and Practice</td>
</tr>
<tr>
<td>CLPS 1590</td>
<td>Visualizing Vision</td>
</tr>
<tr>
<td>CLPS 1690</td>
<td>Laboratory in Developmental Psychology</td>
</tr>
<tr>
<td>CLPS 1890</td>
<td>Laboratory in Psycholinguistics</td>
</tr>
</tbody>
</table>

One Basic Computation Course such as:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 1291</td>
<td>Computational Methods for Mind, Brain and Behavior</td>
</tr>
<tr>
<td>CLPS 1491</td>
<td>Neural Modeling Laboratory</td>
</tr>
<tr>
<td>CLPS 1492</td>
<td>Computational Cognitive Neuroscience</td>
</tr>
<tr>
<td>CSCI 0040</td>
<td>Introduction to Scientific Computing and Problem Solving</td>
</tr>
<tr>
<td>CSCI 0150</td>
<td>Introduction to Object-Oriented Programming and Computer Science</td>
</tr>
<tr>
<td>CSCI 0170</td>
<td>Computer Science: An Integrated Introduction</td>
</tr>
<tr>
<td>CSCI 0180</td>
<td>Computer Science: An Integrated Introduction</td>
</tr>
</tbody>
</table>

One course in Statistical Analysis, such as:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 0900</td>
<td>Quantitative Methods in Psychology</td>
</tr>
<tr>
<td>APMA 1650</td>
<td>Statistical Inference I</td>
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</tbody>
</table>

Required Capstone:

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 1900</td>
<td>Senior Seminar in Cognitive Science</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Arrangements should be made in Semester 6 for students expecting to do so with a faculty advisor who is a member of the CLPS Department. Students should sign up for CLPS 1970 or CLPS 1980 for independent study during Semesters 7 and/or 8. CLPS1970 or CLPS1980 can count as electives for the concentration requirements.

Cognitive Science concentrators may use at most two credits of CLPS 1970 or CLPS 1980 towards their degree. Students in the A.B. program can use these two credits to satisfy electives. Students in the Sc.B. program must use one of these credits to satisfy the Independent Study requirement (Requirement B in Section II above), and may use the second to satisfy an elective or one of the four additional courses (Requirement C in Section II).

V. Comments

Both the A.B. and the Sc.B. programs in Cognitive Science reflect recent national trends in the field and the breadth of the course offerings and faculty research interests at Brown. A broadly trained cognitive scientist must possess certain methodological skills, including knowledge of computational methods and research methods (statistics and laboratory techniques), which are incorporated in our skills and methodology requirement. In addition, a cognitive scientist must be conversant in the four major focus areas studied in the field: perception, cognition, languages and cognitive neuroscience. Electives ensure that concentrators have the opportunity to investigate at least one particular area in depth. Finally, the concentration provides an integrative experience to all of its concentrators through the capstone senior seminar. The program is designed to provide the flexibility for each student to design a program that will meet her/his needs and interests.

The Sc.B. program is designed for students who wish to bring a stronger background in general science and a research orientation to their study of cognitive science. Sc.B. candidates must also acquire first-hand experience in doing cognitive science research through an independent study project.

Linguistics Concentration Requirements

Language is a uniquely human capacity that enables us to communicate a limitless set of messages on any topic. While human languages can differ greatly in certain respects, all are intricate, complex, rule-governed systems. Linguistics is the scientific study of these systems, their use in communicative and other social settings, and their cognitive and neural underpinnings. The linguistics concentration at Brown gives students a background in the “core” aspects of the language system: phonetics/phonology (the study of speech sounds and their patterning), syntax (the study of combinatorics of words, phrases, and sentences), and semantics/pragmatics (the study of the meanings of words, sentences, and conversation). Beyond this, students may focus more heavily in one or more of these areas and/or explore related questions such as how children and adults learn language (language acquisition), how utterances are produced and understood in real time (psycholinguistics), or how speaking and understanding are anchored in underlying neural systems (neurolinguistics). Other areas such as historical linguistics, sociolinguistics, philosophy of language, and linguistic anthropology can also be pursued in conjunction with offerings in other departments.

### Requirements (10 courses)

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>Required Courses</th>
<th>AND one of</th>
<th>One course in Psycholinguistics to be drawn from the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLPS 0030 Introduction to Linguistic Theory (may be waived in special instances)</td>
<td>CLPS 1310 Introduction to Phonological Theory</td>
<td>CLPS 1341 Lexical Semantics</td>
<td>CLPS 0800 Language and the Mind</td>
</tr>
<tr>
<td></td>
<td>CLPS 1330 Introduction to Syntax</td>
<td>CLPS 1342 Formal Semantics</td>
<td>CLPS 1650 Child Language Acquisition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLPS 1370 Introduction to Pragmatics</td>
<td>CLPS 1800 Language Processing</td>
</tr>
</tbody>
</table>

**III. Degrees with Honors**

Students interested in honors under either the A.B. or ScB. programs should identify a faculty honors sponsor and sign up with the concentration advisor during Semester 6. Although there is no minimum grade point average to enter the program, admission to the program is limited to students who have accumulated a strong academic record and is at the discretion of the department. It is expected that honors candidates will conduct a year-long research project under the direction of a faculty sponsor in the CLPS department culminating in a written thesis and oral examination at the end of Semester 8. Students doing honors work must enroll for CLPS 1980 for two terms, typically in semesters 7 and 8.

**IV. Independent Study**

Independent Study is encouraged for the A.B. degree and required for the Sc.B. degree. Students should sign up for CLPS 1970 or CLPS 1980 with a faculty advisor who is a member of the CLPS Department. Arrangements should be made in Semester 6 for students expecting to do so. 

**Total Credits** 18

At least one semester of Independent Study CLPS 1970, OR participation in a directed reading related to Cognitive Sciences (CLPS 1980) OR participation in an ISP or GISP related to Cognitive Science (subject to approval from the concentration advisor). See Section IV for more details.

A coherent program of at least four (4) additional courses in the life sciences (e.g., cognitive science, psychology, or biology), physical sciences, mathematics, and/or applied mathematics that supports the student’s area(s) of study.

**MOST TOPICS IN COURSES IN CLPS (See Concentration Advisor for details)**

<table>
<thead>
<tr>
<th>Prerequisite Course</th>
<th>Required Courses</th>
<th>AND one of</th>
<th>One course in Psycholinguistics to be drawn from the following</th>
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<tr>
<td>CLPS 1621 The Developing Brain</td>
<td>CLPS 1630 Perceptual Development</td>
<td>CLPS 1650 Child Language Acquisition</td>
<td>CLPS 1730 Psychology in Business and Economics</td>
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<tr>
<td>CLPS 1650 Child Language Acquisition</td>
<td>CLPS 1800 Language Processing</td>
<td>CLPS 1810 Syntactic Theory and Syntactic Processing</td>
<td>CLPS 1820 Language and the Brain</td>
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<tr>
<td>CLPS 1821 Neuroimaging and Language</td>
<td>CLPS 1970 Directed Reading in Cognitive, Linguistic and Psychological Sciences</td>
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**CLPS 1621 The Developing Brain**

**CLPS 1630 Perceptual Development**

**CLPS 1650 Child Language Acquisition**

**CLPS 1730 Psychology in Business and Economics**

**CLPS 1800 Language Processing**

**CLPS 1810 Syntactic Theory and Syntactic Processing**

**CLPS 1820 Language and the Brain**

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**CLPS 1621 The Developing Brain**

**CLPS 1630 Perceptual Development**

**CLPS 1650 Child Language Acquisition**

**CLPS 1730 Psychology in Business and Economics**

**CLPS 1800 Language Processing**

**CLPS 1810 Syntactic Theory and Syntactic Processing**

**CLPS 1820 Language and the Brain**

**CLPS 1821 Neuroimaging and Language**

**CLPS 1970 Directed Reading in Cognitive, Linguistic and Psychological Sciences**

At least one semester of Independent Study CLPS 1970, OR participation in a directed reading related to Cognitive Sciences (CLPS 1980) OR participation in an ISP or GISP related to Cognitive Science (subject to approval from the concentration advisor). See Section IV for more details.

A coherent program of at least four (4) additional courses in the life sciences (e.g., cognitive science, psychology, or biology), physical sciences, mathematics, and/or applied mathematics that supports the student’s area(s) of study.

**Total Credits** 18
CLPS 1820 Language and the Brain
CLPS 1821 Neuroimaging and Language
CLPS 1890 Laboratory in Psycholinguistics

or any Topics Course in Language Acquisition or Language Processing

5 additional appropriate electives forming a thematically related set to be determined in consultation with the Concentration Advisor. At least one of these must be drawn from the list of advanced courses listed below, and we strongly recommend that at least one course be an appropriate methods and a topics course. No more than 2 of these courses may be drawn from below level courses. The electives can be drawn from any of the above courses, or any of the other linguistic/language related courses in the CLPS department. Electives may also be drawn from courses in other in consultation with the Concentration Advisor; a list of courses which standardly count towards the Linguistics Concentration (provided they form part of the thematically related set) is appended below.

Advanced Courses

CLPS 1320 The Production, Perception, and Analysis of Speech
CLPS 1332 Issues in Syntactic Theory
CLPS 1342 Formal Semantics
CLPS 1360 Introduction to Corpus Linguistics

A course from the 1381 series (Topics in Phonetic & Phonology)
A course from the 1383 series (Topics in Syntax and Semantics)
A course from the 1385 series (Topics in Language Acquisition)
A course from the 1387 series (Topics in Neurolinguistics)
A course from the 1389 series (Topics in Language Processing)

CLPS 1821 Neuroimaging and Language
CLPS 1880 series (Topics in Psycholinguistics)
CLPS 1890 Laboratory in Psycholinguistics

Courses in Other Departments Routinely Filling Linguistics Concentration Requirements (in consultation with the Concentration Advisor):

ANTH 0800 Sound and Symbols: Introduction to Linguistic Anthropology
ANTH 1800 Sociolinguistics, Discourse and Dialogue
CSCI 1460 Computational Linguistics
EGYT 2310 History of the Ancient Egyptian Language
HISP 1210C History of the Spanish Language
SLAV 1300 Sociolinguistics (with Case Studies on the Former USSR and Eastern Europe)
PHIL 0540 Logic
PHIL 1760 Philosophy of Language

Total Credits

10

It is recommended that students take CLPS 1310 and CLPS 1330 before higher level courses.

Honors (12 courses)

Candidates for Honors in Linguistics must meet all of the requirements above, write an Honors thesis, and take two additional courses. One course is normally CLPS 1980 (Directed Research in Cognitive, Linguistic, and Psychological Sciences) - intended for work on the Honors thesis.

Three of the total 12 courses must be drawn from the advanced list above (the Directed Research course counts as one of the advanced courses).

Normally a 3.5 grade-point average in the concentration is required for admission to the Honors program. Honors candidates should formalize their projects in consultation with their advisors by the end of September 6.

Refer to the CLPS Honors Program page for detailed information about the Linguistics Honors program.

Independent Study

Independent study is encouraged for the A.B. degree. Students should sign up for CLPS 1980 with a faculty advisor who is a member of the Department of Cognitive and Linguistic Sciences (CLPS). Arrangements should be made in Semester 6 for students expecting to do independent study during Semesters 7 and/or 8.

Do Foreign Language Courses Count?

Foreign language courses will generally not count towards the concentration requirements, except those that focus on the structure or history of the language. Students are, however, advised to gain familiarity with a foreign language, and are encouraged to take at least one course which deals with the structure of a language other than English.

NOTE: Please refer to the Cognitive, Linguistic, and Psychological Sciences undergraduate Linguistics concentration page for updates not listed here.

Psychology Concentration Requirements

Psychology encompasses a range of phenomena and levels of analysis in pursuit of three goals: to deepen understanding of cognitive and neural mechanisms of sensation, perception, learning, and emotion; to probe the biological and evolutionary foundations of animal behavior; and to clarify the social perception and assessment of individuals and groups. The concentration offers an array of course options, including study in quantitative methods, laboratory techniques, and senior seminars on specialized topics. Students take upper-level courses in the field’s major sub-disciplines, including perception and cognition, behavioral neuroscience, and social psychology. The concentration in Psychology prepares students for careers in clinical psychology, business, policy-related research positions, law, and education.

Concentration Requirements

Introductory Psychology: Planning a concentration and choosing elective courses requires general knowledge about the topics psychologists study. Introductory Psychology (CLPS 0010) is required for the concentration. Students may satisfy the Introductory Psychology requirement by submitting AP (score of 4 or 5) or IB (score of 5 or above) test credit or by transferring Introductory Psychology course credits from other 4-year institutions.

Quantitative: Careers in Psychology and related fields require familiarity with statistics. Therefore, the Psychology concentration requires Quantitative Methods in Psychology (CLPS 0900). CLPS 0900 is a prerequisite for most of the laboratory courses, so concentrators should plan to take this course by their fourth semester. The department does not grant concentration credit for AP Statistics, regardless of score. Students who feel that CLPS 0900 is too elementary can complete APMA 1650 for concentration credit.

Course Distribution: Concentrators must take at least one laboratory course, which provides students with hands-on experience with research methods in a substantive area of psychology. Because the laboratory serves as the basis for independent research and is a prerequisite for the Honors program, concentrators should plan to take their lab before their senior year. This course must be taken in CLPS. Independent study or laboratory courses in other departments will not fulfill this requirement.

Advanced Seminar: Both A.B. and Sc.B. concentrators are required to take one advanced limited-enrollment seminar/critical readings course. The list of approved seminars varies yearly. Contact one of the concentration advisors for details.

AP and Transfer Credits: Students receiving AP credit for Introductory Psychology can place out of CLPS 0010, and can enroll directly in higher-level psychology courses. AP credits are not accepted for other concentration requirements. Students transferring from another college or university, or students studying abroad or at another US institution, may receive transfer credits for other concentration requirements. Please refer to our departmental policy on applying AP and transfer credits.

The A.B. degree requires 12 courses. The Sc.B. degree requires 17 courses. (Concentrators should complete either the A.B. or Sc.B.
Requirements for the A.B. degree

CLPS 0010  Elementary Psychology: An Introduction to Mind and Behavior  
CLPS 0900  Quantitative Methods in Psychology  
Two courses in Perception and Cognition  
Two courses in Comparative/Physiological  
Two courses in Social/Personality/Developmental  
One advanced laboratory course from the following:  

- CLPS 1090  Research Methods in Psychology  
- CLPS 1092  Psychological Theory  
- CLPS 1190  Techniques in Physiological Psychology  
- CLPS 1191  Animal Behavior Laboratory  
- CLPS 1192  Experimental Analysis of Animal Behavior and Cognition  
- CLPS 1193  Laboratory in Genes and Behavior  
- CLPS 1194  Sleep and Chronobiology Research  
- CLPS 1290  Laboratory in Cognitive Processes  
- CLPS 1291  Computational Methods for Mind, Brain and Behavior  
- CLPS 1360  Introduction to Corpus Linguistics  
- CLPS 1490  Functional Magnetic Resonance Imaging: Theory and Practice  
- CLPS 1491  Neural Modeling Laboratory  
- CLPS 1492  Computational Cognitive Neuroscience  
- CLPS 1510  Auditory Perception: Sensing the World through Sounds  
- CLPS 1590  Visualizing Vision  
- CLPS 1690  Laboratory in Developmental Psychology  
- CLPS 1790  Personality and Clinical Assessment  
- CLPS 1791  Laboratory in Social Cognition  

An advanced seminar/critical readings course in CLPS, numbered above 1000  

Two elective courses, with approval of the concentration advisor  

Total Credits: 12

1. Or advanced placement with a score of 4 or 5, or transfer credit. If placement for CLPS 0010 is granted on the basis of AP or IB test scores, then another CLPS course (at any level) must be substituted.

2. The pre-approved courses in each area are listed on the concentration worksheets. A laboratory course or seminar (indicated on the worksheet) may be used to meet the area requirement only if it is the student’s second lab course or second seminar. Independent study courses cannot be used for this requirement. First year seminars outside of CLPS cannot be used to meet the area requirement.

3. The courses (http://www.brown.edu/Departments/CLPS/undergrad/psychology) include up-to-date lists of labs. Independent study courses and laboratory courses outside of CLPS cannot be used to satisfy this requirement.

4. Consult one of the concentration advisors for lists of approved courses.

5. The electives should complement the student’s major area of interest in Psychology. These courses can be taken outside of CLPS. Only courses that carry concentration credit in the home department can be used for this requirement. In addition, independent study and GISP courses will not fulfill this requirement.

Requirements Specific for the Sc.B. degree

CLPS 0010  Elementary Psychology: An Introduction to Mind and Behavior  
CLPS 0900  Quantitative Methods in Psychology  
Two courses in Perception and Cognition  
Two courses in Comparative/Physiological  
Two courses in Social/Personality/Developmental  
An advanced laboratory course from the following:  

- CLPS 1090  Research Methods in Psychology  
- CLPS 1092  Psychological Theory  
- CLPS 1190  Techniques in Physiological Psychology  
- CLPS 1191  Animal Behavior Laboratory  
- CLPS 1192  Experimental Analysis of Animal Behavior and Cognition  
- CLPS 1193  Laboratory in Genes and Behavior  
- CLPS 1194  Sleep and Chronobiology Research  
- CLPS 1290  Laboratory in Cognitive Processes  
- CLPS 1490  Functional Magnetic Resonance Imaging: Theory and Practice  
- CLPS 1491  Neural Modeling Laboratory  
- CLPS 1492  Computational Cognitive Neuroscience  
- CLPS 1510  Auditory Perception: Sensing the World through Sounds  
- CLPS 1690  Laboratory in Developmental Psychology  
- CLPS 1790  Personality and Clinical Assessment  
- CLPS 1791  Laboratory in Social Cognition  

An advanced seminar/critical readings course in CLPS, numbered above 1000  

Six supporting science courses should be selected from the following 6 areas: Applied Mathematics, Biology, Chemistry, Computer Sciences, Engineering, Mathematics, Neuroscience, or Physics  

- CLPS 1980  Directed Research in Cognitive, Linguistic and Psychological Sciences  

Total Credits: 17

1. Or advanced placement with a score of 4 or 5, or transfer credit. If placement for CLPS 0010 is granted on the basis of AP or IB test scores, then another CLPS course (at any level) must be substituted.

2. The pre-approved courses in each area are listed on the concentration worksheets. A laboratory course or seminar (indicated on the worksheet) may be used to meet the area requirement only if it is the student’s second lab course or second seminar. Independent study courses cannot be used for this requirement. First year seminars outside of CLPS cannot be used to meet the area requirement.

3. The courses (http://www.brown.edu/Departments/CLPS/undergrad/psychology) include up-to-date lists of labs. Independent study courses and laboratory courses outside of CLPS cannot be used to satisfy this requirement.

4. Consult one of the concentration advisors for lists of approved courses.

5. The following courses cannot be used to meet the requirement for outside science courses: independent study or GISP courses in science studies, or ENGN 0020, 0090, 0900, 1010. AP credit can substitute for only one of these courses.

6. CLPS 1980 typically involves one semester of independent research under the direct supervision of a faculty advisor in CLPS. This includes data collection and/or analysis, and a final written report. Upon department approval, the faculty advisor may be from another department or unit if the research program is within the field of psychology and approved by the concentration advisor as such.

Contact the Sc.B. Concentration Advisor for further details. CLPS1980 cannot be counted for the lab requirement. The CLPS Undergraduate Concentration Committee oversees the concentration and receives petitions regarding concentration requirements.
Honors
Detailed information about the Psychology Honors program is available on a dedicated page.

Cognitive, Linguistic and Psychological Sciences Graduate Program
The department of Cognitive, Linguistic, and Psychological Sciences is a unique multidisciplinary department that offers Doctor of Philosophy (Ph.D.) degrees in three fields: Cognitive Science, Linguistics, and Psychology. While the department offers transitional Master's degrees en route to the Ph.D., it does not accept applicants into non-Ph.D. programs.

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/cognitive-linguistic-and-psychological-sciences

Courses
Cognitive, Linguistic and Psychological Sciences

CLPS 0010. Elementary Psychology: An Introduction to Mind and Behavior
A survey covering the roles of inherited and environmental determinants of human behavior. Topics include sensation, perception, learning, memory, motivation, emotion, neural processes, language, social development, personality assessment, obedience, interpersonal attraction, and the diagnosis, origins, and treatment of mental illness. Laboratory sections illustrate methodologies used to study these issues. Topic selection varies with instructor.

CLPS 0020. Approaches to the Mind: Introduction to Cognitive Science
Cognitive science is the study of the mind from an interdisciplinary perspective. It focuses on such questions as how do we process information to recognize objects and faces, to know that a cup is not a bowl, to remember and learn, and to speak and understand? How can studying the brain inform us about the mind? This course will examine the above questions and discuss major themes in cognitive science, including nature-nurture, categories and representations, and the nature of computations. WRIT

CLPS 0030. Introduction to Linguistic Theory
The ability to speak and understand a language involves having mastered (quite unconsciously) an intricate and highly structured rule-governed system. Linguists seek to model that rule system. This course introduces the principles underlying phonology (the principles which govern how sounds are put together), syntax (the rule system governing sentence structure), and semantics (the system which relates sentences to meanings). LILE

CLPS 0040. Mind and Brain: Introduction to Cognitive Neuroscience
This course provides an introduction to the neuroscientific study of cognition. Topics surveyed in the course include the neural bases of perception, attention, memory, language, executive function, emotion, social cognition, and decision making. In covering these topics, the course will draw on evidence from brain imaging (fMRI, EEG, MEG), transcranial magnetic stimulation, electrophysiology, and neuropsychology. The course will also consider how knowledge about the brain constrains our understanding of the mind.

CLPS 0050A. Computing as Done in Brains and Computers
Brains and computers compute in different ways. We will discuss the software and hardware of brains and computers and with introduction to the way brains are organized, the way computers are organized, and why they are good at such different things. We will talk about our current research, the Ersatz Brain Project, an attempt to design a first-class second-class brain. Enrollment limited to 15 first year students. FYS

CLPS 0050B. The Two Visual Systems: Visual Perception and Control of Action
In a series of theoretical articles, Melvyn Goodale and his collaborators have proposed that separate, but interacting visual systems have evolved for the perception of objects on the one hand and the control of actions directed at those objects on the other hand. This seminar will cover the basic literature addressing this problem with studies involving human and animal studies. Enrollment limited to 20 first year students. FYS

CLPS 0050C. Intentionality and Theories of the Mind
The purpose of this seminar is to familiarize students with the topic of "theory of mind" – how we understand each other's mental states. In particular, we will focus on how human beings understand other's intentions and beliefs and come to act volitionally. Readings will span developmental, cognitive, social, and cross-cultural psychology as well as neuroscience and philosophy. Emphasis in assignments will be on evaluating and constructing scientific investigations. Reserved for First Year students. Enrollment limited to 20. FYS LILE

CLPS 0050D. Reading Science/Understanding Science
How is science presented in the modern media? How does this shape the way we think about and understand scientific ideas and the scientific process? Focusing on the brain sciences, we will critically read several award-winning scientific works written for non-specialized audiences, including books by Dawkins, Gould, Pinker, and Sapolsky. We will also consider critiques of these works, as well as related shorter articles intended for wider audiences (e.g., from Scientific American). Finally we will examine several examples of "bad neurojournalism" in an attempt to understand what makes good and bad science reporting. No prerequisites; enrollment limited to 20 first year students. FYS LILE

CLPS 0050E. Animal Minds
This freshman seminar examines what we can learn about the mind of an animal through observations and manipulations of that animal's behavior. Drawing on the work of biologists, ethologists and psychologists in the field and in the lab, we will critically evaluate the evidence that animals have minds and debate the thesis that their minds are qualitatively indistinguishable from our own. Enrollment limited to 20 first year students. FYS

CLPS 0050F. Olfaction and Human Behavior
In this first year seminar we will explore how our sense of smell is involved in a variety of psychological processes, including: emotion, learning, memory, language and social behavior. Topics such as olfaction in health, technology and marketing will also be critically examined. Students will acquire the basics of olfactory physiology and perception-cognition through course reading, projects and discussions. Enrollment limited to 20 first year students. FYS

CLPS 0050G. Pidgins, Creoles, and the Emergence of Language
Pidgins and creoles are language systems that arise in situations of contact between groups without a common language. Their study has informed models of language change and has inspired theorizing about the origins of language, in particular the role children play as agents of language creation and language change. In the last twenty years, however, the field has seen significant upheavals, as foundational assumptions have been challenged and in some cases overturned. This course will consider pidgins and creoles within their socio-historical context, with primary emphasis on what pidgins and creoles can tell us about language emergence and language change. Enrollment limited to 20 first year students. FYS LILE WRIT

CLPS 0050I. Art and Science of Learning
The course will emphasize normal adult learning, in comparison with learning of special populations, nonhuman animals, and computers. Topics will include perceptual learning, memorization, search, conditioning in changing environments, and motor learning. The role of types and amount of practice, motivation, and talent in the development of expertise in art, music, dance, science, sports, and games will be examined. Readings will be based on laboratory experiments and case histories of experts in a range of fields. Enrollment limited to 20 first year students. FYS
CLPS 0050J. Psychology of Creativity.
This course is a first year seminar intended to introduce students to the lively word of creativity and the science thereof. Classic and contemporary readings will be discussed covering topics ranging from theory and assessment to applications in education, product design, organizational behavior, the arts, and science itself. Students will also be nuded to become more mindful of the role of creativity in their everyday lives. The course will emphasize class discussion and the production of tangible projects. Enrollment limited to 20 first year students. FYS

CLPS 0050K. Color.
This Brown/RISD seminar will take a multidisciplinary approach to studying color. Each meeting will focus on color from a different perspective, through the lenses of psychology, philosophy, neuroscience, arts, history, architecture, and design. This seminar will be taught by a team of faculty from the Brown/RISD Color Lab, where each class will be led by a scholar on the topic of the day. The main instructor will be present every week to integrate discussions across topics. The class time will be divided between lectures, discussions, hands-on activities, and local outings (e.g., to the RISD Museum). Instructor override required.

CLPS 0050L. Anthropogenic Activity + Animals.
Human activities that affect animals and their habitats are both widespread and increasing with largely negative impacts. In this first year seminar, we will examine the effects of anthropogenic disturbances on animal behavior through reading and discussion of scientific papers and conversations with expert guests. Topics include anthropogenic feeding on wildlife; noise, light and chemical pollution on aquatic and terrestrial species; recreational land and water use; technological modernization along migration routes; deforestation, hunting, and poaching. Students conduct an independent examination of environmental disturbances on a species from their country of origin or one with special personal relevance. Limited to first years. FYS

CLPS 0060. Developmental Psychology.
This course will introduce students to the broad field of developmental psychology. The goal is to provide students with an understanding of human psychological development from birth through late adolescence. We will cover biological, cognitive, perceptual, emotional, and social domains. These processes will be described within a theoretical and empirical framework.

CLPS 0100. Learning and Conditioning.
Presents classical and contemporary approaches to the study of the prediction and control of behavior. Emphasizes theories and data derived from studies of Pavlovian conditioning and instrumental learning with nonhuman animals, but also considers implications for human behavior (e.g., drug-dependent behaviors, eating disorders, behavior modification and psychopathologies). No prerequisites.

An examination of physiological and evolutionary mechanisms underlying species-specific behavior in both vertebrate and invertebrate animals. Topics include: evolution and mechanisms of sensory systems, modes of locomotion, orientation and navigation, communication, and cognitive capacities of animals.

CLPS 0120. Introduction to Sleep.
Uses sleep as the focal point for describing complex behavioral phenomena. How is sleep measured and defined? How does sleep differ across species? What accounts for the timing of sleep? How does sleep change with age? What are the behavioral, physiological, and cognitive concomitants of different states of sleep? How can dreaming be understood? What can go wrong with sleep? Recommended prerequisite: CLPS 0010, CLPS 0020 or NEUR 0010; or an AP course in psychology or physiology.

CLPS 0200. Human Cognition.
Introduction to theoretical issues and empirical findings motivating controversies in human cognition. Basic issues in cognition - including attention, memory, categorization, reasoning, decision making and problem solving will be examined. Emphasis will be on experimental methods and formal theories. LILE

CLPS 0210. Human Thinking and Problem-Solving.
An inter-disciplinary introduction to adult human thinking and reasoning. Covers logical thinking, computational models, reasoning and the scientific method, creativity, intelligence, visual thinking, problem solving in a group setting, and methods of teaching "thinking skills." Students will learn about research findings on these topics and will practice methods for improving their own skills.

CLPS 0220. Making Decisions.
Life is full of decisions. Some decisions are made rationally, others could be improved. This course considers the psychology of human decision-making, the analysis of optimal decision-making, and implications for individual action and social policy. Topics include: chance and preference (e.g., how do consumers weigh attributes when making purchases?); the value of information (e.g., when should physicians order expensive diagnostic tests?); risky choice (e.g., is it rational to play the lottery?).

CLPS 0330. The Grammar of English.
English probably has greater international utility and importance today than any other human language. This no-prerequisites course takes seriously the idea that we should be able to describe its structure accurately. Challenging two hundred years of myths and mistakes, it attempts to offer students a rigorous basis for understanding sentence structure. Enrollment limited to 40.

CLPS 0400. Brain Damage and the Mind.
Brain damage in human subjects can produce dramatic and highly selective impairments in cognitive functioning. This course provides an overview of the major neuropsychological disorders of perception, language, memory, thought, and action. Emphasizes the development of human information processing models for understanding the cognitive deficits observed in brain-damaged patients and the implications of neuropsychological findings for models of normal cognition.

CLPS 0410. Principles of Behavioral Neuroscience.
A lecture course that covers the bodily systems that underlie motivated behavior. Topics include the autonomic nervous system, drugs and behavior, hormones and behavior, reproductive physiology, homeostasis, biological rhythms, emotions and stress, the neurobiology of mental disorders, and biological perspectives on learning and memory. Does not cover synaptic transmission or sensory processing and perception. Prerequisite: background in psychology, neuroscience, or linguistic/cognitive science including an introductory course (CLPS 0040 (COGS 0720), CLPS 0400 (PSYC 0470), or NEUR 0010).

CLPS 0500. Perception and Mind.
How do the mind and the brain take physical energy such as light or sound and convert it into our perception of the world? This course examines the behavioral and biological bases of human and animal perceptual systems, including vision, audition, smell, taste, and touch. Particular emphasis is placed on high-level perception and how it relates to other cognitive systems.

Visual art can be viewed as an exploration of perceptual questions. This course considers the representation of space and time in painting and film from the viewpoint of the science of visual perception. Topics include Renaissance linear perspective, picture perception across cultures, color, form, shape, abstraction, how film editing constructs events, and why Godzilla looks phony. Slide lectures and visual exercises. LILE

CLPS 0520. Art, Music, and Science: An Introduction to Aesthetics.
Topics include: art and representation; art and the emotions; beauty, form, and aesthetic experience; and the definition of art. We will focus especially on the visual arts, though we will consider examples drawn from music as well. We will be looking throughout to understand how empirical research bears on traditional topics in the philosophy of art, drawing from empirical perception science, evolutionary biology, and cognitive neuroscience. The course will be example driven: We will try out philosophical theories against our lived reactions to many dozens of images of visual art, and against our reactions to a number of music selections.
Visual illusions are vivid examples of the mistakes our visual systems make. This interdisciplinary course is designed for art and science students with interests in visual perception to explore how and why visual processing sometimes fails. Course work will include hands-on laboratory experiments and art construction exercises. Topics will include color, brightness, and geometric illusions. Enrollment limited to 15. LILE

CLPS 0600. Child Development.
Children’s behavior and development from infancy through adolescence. Major topics include learning, perception, parent-child attachment, language, intelligence, motivation, emotional development, and peer relations. Major developmental theories, including psychoanalytic, ethological, social learning, and cognitive, are considered as organizers of these phenomena and as a source of testable hypotheses.

An examination of children’s thinking and cognitive development from infancy to middle childhood. Considers a range of topics including memory, reasoning, categorization, perception, and children’s understanding of concepts such as space, time, number, mind, and biology. Major theories of cognitive development are described and evaluated in light of the available psychological data. LILE

CLPS 0640. Developmental Psychopathology.
A comprehensive introduction to child and adolescent psychological disorders. Focuses on risk, vulnerability, and protective factors in order to probe why some children develop significant psychological problems when others do not. Emphasis on how biological, psychological, and sociocultural factors interactively contribute to the development of psychopathology. Examines effective treatments, as well as educational and social policy implications. Prerequisite: CLPS 0010, 0020, or 0600.

CLPS 0700. Social Psychology.
Examines the theories, findings, and methods of social psychology. Topics include: social cognition (person perception, attitudes), social influence (cultural sources of attitudes, conformity), and social relations (aggression, altruism, prejudice). Students become better informed consumers of empirical research and acquire a new framework for interpreting social behavior. Applications to historic and current events.

CLPS 0701. Personality.
A survey of the major perspectives (psychoanalytic, behavioral, humanistic, etc.) within theories of personality. Particular emphasis is placed on the integration of research and theory.

CLPS 0710. The Psychology and Philosophy of Happiness.
The course explores four fundamental questions about happiness: What is happiness—pleasure, life satisfaction, something else? How is happiness achieved—what are the myths and realities about what conduces to happiness? Can happiness be achieved—are we naturally well suited to be happy? Why pursue happiness—is it sufficient, or even necessary, for a good life? The course examines classic contributions from philosophy and psychology, the two disciplines that have studied happiness most extensively. Team-taught by professors from both philosophy and psychology, it invites students to compare and combine both approaches.

CLPS 0720. Thinking About the Social World.
Acting in and understanding the social world require, among other things, the process of abstraction. Abstraction broadens mental horizons, integrates new experiences, and allows communication with other people. In this course we discuss the different ways in which abstraction has been defined in the literature and look into some surprising implications of abstraction for people’s understanding of, and actions in, the social world. This is a mid-level seminar for students with introductory background to psychology, cognitive science, or cognitive neuroscience.

CLPS 0800. Language and the Mind.
Explores fundamental issues in psycholinguistics: what is the nature of language; what are its biological underpinnings; how does the mind process speech, recognize words, parse sentences, comprehend discourse; what do effects of brain injuries on language reveal about the organization of language in the mind? Syntheses of results from multiple modes of analysis—linguistic, psychological, computational, and neurophysiological—are emphasized. LILE

CLPS 0810. The Biology and Evolution of Language.
Human language is made possible by specialized anatomy and brains that can regulate speech production, complex syntax, and acquiring and using thousands of words. This course examines Darwin’s theory of evolution and the archaeological and fossil records of human evolution; studies of chimpanzee communication, culture, and language which provide insights on human evolution; the physiology of human speech; and recent studies of the brain bases of human language and thought.

CLPS 0900. Quantitative Methods in Psychology.
A survey of statistical methods used in the behavioral sciences. Topics include graphical data description, probability theory, confidence intervals, principles of hypothesis testing, analysis of variance, correlation, and regression, and techniques for categorical data. Emphasizes application of statistical methods to empirical data.

CLPS 1080A. Intentionality.
The purpose of this seminar course is to familiarize students with the topic of “theory of mind” - how we understand other’s mental states. In particular, we will focus on how children develop an understanding of others intentions and beliefs. While the majority of the reading will be in developmental psychology, cognitive, social, clinical and comparative literatures will also be examined.

CLPS 1080C. Evolution of the Brain Bases of Creativity.
Humans share virtually all of our genes with chimpanzees, yet you are reading this sentence on a device that no chimpanzee could have made. For that matter, your grandparents would have been baffled had they encountered email. Creativity - the drive to think of new concepts, new ways of doing things, and new things - marks us. In this vein, we will read and discuss the findings of new studies that are exploring the neural bases and evolution of human creativity. We will also consider the alternative, that we are ruled by genes that evolved more than 50,000 years ago. Enrollment limited to 40.

CLPS 1090. Research Methods and Design.
This upper division laboratory course is designed to provide CLPS concentrators (psychology/cognitive science/cognitive neuroscience) with the tools to comprehend, conduct, and report on psychological research. Students will learn about the central aspects of research, including reviewing literature, formulating hypotheses, designing experiments, collecting/analyzing data, and presenting findings in written and oral reports. Lectures and laboratory exercises will survey a variety of methods to prepare students to design and execute their own research projects. Class time will be divided between lectures, discussion, labs, and student presentations. Prerequisites: CLPS 0010 or CLPS 0020 and CLPS 0900 or APMA 1650. Enrollment limited to 25.

CLPS 1091. Research Methods And Design.
This course is designed to provide CLPS concentrators (psychology/cognitive science/cognitive neuroscience) with a variety of tools needed to conduct research: sources of data, standard designs (e.g., factorial experimental, correlational, longitudinal), research ethics, and best practices of literature review (e.g., meta-analysis). The course will include lectures, laboratory exercises, data collection, statistical analysis, and presentation of findings in written and oral reports.

CLPS 1092. Psychological Theory.
An examination of types of explanations used in psychology, with an emphasis on quantitative models of perception, learning, and motivation. Students implement models on a computer and compare theoretical predictions to observed facts. No previous experience with computers assumed; students will learn to implement and develop theories based upon spreadsheets.

CLPS 1100. Animal Cognition.
A seminar focusing on the experimental analysis of animal mental processes such as perception, attention, learning, memory, and decision-making. Some specific topics include navigation, visual search, working memory, time perception and memory, song learning in birds, and concept formation. Prerequisite: advanced lab.
CLPS 1110. Behavior Modification.  
Examines basic principles of learning theory as applied to the development and change of human behavior. Topics include: experimental design in clinical research, addictive behavior, fear and anxiety reduction, cognitive behavior modification, self management, child behavior modification, and clinical therapy. Prerequisites: CLPS 0701 (PSYC 0300) or CLPS 1700 (PSYC 1330). Enrollment limited to 50.

CLPS 1120. Physiological Psychology.  
Research articles focusing on the neural regulation of behavior are discussed, with an emphasis on experimentation in animal models. Topics vary from year to year but may include the neural and molecular mechanisms regulating social behaviors, the mechanisms and site of action of drugs of abuse, development of neural systems, sensory information processing and genetic analysis of behavior. Prerequisites: CLPS 0410 (PSYC 0750) or NEUR 0010. Enrollment limited to 25.

CLPS 1130. Psychology of Timing.  
Topics include temporal perception, memory, and preferences; cognitive, biological, and quantitative theories of timing; biological rhythms; pharmacological influences on time perception and timed performance; altered timing in abnormal states; and timing in sports and music. Enrollment limited to 20.

CLPS 1140. Psychophysiology of Sleep and Dreams.  
Overview of sleep, biological timing, dreaming, and sleep disorders. Topics include physiology of NREM and REM sleep, circadian rhythms, determinants and measurement of daytime sleepiness, development and phylogeny, dreaming, and sleep functions. Biological bases and behavioral concomitants of sleep disorders are assessed. Prerequisites: CLPS 0010 (PSYC 0010) and NEUR 0010, or CLPS 0110 (PSYC 0500), or other background in NREM science or physiology. Students who have taken CLPS 0120 (PSYC 0550) should not take this course. Not open to Freshmen or Sophomores.

CLPS 1150. Memory and the Brain.  
This class is for undergraduate and beginning graduate students of psychology, cognitive neuroscience, and biology interested in to biological research on memory. There are four parts: 1) how neurons are connected and communicate, 2) fundamental issues in the psychology of memory, 3) memory localization in the brain, and 4) consolidation of memory into a permanent store. The course is designed to be accessible to students in a variety of disciplines, but requires background in psychology, cognitive science, or neuroscience. The class will include lecture, writing assignments, and presentations of primary research articles. Prerequisite: CLPS 0010, 0020, 0040, 0200, or NEUR 0010.

CLPS 1160. Evolution and Development of the Brain.  
What is unique about the human brain? In this course, we will investigate this question from an evolutionary, comparative perspective. Drawing upon research from many disciplines including psychology, neuroethology, cognitive science, biology, biological anthropology, and neuroscience, we will identify changes in the nervous system that have occurred over phylogeny and over ontogeny to allow the development of complex social behaviors, cognition, language, and consciousness.

CLPS 1170. Theories of Learning.  
How do we learn? What do we learn? This advanced course explores theoretical issues and empirical findings about associative learning with a focus on Pavlovian conditioning and instrumental learning processes. Emphasis is on experimental methods and formal theories derived from animal studies but with relevance to clinical psychology, behavioral neuroscience, human cognition, education and computer science. Weekly lectures will be blended with class discussion of primary journal articles. Enrollment limited to 40. LILE

CLPS 1180A. Canine Behavior.  
Topics covered in this seminar include canine perception, cognition, vocalization, and social behavior. The behavior of wolves and other wild canids is explored to facilitate our understanding of dog behavior. Observational field work is required in addition to regular class meetings. Prerequisites: CLPS 0050E, CLPS 0100, CLPS 0110, CLPS 1191, or CLPS 1192. Not open to first year students.

CLPS 1180B. Biology of Communication.  
The study of animal communication systems from mechanistic, developmental, ecological, and evolutionary perspectives. The uses of auditory, chemical, and visual cues for mediating intraspecific communication in both vertebrate and invertebrate animals. Recommended prerequisites: CLPS 0110 (PSYC 0500), CLPS 1192 (PSYC 1200), BIOL 0450, or equivalent.

CLPS 1190. Techniques in Physiological Psychology.  
Laboratory course in behavioral neuroscience for advanced students of psychology or neuroscience. The goal is to gain "hands on" research experience with a variety of behavioral assays used to assess the effects of genetic mutations on behavior. Over the course of the semester, students will examine the behavioral phenotype of three mouse models of human disease and prepare a manuscript suitable for publication in a scientific journal. Prerequisites: CLPS 0410 (PSYC 0750) or NEUR 0010, and CLPS 0900 (PSYC/COGS 0900).

CLPS 1191. Animal Behavior Laboratory.  
This course is designed for students with a serious interest in animal behavior research. Topics include methods in lab and field research, enrichment programs for captive species and conditioning procedures for managing zoo and shelter animals. Prerequisites: CLPS 0900 (COGS/PSYC 0900). Enrollment limited to 12; not open to first year students.

A laboratory course on the prediction, control, and explanation of the behavior of animals in simple environments. Prerequisite: CLPS 0900 (PSYC/COGS 0900).

CLPS 1193. Laboratory in Genes and Behavior.  
Laboratory course in behavioral neuroscience designed to provide research experience in assessing effects of genetic alterations on behavior. Students examine the behavioral phenotype of a mouse model of human disease. Mice are tested on behavioral batteries to assess, for example cognitive, affective, and sensorimotor behavior. Recent classes tested models of early life stress, Fragile X Mental Retardation, and Alzheimer's Disease. Students will test the mice, analyze the data, and prepare a manuscript suitable for publication in a scientific journal. Prerequisites: CLPS 0410 or NEUR 0010, and CLPS 0900 or instructor permission. Enrollment limited to 10; not open to first-year students. WRIT

CLPS 1194. Sleep and Chronobiology Research.  
Part of a summer immersion in behavioral science research in human sleep and chronobiology. Instruction in human sleep and circadian rhythms, research techniques in basic physiology, laboratory skills, ethics of research, and basic CPR. Research seminars explore other techniques and career paths. Recommended prerequisite: CLPS 0010 is preferred; NEUR 0010 is also acceptable. Enrollment limited to 12.

Course open only to students admitted to the Sleep and Chronobiology Research Apprenticeship. Must apply here: www.sleepforscience.org/academic/apprenticeship.php (http://www.sleepforscience.org/academic/apprenticeship.php)  
CLPS 1194 has a commitment from late May to Aug 2016.

CLPS 1200. Thinking.  
An investigation of conceptual structure, judgment, and inferential processes. The focus is on the relation between empirical evidence, theories, and models of cognitive process and structure. Prerequisite: CLPS 0200 (COGS 0420).

CLPS 1210. Human Memory and Learning.  
How does human memory work and why are some things easier to learn and remember than others? This course covers experimental and behavioral studies of human memory including long- and short-term memory for text, pictures, spatial information, and autobiographical events. Emphasis on real-world situations, including education, in which memory and learning play a role. Prerequisite: CLPS 0200 (COGS 0420).
How is human memory like a search engine? Is human knowledge like the internet? What can artificial intelligence and machine learning tell us about the mind? How can studying the mind help machine learning? This seminar explores parallels between human cognition and contemporary research in computer science, emphasizing common problems. In addition to the above, topics include simplicity, object recognition, categorization, and causality.

Our knowledge of the world is organized into concepts and categories. What is the basis of this organization? What information is used to make category judgments? How do children acquire concepts and categories? How are our concepts related to the language we speak? This course will examine these questions from an interdisciplinary perspective, combining relevant work in cognitive and developmental psychology, philosophy, linguistics, and computational modeling. Recommended prerequisite: CLPS 0200 (COGS 0420).

CLPS 1230. Seminar in Decision Making.
No description available.

CLPS 1240. Reasoning and Problem Solving.
How do people reason about informal events in everyday life and more formal subject domains? What are the failings that people endorse and how can they be averted? What are some strategies for developing critical reasoning skills? A presentation of theories of human reasoning and problem solving and their applications to educational practice. Prerequisite: CLPS 0200 (COGS 0420).

CLPS 1241. Causal Reasoning.
This seminar will concern the principles and processes by which people learn causal knowledge and engage in causal inference, including prediction, explanation, and counterfactual reasoning. Some emphasis will be on probabilistic models of causal inference and on the development of causal reasoning in young children. Enrollment limited to 20 juniors, seniors, and graduate students.

CLPS 1250. Human Factors.
The application of knowledge of human characteristics to the design of equipment, facilities, and environments for human use. Research on attention, perception, learning, and decision making will be applied to problems in various areas including: aviation, highway safety, industrial safety, consumer products, human-computer interaction, and aging. Enrollment limited to 25.

Most university students believe they are good learners, and most professors believe they teach well, yet the strategies each group employs are often the ones found to be least effective when examined from a scientific standpoint. This seminar examines what the basic scientific research in human cognition, as well as some well-designed applied studies, tell us about effective teaching and learning inside and outside of the classroom. Emphasis will be on high-school and college learners and teachers, but with some extensions to K-8.

CLPS 1280A. Moral Reasoning.
A review of research on how people make moral judgments. We will discuss and attempt to integrate diverse perspectives and research on cognition, action, and emotion from cognitive science, cognitive neuroscience, and philosophy.

CLPS 1290. Laboratory in Cognitive Processes.
Presents the experimental way of thinking by pursuing several topics in an interactive computer-based laboratory. Students run experiments as a class and, by the end of the course, run their own experiment. Focus is on experimental design, procedure, analysis, and reporting. Topics include attention, visual imagery, memory, and reasoning. Prerequisite: CLPS 0900 (COGS/PSYC 0090), and either CLPS 0200 (COGS 0420) or CLPS 0500 (COGS 0440); or permission of the instructor. WRIT

CLPS 1291. Computational Methods for Mind, Brain and Behavior.
Provides an introduction to computational modeling of cognition, summarizing traditional approaches and providing experience with state-of-the-art methods. Covers pattern recognition and connectionist networks as well as Bayesian probabilistic models, and illustrates how they have been applied in several key areas in cognitive science, including visual perception and attention, object and face recognition, learning and memory as well as decision-making and reasoning. Focuses on modeling simple laboratory tasks from cognitive psychology. Connections to contemporary research will be emphasized highlighting how computational models may motivate the development of new hypothesis for experiment design in cognitive psychology. Prerequisite: comfort with basic linear algebra.

CLPS 1310. Introduction to Phonological Theory.
Examines some of the classic and current issues regarding sound structure in the world’s languages and introduces the theoretical tools needed to solve them. After an introduction to articulatory phonetics and phonemic analysis, it focuses on phonological analysis of different languages, and discusses rule-based and constraint-based approaches to phonology. Implications for language learning and language change are discussed. Prerequisite: CLPS 0030.

CLPS 1320. The Production, Perception, and Analysis of Speech.
An introduction to the basis of the acoustic analysis of speech, the anatomy and physiology of speech production, and the perception of speech. Discussion and demonstration of quantitative computer-implemented methods for speech analysis. Linguistic and cognitive theories are discussed in relation to the probable neural mechanisms and anatomy that make human speech possible. Lectures, discussion, and laboratory demonstrations.

CLPS 1330. Introduction to Syntax.
An in-depth investigation of natural language syntax, an intricate yet highly organized human cognitive system. Focuses primarily on the syntax of English as a means of illustrating the structured nature of a grammatical system, but the broader question at issue is the nature of the rule system in natural language syntax. Prerequisite: CLPS 0030 (COGS 0410).

CLPS 1340. Introduction to Semantics.
An introduction to a variety of issues in linguistic semantics and in the related philosophical literature. Topics include: the nature of semantic representations; the relationship between meaning and the world; truth-conditional and "logical" semantics; word-meaning; the interaction of semantics and pragmatics; presupposition; the interaction of semantics with syntax.

CLPS 1341. Lexical Semantics.
The representation of word meaning and generalizations about the way in which meanings are packaged into words. Topics include: "fuzzy" meanings, natural kind terms, how word meanings are decomposed. Special emphasis on how temporal properties are encoded, on the status of "thematic relations," and on how the fine-grained structure of word meanings impacts on the syntax. Recommended prerequisite: CLPS 0030 (COGS 0410).

CLPS 1342. Formal Semantics.
Model-theoretic approaches to the study of the semantics of natural languages. Develops the tools necessary for an understanding of "classical" formal semantics (the lambda calculus, intensional logic; Montague's treatment of quantification, etc.); then applies these tools to the analysis of natural language semantics; and finally turns to recent developments in formal semantic theory. Prerequisite: some familiarity with syntax or semantics or basic set theory and logic.

CLPS 1350. Introduction to Mathematical Linguistics.
Introduction to basic concepts and goals of mathematical linguistics with emphasis on implications for theories of natural languages. Investigates the properties of regular, context-free, and context-sensitive languages; categorical grammar and combinators and the properties of natural language in light of the results on formal grammars. Recommended prerequisite: CLPS 0030 (COGS 0410) and/or a background in basic theory and logic; familiarity with syntax is recommended.
CLPS 1360. Introduction to Corpus Linguistics.
The study of Linguistics relies on language production data. Language corpora contain various sources of such data, often annotated to include additional information such as syntactic, semantic and phonological properties. Such databases often complement or even replace data sources used in other disciplines. This class aims to train students in the use of some of the tools that are commonly used to access and evaluate data in linguistic corpora. Prerequisite: CLPS 0030. Enrollment limited to 25.

CLPS 1370. Introduction to Pragmatics.
Any time we utter a sentence in conversation, the perceived meaning of that sentence interacts with the discourse context in a rich variety of ways. On the one hand, aspects of a sentence's meaning are "filled in" or enriched by the prior conversation as well as non-linguistic context. On the other hand, utterances shape the future of the conversation in various ways too. This course is an introduction to the scientific study of such phenomena. Specific topics include: presupposition, implicature, speech acts, deixis, anaphora, (in)definiteness, and information structure. LILE

CLPS 1381. Topics in Phonetics and Phonology: Intonational Phonology
This course is an in-depth study of intonation—the manipulation of pitch and length to signify sentence-level meaning—in English as well as in other languages. This course will have two components, which will overlap considerably. In the laboratory skills component, you will learn how to collect, transcribe, measure, and analyze intonational data in Praat (a program for acoustic analysis), while in the theoretical component, you will read about and test the claims of various theories of intonation. With these skills, you will conduct independent research over the course of the semester. The course will also cover the interface between intonation and syntax/semantics, including the realization of focus in prosody.

CLPS 1382. Sounds of the World's Languages.
This course will introduce you to phonetics: the study of the physical aspects of speech. You will learn how to produce, perceive, describe, and transcribe the sounds of the world’s languages. You will learn the fundamentals of acoustic and articulatory phonetics to better understand the properties of and mechanisms behind each speech sound. You will also gain practical skills in recording and measuring acoustic data, transcribing data in the International Phonetic Alphabet (IPA), and producing both familiar and foreign sounds in isolation as well as in real and hypothetical words. Prerequisite: CLPS 0030 or equivalent.

CLPS 1383A. The Boundary of Semantics and Pragmatics.
This course will examine some recent controversies regarding the question of just what is accounted for by grammatical apparatus as opposed to what can be accounted for by "Gricean" pragmatics (i.e., inferences that listeners draw that are not encoded in the grammar). Particular attention will be paid to some topics surrounding negation, including the distribution of "Negative Polarity Items". Prerequisite: CLPS 1330, 1340, or 1341. Enrollment limited to 40.

CLPS 1383D. Topics in Syntax and Semantics: The Syntax, Semantics and Processing of Ellipsis.
Ellipsis is the phenomenon whereby a short expression is understood as a longer paraphrase. An example: "Lindsay can ski that course, but Bode can't". The second part is understood as "And Bode can't ski that course". How are such cases handled by the grammar (is there "silent linguistic material interpreted by the semantics")? And how do language users process these? These questions have been debated for decades, and because ellipsis constructions interact with many other phenomena, the analysis of this domain is central in grammatical and processing theory. This seminar examines this with respect to several constructions and theories.

CLPS 1385. Topics in Language Acquisition: Language Acquisition and Cognitive Development.
What is the relationship between how we think and how we speak? This course explores the concurrent development of children's linguistic and cognitive abilities. Topics include the relationship between word meanings and concepts, the structure of the mental lexicon, pragmatic development, and the Whorfian hypothesis (whether speakers of different languages think differently). Students will read and discuss empirical and theoretical articles, and complete a set of writing assignments and problem sets. Prerequisite: CLPS 0610 or equivalent, or permission of the instructor. Appropriate for students interested in developmental/cognitive psychology, linguistics, and applied fields such as speech-language pathology.

CLPS 1387. Topics in Neurolinguistics.
No description available.

CLPS 1389. Discourse Processing.
Over the last decades psycholinguists have converged on a generally accepted framework for describing how humans process language at the sentence level. Much less is understood, however, about processing at the discourse level, where multiple sentences are understood to form a coherent whole. In this course we take an in-depth look at the question of discourse processing. We begin with a review of early models of discourse and narrative structure, turning next to findings from the sentence processing literature which implicate discourse structure. We consider both behavioral and neuro-imaging data in a critical analysis of past and current theories.

CLPS 1390. Linguistic Field Methods.
A lab/practicum course introducing the methodologies needed to collect, manage, and interpret primary data pertaining to the phonetic, phonological, morphosyntactic, semantic, and pragmatic properties of an understudied language. The course takes a hands-on approach, with students working in groups and individually with a native speaker consultant of an unfamiliar language. Students will learn how to test hypotheses about the language as well as construct grammatical descriptions. In addition, the course will cover a variety of practical, technological, interpersonal, cultural, and ethical issues typically encountered in fieldwork. Pre Requisite: CLPS 1310 and one other 1300-level course in CLPS or instructor permission.

CLPS 1400. The Neural Bases of Cognition.
Research using animal models has informed and guided many of the recent advances in our understanding of the brain mechanisms underlying cognition. This seminar course will addresses related to animal models of human cognition. Students learn how different aspects of the neural bases of cognition are modeled in animals by reviewing the primary research literature. The course is divided into three sections, each addressing a different topic. Topics vary each year, but may include, for example, learning, memory, attention, decision-making, or cognitive impairment associated with neuropathology or aging. Enrollment limited to 20. Not open to first year students.

CLPS 1420. Cognitive Neuropsychology.
This seminar will explore the effects of brain damage on cognitive function. The goal of cognitive neuropsychology is to understand the effects of brain pathology within the context of modern theories of cognition, and to draw inferences about normal or intact cognitive function from patterns of dysfunction observed with brain pathology. Selected papers will focus on research investigations of brain damaged populations within one or more areas of cognition (e.g., perception, memory, or attention) that address topics of current relevance. Pre Requisites:CLPS0400 or CLPS0200 or CLPS0400. CLPS0900 is strongly recommended. WRIT
How do we make decisions? This course considers the factors and mechanisms involved in motivated decision making, as informed by cognitive, neuroscientific, and computational modeling approaches. Readings will span a range of populations (e.g., healthy adults, adults with acquired brain damage, monkeys) and methods (e.g., behavioral, genetic, pharmacological and neuroimaging studies, electrophysiological recordings). Computational models will be prominently featured as a means for formalizing decision making theories across multiple levels of analysis, some focusing on high-level cognitive computations and others on neural mechanisms. Prerequisite: CLPS 0010, 0040, 1291, 1400, 1491, 1492, or NEUR 0010. Enrollment limited to 20. Not open to first year students.

CLPS 1478. Translational Models of Neuropsychiatric Disorder.
This course will be an upper level seminar course focused on reading and understanding the primary literature related to the use of animals to model human neuropsychiatric disorders. Throughout the course we will discuss the appropriateness, use, and limitations of animal models for studying human pathology. We will discuss a range of topics building from basic concepts of evolution, development, and genetics to the practice of using animals to study aging and memory function, affective pathology, and developmental disorders. Prerequisites: CLPS0010 or NEUR0010; and preferably at least one of the following: CLPS1150, CLPS1480, CLPS0400, CLPS0500, CLPS2100, NEUR1740; NEUR1540.

CLPS 1480A. Cognitive Neuroscience of Emotion.
Topics discussed in this course include: visual, attention, awareness, emotional perception, and emotional memory. Classes will be structured around the discussion of current papers in the literature. Active participation in class is required, including the presentation of papers from the literature. Enrollment limited to 20.

CLPS 1480B. Cognitive Aging and Dementia.
This seminar examines the cognitive changes associated with normal aging and age-related dementia (e.g., Alzheimer’s Disease). Topics covered will include changes in the neurocognitive systems mediating memory, perception, and attention. The course is primarily intended as an advanced seminar for junior and senior concentrators in Psychology, but is also intended for other students interested in aging and the neuropsychology of cognition. Recommended prerequisites: An introductory course in cognitive neuroscience (CLPS 0040 (COGS 0720), CLPS 0400 (PSYC 0470)) or permission of the instructor. Preference will be given to senior concentrators in Psychology and related areas. Enrollment limited to 20. WRIT

CLPS 1480C. Cognitive Control Functions of the Prefrontal Cortex.
The prefrontal cortex has long been known to support higher cognitive functions, including working memory, planning, reasoning, and decision making. This seminar offers an in-depth review of recent empirical and theoretical approaches to understanding prefrontal cortex function. This year the course will focus on prefrontal contributions to the cognitive control of declarative memory. Enrollment limited to 20.

CLPS 1480D. Cognitive Neuropsychiatry.
Will provide a broad survey of the field of cognitive neuropsychiatry. The approach taken is based upon the knowledge of brain-behavior-cognition relationship and allows explaining psychiatric phenomena in terms of deficits in normal cognitive mechanisms, as well as drawing conclusions about normal cognitive functioning based on patterns of impaired and intact cognition observed in clinical populations. Topics surveyed include delusions, hallucinations, social-emotional symptoms of schizophrenia, thought and language disorders, conversion disorder, obsessive-compulsive disorder, bipolar disorder, major depression, Parkinson’s and Alzheimer’s Disease. Prerequisite: CLPS 0040 or 0400, or instructor permission. Enrollment limited to 25 juniors, seniors and graduate students concentrating in Cognitive, Linguistic and Psychological Sciences. WRIT

This course will train students in the practice and use of functional magnetic resonance imaging (fMRI) as a cognitive neuroscience methodology. Topics covered include MRI physics, the physiological basis of the BOLD signal, experimental design, data collection, statistical analysis, and inference. A practical component of the course includes the opportunity to collect and analyze fMRI data at the Brown MRF. Prerequisites: CLPS 0040 (COGS 0720), CLPS 0400 (PSYC 0470), or NEUR 0010; and CLPS 0900 (PSYC/COGS 0090), or instructor permission. Enrollment limited to 20.

CLPS 1491. Neural Modeling Laboratory.
Numerical simulations of cognitively oriented nervous system models. Discussion of parallel, distributed, associative models: construction, simulation, implications, and use. Prerequisites: MATH 0090, 0100, or equivalent; knowledge of a computer language; some background in neuroscience or cognitive science is helpful.

CLPS 1492. Computational Cognitive Neuroscience.
We explore neural network models that bridge the gap between biology and cognition. Begins with basic biological and computational properties of individual neurons and networks of neurons. Examines specialized functions of various brain systems (e.g., parietal cortex, frontal cortex, hippocampus, ganglia) and their involvement in various phenomena, including perception, attention, memory, language and higher-level cognition. Includes a lab component in which students get hands on experience with graphical neural network software, allowing deeper appreciation for how these systems work. Prerequisites: CLPS 0040 or CLPS 0200 or NEUR 0010.

CLPS 1495. Affective Neuroscience.
This course will survey key topics and methods in research on the neuroscience of affect and emotion. It is ideally suited for advanced undergraduates or graduate students who have taken an introductory cognitive neuroscience and/or psychology course. This course will use a variety of cross-species behavioral and neuroscientific data to examine the structure of affect/emotion; how affective processes shape cognition and action; how cognition in turn shapes affect; and how affective reactions change within and across individuals. The course will include short lectures, in-class presentations, discussions, and written response papers.

CLPS 1500. Perception and Action.
The ecological approach treats perceiving and acting as activities of agent-environment system rather than an isolated "mind," and offers an alternative to the prevailing computational/representational view. Topics include inferential and direct perception, perception of the 3D environment, visual control of action, dynamics of motor coordination, and self-organization of behavior. Lecture and discussion. Prerequisite (any one of the following): CLPS 0010 (PSYC 0010), CLPS 0020 (COGS 0010), CLPS 0500 (COGS/PSYC 0440), or CLPS 0510 (COGS 0110).

This course introduces students to the acoustic world, and how it affects our cognition and emotions. We will identify the physical properties of sounds that mediate our psychological responses to auditory objects (environmental sounds, speech, and music). We will explore how we focus our attention on particular sounds in the environment, how sounds affect our emotions, and how our ability to perceive and classify sounds varies over the lifespan. We will learn how to record and interpret natural soundscapes, by developing an acoustic map of campus.
CLPS 1520. Computational Vision.
An introduction to computational models of biological vision summarizing traditional approaches and providing experience with state-of-the-art methods. We will sample topics from low- and mid-level vision including fundamental aspects of image, stereo, motion, surface and color processing to high-level vision including object and action recognition as well as scene understanding. Connections to contemporary research in computer vision and computational neuroscience will be emphasized highlighting how computational models may motivate the development of new hypothesis for the design of experiments in visual perception. Prerequisite: comfort with basic linear algebra and at least one introductory course in Computer Science or programming, or instructor permission.

CLPS 1530. 3D Shape Perception.
Our ability to move in the environment, recognize and grasp objects, depends enormously on the capacity that the brain has in organizing the visual stimulation in the perceived 3D layout. 3D objects in the world project on the human retina flat images. How does the brain re-transform these flat images into a 3D representation? Enrollment limited to 40.

CLPS 1540. Perceiving and Acting in 3D.
How does visual stimulation inform the brain about the three-dimensional structure of the world? What information is important for complex organisms, like humans and other primates, to be able to successfully interact with the surrounding environment? In this course we will examine how different sources of visual information such as stereo, contours, texture gradients, shading, and optic flow contribute to the vivid experience of 3D shape by the human visual system. Moreover, connections will be made to the mechanisms that govern goal directed actions, in order to unveil the commonalities between 3D processing for conscious perception and visuomotor mappings.

CLPS 1550. The Psychology of Aversion.
Explores what is aversive to us and why. In particular, the ways in which sensory preception (e.g., smell, taste, vision), cognition, culture, personal experience and neurobiology mediate our avoidance responses will be analyzed. The purpose of avoidance from an evolutionary perspective and how the emotion of disgust is uniquely human will be a theme throughout the course. Topics will range from neuropsychological disorders to our social behavior and morality. Additionally, why we are attracted to stimuli that "should" inspire avoidance (e.g., horror movies, roller coaster rides) will be examined. Students will acquire a broad knowledge of the psychology of aversion through course readings, discussions, projects and active participation. In addition to presentations and discussion, class time activities may include completing questionnaires, watching videos and assessing various sensory stimuli. Prerequisite: CLPS 0010 (PSYC 0010), CLPS 0020 (COGS 0010), or NEUR 0010. Enrollment limited to 20. Not open to first year students. LILE.

One of the main purposes of encoding visual information is to perform visually-guided actions that directly interact with the external world. This seminar will shed light on the behavioral and underlying neural mechanisms involved in integrating perception and cognitive processes, and converting them into action. We will also explore how visuo-motor behavior can provide a useful tool to study a wide range of conscious and unconscious cognitive processes including the current locus of attention, the nature of language representation, spatial representation of number, and high-level decision-making. Prerequisite: CLPS 0010 (PSYC 0010), CLPS 0020 (COGS 0010), or NEUR 0010. Enrollment limited to 40. Recommended prerequisite: introductory course in Computer Science or programming, or instructor permission.

CLPS 1561. Visual Attention and Memory.
In daily life, most visual scenes are complex and crowded so that our visual system faces a daunting task of processing an enormous amount of information at a given moment. Thus, attentional mechanisms are crucial to select relevant objects/events and guide actions. In this seminar, we will understand behavioral and underlying neural mechanisms involved in visual attention and their interaction with visual cognition, such as memory, learning and goal-directed actions. We will also study investigations of spared and impaired patterns of attention-based performances following brain injury. Prerequisite: CLPS 0010 or 0020.

CLPS 1570. Perceptual Learning.
This course will focus on perceptual learning and visual plasticity. The goal of this course is to understand the mechanisms of visual perceptual learning and visual and brain plasticity. Perceptual learning is defined as long-term performance improvement as a result of visual experiences. Enrollment limited to 20. Recommended prerequisites: CLPS 1291, 1500, and 1520.

CLPS 1571. Visual Consciousness.
This course will focus on consciousness related to visual perception. The goal of this course is to understand the neural correlates of visual consciousness.

1) We will learn about basic neural mechanisms of visual processing and other brain functions.
2) We will discuss philosophical and neuroscientific models of visual consciousness.
3) We will examine the roles of attention, reward, and memory in visual consciousness.
4) We will evaluate recent neuroscientific experiments with animals and humans and their potential to advance the research of consciousness.

CLPS 1580A. Visually-Guided Action and Cognitive Processes.
One of the main purposes of encoding visual information is to perform visually-guided actions to directly interact with the external world. This seminar will shed light on the behavioral and underlying neural mechanisms involved in integrating perception and cognitive processes, and converting them into action. We will also explore how visuo-motor behavior can provide a useful tool to study a wide range of conscious and unconscious cognitive processes including the current locus of attention, the nature of language representation, spatial representation of number, and high-level decision-making. Prerequisite: CLPS 0010 (PSYC 0010), CLPS 0020 (COGS 0010), or NEUR 0010. Enrollment limited to 40.

CLPS 1580C. Visualizing Information.
There has been an explosion of interest in how to present information in a visual way rather than as a bunch of boring numbers. Visualizations can be outstanding at conveying information, but there have also been colossal failures. We will explore the good, the bad, and the ugly and harness knowledge of visual perception to understand why some are more successful than others. Someone interested in how to create effective visual displays (posters, infographics) would benefit from this course. Some background in visual perception is recommended such as a CLPS or NEUR course about vision or familiarity with graphic design.

CLPS 1580D. Seminar in Spatial Cognition.
How do we perceive, learn, remember, and interact with space? This seminar explores spatial knowledge in humans, animals, and robots, its sensory and neural basis, and how it is used to navigate and think spatially. We will investigate how desert ants find their way home, Nobel prize-winning ‘place’ and ‘grid’ cells, what your cognitive map of campus is really like, differences in spatial ability, and the effects of GPS on human wayfinding.

CLPS 1590. Visualizing Vision.
This course provides hands-on experience in studying vision using computer graphics combined with visual psychophysics. Students will gain a better understanding of how images are formed, how one employs properties of image formation in the experimental study of vision, and how the perception of complex images function in biological systems. Labs will rely on matlab and several computer graphics packages (e.g. Lightwave). Enrollment limited to 20.

CLPS 1600. History and Theories of Child Development (EDUC 1710). Interested students must register for EDUC 1710.

How do infancy and preschoolers learn about the world? We will examine children’s understanding of the physical world, psychological kinds, biological entities, number, objects, and space. Students are expected to read and comment on both empirical and theoretical primary source articles, to participate in weekly discussions, and complete a set of writing assignments. Prerequisites: CLPS 0600 (PSYC0810) or CLPS 0610 (COGS0630).
The acquisition of knowledge during the first year of life. Special attention to the infant's emerging concepts of space, objects, intermodal sensory connections, and speech as well as to such issues as the role of innate knowledge and the nature of the infant's concepts and categories.

CLPS 1620. Developmental Cognitive Neuroscience.
This course will examine fundamental topics in cognitive development from the point of view of the developing brain. Topics of interest will include developing abilities in perception, action, attention, object concepts, memory, learning, planning, language, and social cognition. Typical and atypical brain development will be considered. Prerequisite: One of CLPS 0600 (PSYC 0810), CLPS 0610 (COGS 0630), EDUC 0800, or permission of the instructor. Enrollment limited to 40.

CLPS 1621. The Developing Brain.
Analysis of brain development, focusing on neural substrates of psychological processes in both animals and humans. Prerequisites: CLPS 0010 (PSYC 0010) or NEUR 0010. Not open to first year students or sophomores. Instructor permission required.

CLPS 1630. Perceptual Development.
No description available.

CLPS 1640. Relationships and Human Development.
Explores formation and maintenance of relationships across childhood and early adulthood, as well as their importance for the development of social-emotional competence. Topics include: early caregiver-child relationships, peer relationships emerging in the school years, relationships with significant adults outside the family, family relationships and functioning, and marital relationships. Also considers approaches to intervention, particularly with respect to peer relationships. Instructor permission required. Enrollment limited to 20 senior or graduate-level Psychology concentrators.

CLPS 1650. Child Language Acquisition.
All normally developing children acquire language, yet there is little agreement about how this takes place. This class explores the course of language acquisition from birth to babbling and first words to the use of complex syntax, discussing philosophical, theoretical, and methodological approaches to the problem. Includes practical experience analyzing child language data. Prerequisite: CLPS 0030 (COGS 0410) or CLPS 0800 (COGS 0450), or permission of the instructor.

CLPS 1670. Cross-Cultural Perspectives on Child Development (EDUC 1580).
Interested students must register for EDUC 1580.

CLPS 1680A. Topics in Development: Social Learning.
How do we learn from other people? If a child was raised in the absence of any social interaction, what cognitive structures would s/he have? This course will focus on what and how children learn from others, including concepts like language, rituals, religion, biology. Emphasis will also be on "selective trust" - whether we learn from all informants equally or are rational in how we learn from others. Prerequisite: CLPS 0600, 0610, or 0700. Enrollment limited to 20 juniors and seniors.

CLPS 1680B. Topics in Development - Developmental Disorders.
This course will examine developmental disorders from a developmental cognitive neuroscience perspective. We will examine issues general to studying developmental disorders. What is the role of understanding typical development in examinations of atypical development? What are proper experimental strategies for studying disorder? Readings will focus on the neurobiological substrates of disorder, associated cognitive impairments, and clinical symptoms. We will then focus on specific disorders include Autism, ADHD, Dyslexia, Learning Disabilities etc. Enrollment limited to 20. Prerequisite: CLPS 0040, 0600, or 0610. WRIT

CLPS 1690. Laboratory in Developmental Psychology.
Conceptual and methodological foundations of research design and analysis in developmental psychology, with particular reference to techniques commonly used in studying cognitive development. We will cover general principles of experimental design, measurement and assessment, and strategies of data analysis. Practical and ethical issues involved in conceiving, designing, executing, interpreting, and presenting research will be considered. Recommended prerequisites: CLPS 0610 (COGS 0630), and CLPS 0900 (COGS/PSYC 0090) or equivalent. Enrollment limited to 15.

CLPS 1700. Abnormal Psychology.
The study of anxiety, stress, and neurotic disorders, psychosomatic disorders, deviant social behavior, affective disorders, and schizophrenia. Considers theories of etiology (causes) and methods of therapeutic treatment, case studies, experimental research, and clinical research.

CLPS 1701. Controversial Issues in Mental Health Practice.
Examination of controversies involving scientific, clinical and social practices concerning mental health and illness. Topics will include: classification and diagnosis, biases in psychiatric research and practice, specific conditions (e.g., gender identity disorder, ADHD, depression), treatment issues (e.g., ECT, medicating children with psychiatric drugs), screening for mental illness in public schools, and social-legal issues (e.g., insanity defense, duty to warn, involuntary treatment). Enrollment limited to 20.

CLPS 1710. Political Psychology.
This seminar explores topics at the intersection of psychology and political science. Topics include political attitudes, perceptions and behaviors. The psychology of ordinary individuals, political leaders, and groups will be studied in contexts where their interests do and do not coincide. As conflicts among these agents are particularly interesting, this course will stress psychological aspects of wars, oppression, and terrorism. Enrollment limited to 20.

This course explores answers to the question of what enables some individuals to escape the worst psychological consequences of extreme personal disruption caused by a range of human-made and natural disasters. It examines personal accounts, pertinent psychological research, theoretical discussions, and the creative works of catastrophe survivors. Enrollment limited to 20.

CLPS 1730. Psychology in Business and Economics.
The goal of this course is to explore emerging themes at the intersection of psychological science, business, and behavioral economics. Psychologists are primarily interested in detecting limits to human rationality, whereas economics tends to proceed within the rational-actor model. In business, questions arise of how theoretical models and empirical findings related to the practice of managerial decision-making. Investigations of power and the psychological impact of money are relatively recent additions to the suite of research topics. New methodologies, such as neuro-imaging have led to advances not represented in the traditional framework of organizational psychology. Enrollment limited to 20 junior and senior Psychology concentrators.

Interested students must register for EDUC 1750.

CLPS 1760. The Moral Brain.
How do we learn to cooperate, help others in need, and appropriately respond after being treated unfairly? The human mind strives to resolve the competing pressures of self-interest against the greater good. By drawing upon many disciplines including philosophy, social and affective neuroscience, abnormal psychology, law, and experimental economics, this course will cover topics from 18th-century philosophy to modern-day neuroscience. We will examine 1) the philosophical and epistemological foundations of moral thought, 2) the influence of emotion and contextual framing on moral action, 3) the psychopathology of immoral choice, and 4) the underlying cognitive and neurobiological processes that guide moral decision-making.
CLPS 1781. Thinking about the Social World.
Understanding and acting in the social world require, among other things, the process of thinking in abstractions. Abstraction broadens mental horizons, integrates new experiences, and allows communication with other people. In this course we will discuss the different ways in which abstraction has been defined in the literature and look into some surprising implications of abstraction for people’s understanding of, and actions in, the social world.

CLPS 1790. Personality and Clinical Assessment.
Examines methods used in the study of child and adult personality, including microanalysis of social interactions, observer report, self report, test data, and life outcome data. Standardized personality assessment instruments will be examined in the context of their reliability, predictive and construct validity. Students will design research projects using these methods, collect and analyze data, give oral presentations, and prepare a written report of their research. Prerequisites: CLPS 0701 (PSYC 0300), and CLPS 0900 (PSYC/COGS 0090) or equivalent. Enrollment limited to 27.

CLPS 1791. Laboratory in Social Cognition.
Examines principles of experimental design and analysis in the context of classic and contemporary research in social cognition. Students replicate and extend several studies on topics such as person perception, social stereotyping, or judgment and decision making. Students will participate in the design of these studies, gather their own data, analyze them, and report the findings in oral presentations and written reports. Prerequisites: CLPS 0010 (PSYC 0010), CLPS 0700 (PSYC 0210), and CLPS 0900 (PSYC/COGS 0090). Enrollment limited to 24.

CLPS 1800. Language Processing.
Explores the nature of language processing with the goal of understanding how we produce and comprehend language. Topics include speech production and speech perception, lexical processing, and syntactic processing. Experimental investigations are studied in an attempt to understand the processes and mechanisms employed in the everyday use of language. Prerequisite: one of CLPS 0020 (COGS 0010), CLPS 0030 (COGS 0410), or CLPS 0800 (COGS 0450).

CLPS 1810. Syntactic Theory and Syntactic Processing.
The interface between work in theoretical syntax and psycholinguistic research on syntactic processing. Consideration of how results in psycholinguistics support various models of human language processing. Recommended prerequisite: CLPS 1330 (COGS 1310).

CLPS 1820. Language and the Brain.
This course will examine the neural systems underlying language processing. Major focus will be on effects of brain injury on speaking and understanding in left hemisphere-damaged patients who have aphasia, right hemisphere-damaged patients, and split-brain patients. Behavioral, electrophysiological and neuroimaging evidence will be investigated. WRIT

CLPS 1821. Neuroimaging and Language.
Examines neuroimaging approaches to language processing including fMRI, PET, TMS, and ERP. Consideration of the neural systems underlying speaking and understanding. Topics include neural basis of speech, lexical/semantic, and syntactic processing, mirror neurons and language, multisensory integration, meanings of words, literacy, and special populations. Recommended: either NEUR0010, CLPS 0020 (COGS0010) or CLPS 0800 (COGS0450) and one of the following: CLPS 0040 (COGS0720), CLPS 0400 (PSYC0470), CLPS 0410 (PSYC0750), CLPS 1820 (COGS1480), CLPS 1822 (COGS1500), NEUR1030, NEUR1660, or by permission.

CLPS 1822. Subcortical Brain Bases of Language and Thought.
Recent studies indicate that the neural bases of human language and thought derive from a complex network of circuits within and connecting subcortical and cortical structures. Students prepare to evaluate published papers, noting the relationships that hold between data and theories. Relates neurophysiologic studies to current linguistic and cognitive theories and provides the background for independent research. Prerequisites: CLPS 0810 (COGS 0320), CLPS 1820 (COGS 1480), CLPS 1821 (PSYC 1100), or NEUR 0010.

CLPS 1880A. Speech Prosody.
The broad aim of this seminar is to discuss the various ways in which linguistic and paralinguistic meanings can be conveyed by the way that speakers produce their utterances. The topics will include the effect of pitch variation and phrasing on pragmatic meanings and discourse functions, turn-taking strategies, cue phrases and filled pauses, new-given information, or prosody of deceptive speech. Recommended prerequisite: CLPS 0300 (COGS 0410).

CLPS 1880B. Cognitive Neuroscience of Language Acquisition.
The ability to acquire language is unique to humans. This class explores our language-specific biological endowments. Topics include: Genetics and evolution of language; the brain-basis of acquisition; effects of age on language learning ability; effects of environmental differences (such as growing up blind or deaf) on acquisition; and language in special populations such as autism. Students will read and discuss empirical and theoretical articles, and complete writing assignments and problem sets. Prerequisite: CLPS 0060, 0610, 0800, or EDUC 0800, or instructor permission. Enrollment limited to 20. Not open to first year students. WRIT

CLPS 1880D. Topics in Psycholinguistics: Language + Memory.
Memory is an integral part of language comprehension. Research suggests that memory follows various divisions (time, modality, task, etc), and this course examines whether language processing follows the same divisions and to what extent it overlaps qualitatively with memory in different cognitive contexts and timescales. Students will read and discuss research on language comprehension, classic memory tasks, and computational models of memory.

CLPS 1890. Laboratory in Psycholinguistics.
An advanced course in methodological approaches to the study of psycholinguistics. Processes (e.g. with adult lexical access, sentence processing, corpus linguistics, etc.) Recommended prerequisites: CLPS 0800 (COGS 0450) and CLPS 0900 (COGS/PSYC 0090), or equivalent.

Introduction to laboratory techniques and the analysis of data relevant to physiologic and acoustic phonetics. Emphasis on the use and interpretation of wave-form and spectrum analysis, electromyography, cineradiography, high-speed motion pictures, computer modeling of oral tract output, and experimental techniques involving the perception of synthetic and natural speech.

Examines general philosophical and theoretical issues that cut across cognitive science. Each student writes a substantial paper on a topic in cognitive science. Required of cognitive science concentrators. Enrollment limited to concentrators in the 7th semester or beyond, and, by permission, to others who have significant course background in cognitive science.

Independent study or directed research in cognitive science. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

Required of all ScB concentrators and Honors students in psychology. Instructor permission required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Introduces students to the CLPS Department and the University; provides a brief history of the disciplines, philosophical foundations, and ethical treatment of human subjects; provides professional training, such as preparation of CV and research statement, practice in grant writing, and foundations in scientific writing and presentation; and supports students’ early stages of developing a first-year project.
This course is the first of a two-course sequence that provides graduate students with background in the core topics and themes in the cognitive and psychological sciences. Topics include sensory systems, perception, action, evolution and development, phonetics and phonology, attention, learning, memory, and executive function. Students are also introduced to a wide range of approaches and levels of analysis that scientists adopt to study these topics. Weekly topics are addressed in lectures and assigned readings. A separate seminar session involves presentation of current papers by students and discussion with faculty. Open to graduate students only.

CLPS 2002. Core Topics in Cognitive and Psychological Sciences II.
An advanced overview of fundamental issues in philosophy of cognitive science, higher-level cognition (concepts, similarity, reasoning, inference, judgment, and decision-making), higher-level language (syntax, semantics, and pragmatics), cognitive development, and social cognition. Domains will be introduced by classic readings and then followed up discussion on modern and contemporary issues in the seminar portion. All topics will be connected throughout by common themes.

CLPS 2091. Graduate First Year Project Research.
Please check Banner for the correct section number and CRN to use when registering for this course.

CLPS 2092. Graduate First Year Project Research.
Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

CLPS 2095. Practicum in Teaching.
Each student will assist a designated faculty member in teaching a course in cognitive science or related discipline. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

CLPS 2096. Directed Graduate Research.
No description available. Instructor permission required.

CLPS 2100. Core Topics in Animal and Comparative Behavior.
No description available.

CLPS 2132. Graduate Seminar in Learning.
Advanced topics in animal and human learning. Topics vary from year to year; examples include theories of associative learning, animal cognition, computational models of learning and performance, and neurobiological models of basic associative processes.

CLPS 2180. Duration Discrimination.
No description available.

CLPS 2181. Advanced Topics in Animal and Human Learning.
Topics vary from year to year, examples include theories of associative learning, animal cognition, computational models of learning and performance, and neurobiological models of basic associative processes. Open to graduate students only.

CLPS 2200. Core Topics in Cognition.
No description available.

CLPS 2210. Current Topics in Memory Research.
A graduate seminar addressing selected topics in memory, including theories of normal and pathological memory, animal models of human memory, and the neural substrates of memory. Topics vary from year to year. Permission required for undergraduates.

The goal of this course is to introduce students to the study of the biological foundations of cognitive science and psychology. We will use readings from neuroanatomy, cell and molecular biology, genetics, evolutionary biology, neuroethology, and behavioral neuroscience to elucidate principles and to understand methods for exploring the neural control of complex behaviors.

CLPS 2410. Auditory Neuroscience.
An in-depth analysis of the neural bases of auditory cognition. Topics to be discussed include object perception, spatial processing, auditory memory, illusions, cocktail party phenomena, and representation of speech signals.

CLPS 2450. Exchange Scholar Program.

CLPS 2455. The Mind Asleep.
Seminar on selected topics in sleep, incorporating the core disciplines of psychology (Behavioral Neuroscience, Sensation and Perception, Cognitive Processes, and Social). Discussion based classes will examine sleep and affect/mood, dreaming, sleep and learning and memory, sensation/perception processes during sleep, effects of sleep deprivation and sleep disorders.

CLPS 2500. Core Topics in Perception.
No description available. Open to graduate students only.

CLPS 2510. Graduate Seminar in Vision.
Selected topics in vision, including optics of the eye, anatomy of the visual system, photochemistry of vision, psychophysics of color, acuity, models of color vision, and light as a visual stimulus. Specific topics vary.

CLPS 2700. Core Topics in Social Psychology.
A survey of classic and contemporary research in social psychology, including attitude formation and change, person and self perception, stereotyping, and intergroup relations. Open to graduate students only.

CLPS 2750. Seminar in Social Psychology.
No description available.

CLPS 2800. Core Topics in Language.
No description available. Open to graduate students only.

CLPS 2902. Quantitative Methods in Research.
No description available.

CLPS 2906. Experimental Design.
The course designed for students at the intermediate level or above and will cover t-tests, power analysis, correlation, simple and multiple linear regression, logistic regression, analysis or variance, non-parametric tests, randomization and bootstrapping, among others. Instructor permission required. Open to graduate students only.

CLPS 2908. Multivariate Statistical Techniques.
This course covers the basic multivariate techniques currently used in psychology and related sciences: multiple regression, logistic regression, principal components and factor analysis, multivariate analysis of variance, discriminant function analysis, and log-linear analysis. Students will learn these techniques’ conceptual foundations, their proper selection for a given data set, and the interpretation of computer output from statistical analysis packages (primarily SPSS). Enrollment limited to 20 graduate students.

CLPS 2970. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

CLPS 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

Linguistics

LING 0030. Introduction to Linguistic Theory (CLPS 0030).
Interested students must register for CLPS 0030.

LING 0050G. Pidgins, Creoles, and the Emergence of Language (CLPS 0050G).
Interested students must register for CLPS 0050G.

LING 0330. The Grammar of English (CLPS 0330).
Interested students must register for CLPS 0330.

LING 0800. Language and the Mind (CLPS 0800).
Interested students must register for CLPS 0800.

LING 0810. The Biology and Evolution of Language (CLPS 0810).
Interested students must register for CLPS 0810.

LING 1310. Introduction to Phonological Theory (CLPS 1310).
Interested students must register for CLPS 1310.
LING 1320. The Production, Perception, and Analysis of Speech (CLPS 1320). Interested students must register for CLPS 1320.

LING 1330. Introduction to Syntax (CLPS 1330). Interested students must register for CLPS 1330.

LING 1332. Issues in Syntactic Theory (CLPS 1332). Interested students must register for CLPS 1332.

LING 1340. Introduction to Semantics (CLPS 1340). Interested students must register for CLPS 1340.

LING 1341. Lexical Semantics (CLPS 1341). Interested students must register for CLPS 1341.

LING 1342. Formal Semantics (CLPS 1342). Interested students must register for CLPS 1342.

LING 1350. Introduction to Mathematical Linguistics (CLPS 1350). Interested students must register for CLPS 1350.

LING 1360. Introduction to corpus linguistics (CLPS 1360). Interested students must register for CLPS 1360.

LING 1370. Introduction to Pragmatics (CLPS 1370). Interested students must register for CLPS 1370.

LING 1381. Topics in Phonetics and Phonology: Intonal Phonology (CLPS 1381). Interested students must register for CLPS 1381.

LING 1383A. The Boundary of Semantics and Pragmatics (CLPS 1383A). Interested students must register for CLPS 1383A.

LING 1385. Topics in Language Acquisition (CLPS 1385). Interested students must register for CLPS 1385.

LING 1387. Topics in Neurolinguistics (CLPS 1387). Interested students must register for CLPS 1387.

LING 1389. Topics in Language Processing (CLPS 1389). Interested students must register for CLPS 1389.

LING 1650. Child Language Acquisition (CLPS 1650). Interested students must register for CLPS 1650.

LING 1800. Language Processing (CLPS 1800). Interested students must register for CLPS 1800.

LING 1810. Syntactic Theory and Syntactic Processing (CLPS 1810). Interested students must register for CLPS 1810.

LING 1820. Language and the Brain (CLPS 1820). Interested students must register for CLPS 1820.

LING 1821. Neuroimaging and Language (CLPS 1821). Interested students must register for CLPS 1821.

LING 1822. Subcortical Brain Bases of Language and Thought (CLPS 1822). Interested students must register for CLPS 1822.

LING 1880A. Speech Prosody (CLPS 1880A). Interested students must register for CLPS 1880A.

LING 1890. Laboratory in Psycholinguistics (CLPS 1890). Interested students must register for CLPS 1890.


Cogut Center for the Humanities

Director
Amanda S. Anderson

Brown University has long offered a unique focus and quality in the humanities, combining the preservation of knowledge with a spirit of innovation and adventure. The humanities today include ever-vital traditional disciplines such as history, philosophy, language and literary studies, and religious studies. They also include the newer disciplines of art history, musicology, the interpretive dimensions of social sciences such as anthropology and political science, and more recently, interdisciplinary initiatives such as media studies and gender and sexuality studies.

Named for Craig M. Cogut ’75 and Deborah Cogut in recognition of their generous support, the Cogut Center for the Humanities was launched in the fall of 2003 as the Brown Humanities Center to support collaborative research among scholars in the humanities. Today, through its fellowship, grant, and distinguished visitors programs, and regularly scheduled events, the Cogut Center strives to:

- Foster innovative work in the humanities and related disciplines
- Sustain and nurture international perspectives at Brown in an era of increasing globalization
- Explore the history and effects of the rapid growth of technologies of information and visualization
- Examine the public role of the humanities in the context of recent challenges and pressures
- Enrich relations between the humanities and the studio and performing arts
- Investigate the re-emergence of pressing issues of ethics and aesthetics
- Reinvigorate the concept of critique and the role of critical theory in the humanities

The Cogut Center is poised to build on the strengths of Brown University at a moment of unique institutional distinction and growth, and at a time of particular national and global urgency. The Cogut Center is providing multiple programs to bring Brown faculty and students into regular and innovative contact with each other, as well as with national and international scholars and scholarship. In fulfilling its mission to the University and to the field of humanities, the Cogut Center supports and enhances Brown’s stellar reputation in the humanities.

For additional information please visit the Center’s website at: http://www.brown.edu/Departments/Humanities_Center/

Courses


HMAN 1970A. Religion, Secularization, and the International. For the past several decades (but especially since 2001), internationalists have been increasingly preoccupied by the perceived “return of religion.” Religion is often proclaimed to pose the single greatest threat to a liberal legal/political order and, less often, to be the greatest hope for that order. We will explore genealogies of the three key terms at stake in this conundrum – “religion,” “secularization,” and “the international.” We begin from the proposition that none of these terms refer to ahistorical essences, but have been subject to continual theoretical/practical contestation/reconfiguration. We focus on that contestation as it has emerged in "modernity.” Enrollment limited to 20 juniors, seniors, and graduate students.

HMAN 1970B. The Question of the Animal. This course is built around the question of the animal as a difficulty posed to representation and thought at a time when animals have largely disappeared from humans’ living environment, but proliferate as strange protagonists, specters or figures of ambiguity in literature and philosophy. We will consider a range of texts and films that “cast” the animal critically, that is, as a body that strains or scrambles meaning (interruption, irony, illegibility, haunting) and forces us to reconsider the work of language and narrative (indeed, of the "human"). Authors include Kafka, Coetzee, Hofmannsthal, Kofman, Chevillard, Darrieussecq, Derrida, Agamben, de Fontenay, Herzog. Enrollment limited to 20 juniors and seniors.
This course introduces students to the 19th/early 20th century Arab thought - the "Nahada" (Arab Renaissance). Through primary and secondary English texts, we will explore questions raised by thinkers of this epoch pertaining to perceived civilizational crisis, and examine the diagnoses/proposals offered by them. The course underlines the changes and continuities in these concerns under the impact of dramatic socio-political events of the epoch. We will discuss the strengths/weaknesses of "Nahada" thought that continues to inform/preoccupy contemporary Arab debates on culture, democracy, gender and Islam. We will examine the significance of this legacy in today's Arab world. Enrollment limited to 20 juniors and seniors.

From antiquity to our day, therapeutic landscapes such as: mineral and thermal springs; shrines and churches built at sacred springs; volcanic ash mud baths; rocky landscapes emitting odorous gasses; and ponds filled with medicinal leeches, attract health pilgrims who search for healing. Storytelling transformed these into places of memory and pilgrimage. This seminar investigates places of bodily healing and miracle from a cultural studies perspective. The case studies will be drawn from the Mediterranean world and Western Asia (including Lourdes in France, Hierapolis in Southeastern Turkey and the Agiasma churches of Byzantine Istanbul). Enrollment limited to 20 juniors and seniors.

HM AN 1970E. The Precarious University.
The intensification of student protest-occupy movements across the country particularly in California, and the proliferation the OWS movements across the world have rejuvenated social movements against cutbacks for the people and kickbacks for the wealthy. In this seminar, we will address the epistemic shifts and intellectual costs of these ongoing upheavals, particularly the fight against the U.S. university's neoliberalization. We will imagine the kind of progressive university that is sustainable for the arts and humanities, and how the precarious work of artists and humanists are fundamental to 21st century global universities. Enrollment limited to 20 juniors and seniors.

HM AN 1970F. Pain in Polish and Russian Twentieth-Century Literature.
Does pain and reflection on pain teach us something about ourselves, the world, our relation to it? This seminar approaches the question by examining the meaning of pain in Russian/Polish literature/literary theory of the 20th century. Our concern is with pain's resistance to language and representation. The works analyzed offer a variety of responses to problem of pain as it appears in theology, experimental medicine, discussions of materialism, the philosophy of Schopenhauer, and above all, the giants of Russian literature, Dostoevsky and Tolstoy, in whom these debates are dramatized; they also form the ground on which Russian and Polish literature meet. Enrollment limited to 20 juniors and seniors.

HM AN 1970G. International Perspectives on NGOs, Public Health, and Health Care Inequalities.
Non-governmental and other non-state organizations play an expanding role in the provision of health care across much of the globe. Growth and internationalization of the non-governmental sector, contraction of post-socialist and advanced industrial welfare states, and sub-contracting of state-funded services have all contributed. The seminar focuses on this expansion, critically assessing texts on NGOs and health and drawing comprehensively from sources across disciplinary and interdisciplinary boundaries. We will address issues of human welfare, political citizenship and identity, replacement and displacement of states, new forms of health care inequalities, and the self-concepts, missions, and roles of non-profit sector workers around the globe. Enrollment limited to 20 juniors and seniors.

HM AN 1970H. Specters of Comparison.
Comparison, which posits a likeness between the dissimilar, is always profoundly haunted by the question of its ground and judgment. This seminar will examine the comparative logic of capitalist modernity in the works of Marx, Weber, Adorno and Horkheimer, Foucault, Heidegger, and Benjamin. We will ask the following questions: How is equivalence established between nonequivalent objects? How are actual social relations quantified and measured, and is there an ethics to modern forms of comparability? How does language reflect and produce these operations? Or, to put it differently: What are the forms through which difference "haunts" us? We will pay special attention to figures of the double and the ghost in Hoffmann and Freud. Other topics to be covered include rationalization and the disenchantment of the world, the modern uncanny, "mediarinas," colonial comparison, and the ethics of incommensurability.

What happens when a particular 'orthodoxy' becomes able to impose itself on others? This course examines the imposition of post-Constantinian catholicism on Jews, Samaritans, other Christians (Arians, Miaphysites, etc.) and the remaining ancient Mediterranean populace (4th-7th centuries) to consider a larger cultural phenomenon. We'll draw on ancient authors and legal sources (in translation), archaeological data, and contemporary studies. Half the course entails communal exploration of the late antique Mediterranean. Student research presentations, including studies of comparable situations from other cultural and historical contexts, comprise the second half. Useful prior coursework includes: RELS 400, RELS 410, CLAS 600, CLAS 660, CLAS 1320. Enrollment limited to 20 juniors and seniors.

Why do we take pleasure in small-scale objects? What is their history and what purposes do they serve? How do the technology and the aesthetics of the small contribute to human cognition? To find answers to these and other questions, the seminar explores the cultural, literary and cognitive significance of miniatures. We will explore productive relationships between three areas of research: imaginative texts produced during the eighteenth century, the period's prolific but insufficiently studied production of small-scale versions of everyday objects, and recent developments in cognitive theory about the role of size-perception in the developing brain. Enrollment limited to 20 juniors and seniors.

In an arguably "post-secular" age, conflicts over the relationship between religion and law have moved to the forefront of international debate. In our multicultural/globalized world, such conflicts often provoke contestation over the very possibility of universal definitions of either "religion" or "law," let alone their proper relationship. Our interdisciplinary inquiries on these questions will include concrete legal disputes in domestic/international courts; theoretical debates over the construction of "religion" in fields such as anthropology, religious studies, and philosophy; historiographical controversies about the relationship between "secularization" and sovereignty, particularly in light of the legacy of colonialism. Limited to juniors, seniors, and graduate students. WRIT

Modern aesthetics emerged in the eighteenth century at the intersection of different disciplines, discourses, cultures, and European nations. Contributors to the new field came not only from academic philosophy but also from the arts, literature, history, theology, and other fields. Aesthetics was thus and remains primary among interdisciplinary disciplines. Readings for this course will be drawn from British, German, and French authors such as Shaftesbury, Du Bos, Addison, Hutcheson, Hume, Burke, Kames, Diderot, Mendelssohn, Lessing, Kant, Schiller, and Herder. Enrollment limited to 25 juniors and seniors.
Wittgenstein, Foucault, Derrida, and Deleuze), intellectual historians formed/displayed/performed, when do we need them/can we do without rules and analyzing them comparatively, we shall ask how concepts are change across genres, media, and discursive regimes. Looking for these

Concepts are usually thought of as cognitive tools, constituents of thought

HUMAN 1970Q. Working (on) Concepts in the Humanities. Concepts are usually thought of as cognitive tools, constituents of thought used for categorization/inference/memory/learning/decision-making. We shall think about them as effects of a language game whose rules change across genres, media, and discursive regimes. Looking for these rules and analyzing them comparatively, we shall ask how concepts are formed/displayed/performed, when do we need them/can we do without them. We shall read philosophers (Plato, Descartes, Kant, Heidegger, Wittgenstein, Foucault, Derrida, and Deleuze), intellectual historians (Koselleck, Skinner), literary works (Kleist, Kafka, Musil), and look at some conceptual art. Advanced juniors, seniors and graduate students welcome. Enrollment limited to 20.

HUMAN 1970M. Living in End Times. Doomsday predictions/apocalyptic themes have become commonplace. Between "End of History" theses/Mayan Calendar predictions/posthumanist theories/the Rapture, and environmental/financial collapse, it seems we are living in what many believe to be End Times. This course will examine some principal clusters of ideas around finitude; posthumanism/singularity; environmental collapse, patriot survivalism, and post-politics. We will look at a number of cultural products: traditional fiction/non-fiction, blogs/podcasts/films. It will be less important to establish whether the Mayan calendar calculations are accurate than seeing the connections between those claims and the claims of survivalists/Rapture theorists. Taken together, what do all these claims say about this moment in history? Enrollment limited to 25.

HUMAN 1970N. The Israeli-Palestinian Conflict in the Global Scene. Dominant narratives of Israeli/Palestinian conflict obscure influential forces taking place outside the boundaries of Israel/Palestine, stories we believe are unique/historically peculiar. We will see how groups have been inspired by/have inspired both peoples' struggles for survival/self-determination. We examine case studies revealing connectivity/reciprocity: Zionism's inspiration for Garvey's-U.S.-back-to-Africa movement; adoption of Fanonian/Maoist/Guevarian thought in Middle East; Black Panther Party's support for Palestinians/their endorsement of an Israeli Black Panther Party in the 1970s; South Africa/Latin America's economic military ties to Israel; Palestinian call for international Boycott Divestment Sanctions; and examine how struggles for self-determination negotiate between territorialboundedly independence/globally networked liberation, in the region/beyond. Enrollment limited to 20 juniors and seniors.

HUMAN 1970O. Autonomy and Globalization. Many of today's dissident movements adopt leaderless/self-managed practices presenting us with radically different notions of what it means to self-determine. We will situate these movements within historical struggles for autonomy. By "autonomy" we understand the quality or state of being self-governing/self-determining. By "self," we understand not the self-originating/self-determining/rational individual constructed by Enlightenment liberal humanism, but rather, a diversity of self-defined collectivities made up of social individuals. We will consider runaway slave societies (Western Hemisphere), Operaismo (Italy), Zapatistas (Mexico), Tahrir Square's protesters (Egypt), Occupy Movement (US), Shackdwellers (South Africa), refugee/migrant movements. Readings include Marx/ Céline/Linebaugh/Rediker/Negri/Tronti/Virno/Berardi/ Holloway/others, and documents from movements we engage. Enrollment limited to 20 juniors and seniors.

HUMAN 1970P. Pragmatism, Religion, and Politics. Pragmatism is a distinctive American school of thought that sees the goal of philosophy not as the apprehension of timeless truths but as a practical project of bettering individual lives and society as a whole. Pragmatists such as William James and John Dewey were devoted to deepening America's commitment to democracy. Both saw an important place for enlightenment liberal humanism, but rather, a diversity of self-defined collectivities made up of social individuals. We will consider runaway slave societies (Western Hemisphere), Operaismo (Italy), Zapatistas (Mexico), Tahrir Square's protesters (Egypt), Occupy Movement (US), Shackdwellers (South Africa), refugee/migrant movements. Readings include Marx/ Céline/Linebaugh/Rediker/Negri/Tronti/Virno/Berardi/ Holloway/others, and documents from movements we engage. Enrollment limited to 20 juniors and seniors.

HUMAN 1970Q. Working (on) Concepts in the Humanities. Concepts are usually thought of as cognitive tools, constituents of thought used for categorization/inference/memory/learning/decision-making. We shall think about them as effects of a language game whose rules change across genres, media, and discursive regimes. Looking for these rules and analyzing them comparatively, we shall ask how concepts are formed/displayed/performed, when do we need them/can we do without them. We shall read philosophers (Plato, Descartes, Kant, Heidegger, Wittgenstein, Foucault, Derrida, and Deleuze), intellectual historians (Koselleck, Skinner), literary works (Kleist, Kafka, Musil), and look at some conceptual art. Advanced juniors, seniors and graduate students welcome. Enrollment limited to 20.

HUMAN 1970R. Literature and the Arts in Today's Cuba. Cuba today is home to writers, musicians and artists who engage with new media and a global audience against the backdrop of a socialist revolution. This seminar will explore esthetic and political dimensions of contemporary Cuban culture with authors who will speak to us directly through a video link with Casa de las Américas in Havana. Knowledge of Spanish required.

HUMAN 1970S. Ethics and the Humanities. This seminar will engage with ethical issues in a broad range of humanities disciplines. We will survey historical and thematic perspectives on ethics, and will consider the ethical implications of authorship and possession of texts and objects; translation as an ethical problem; data and open access; the perspective of the human subject; public humanities, public intellectuals and community-based research; and ethical issues in popular culture. Enrollment limited to 20. Not open to first year students or sophomores.

HUMAN 1970T. Music, New Media, and Virtual Performance. We'll investigate how new media technologies shape musical practices (and vice versa). Topics will include DJ cultures, digital music distribution and related intellectual property issues, digital gameplay, music videos, popular music reception, online music lessons, and virtual communities. We'll give equal attention to production, circulation, and reception practices, as well as to their increasing convergence. Readings will include both contemporary and historical studies. The course will require critical engagement with a diverse range of media, genres, and cultural contexts, encouraging students to examine their own media production and consumption practices. Enrollment limited to 20. Not open to first year students or sophomores.

HUMAN 1970V. Pragmatic Medical Humanities. The question, "What is medical humanities?" has flummoxed the experts who ardently argue for its importance to medical education and the professional and personal growth of health care providers. The interdisciplinary nature of medical humanities, engaging in conversations with persons who possess different expertise, knowledge and approaches, provides opportunities for insight unavailable elsewhere. Students will investigate alternative meanings, interpretations and purposes embedded in the term "medical humanities." They will develop their own personal relationship to this term/field of study, and its utility as a tool for understanding and responding to the profound experiences of clinical medicine, illness and health. Enrollment limited to 20. Not open to first year students or sophomores. This is a half-credit course.

HUMAN 1970W. Medicine and Colonialism in the Atlantic World: A View from the South. This seminar examines the role of disease, medicine, and health in the history of the Atlantic World. Our analysis will be centered on events that took place in Latin America, the Caribbean, and Sub-Saharan Africa, during the era of European colonial expansion (1490-1940). In these four and a half centuries, the West became the dominant force in global geopolitics and Western medicine emerged as the hegemonic form of healing worldwide. This seminar explores the complex relationship between these two historical developments. Enrollment limited to 20. Not open to first year students or sophomores.

HUMAN 1970Y. Politics and Authority in Islamic Law and Society. Few courses offer insight into the genesis of Islamic political theory in light of the social and historical circumstances of the medieval period. This seminar seeks to address major trends in political thought of classical Islam. In addition to reading secondary scholarship on social and political aspects of early Muslim society, we will also examine primary sources in translation (Prolegomenon, Book of Ordinances); literary genres, including official state epistles from the medieval period; and the work of Ibn Taymiyya. Finally we will address issues of authority, ethics and gender in contemporary analyses. Enrollment limited to 20. Not open to first year students or sophomores.
This course is designed to introduce students to major topics in the developing historical literature on the relationships between intellectual and economic history, and their implications for European culture, mainly in the first two centuries after Columbus and Da Gama. Enrollment limited to 20 juniors and seniors.

We will take as our starting-point Walter Benjamin’s notes for his unfinished masterwork “The Arcades Project.” The Passagenwerke comprise a massive index of citations/observations on the nature/form of the city of Paris in every aspect of its cultural/political life in the 19th/20th centuries. We will read works from which he culled his aphorisms/ investigate the present status of each of his assertions/citations, with historical/contemporary readings. We will discuss the nature of historical/archival interpretation and try to bring together artifacts – textual/visual/sensorial - that might constitute a “Museum” of 19th Century Paris. Taught by Prof. Anthony Vidler. Graduate students encouraged to register. Enrollment limited to 20.

This course will support/enhance Brown’s tradition in the Humanities by sharpening the focus on interdisciplinary/comparative work across cultural/linguistic boundaries. Can science/technology/medicine foster the presentation of innovative work in humanities by bringing 3D to New Media? Why do some cultural values dictate genres typically produced in 3D? What were the origins of 3D motion pictures/how might new technologies affect the distribution/visualization of 3D projects? How can 3D enrich relations between humanities and studio/performing arts? We provide Brown students with an opportunity to establish a foundation for analyzing/telling stories using stereoscopic tools, and receive basic technical experience using 3D small-format video equipment.

HMAN 1971E. Cross-Cultural Approaches to Death and Dying.
Despite the universality of death, human responses are incredibly varied. This course situates biological, medical, and psychological conceptions of death and dying in conversation with the religious and ethical perspectives that have also informed human responses to death and dying in cultural contexts. This course—a team-taught by a psychologist, a scholar of religion, and two end-of-life care physicians—facilitates a more informed understanding of death-related cultural practices and a more skilled response to death-related decisions arising in the practice of medicine and in life. Limited to 20 students in Medical Humanities and graduate Humanities fields. Honors undergraduates and PLMEs may enroll with permission.

HMAN 1971K. Varieties of Secularism (RELS 1746).
Interested students must register for RELS 1746.

Interested students must register for SCSO 1701C.

HMAN 1971S. Introduction to iPhone/iPad Moviemaking Using 3-D and 4K Comparisons.
Mobile Devices are democratizing movie-making by lowering barriers to entry, enabling students to become full-fledged members of the film industry virtually overnight. This pioneering course provides the basic tools for students to create and distribute no- and low-budget live-action motion pictures with professional production values utilizing only their personal smartphones. Students will acquire the skills to plan, capture and edit short motion pictures through hands-on instruction and experimentation with low-cost accessories, including selfie-sticks, lens adapters, directional microphones and iPhone apps like Filmic Pro, Vizzywig and iMovie. Limited to junior, senior and graduate students.

HMAN 1971T. Law, Nationalism, and Colonialism.
This seminar explores the internationalism of the past century in terms of its relationship to separatist nationalism, anti-colonialism, and religious radicalism. It takes as its point of departure the dramatic political, cultural, and intellectual transformations that followed in the wake of World War I. A guiding hypothesis of the seminar is that internationalism cannot be understood apart from its complex relationship to “identity” broadly conceived – identity of local/transnational groups as well as the identity of internationalists themselves. Readings will be drawn from law/cultural studies/politics/postcolonial theory. Enrollment limited to 20. WRIT

In the 12th and 13th centuries, new ways of approaching Judaism sprung up in France and Spain that would come to be known as “kabbalah.” New approaches included aspirations for mystical illumination, elaborate mythological narratives, and human history. Kabbalists radically and self-consciously departed from conventional understandings of Judaism, particularly those of medieval Aristotelian philosophers like Maimonides. They claimed to find their mythological, mystical worldviews in traditional texts, from the Bible through rabbinic writings. This course introduces students to kabbalah’s founding period, focuses on primary texts in translation, especially the Zohar, the magnum opus of classical kabbalah. No prior background necessary. WRIT

Interested students must register for EDUC 1035.

HMAN 1971X. The Southern Question and the Colonial Mediterranean (ITAL 1400P).
Interested students must register for ITAL 1400P.

Interested students must register for COLT 1610R.

HMAN 1971Z. Cannibalism, Inversion, and Hybridity: Creative Disobedience in the Americas (HIAA 1870).
Interested students must register for HIAA 1870.

HMAN 1972A. Landscape and Japanese Cinema (MCM 1504X).
Interested students must register for MCM 1504X.

Interested students must register for ANTH 1556.

The study of nature has developed together with the representation of flora and fauna in Europe and the Americas. After the encounter, visual thinking remained an integral part of how knowledge was negotiated between different communities on both sides of the Atlantic—as several scientific expeditions involving artists confirm. This course, which includes field trips to museums and collections, examines connections between knowing and making, ranging from the tradition of pre-Columbian writer-painters to contemporary Latin American artist collectives. We will investigate the entangled histories of art and science as seen through the artistic productions inspired by the exuberant American land.

HMAN 1972D. Art of Criticism (ENGL 1901F).
Interested students must register for ENGL 1901F.

HMAN 1972E. Designers as Transnational Experts.
Recent global humanitarian design initiatives like Brown and RISD’s own “Design for a Better World” have roots in 20th and 19th–century transformations in the scope of design practice and in the global political and economic landscape. It was during this period that architects like Jane Drew and Constantinos Doxiadis, funded by institutions like the UN and Ford Foundation, became international consultants moving from place to place through a variety of networks. This shift rescued design by re-establishing its social project. This seminar places such design practices in historical context and follows this shift to the present. Juniors, seniors, graduate students only.
Inspiring science, art, and conservation, traded as resources, kept as hunters or pets, and eaten as meat, birds provide an excellent avenue into animal studies. This course will provide grounding in the emerging field of critical animal studies by surveying how we know and interact with one diverse and charismatic class of animals: the Aves. We will explore birds channeled through literature, visual arts, ornithology, behavioral sciences, musicology, history, ethnography, and the history of science. In addition to reading and discussion, we also will experience the birds around us through a five-part indoor and outdoor “laboratory” dedicated to bird-watching skills.

The title of this course alludes to Friedrich Nietzsche’s “eternal return of the same,” which he famously called “the highest formula of affirmation,” and which later philosophers and thinkers, such as Pierre Klosowski and Martin Heidegger, would repeatedly return to. Yet Nietzsche’s discovery is not new, for it reflects, too, the thinking of the professional revolutionary, Louis-Auguste Blanqui, the returns of commodity production in high capitalism, and the poetic figurations of the big city found in nineteenth-century writers such as Charles Baudelaire. In this course, we will examine the problem of returns—temporal, political, economic, and poetic—in modernity.

HMAN 1972I. Me, Myself, and I: Exploring Senses of Self from a Multidisciplinary Perspective.
Human beings have long puzzled over how precisely to conceptualize and understand what it is we are. Questions about the nature of the self have informed the speculations of philosophy, the soteriologies of religion, the trajectories of self-cultivation in contemplative traditions, and the therapeutics of psychology. Recently, cognitive science and phenomenology have attempted to correlate abstract concepts about the self with lived experience, emphasizing how various senses of self give rise to our self-concepts. Through this course, students will engage with conceptions of self that we often take for granted by studying senses of self from multidisciplinary and cross-cultural perspectives.

HMAN 2970A. Accounting for Silence: Anthropology of Law and Narrativity.
Explores the role of law in redressing the past, specifically in cases of postwar compensation for the Second World War. We look at the convergence of two processes, the breaking of long-held silence by victims through various forms of testimony inside and outside the courtroom, and the legal process of redress. Cases for this course arise primarily from the Japanese use of wartime slave labor in East Asia. Since the 1990s, large number of Chinese and Korean war victims, such as former forced laborers and the so-called “comfort women” to name but a few, have filed lawsuits against the Japanese government and corporations. In the process, they give voice to their long silenced, traumatic experiences. Through anthropological approaches to law and testimonial practices, we shall examine such questions as: what kind of legal space is created through compensation lawsuits; what kind of “performance” is produced both inside and outside the courtroom; what kinds of power dynamics underlie the recounting of testimony; and, what does it mean to account for silence in pursuit of the politics of redress? Even though the course draws examples primarily from East Asia, students are encouraged to pursue their own choice of cases elsewhere in their final paper project. Limited to 20 graduate students.

HMAN 2970C. Concepts of Space and Time in Media Discourses.
No description available. Enrollment limited to 20 graduate students.

HMAN 2970D. Biological Issues in Cultural Theory.
Contemporary culture is increasingly preoccupied by biological themes and issues—genomes, brain images, biotechnology, the natural environment, etc.—and, not unrelatedly, by a wave of new biological determinisms: “gay genes,” “God genes,” mental “hardwiring,” etc. At the same time, ongoing work in fields such as developmental biology, ethology, neuroscience and science studies increasingly challenges classic dualisms of nature/culture and mind/body along with traditional assumptions about the nature of biological entities and the operations of scientific knowledge. The seminar will focus on a selection of these issues and developments especially relevant to the interests of humanities scholars and students of culture and cultural theory. Enrollment limited to 20 graduate students.

HMAN 2970E. Pain, Medicine and Society.
We take on the big question of pain as an interdisciplinary enterprise, drawing on the rich and varied faculty of Brown University and Alpert Medical School. We will examine acute/chronic/physical/psychic pain, the nature of suffering, and why some might find value/solace in pain and suffering. We will examine representations of pain in literature, art and music; look at the shifting conceptions of pain and suffering across cultural/ethnic/religious communities, and the actual/perceived barriers to effective treatment of pain. Most importantly, we will foster sensitivity and impart tools that will improve our understanding and treatment of individuals suffering from pain. Enrollment limited to 20 students in Medical Humanities and graduate Humanities fields. Honors undergraduates and PLMEs may enroll with instructor permission.

HMAN 2970F. Law, Nationalism, and Colonialism.
This seminar explores the internationalism of the past century in terms of its relationship to separatist nationalism, anti-colonialism, and religious radicalism. It takes as its point of departure the dramatic political, cultural, and intellectual transformations that followed in the wake of World War I. A guiding hypothesis of the seminar is that internationalism cannot be understood apart from its complex relationship to “identity” broadly conceived — identity of local/transnational groups as well as the identity of internationalists themselves. Readings will be drawn from law/cultural studies/politics/postcolonial theory. Enrollment limited to 20 graduate students. Advanced juniors/seniors by permission only.

HMAN 2970G. Space and Capital.
This course examines various ways Western/non-Western societies have conceptualized space, with a specific focus on the tension between capitalism/common space. We adopt the map as a lens into this question, focusing on the cadastral survey’s rise in the Modern era and on its role in parceling space into strictly bounded, individual property. Throughout the semester, we undergo an inquiry into the map’s uncritical reception in the contemporary era, understanding this development as linked to the Scientific Revolution; the role of linear perspective; the Age of Discovery’s world-as-picture; as well as to the processes of primitive accumulation, colonialism, and the nation-state. Enrollment limited to 20.

HMAN 2970L. History and Theory of Catastrophes.
This seminar proposes a philosophical history of catastrophes (large-scale disasters) and uses it as a vantage point for questioning contemporary critiques of modernity/secularization. Starting from Biblical narratives of God-made disasters, we will follow God’s role in the way north-western societies interpret/cope with catastrophes. Reading/viewing documentation of catastrophes from Defoe’s Journal of the Plague Year to Cooper’s/ Block’s/Spike Lee’s reports on Hurricane Katrina, we will examine the emergence of the state as a major actor responsible for preparing for catastrophes/mitigating their effects, but often also for their generation, and discuss the globalization of catastrophes and with catastrophes as special sites of globalization. Enrollment limited to 20.
Comparative Literature Concentration Requirements

The concentration in Comparative Literature enables students to study literature in cross-cultural perspectives. The aim of the program is to encourage students to study a varied and illustrative range of literary topics rather than the total development of a single literary tradition. True to the spirit of Brown’s New Curriculum, a concentration in Comparative Literature affords great academic freedom. For example: advanced courses in any literature department at Brown count for concentration credit; although English is commonly one of the languages that students apply to their Comparative Literature studies, basically any language—ancient or modern—supported at Brown may form part of a Comparative Literature concentration program. In essence, concentrators study a generous range of literary works—from Western cultures, both ancient and modern, to Chinese, Japanese, and Arabic—and develop a focused critical understanding of how cultures differ from one another. Comparative Literature differs from other literature concentrations largely through its international focus and its broad-gauged view of art and culture in which the study of languages is combined with the analysis of literature and literary theory. All students take a course in literary theory and have the opportunity to complete a senior essay.

Please contact Professor Stephanie Merrim (stephanie_merrim@brown.edu), the Director of Undergraduate Studies, with questions.

There are three concentration tracks in Comparative Literature, as follows:

Track 1: Concentration in Comparative Literature with two languages
- Complete prerequisites(s) for taking 1000-level courses in your two languages by Semester V (students working in non-European languages may be allowed more latitude; be sure to consult a concentration advisor about constructing an individualized plan).
- Comparative Literature 1210, Introduction to the Theory of Literature.
- TEN advanced literature courses (generally 1000-level courses), including Comparative Literature 1210 and:
  a. At least TWO courses in the literature of each of your languages, and the remainder drawn chiefly from among the offerings of Comparative Literature and English, and other national literature departments.
  b. ONE COURSE chiefly devoted to EACH of the three major literary genres: poetry, drama and narrative.
  c. ONE literature course chiefly devoted to EACH OF THREE of the following five historical periods:
     • Antiquity
     • Middle Ages
     • Renaissance/Early Modern
     • Enlightenment
     • Modern. Please note that the 19th, 20th, and 21st centuries count as one period, the Modern Period.

Track 2: Concentration in Comparative Literature with three languages
- Complete prerequisites(s) for taking 1000-level courses in your two languages by Semester V (students working in non-European languages may be allowed more latitude; be sure to consult a concentration advisor about constructing an individualized plan).
- Complete the same requirement for your third language before Semester VII (the above proviso for students working in non-European languages also holds here).
- Comparative Literature 1210, Introduction to the Theory of Literature.
- TEN advanced literature courses (generally 1000-level courses), including Comparative Literature 1210 and:
  a. At least TWO courses in the literature of each of your languages, and the remainder drawn chiefly from among the offerings of
Comparative Literature and English, and other national literature departments.

b. ONE COURSE chiefly devoted to EACH of the three major literary genres: poetry, drama and narrative.

c. ONE literature course chiefly devoted to EACH OF THREE of the following five historical periods:
   - Antiquity
   - Middle Ages
   - Renaissance/Early Modern
   - Enlightenment
   - Modern. Please note that the 19th, 20th, and 21st centuries count as one period, the Modern Period.

Track 3: Concentration in Literary Translation

- Complete prerequisites(s) for taking 1000-level courses in your two languages by Semester V (students working in non-European languages may be allowed more latitude; be sure to consult a concentration advisor about constructing an individualized plan).
- Comparative Literature 1210, Introduction to the Theory of Literature.
- Comparative Literature 1710 (Comparative Literature 2720 strongly urged).
- ONE course or MORE in Linguistics, drawn from among these courses: Cognitive, Linguistic and Psychological Sciences 0410, Anthropology 0800, English 1210, Hispanic Studies 1210 or an acceptable substitute.
- FIVE or SIX advanced literature courses (generally 1000-level courses), including Comparative Literature 1210 and:
  a. At least TWO courses in the literature of each of your languages, and the remainder drawn chiefly from among the offerings of Comparative Literature and English, and other national literature departments.
  b. ONE COURSE chiefly devoted to EACH of the three major literary genres: poetry, drama and narrative.
  c. ONE literature course chiefly devoted to EACH OF THREE of the following five historical periods:
     - Antiquity
     - Middle Ages
     - Renaissance/Early Modern
     - Enlightenment
     - Modern. Please note that the 19th, 20th, and 21st centuries count as one period, the Modern Period.
- TWO workshops or MORE in Creative Writing
- A senior project to consist of:
  A substantial work in translation (length will vary depending upon language and genre);
  A critical introduction outlining the method used and specific problems encountered, and commenting on the history of the original work together with other translations, if any. For thesis, the student may register for COLT 1900, which will be taken in addition to the ten required courses listed above. Successful completion of the thesis constitutes Honors. (See Guidelines for Honors Theses).

For additional information, please visit the Comparative Literature website (http://www.brown.edu/Departments/Comparative_Literature/) or see the Director of Undergraduate Studies, Professor Stephanie Merrim.

Courses

COLT 0510A. Best-sellers.
Study of seven novels published within the last decade that have enjoyed broad success with reading publics in different places. What pleasures of thought and imagination do we derive from these books, and how can we express clearly our responses? What is the appeal of these best-sellers first to their home audience, then to readers in other social environments and cultures? How may we reshape our own horizons of thought in order to appreciate them? Students will be encouraged to develop their skills of literary analysis, interpretation, and critical discussion. Two lectures and one discussion section per week. Several short papers, quizzes, and a final exam.

COLT 0510B. Caribbean Re-writes.
Through close readings of canonical European texts and rewritings of them in the twentieth-century Caribbean, we explore the literary possibilities and political implications of writing the old in a new language. Readings include Columbus's diaries alongside Carpenter's The Harp and the Shadow (Cuba); Shakespeare's Tempest with that of Aimé Césaire (Martinique); and Jane Eyre and Wuthering Heights alongside novels by Jean Rhys (Dominica) and Maryse Condé (Guadeloupe).

COLT 0510C. The World of Lyric Poetry.
Lyric poetry is the prime mode for conveying emotion in many cultures, from ancient times to the present day. This course will survey the variety of forms and themes from the earliest texts from Greece, Rome, China, and Japan, then the glories of the Renaissance and the Tang Dynasty, then move to the challenges for lyric expression in the modern world. Enrollment limited to 20 first year students. FYS

COLT 0510D. Poetry and Music.
Explores the collaboration between poets and composers in the twentieth century. It will primarily focus on Modern Greek composers (Hadjidakis, Theodorakis, Lagios and others) and their collaboration with numerous poets (Garcia Lorca, Gatsos, Eliard, Elytis, Neruda, RitsoS and others). These works will also be examined in depth from a literary and theoretical perspective. Enrollment limited to 20 first year students. FYS LILE

COLT 0510F. Che Guevara, The Man and the Myths.
We will read Guevara's political and philosophical writings alongside the literary, visual and filmic representations that have made him one of the twentieth-century's most iconic figures and a symbol for vastly diverging interests. From a cultural studies perspective, we will compare the development of Guevara's theories to posthumous uses of his work and image, particularly in and in relation to present-day Cuba. Enrollment limited to 20 first year students. Instructor permission required. FYS

COLT 0510G. "The Grand Tour; or a Room with a View": Italy in the Imagination of Others.
Italy has for many decades been the place to which people traveled in order to both encounter something quite alien to their own identities and yet a place where they were supposed to find themselves, indeed to construct their proper selves. This course introduces students to some of the most important texts that describe this "grand tour." We will read texts (both literary and travelogues by Goethe, De Stael, Henry James, Hawthorne, Freud, among others, as well as view films (such as "A Room With a View") - all in order to determine the ways in which Italy "means" for the cultural imagination of Western civilization. For first year students only. FYS

COLT 0510I. Virgil and Milton.
We will read the Aeneid and Paradise Lost with interpretive patience. The study of fate, character, and poetics will be wedded to investigations of beauty, wonder, and nationhood. Enrollment limited to 20 first year students. FYS

COLT 0510K. The 1001 Nights.
Explores the origins, performance, reception, adaptation, and translation of the 1001 Nights, one of the most beloved and influential story collections in world literature. We will spend the semester in the company of genies, princes, liars, slaves, mass murderers, orientalists, and Walt Disney, and will consider the Nights in the context of its various literary, artistic, and cinematic afterlives.
COLT 0510L. What is Tragedy?
Introduction to tragedy. Readings may include Sophocles, Shakespeare, Hegel, Chekhov, Chan-wook Park, and Jia Zhangke. Enrollment limited to 20 first year students. FYS

COLT 0510M. Early Modern Selves: From Soliloquy to Self-Portrait.
We will study the early modern self through its manifestation in the soliloquy (Shakespeare), philosophical treatise (Descartes), early modern poetry, and self-portraiture (Rembrandt). After examining Hamlet's "To be or not to be" speech and other Shakespearean soliloquies as moments in which characters represent themselves in speech, we will turn to Descartes' view of man's essence as his thinking nature. We will then read metaphysical poetry to understand the influence of religion on the early modern self. Readings include Hamlet, Richard II and III, Taming of the Shrew, Discourse on Method, Meditations, and poetry by John Donne.

COLT 0510N. Shakespeare (ENGL 0310A).
Interested students must register for ENGL 0310A.

COLT 0510O. Twentieth-Century Experiments.
In this course, we will read some of the most experimental and adventurous literature of the 20th century. Instead of understanding texts as mirrors of social reality, we will consider them as laboratories—spaces for testing out, working through, or mixing up new ideas, categories, and ways of seeing and feeling. We will pay special attention to 20th-century international avant-garde movements, including Futurism, Dadaism, and Surrealism, and we will explore the relation of the literary avant-garde to the avant-garde in painting, cinema, and music.

COLT 0610A. The Far Side of the Old World: Perspectives on Chinese Culture.
A survey of traditional Chinese culture focusing on the major literary and artistic achievements of six major periods in Chinese history, including philosophical texts, poetry, various forms of the fine arts, and vernacular fiction and drama. A broad range of primary materials will give the student greater insight and appreciation of Chinese culture in general and also provide a foundation for further study of East Asia in other disciplines.

COLT 0610C. Banned Books.
An examination of literary censorship in which we read various texts forbidden for putatively violating social, religious, and political norms in particular historical and cultural contexts. We also analyze the secondary literature surrounding the banning of these ostensibly "dangerous" texts in order to theorize questions and assumptions about the power of art and the ironies generated by these debates.

COLT 0610D. Rites of Passage.
Examines a seemingly universal theme—coming of age—by focusing on texts from disparate periods and cultures. Proposes that notions of "growing up" are profoundly inflected by issues of class, gender and race, and that the literary representation of these matters changes drastically over time. Texts from the Middle Ages to the present; authors drawn from Chrétien de Troyes, Quevedo, Prévost, Balzac, Brontë, Twain, Faulkner, Vesaas, Rhys, Satrapi and Foer. Enrollment limited to 20 first year students. FYS

COLT 0610E. Crisis and Identity in Mexico, 1519-1968.
Examines four moments of crisis/critical moments for the forging of Mexican identity: the "Conquest" as viewed from both sides, the hegemonic 17th century, the Mexican Revolution, the "Mex-hippies" of the 1960s. We especially explore how key literary, historical, and essayistic writings have dealt with Mexico's past and present, with trauma and transformation. Readings include works by Carlos Fuentes, Sor Juana Inés de la Cruz, Octavio Paz, Juan Rulfo, and on the Virgin of Guadalupe. All in English. No prerequisites. WRIT

COLT 0610G. Literature and the American Presidency.
We are accustomed to engaging the American presidency as a public office approached through the prism of government, political science, and the like. This course studies the presidency through a literary lens, focusing on four presidents and three literary genres: epistolography (J. Adams and Jefferson), biography (Washington) and literary analysis (Lincoln). We will also study on video the inaugurals and farewells of more recent presidents and, finally, examine non-traditional literary forms, such as pamphlets, songs, posters, broadsides, graphics, newspapers, magazines, and original documents from various presidential elections. WRIT LILE

COLT 0610H. Renaissance Epic.
Explores Renaissance attempts to renew, parody, and question the classical epic tradition. The study of poetics, narrative, and imagination will be wedded to investigations of beauty, wonder, and nationhood. Authors will include Aniosto, Tasso, Ercilla, Spenser, Camões, du Bartas, and Milton.

COLT 0610I. Introduction to Cultural Studies.
We live in a cultural saturated with information. The messages we register, the meanings we deduce, and the knowledge upon which we ground our actions and choices require critical examination if we are to engage as thoughtful actors in our personal and civic lives. This class will encourage students to reflect on their initial impressions of and reactions to various media and will give them critical tools to examine how formal and thematic strategies work to shape and elicit our sympathies, our desires, our fears, and our beliefs. Focusing primarily on visual and written texts drawn from popular culture—video, print, film, and Web sources—students will practice their analytical skills by evaluating these texts in classroom discussions, several short writing assignments, and one longer essay. Reading the works of several cultural theorists, students will learn to analyze persuasive argumentation through an attention to rhetorical and framing devices and to recognize and decipher visual cues, enabling them to interpret texts and images and to produce coherent critical positions of their own. This class will prepare participants for college courses that require them to process knowledge and not simply acquire information.

Examines the narrative of detection, beginning with the great dramatic whodunit (and mystery of identity) Oedipus Rex. Literary texts which follow a trail of knowledge, whether to establish a fact (who killed Laius?) or reveal an identity (who is Oedipus?) follow in Sophocles' footsteps. We read Sophocles' intellectual children. Readings include: Hamlet, The Murders in the Rue Morgue, The Woman in White, and other classic novels and plays. We also analyse seminal films of the genre, including Laura and Vertigo. Will include the twentieth-century detective story, with particular attention to women writers and the genre of the female private eye.

COLT 0610N. Being There: Bearing Witness in Modern Times (ENGL 0710F).
Interested students must register for ENGL 0710F.

COLT 0610O. The Death of the Subject in Twentieth and Twenty-first Century Literature.
Examines the condition of the subject in Western novels and plays written after 1945. Traditional markers of identity in works of literature are being eroded by globalization, split families, the invasion of science in genetics, and increased mobility. Signs of this crisis include loss of agency and individuality, various pathologies including schizophrenia, and the replacement of humans with clones. We will investigate the intricacies of the derailing of the subject and how literary form is affected in novels by Beckett, Coetzee, W. G. Sebald, Kazuo Ishiguro, Michel Houellebecq, Chuck Palahniuk, and in plays by Caryl Churchill.
COLT 0710P. Stories and Storytelling.  
An introduction to stories, how they are constructed, and how they are told. We will explore the role of storytellers in the creation of a story, the idea of “plot,” the forms that stories take, and the category of fiction itself—in essence, how and why stories are made, and made up. Our discussion will range from topics such as fictional forms, the acts of reading and of telling, the role of memory, and the invention of self, to questions of time and duration. Texts examined will be drawn from a variety of genres, periods, and cultures. FYE

COLT 0610S. Literature and Knowledge.  
What is knowledge? How do we know what we know? We will read literary texts concerned with these questions to consider how knowledge relates to power, and how deception, stupidity, and mystification force us to question what we know. Readings include Austen, Hawthorne, Melville, Flaubert, James, and Schnitzler.  

COLT 0610T. Chinese Empire and Literature.  
This course explores ancient and modern approaches to empire and imperialism, focusing on China from the Qin (221-206 BCE) establishment of unified empire through the Qing (1644-1911 CE) confrontation with the British and other European empires. Emphasis will be placed on the relation between imperial expansion and literary production, and the role of Chinese and non-Chinese literature in representing China’s multilingual and multiethnic past. Texts include China’s most famous work of historical literature, Sima Qian’s Shiji; poems, short stories, tomb sculptures, contemporary film; as well as critical essays on empire, colonization, and cross-cultural heritage.

COLT 0610U. Altered Cinema: The Cultural Politics of Film Revision (MCM 0091R).  
Interested students must register for MCM 0091R.  

COLT 0610V. Claims of Fiction (ENGL 0150X).  
Interested students must register for ENGL 0150X.

COLT 0610W. Getting Emotional: Passionate Theories (ENGL 0500Q).  
Interested students must register for ENGL 0500Q.

COLT 0610X. Convulsive Beauty: Hysteria and the Arts.  
Hysteria marks the presence of a traumatic memory that arouses wild bodily symptoms, treated psychologically by putting feeling into words. Often considered a particularly female ailment, hysteria has been read by feminist scholars as a deviant, desirous language of the female body. This course considers the boundaries of pain and pleasure, madness and lucidity, and the personal and the political.

COLT 0710A. Women’s Words: Writing in Medieval Europe and Japan.  
An introduction to women poets, dramatists, and prose writers from medieval court cultures, with an emphasis on what these authors show about their educational, social, moral/spiritual environment and civilization. What did the pen or writing brush enable them to express and achieve? How were they able to negotiate the gaps between a male classical literary language and their own vernacular speech? Readings may include works by Christine de Pizan, Dhuoda, Heloise, Hildegard of Bingen, Hrotsvitha, Julian of Norwich, Margery Kempe, Marie de France, Murasaki Shikibu, Sei Shônagon, and Trotula plus shorter texts written by both men and women. Instructor permission required. DPLL

COLT 0710C. Introduction to Scandinavian Literature.  
An introduction to major works of Scandinavian writers, painters and filmmakers over the past 150 years. Figures include Kierkegaard, Ibsen, Strindberg, Munch, Hamsun, Josephson, Södergran, Lagerkvist, Vesaas, Cronqvist, Bergman, August and Vinterberg, as well as children’s books by Astrid Lindgren and Tove Jansson. LILE

COLT 0710D. Inventing the Renaissance.  
The invention of the Renaissance as a cultural formation and as a part of the western cultural imaginary. We will consider the so-called “discovery of man,” humanism and the recovery of the classical past, the production of scriptural identity or the "bibliographic ego," courtiership, the formation of the early modern state and the discovery of the "new world" through readings of major English and continental writers of the period.

A reading of the major literary monuments, from early waka to Genji to the fiction of Oe Kenzaburô. Surveys Japanese literary production from the 8th century to the present, examining the formation of literary genres, aesthetic values, and reading habits of successive eras in the context of political, social, and cultural development. No prerequisites.

COLT 0710F. Latin America: The French Connection.  
Raises questions of intertextuality between French and Latin American literature, focusing on how each represents the other. Beginning in the late nineteenth century, questions aesthetic categories of the real, the surreal and the marvelous/magical real; and literary responses to World War II and the Dirty War, the 1968 student protests in Paris and Mexico City, feminist movements, and globalization.

COLT 0710H. Mexican letras, 1519-1968.  
The course approaches the history of ideas in Mexico by examining four critical moments/moments of crisis in the country’s development. We focus on the issues and burdens of the past as conceptualized in historical, essayistic, and literary writings of the Conquest, the Baroque, the Mexican Revolution, and the iconoclastic 1960s. In English. LILE

COLT 0710I. New Worlds: Reading Spaces and Places in Colonial Latin America.  
An interdisciplinary journey-combining history, literature, art, film, architecture, cartography-through representations of the many worlds that comprised the colonial Hispanic New World. We traverse the paradisical Antilles, the U.S. Southwest, Tenochtitlan/Mexico City, Lima, Potosí. We read European, indigenous, and Creole writers, including: Columbus, Las Casas, Bernal Diaz, Aztec poets, Guaman Poma, Sor Juana. In English. Excellent preparation for study abroad in Latin America. Enrollment limited to 20 first year students. FYE WRIT

COLT 0710L. Storytelling: Verbal Art as Performance.  
This course offers a comparative selection of oral and written folktales from Arabic, Chinese, African, North American, and European traditions in translation in order to study the formation and reception of storytelling in different socio-cultural contexts (Western and non-Western, contemporary and traditional). We will consider storytelling and associated performance practice in the light of a variety of theoretical disciplines (e.g., rhetoric, folklore, sociolinguistics, performance studies, literary criticism, narratology). There will be lectures, presentations, and videorecordings.

COLT 0710N. A Comparative Introduction to the Literatures of the Americas.  
Considers the common links between the diverse literatures of North and South America, approached in relation to one another rather than to Eurocentric paradigms. Focuses on the treatment of such topics as the representation of the past and the self, the role of memory and the imagination, the nature of literary language, and the question of alienation, colonialism and post-colonialism, communication versus silence, and fiction versus history in the works of selected writers from North and Latin America, including García-Márquez, Faulkner, Cortázár, Allende, Lisperctor, Morrison, Doctorow, Rosa, and DeLillo. Enrollment limited to 15 first year students. FYE WRIT

COLT 0710P. Women and Writing in Medieval France and Japan.  
An introduction to women poets and prose writers from early court cultures, with emphasis on what these authors show us about their social environment and civilization. What did the pen or writing brush enable them to express and achieve? How were they able to negotiate the gaps between a male classical literary language and their own vernacular speech? What kinds of literary approaches and conventions were perfected by them? How did they view their personal social status? What educational, moral, and spiritual concerns did they voice? Readings: works by Murasaki Shikibu, Sei Shônagon, Heloise, Marie de France, Christin de Pizan, plus shorter texts written by both men and women between 700 and 1450 C.E.
COLT 0710G. Odysseus in Literature
Examines the reincarnations of the Homeric figure of Odysseus in contemporary literatures. It approaches the texts historically, culturally and literarily. How is the Odysseus myth altered from culture to culture (Greece, Rome, Ireland, the Caribbean), how is it re-adapted in different historical periods, how does Odysseus change as the genre changes (epic, poetry, the novel, film, drama)?

COLT 0710S. Words and Images: A Survey of Japanese Literature
This survey course on Japanese literature will introduce works ranging from the 7th century AD to the present. This course will provide a historical survey of classic and modern texts, while paying attention to the close relationship Japanese literature has had with visual culture from the calligraphic poems of the Heian period to the postwar influence of manga upon literature.

While Zen, sushi and anime have become commonplaces in contemporary American parlance, Japanese literature and culture remain static enigmas, conjuring up visions of stolid-faced samurai, cherry blossoms, and post-modern dystopias. In this survey of Japanese literary works from the 6th century to the present, we will examine the development of canons of literature, both poetry and prose, and aesthetics in specific social contexts in Japanese cultural history. Also, we will consider their re-evaluations in subsequent eras, raising questions about the stability and continuity of such traditions. In addition to readings, we will briefly look at film, manga and anime.

COLT 0710V. The Arab World Writes Itself: Contemporary Arabic Literature.
In his seminal work Orientalism, Edward Said paraphrases Marx, and suggests that Orientalist attitudes towards the Middle East have produced a discourse in which the East must always be spoken for, and not allowed to represent itself. Said’s argument has become even more relevant in the past decade, given the growing interest in the Middle East as a region in the US, coupled with a dearth of spaces where voices from the region can offer their own narratives. Designed as an introductory course to contemporary Arabic Literature, this course includes a variety of readings in translation and films from across the Arab world; it foregrounds an intense exploration of one national literature for a more varied survey of the textual output of several countries. We will attempt to situate each literature within its national context and within the larger pan-Arab, regional and international context while being sensitive to the political, geographical, and historical factors that have influenced these texts, including the rise of Arab nationalism and the independence struggles of the mid-twentieth century, and immigration. We will also examine—and hopefully question—some of the discursive themes and conceptual frames that have been traditionally used to think about contemporary Arabic literature. Enrollment limited to 20. LILE

COLT 0710W. Cultures of Colonialism: Palestine/Israel.
Examines the history and literary production of the Israeli-Palestinian conflict from 1948 to the present. Aims to delineate the deep links between domestic culture and colonialism in Israel-Palestine by raising questions about statehood, dispossession, and exclusion in the imaginaries of both peoples and by examining novels in relation to the ethical and political imperatives of settler-colonial dynamics. Authors include: David Grossman, Emile Habibi, Jabra I. Jabra, Sahar Khalifah, Kanafan, Amos Oz, and A. B. Yehoshua. Sophomore enrollment. Enrollment limited to 30 sophomores.

COLT 0710Z. Comedy from Athens to Hollywood.
This course will look at ancient comedy from its birth in Athens and Rome through Renaissance incarnations to the 19th and 20th century, including novels and films as well as plays. We will survey the main topics of comedy, from Aristophanes’ focus on the absurdities of daily and political life in Athens to the Roman codification of a genre of everyman in love and in trouble. We will also examine how later writers and filmmakers use both traditions to give comedy its subversive power of social commentary.

COLT 0711A. Epics of India (CLAS 0820).
Interested students must register for CLAS 0820.

COLT 0711B. Ishiguro, Amongst Others (ENGL 0710L).
Interested students must register for ENGL 0710L.

COLT 0711C. Postcolonial Tales of Transition (ENGL 0710E).
Interested students must register for ENGL 0710E.

COLT 0711D. Comparative Approaches to the Literatures of Brazil and the United States (POBS 0850).
Interested students must register for POBS 0850.

COLT 0711E. Reading and Writing African Gender.
In this course, we will examine ways that gender and literary genre figure in postcolonial African writing, and in its reception. We will closely read novels by four significant women authors: Mariama Bâ (Senegal), Zoe Wicomb (South Africa), Tsitsi Dangarembga (Zimbabwe), and Chimamanda Ngozi Adichie (Nigeria). We will also read short, lesser-known texts, such as Richard Rive’s “Riva” and Binyavanga Wainaina’s “The Missing Chapter,” that question boundaries of gender, genre, and sexuality.

COLT 0711F. Arabic Literature: The Qur’an to Darwish.
The course offers an introduction to Arabic literature from ancient Arabian poetry to contemporary Palestinian novels. Topics include desert poetry, the Qur’an, medieval Muslim court literature, popular literature, Arabic literary theory, and the emergence of modern Western genres, with a focus on Palestinian literature as a test-case. We will engage first-hand with Imru’ al-Qays’ Qifa Nabki, al-Jahiz’s Books of Misers, Ibn Hazm’s theories about love, Mahmoud Darwish’s I Come From There, and Emile Habiby’s The Pessoptimist. All readings are in English.

COLT 0810A. Ancient Greek Myth in Modern Poetry.
Various responses to ancient Greek myths by poets in the Western tradition, especially modern Greek. Considers how poets since 1800 have approached, rewritten, or subverted the classical version of myths, such as those of Eurypidce, Helen, Orpheus, Persephone, Penelope, and Ulysses. Emphasizes the challenges posed by the past, issues of cultural and political context, and questions of gender. Readings in English.

COLT 0810C. Arthurian Tales and Romances of the Middle Ages.
Why did stories of King Arthur, his knights, and their ladies fascinate writers and audiences throughout Europe? What can Arthurian quests, marvels, and love adventures tell us about successive pre-modern societies that shaped them? What are our responses to their cultural beliefs and forms of playful make-believe? Readings (in modern translation) of medieval Latin, French, English, Welsh, and German texts. LILE

COLT 0810D. City (B)Lights.
Interdisciplinary explorations of the modern urban experience featuring social sciences, literature and film. Convergences and differences in the presentation of urban life in literature, film, the visual arts, urban planning, and social sciences, including sociology, political economy, urban ecology. City populations, bureaucracy, power groups, alienation, urban crowds, the city as site of the surreal, are central themes. Against the background of classic European urban images, American cities and literary works will be brought to the foreground.

COLT 0810E. Confession, Autobiography, Testimony.
Does writing a life give it coherence and veracity, or create a fiction? What is the relationship between first-person narrative and truth, and between authorship and authority? How does the form of a first-person text—a religious confession, a personal journal, a political denunciation, a collective memoir— affect the telling? Must the reader of such an account be “you” to the teller’s “I”, and how does the intimacy of this relationship shape the experience of reading? In this course, we test the limits of self-narration against ethical and physical limits, reading first-person narratives that purport to be non-fictional. We will read accounts of different experiences -- social and sexual transgression, suffering and perpetrated violence, slavery -- and explore both the possibilities and duplicities of writing as “I”.

COLT 0810F. Desire and the Marketplace.
Studies love and desire as the interplay between men, women, and money in mercantilized societies, in seventeenth century Japan, eighteenth century England, nineteenth century France, and twentieth century Africa. Novels featuring female protagonists by Saikaku, Dofoe, Flaubert, Emecheta and Bâ, readings in economic and feminist theory, and visual art—Japanese woodcuts, Hogarth, nineteenth century French painting, West African arts. LILE
COLT 0810G. Equity Law Literature Philosophy.
Justice, rigorously applied, yields injustice. This paradox haunted Western aspirations toward legal and political justice from antiquity to the Renaissance. It necessitated the formulation of a complementary principle, equity, whose job it was to correct or supplement the law in cases where the strict application of it would lead to unfairness. In England, equity was enforced by a separate system of law, and it was a weighty, ambiguous term of great emotional force, with a particular appeal to Shakespeare.

After its decline, Dickens and Kafka wrote two of the greatest literary works set in a world without equity.

COLT 0810H. How Not to Be a Hero.
Shakespeare wrote two great, intense plays about ancient characters who were irredeemable failures: Coriolanus and Timon of Athens. What can failure teach us? What kind of strength does a language of failure possess? We will also read the ancient sources themselves (Livy, Lucian, Plutarch), and modern adaptations of these stories (Bertolt Brecht, T. S. Eliot, Günter Grass, Wyndham Lewis).

COLT 0810I. Tales and Talemakers of the Non-Western World.
Examines many forms of storytelling in Asia, from the Epic of Gilgamesh and the Arabian Nights Entertainments to works of history and fiction in China and Japan. The material is intended to follow the evolution of non-western narratives from mythological, historical and fictional sources in a variety of cultural contexts. Topics will include myth and ritual, the problem of epic, tales of love and the fantastic, etc. DPLL LILE

COLT 0810J. The Colonial and Postcolonial Marvelous.
A celebration and critique of the marvelous in South American and related literatures (U.S., Caribbean). We follow the marvelous from European exoticizing of the New World during the colonial period to its postcolonial incarnations in 'magical realism' and beyond. We attend particularly to the politics and marketing of the marvelous, in writers including Borges, Chamoiseau, Columbus, Garcia Márquez, Fuguet. Reading in English or Spanish. DPLL WRIT

COLT 0810M. Uncanny Tales: Narratives of Repetition and Interruption.
What makes stories creepy? Close readings of short narratives with special attention to how formal and thematic elements interact to produce the effects of uncertainty, anxiety and incoherence peculiar to "the uncanny." Topics include: the representation of the self in images of the arts; the representation of speech; instabilities of identity and spatial and temporal boundaries; doubles, monsters, automatans and hybrids. Texts selected from: Walpole, Shelley, Hoffmann, Kleist, Poe, Dostoyevsky, Freud, Wilde, Cortazar, Kafka, Lovecraft. LILE

COLT 0810O. Civilization and Its Discontents.
Investigates the age-old tension between order and chaos as a central dynamic in the making and interpretation of literature. Texts will be drawn from drama, fiction and poetry from Antiquity to the present. Authors include Sophocles, Shakespeare, Racine, Beckett, Prevost, Bronte, Faulkner, Morrison, Blake, Whitman, Dickinson, and Rich.

COLT 0810P. Moderns and Primitives.
Modernism has been called a 'Renaissance of the Archaic'. We will read from the major works of Anglo-American modernism (Eliot, Joyce, Lawrence, Pound), focusing on their attitudes toward the primitive and the archaic. In addition, we will examine anthropological theories from the Victorian period to Durkheim, explore primitivism in modernist music and painting, and read about recent controversies surrounding modernism and primitivism.

COLT 0810U. Lovers, Slaves, Kings and Knaves: Major Plays in Western Literature.
This course will introduce students to representative tragedies and comedies, focusing in particular upon their development as literary genres; continuities and variations of character, plot, and theme; stage and performance conventions; and the classical tradition. Readings will include Aeschylus, Sophocles, Euripides, Aristophanes, Shakespeare, Racine, Eilde, Ibsen, and Vogel.

COLT 0810W. Caribbean Fiction.
Through fiction and film originally in Spanish, French or English and theories of the postcolonial and postmodern, we explore how images of the Caribbean have been constructed and complicated: as lands of abundance, scenes of historical violence and natural disaster, destinations for colonial and modern-day tourists. Readings include Carpenter, Benitez Rojo, Santos Febres, Chamoiseau, Conde, Kincaid, Brathwaite.

COLT 0810X. European Renaissances.
Just what is the European renaissance and when and how did it happen and who decided? Let's look at the renaissances of Petrarch, Boccaccio, and Giotto, of Erasmus, and Thomas More and Holbein, of Machiavelli and Castiglione and Raphael. Are these renaissances intellectual, aesthetic, visual, rhetorical? Did they happen in the fourteenth century, the fifteenth, the sixteenth? Or in the nineteenth when they were first clearly described?

COLT 0810Z. Myth and Literature.
Authors throughout the ages have been fascinated by ancient mythology and have incorporated elements of it into their texts, often modifying commenting on or even destroying the original myth in the process. This course will investigate the values, dangers and limitations of myth-making/using in literature. Primary texts will include major works by Milton, Goethe, Kleist, Racine and Kafka. Texts will be supplemented by secondary readings and multimedia elements. Students will learn to question and engage critically with the historical, cultural, literary and scientific frontiers that separate myth and reality. Assignments will include two short papers and a final paper.

Interested students must register for ENGL 0700F.

COLT 0811B. Believers, Agnostics, and Atheists in Contemporary Fiction (JUDS 0050A).
Interested students must register for JUDS 0050A.

COLT 0811C. Belonging and Displacement: Cross-Cultural Identities (POBS 0810).
Interested students must register for POBS 0810.

COLT 0811D. The Bible as Literature (JUDS 0830).
Interested students must register for JUDS 0830.

COLT 0811E. Writing War (ENGL 0100M).
Interested students must register for ENGL 0100M.

COLT 0811G. Literature, Trauma, and War (ENGL 0500L).
Interested students must register for ENGL 0500L.

COLT 0811H. Monuments and Monsters: Greek Literature and Archaeology.
Surveys Greek archaeology from the Bronze Age to the Hellenistic period, and reads Greek literature roughly contemporary with the archaeological period surveyed, with an emphasis on epic and drama. No previous knowledge or prerequisites needed.

COLT 0811I. Classical Mythology and the Western Tradition.
Reads classical texts that expound the fundamental mythological stories and elements of the Western tradition, then will read selected texts from the Renaissance through the twentieth century that utilize these myths. Ancient texts covered will include the Epic of Gilgamesh, Hesiod's Theogony and Works and Days, Ovid's Metamorphoses, and plays by Aeschylus, Sophocles, and Euripides. Later texts will include Shakespeare's Venus and Adonis and Rape of Lucrece, Milton's "Lycidas," and lyric poetry by Keats, Shelley, Browning, Swinburne, Rilke, Auden, and Yeats. This course is suitable for anyone wishing to understand the classical background to Western literature. LILE
COLT 0811M. Planes, Trains, and Automobiles: Travel and Transport in Modern Literature and the Arts.
This course studies how new modes of transportation and the experiences they enabled stood as symbols of both the fears and joys of rapid modernization in 19th- and 20th-century literature, film, and visual art. How did the speeding locomotive, the plane’s aerial view, and the personal freedom of the automobile transform the ways people traversed space, experienced time, traded, and came into contact with one another? In formal terms, how did these experiences inspire innovations in the media we examine by Whitman, Kipling, Baudelaire, Marinetti, Brecht, Woolf, Huxley, Stein, Ruttman, Wegman, Picabia, Duchamp and others? No prerequisites.

COLT 0811N. Poetics of Madness: Aspects of Literary Insanity.
This course surveys a wide range of literary texts with a view to tracing the long process of transition from pre-modern to modern conceptions of madness on the one hand, and to identifying the symbolic logic and discursive modalities that underlie its respective representations on the other. Spanning several centuries of artistic preoccupation with the alienated mind, these texts will serve as points of reference in a focused exploration of the relationship between insanity and literature, as it has been shaped by social dynamics, cultural norms, philosophical ideas, and medical theories. Authors include Euripides, Erasmus, Shelley, Dostoievsky, Stevenson, and Woolf.

COLT 0811Q. Mediterranean Cities.
Athens, Istanbul, Alexandria: three iconic cities of the Levant that will serve as points of reference in a focused exploration of East Mediterranean history and culture. Reads and discusses a number of texts that span several decades and a wide range of styles and genres – from realism to postmodernism and from autobiography to thriller – but exhibit a common interest in the urban landscape and its relationship to basic aspects of human existence: identity and ideology, memory and desire, isolation and connection, hope and fear, life and death. Authors include Theotokas, Seferis, Taktis, Durrell, Mahfouz, Kharrat, Tampinar, Shafak, Altn.

Interested students must register for MCM 0901K.

COLT 0811W. The Myth of Venice in Literature: Memory, Desire and Death.
This course will explore the myth of Venice in literature: focusing on the topos of Venice in the genre of travel writing, we will study the theme of liberty and decadence associated with Venice’s theatrical and political culture. Readings will include Shakespeare’s The Merchant of Venice, excerpts from De Brosses’s Travels through Italy, Goldoni’s Memoirs, Rousseau’s Confessions, and Casanova’s Histoire de ma vie. We will also study the influence of these accounts on the Romantic poets (Goethe, Wordsworth, Byron, Shelley, and Musset), and modernity (Henry James’s The Aspern Papers, Thomas Mann’s Death in Venice, Donna Leone’s Death at the Fenice).

COLT 0811Y. Great Jewish Books (JUDS 0681).
Interested students must register for JUDS 0681.

COLT 0811Z. Paradise, Periphery, Prison?: The Island in the Western Imaginary.
Paradise, periphery, or prison? The representation of the island has been described as imaginary and not actual, mythological and not geographical. Examines the fascination with islands in the western cultural imaginary. Selective readings from literature, film and historical texts focus on the ways in which island spaces have been represented in diverse social, national, imperial contexts as well as the effect of such projections on the native islanders, their visitors and often subjugators. Authors may include Homer, Plato, Marco Polo, Mandeville, Darwin, Defoe, Tournier, Kincaid, Kafka, Durrell, Seferis; theoretical works drawn from critical geography, postcolonialism, and the field of island studies.

COLT 0812A. Hamlet Post-Hamlet.
Shakespeare’s Hamlet is perhaps the most widely read, performed, adapted, parodied and imitated literary text of the western tradition. In this seminar we will begin by reading/re-reading the play before turning to a number of appropriations of Shakespeare, both in the west and non-west, in order to address social and aesthetic issues including questions of meaning and interpretation, intertextuality and cultural translation. First Year Seminar. Enrollment limited to 20. FYS

COLT 0812D. Mythology of India (CLAS 0850).
Interested students must register for CLAS 0850.

COLT 0812E. God and Poetry (JUDS 0820).
Interested students must register for JUDS 0820.

COLT 0812G. The Palestinian-Israeli Conflict in History, Literature, Film.
An examination of the Palestinian-Israeli conflict through the lens of cultural production. The course will explore the history of the conflict, from the 1947 partition of Palestine to the second Intifada in 2005, through major literary works and films juxtaposed with cultural and historical texts. We will discuss the way that literature and film provide us with humanistic and counterhegemonic narratives, interrogating issues such as nationalism, ethnicity, gender, colonialism, collective trauma and cultural resistance. Exploring the tension between historic and aesthetic production, we will look at how literary and cinematic works challenge, re-imagine and supplement political accounts of the conflict.

COLT 0812H. Literary Bestsellers of the Islamic World.
Who read what during the golden age of Islamic civilization? What were the page-turners, must-read classics, and viral texts of the Islamic world? In this course, we explore works of poetry, epic, satire, fantasy, and allegory by such figures as Jahiz, Mutanabbi, Hafez, Nizami, Abu Nuwas, and others.

COLT 1210. Introduction to the Theory of Literature.
An historical introduction to problems of literary theory from the classical to the postmodern. Issues to be examined include mimesis, rhetoric, hermeneutics, history, psychoanalysis, formalism and ideological criticism (questions of race, gender, sexuality, postcolonialism). Primarily for advanced undergraduates. Lectures, discussions; several short papers.
Explores traditional Chinese drama, which has always been a music theater, from the perspective of contemporary cultural theory, and in a comparative and interdisciplinary context. Analyzing classical plays in relation to their staging in today's regional operas, this course will first examine the dialectics of "prettiness and artistry" in traditional Chinese theater aesthetics and its implications in gender politics. It will then move on to investigate issues of cross-dressing and erotic desire in Chinese drama of the late imperial period in comparison with that of early modern England. Lastly, the ramifications of Chinese opera as a national imagination in modern cultural politics, as embodied in the play M. Butterfly, the film Farewell My Concubine, and the Beijing opera version of Turandot, will be addressed.

COLT 1410C. Chinese Theatre in the Mao Years.
This course focuses on two major issues: policing traditional theater and "model revolutionary drama" as "a new proletarian culture." The course will begin with a study of Mao Zedong's ideas on literature and art in the light of contemporary cultural theory. It will then look at examples of the "new opera" and "new history play," examining them in relation to a complex of censorship issues concerning the exercise of political power in administering human life and the body, literature and drama as political representation, and the hermeneutics of censorship.

An introduction to the dramatic literature of 18th-century England in the context of contemporary theatrical conventions and innovations. Plays read alongside treatises on acting techniques, stage design, and contemporary theatrical pamphlet-debates. The sociopolitical contexts of the London patent theaters and the coexistent "illegitimate" entertainments are explored, as well as the influential effects of Continental theatrical theory and innovation.

COLT 1410E. Japanese Theatre: from Dengaku to De Sade.
Surveys traditional Japanese theatre from the lofty medieval Nō drama to the more popular genres of Jōruri (puppet theatre) and Kabuki in the Edo period (1600-1868). Through playscripts, related secondary criticism, videotapes, and films, we will examine the function of spectacle and theatre, the problem of representation or mimesis, the notion of audience, and the relation of text to performance. Concludes with more recent examples of Japanese drama and performance.

COLT 1410F. Medieval Drama.
How drama developed in northwestern Europe between the tenth and early sixteenth century-from liturgical tropes and miracle plays to mystery cycles and morality plays, from popular feasts and minstrel performances to fool's plays, farces, and other secular comedies. Emphasis on the cultural context and social functions of dramatic games and performances in premodern Europe.

COLT 1410K. European Early Modern Drama.
An introduction to early modern drama in the French, Italian, Spanish, and English traditions. The goal is to explore a wide range of imaginative impulses in the Renaissance and Baroque periods. Readings will include plays by Corneille, Racine, Calderón, Lope de Vega, Shakespeare, Machiavelli, and Molière.

COLT 1410L. Philosophy and Tragedy.
Explores the intersection of philosophy and tragedy in western literature. Readings may include Sophocles, Plato, Aristotle, Shakespeare, Hegel, and Nietzsche.

COLT 1410M. Shakespeare and Philosophy.
Explores the relationship between Shakespeare and philosophy. Readings include philosophers who have written about Shakespeare (Hegel, Nietzsche, Cavell, and others), as well as philosophers who may illuminate interpretive problems in Shakespeare (Plato, Seneca, Spinoza, and others).

COLT 1410N. Found in Translation: The Adaptation of Literature to Film in Japan.
Contrasting the demands of the text versus the screen, we will read eight to ten works of modern Japanese literature and view the film versions of each in order to discuss the problem of translation from one medium to another. Possible works for inclusion are Rashomon, Harp of Burma, Woman in the Dunes, and The Makioka Sisters. Finally, we will consider manga (the graphic novel) and its adaptation into anime.

COLT 1410O. Shakespeare and.
Canon formation and disciplinary divisions have deformed the way in which we read Shakespeare. Frequently presented as a post-romantic singular "author," cut off from the sources, texts and genres on which he drew and the collaborators with whom he worked, Shakespeare looks, reads and performs differently in relation to the rich contexts in which the plays were produced and through which they are produced today. We will read plays and other materials with attention to formal and historical questions including genre, the Shakespearean text, gender, sexuality, status, degree, and nation.

COLT 1410P. Shakespeare.
We will read a number of Shakespeare's plays from The Comedy of Errors to The Winter's Tale in relation to the sources, analogues, and genres (classical, continental and English) on which he drew. We will consider both formal and historical questions. Issues to be addressed include genre, the Shakespearean text, gender, sexuality, status, degree, and nation. Some attention to what has come to be called "global" Shakespeare. Written work to include a mid-term and two papers.

COLT 1410S. Classical Tragedy.
This course will read the great Greek tragedies of Aeschylus, Sophocles, and Euripides, and some Senecan tragedy. We will then read Renaissance and later tragedies that use the classical world as a setting, such as Antony and Cleopatra, Julius Caesar, and tragedies that rewrite classical themes, including O'Neill's Mourning Becomes Electra.

COLT 1410T. Tragedy from Sophocles to The Wire.
Explores tragedy from Athens to Baltimore. Readings will include Sophocles, Shakespeare, Hegel, Chekhov, Jia Zhangke, Chan-Wook Park, Marx, Trotsky, and the deindustrialized American city. Open to juniors and seniors. Instructor permission required.

COLT 1410U. Shakespeare in Perspective.
We study Shakespeare together with selections from other writers or thinkers, including those who have written about Shakespeare (e.g. Nietzsche, Emerson, Coleridge), and those who can illuminate interpretive problems in Shakespeare (e.g. Plato, Melville).

COLT 1410V. Russian Theatre and Drama (TAPS 1430).
Interested students must register for ENGL 1360Z.

COLT 1420A. The Tale of Genji and its Legacy.
The Tale of Genji (circa 1000 CE), authored by Murasaki Shikibu, a woman of the Heian court, has been canonized over the centuries as the greatest work of Japanese literature. No work in the Japanese tradition has exerted as much literary influence as this mammoth work of prose fiction detailing the private lives of Genji, the brilliant son of the emperor, those with whom he consorts, and his descendants. We will read Genji in its entirety, along with antecedent works, other texts of the period, works influenced by Murasaki's opus, other historical materials, and secondary commentary. There are no prerequisites for this course and it is open to all undergraduates.

In East Asian Buddhist culture, the mirror is a symbol of the mind in both its intellectual and emotional aspects. These masterworks detail the lives and loves of Prince Genji, cynosure of the medieval Japanese court, and Jia Baoyu, the last hope of an influential Chinese clan during the reign of Manchus. We examine both works as well as the sources of Genji and literary aesthetics of the Tang dynasty.
COLT 1420F. Fantastic and Existentialist Literatures of Argentina, Uruguay and Brazil
Jorge Luis Borges proclaimed that South American writers can "wield all themes" without superstition, with irreverence. This course examines the ways in which 20th century writers from Argentina, Uruguay and Brazil appropriated European fantastic and existentialist fictions, taking them in new directions. Readings, in English or original languages, include Borges, Cortázar, Onetti, Lisperct. Prerequisite: previous college literature course(s).

COLT 1420G. Fictions of the Caribbean.
The Caribbean has inspired conflicting cultural and political claims, and a wealth of visual images. We will rethink the formation, representation and self-presentation of the Caribbean countries, steering our explorations through postcolonial and postmodern theory to questions of appropriation, language and identity. Readings from Columbus and Shakespeare to Danticat, Santos Febres and Kincaid; essays by Glissant, James Benitez Rojo and others.

COLT 1420K. Masterworks of Chinese Fiction.
Focuses on three acknowledged classics of Chinese fiction—Three Kingdoms, The Journey to the West, and The Dream of the Red Chamber—which demonstrate the range of the genre as they represent historical, fantastical, and sociopsychological subjects. Topics include the role of fiction in Chinese society, the masterworks as mirrors of Chinese culture from the 14th through 18th centuries, and the comparative theory of the novel.

COLT 1420L. Modern Japanese Fiction.
Narrative fiction from the Meiji Period (1868-1912) to the present in the context of modern Japanese cultural and intellectual history. In addition to more canonical writers such as Natsume Sōseki and Mori Ōgai, examines the legacy of women writers such as Higuchi Ichiyō and Enchi Fumiko; proletarian writers such as Hayama Yoshiki, Kobayashi Takiji, and Hayashi Fumiko; and more contemporary mass-audience writers such as Yoshimoto Banana and Yamada Eimi.

COLT 1420N. Postcolonial Faulkner.
How is it that Faulkner became one of the most influential North American authors in the Third World? To answer this, we read Faulkner's "The Bear" against two of his fictional novels, Absalom, Absalom! and The Sound and the Fury. We then turn toward a number of Faulknerian novels from the Arab world and Latin America. We discuss theoretical texts that describe the legacies of various colonialisms.

COLT 1420O. Proust, Joyce and Faulkner.
A reading of three major Modernist authors, with a focus on the following issues: role of the artist, representation of consciousness, weight of the past. Texts include substantial portions of Proust's Recherche, Joyce's Portrait and Ulysses, Faulkner's Sound and the Fury, Light in August and Absalom, Absalom! Prior background in these authors desirable, especially Ulysses. Senior Seminar. Reserved for Seniors. Preference given to concentrators in Comparative Literature, English, Literary Arts, Modern Culture and Media, as well as highly qualified seniors in other concentrations. Instructor's approval required. Enrollment limited to 20.

COLT 1420Q. The Bildungsroman.
Readings of novels in the Bildungsroman tradition and the theoretical questions of the genre: the historicity and constitution of the self; problems of the representation of a life; the category of the unity of a life as a factor of identity; notions of progress, development and completion. Considerations of the successes and failures of this model. Readings to be selected from Rousseau, Chateaubriand, Sterne, Goethe, Novalis, Flaubert, Musil, Kerouac.

COLT 1420S. The Captivity Narrative.
Because the captivity narrative implies both a feminized subject and a writing subject, it provides a link among political, social, and literary phenomena common to all modern Western cultures. Examines various novels consumed by members of such cultures (including gothic romances, Bildungsromanen, boys books, girls books, ethnographic journeys, and prison diaries) as versions of the captivity narrative.

COLT 1420T. The Fiction of Relationship.
Explores the manifold ways in which narrative literature sheds light on the relationships that we have in life, both knowingly and unknowingly. The novel form, with its possibilities of multiple voices and perspectives, captures the interplay between self and other that marks all lives. Authors include Laclos, Melville, Bonté, Kafka, Woolf, Faulkner, Borges, Burroughs, Vesaas, Morrison, and Coetzee.

COLT 1420U. The South: Literatures of the U.S. South and South America.
For Jorge Luis Borges, in his story of the same title, the South is a spectral region, hovering between imagination and reality. The literatures of the U.S. South and South America enact his notion of the South. We examine the remarkable similarities between the two literatures—similarities that result from literary influence and from social, cultural, and historical circumstances. Prerequisites: previous upper-level literature course(s), relevant to your studies at Brown. Instructor permission is required and will be given after second class. WRIT

COLT 1420V. Visionary Fictions.
Visionary and apocalyptic writing, subversive of modes of perception and understanding as well as of political doctrines and systems, from Blake and Novalis to mid-nineteenth century French writers (Nerval, Rimbaud, Lautréamont), Surrealism and William Burroughs' Naked Lunch.

COLT 1421N. Kafka's Writing (GRMN 1340M)
Interested students must register for ENGL 1761T.

COLT 1421M. Conrad and Naipaul: The Supremacy of the Visible?
Interested students must register for ENGL 1511G.

COLT 1421L. "Terrible Beauty": Literature and the Terrorist Imaginary (ENGL 1760I)
Interested students must register for ENGL 1511G.

COLT 1421K. Faulkner (ENGL 1710G)
Interested students must register for ENGL 1710G.

COLT 1421J. The Paternalistic Thriller and Other Studies in Colonial Fiction.
The impact of colonialism on European fiction from the rise of empire to its decline and fall, focusing on authors who wrote from direct contact with the peoples of Africa and Asia, such as Rudyard Kipling, Joseph Conrad, T. E. Lawrence, E. M. Forster, and Isak Dinesen. Topics will include romantic images of conquest, imperial ideology in literature, differing attitudes towards acculturation, and the changing symbolism of exotic settings.

COLT 1421K. Faulkner (ENGL 1710G).
Interested students must register for ENGL 1710G.

COLT 1421L. "Terrible Beauty": Literature and the Terrorist Imaginary (ENGL 1760I).
Interested students must register for ENGL 1760I.

Interested students must register for ENGL 1761T.

COLT 1421N. Kafka's Writing (GRMN 1340M).
Interested students must register for GRMN 1340M.

COLT 1421O. W. G. Sebald and Some Interlocutors (ENGL 1761Q).
Interested students must register for ENGL 1761Q.
COLT 1421Q. Word and Image: Ekphrasis, the Iconic Narrative, and the Graphic Novel.
An examination of the tradition of illustrated narratives from the pre-modern to the modern periods: the ancient Indian epic the Ramayana, the early-eleventh-century Japanese Genji Monogatari, the medieval English Canterbury Tales, the late eighteenth century Marriage of Heaven and Hell, as well as the contemporary graphic novel Persepolis and examples of Japanese manga. Discussion will focus on the nature of iconicography and symbolism; the historical privileging of text over image; the significance of parallel visual and verbal representation and its implications for culturally-specific theories of reading. Instructor permission required.

COLT 1421R. The European Novel from Richardson to Goethe.
This course studies the rise of the novel in eighteenth-century England, France, and Germany, focusing on the development of epistolary fiction, but with side-glimpses at the picareque and sentimental tradition. Texts to be read include Richardson's Pamela, Fielding's Shamela and Joseph Andrews, Rousseau's Julie, Laclos' Les liaisons dangereuses, perhaps Bernardin de Saint-Pierre's Paul et Virginie, perhaps Sade's Justine, and definitely Goethe's Sorrows of Young Werther. LILE

COLT 1421S. The Poetics of Confession (ENGL 1561J).
Interested students must register for ENGL 1561J.

Sun-drenched, seductive, and timeless, the Mediterranean is an appealing location from which to ponder Europe's debt to this cradle of western civilization. Recently, the region's economic crisis has crystallized thoughts that, beginning here, a peaceful, unified Europe will come undone or be rehabilitated. The word 'crisis' itself hinges on a making a crucial decision, often in marking the turning point of a disease. This course examines representations of this moment through literature and film—but also in history, anthropology, journalism, and art—and in the context of other pivotal twentieth-century Mediterranean texts that marked, and anticipated, seismic shifts on the continent.

COLT 1421U. Words Like Daggers: The Epistolary Novel.
Letters as novels, novels in letters: this course traces the development of the epistolary novel, as it was cultivated in Europe from the seventeenth to the twentieth centuries. Through focused discussions of seminal, as much as fascinating, specimens of the genre, we will study the major impact that epistolary fiction had on the stylistic and conceptual evolution of the novel in general, also exploring its interactions with a range of established or shifting social structures, gender roles, discursive practices, and modes of consciousness. Authors include Montesquieu, Laclos, Goethe, Hölderlin, Stoker, Foscolo, Tabucchi, Alexandre, and Galianaki.

COLT 1421V. Modernisms North and South: James Joyce and Roberto Bolano.
James Joyce's Ulysses (1922) and Roberto Bolano's The Savage Detectives (1998) are weighty, influential, often intimidating works that bookended literary production in the twentieth century. Both are also moving narratives about humans with different sorts of artistic, emotional, and bodily ambitions, grappling with new forms of subjective and collective life in modernity, trying to work out their own place within social, political and artistic systems. Join Stephen Dedalus, Leopold and Molly Bloom, Ulises Lima and a cast of minor characters as they make their way through the hearts, minds, memories, and nervous systems of a range of modern metropoles.

COLT 1421W. Blast from the Past: The Historical Novel.
Focuses on a popular literary genre known as the historical novel. We will discuss its defining characteristics, cultural meanings, and basic differences from other types of fiction. We will also explore larger theoretical issues that are intricately related to the development and scope of the genre: the representation of the past and its relationship to the present; the creative integration of the gaps between factual history and lived experience; and finally the complex interaction between authenticity and fictionality, exemplarily and specifically, temporality and detachment. Authors include Flaubert, Yourcenar, Kaddare, Pamuk, Calvino, Lampedusa, Rodis, and Galianaki.

COLT 1421X. Fairy Tales and Culture (FREN 1330A).
Interested students must register for FREN 1330A.

COLT 1421Y. The Twilight Zone: Classics of Horror Fiction.
This course discusses a number of seminal works—from Gothic novels to ghost stories and vampire epics—that exploit the oldest and strongest emotion of mankind: fear. Why are authors and readers fanatically drawn to something as disturbing as horror, supernatural or not? How do the gruesome or the macabre become sources of intellectual excitement and aesthetic gratification? How can texts whose intended effect is to shock and distress compel us to confront suppressed instincts, challenge deep-rooted certainties, or reflect on things and ideas that we generally prefer to ignore? Are you brave enough to find out?

COLT 1422B. Fictions of Family in the Enlightenment European Novel.
This course will study the emergence of the genre of domestic fiction in eighteenth-century Europe with its emphasis on the construction of a family space and the establishment of a domestic economy. We will explore this question through the prism of its disfunction: focusing on the story of “domestic misfortunes” in its various forms: poor planning, reckless spending, and general mismanagement of money. We will read novels that reflect on the failures to achieve domestic bliss and offer alternatives to ill husbandry: Defoe's Moll Flanders, Prévost's Manon Lescaut, Richardson's Pamela, Fielding's Joseph Andrews, and Rousseau's Julie, ou La Nouvelle Héloïse.

COLT 1422D. Short Forms: Major Works in a Minor Key (HISP 1330Q).
Interested students must register for HISP 1330Q.

COLT 1430A. Ancient Greek Myth in Modern Poetry.
Various responses to ancient Greek myths by poets in the Western tradition, especially modern Greek poets. Considers how the classical version of myths, such as those of Helen, Oedipus, Orpheus, Persephon, Penelope, and Ulysses, are approached, rewritten, or subverted in poetry since 1800. Emphasizes the challenges posed by the past, issues of cultural and political context, and on questions of gender. Readings in English.

A historical study of various poetic forms of waka or Japanese poetry from the 8th-century anthology, the Man'yōshū, to the advent of modern verse, including jūshī or free verse, in the latter part of the 19th century. Focuses on the relationship of poetry to religion, the political implications of waka, and the dominant aesthetic governing poetic conventions in different periods.

COLT 1430D. Critical Approaches to Chinese Poetry.
Examination of works of Chinese poetry of several forms and periods in the context of Chinese poetic criticism. Knowledge of Chinese not required, but provisions for working with original texts will be made for students of Chinese language.

COLT 1430H. Poetry, Art, and Beauty.
What does it mean to be beautiful in classical and European literature and the arts? How do poems and works of visual art embody beauty? How is the idea of beauty defined by thinkers from Plato to Benjamin and Danto? Works include Sappho, Plato, Aristotle, Catullus, Horace, Petrarch, Kant, Wordsworth, Baudelaire, Rilke, Benjamin, Stevens. Works of art considered range from the Lascaux caves through renaissance classical painters like Giotto and Raphael to contemporary installations. LILE

COLT 1430I. Poetry of Europe: Montale, Celan, Hill.
The fifty years between the Second World War and the formation of the European Union was a period in which the meaning of "Europe" was placed under great strain. The class will examine the strains and debates about Europe within the lyric poetry of several literary traditions. It will take the form of close historical, formal, and critical readings of three books of poems in their entirety: Montale's The Storm and Others (1956), Celan's No-One's Rose (1963), and Hill's Canna (1997). Enrollment limited to 25.
COLT 1430J. Readings in Poetry and Poetics.
Concentrated readings of Hölderlin, Shelley, Baudelaire, and Yeats in conjunction with theoretical texts by Heidegger, Derrida, De Man, and Benjamin. Texts include poetry, essays, novels, and dramas of the poets in a critical and philosophical context. Focuses on the relationship between figurative and expository language, the limits of commentary, and the concept of criticism as repetition and translation. French or German required. Frequent writing and oral presentations.

We will read a number of famous short poems from antiquity in conjunction with the major English writers who later translated, imitated, and reworked them. We will pay special attention to the question of creative innovation. We will read Horace, Theocritus, Virgil, Dryden, Pope, Tennyson, and others.

COLT 1430L. Voices of Romanticism.
Readings of lyric poetry in the European Romantic tradition. Focus on problems of lyric subjectivity and representation, and the rhetoric of “voice.” Emphasis on formal features of poetry. The course will be based on close reading and frequent writing assignments. Readings from Wordsworth, Shelley, Keats, Goethe, Novalis, Hugo, Nerval, Lamartine, Baudelaire and others. Knowledge of French or German required, or by permission.

Readings in French, German, British and American poetry of the nineteenth century. Texts selected from: Hölderlin, Mörike, Heine, Hugo, Nerval, Baudelaire, Keats, Hardy, Dickinson, Poe and others. Focus on close reading, and rhetorical and formal elements of poetry. Frequent writing assignments.

COLT 1430Q. The Poetry of Childhood.
Selected readings from among Rousseau, Blake, Hölderlin, Wordsworth, Baudelaire, Rimbaud, Nietzsche, Freud, Yeats, Char.

COLT 1430Q. Poetry and the Sublime (GRMN 1440C).
Interested students must register for GRMN 1440C.

COLT 1430S. Latin American Death Trip (GRMN 1230K).
Interested students must register for LTR 1230K.

COLT 1430T. Leaves of Words: Japanese Poetry and Poetics.
A historical study of various poetic forms of Japanese poetry (waka) from the 8th-century anthology, the Man'yoshu, to the advent of modern verse, including jīyūshi or free verse, in the latter part of the 19th century into the 20th century. Focuses on the relationship of poetry to society, religion, the political implications of waka, and the dominant aesthetic modes governing poetic conventions in different periods.

Rhythm, intonation and their written forms measure poetic matter. This workshop introduces prosody through exercises in theory and practice: the line; metrical and stanzaic form; rhyme; music and performance; free verse; language writing; and the task of translation (form). Even monkeys, Darwin wrote, express strong feelings in different tones. Enrollment limited to 20.

COLT 1440F. 1948 Photo Album: From Palestine To Israel.
Why do we name the "Israeli-Palestinian conflict" as we do? The purpose of this class is to use photographs — alongside historical and literary documents—to question the framework of a "national conflict" and study its emergence as a given, unquestioned and axiomatic scheme for any historical narrative of that period. Reading archival material and post-colonial and photography theories, each week we shall study one photograph taken in 1948, reconstructing the photography event as well as its myriad relations among the protagonists involved and its after life as an archived image, to include photographed persons, photographers, editors, journalists, politicians, and more.

COLT 1440H. The Literature and Cinema of Global Organized Crime (SLAV 1500).
Interested students must register for SLAV 1500.

COLT 1440K. Israeli-Palestinian Conflict: Contested Narratives (UNIV 1001).
Interested students must register for UNIV 1001.

COLT 1440L. Sharing (MCM 1203K).
Interested students must register for MCM 1203K.

COLT 1610B. Irony.

COLT 1610C. Japanese Aesthetics and Poetics.
Focuses on the historical development of aesthetic values and their relation to social culture, religion, and national identity in Japan from the Nara period to the 20th century, with particular emphasis on the literary arts. Readings from Fujiwara Teika, Zeami Motokiyo, Sen no Rikyū, Okakura Tenshin, and others. A background in critical theory/philosophy and in East Asian studies helpful.

COLT 1610D. Theory of Lyric Poetry.
Through readings of recent critical discussions of the lyric genre, we will explore general methodological problems of literary theory. Discussions include: the role of form, structure and tropes in analyzing poetry; problems of subjectivity and voice; the relation between poetry and history; the function of reading; and the problematic “objectivity” of criticism. Readings from Hölderlin, Shelley, Baudelaire, Yeats, Jakobson, Benveniste, Riffaterre, Jauss, Johnson, De Man.

COLT 1610E. Aesthetics and Politics (ENGL 1900E).
Interested students must register for ENGL 1900E.

COLT 1610F. New Theories for a Baroque Stage (TAPS 1280N).
Interested students must register for TAPS 1280N.

COLT 1610G. Mihail Bakhtin (RUSS 1895).
Interested students must register for RUSS 1895.

COLT 1610I. Getting Emotional: Passionate Theories (ENGL 1560W).
Interested students must register for ENGL 1560W.

COLT 1610J. Holocaust Literature (JUDS 1820).
Interested students must register for JUDS 1820.

COLT 1610L. What is Reading?.
The answers to this question will be read—deciphered—in the many “reading scenes” found throughout the history of literature or philosophy. In Plato’s Phaedrus, reading thus appears caught in a network of desire and power: the dominant role—the erastes (“lover”) who writes and teaches—and the passive or submissive position—the eromenos (“beloved”) who reads and learns—are constantly permuted and destabilized. Hobbes’ Leviathan, Melville’s Moby Dick and Billy Budd, Goethe’s and Valéry’s Faust will lead us to question what we do when we read and reflect upon what could be called a politics of reading.

COLT 1610M. Twentieth-Century Russian Approaches to Literature: Bakhtin and the Russian Formalists (SLAV 1890).
Interested students must register for SLAV 1890.
COLT 1610N. Ecological Thought.
This course will serve as an introduction to the new interdisciplinary field of the environmental humanities. Discussing an exciting range of texts and films—from Mary Shelley, Virginia Woolf, and Arundhati Roy to Ridley Scott and Werner Herzog—we will investigate how literary and cinematic works make ecological crisis perceptible. The following topics will be central to our discussions: garbology (especially hoarding, collecting, and the relation between trash and modern poetry); “slow violence” and postcolonial environmentalism; queer ecology; biopolitics; the representation of non-human animals; the effects of 24/7 consumerism; and the political uses of ecological nostalgia, disgust, grief, and wonder.

COLT 1610P. Holocaust Literature (JUDS 1820).
Interested students must register for JUDS 1820.

COLT 1610Q. Gender Theory and Politics in France (FREN 1420C).
Interested students must register for FREN 1420C.

COLT 1610R. Visions of Liberation: African Decolonization Now?
If, as many African thinkers contend, the acquisition of formal national independence did not signify liberation, it is necessary to imagine decolonization now. In “Visions of Liberation,” we will examine ideas, particularly those of Césaire and Fanon, that have shaped decolonial thinking in Africa. What is the contemporary relevance of notions of freedom imagined by thinkers of the early and mid-twentieth century? How have postcolonial and post-apartheid writers conceived of freedom? What does it mean to call Mali a “postcolony” or “neocolony,” or to state that South Africa is not postcolonial? Previous knowledge of the topic is not required. DPLL LILE

COLT 1610S. Theory of the Novel.
The novel has been theorized as the genre of the proper name, of privatized experience, and of capitalist accumulation. Yet many novels orient us toward threshold states of perception and experience, toward objects impossible to classify or evaluate, and toward new ways of conceiving of the self and the social. In this class, we will read novels that invite us to contemplate what constitutes personhood and where its limits lie.

COLT 1610T. Critical Approaches to China.
This co-taught seminar introduces students to some of the basic interdisciplinary research tools and methodologies for the study of China. Core texts will be drawn from the ancient through contemporary periods, organized around broad themes (e.g., Classics, gender, globalization). Students from all disciplines are welcome. Some knowledge of modern or classical Chinese desirable. LILE

COLT 1710A. Introduction to Literary Translation.
This is a workshop course introducing the history and theory of literary translation, with demonstrations and exercises translating poetry and prose. All languages welcome, but students must be proficient to the level of reading literature in the original language. Foreign language through 0600 or permission of the instructor.

COLT 1710B. Advanced Translation (LITR 1010F).
Interested students must register for LITR 1010F.

COLT 1710C. Literary Translation.
Exercises and investigations in the history, theory, and practice of literary translation. Prerequisite: at least one foreign-language course in literature at 1000-level (or equivalent).

COLT 1710D. Exercise in Literary Translation.
Exercises and investigations in the history, theory, and practice of literary translation. Students pursue individual projects for translation workshops. Common exercises draw on Shakespeare translation, from classic translations in Europe to unique examples like Nyerere’s Swahili Caesar and current projects like Shakespeare in Modern English or The Chinese Shakespeare. Prerequisite: one foreign-language course in literature at 1000-level (or equivalent).

COLT 1810A. Onnede: The Woman’s Hand in Classical Japanese and Medieval Western Literature.
A consideration of various genres of women’s writing from 700 to 1450 C.E. focusing on such issues as literary conventions, the relationship to the vernacular, the role of religion in education, and questions of gender and social class. Writers may include Berthghy, Murasaki Shikibu, Sei Shōnagon, Héloïse, Marie de France, the comtesse de Dia, Ladu Njīj, Julian of Norwich, Christine de Pisan, and various anonymous women.

COLT 1810B. Aesthetics in the Colonial Frame.
Draws together works from a wide range of contexts and genres-Enlightenment philosophy, romantic travel literature, Arabic novels and poems—to compose a conversation about aesthetics in the colonial context of Egypt. Senior Seminar.

COLT 1810C. City (B)Lights.
Interdisciplinary explorations of the modern urban experience featuring social sciences, literature and film. Convergences and differences in the presentation of urban life in literature, film, the visual arts, urban planning, and social sciences. City populations, bureaucracy, power groups, alienation, urban crowds, the city as site of the surreal, are central themes. Against the background of classic European urban images, American cities and literary works are foregrounded.

COLT 1810D. Dwellers Amid the Clouds: the Literature of the Court.
A survey of three court traditions—Heian Japan, medieval Iceland, and early modern England—in which the relationship between the literary genres and the specific social context from which they emerge is highlighted in the form of particular literary conventions. Topics include the question of patronage, the function of particular literature as shibboleth, the idea of spectacle and play, the politics of literature, and the trope of irony as courtly emblem.

COLT 1810F. Enlightenment and Anti-Enlightenment in Eighteenth-Century Germany.
Some of the most intractable questions of contemporary philosophy were vigorously debated in eighteenth-century Germany. What are the limit of reason? Does its supposed neutrality and universality mask its own set of prejudices? Are there any universally valid claims in truth or ethics? How, why, should Christian, Jew, and Muslim tolerate their differences? We will read literary and philosophical works by Hamann, Herder, Jacob, Kant, Lessing, and Mendelssohn.

COLT 1810G. Fiction and History.
How the historical fiction that has flourished over the past four decades challenges the notions of objectivity and totalization, while providing alternative viewpoints for the reconstruction and reinterpretation of the past. Authors considered include Grass, Doctorow, Deillo, Garcia-Marquez, Allende, Danticat and Gordimer. Theoretical texts by White, LaCapra, Benjamin, Ricoeur, and Chartier. Films such as The Official Story and Europa, Europa will be viewed and incorporated into the discussions. Prerequisite: two previous courses in literature. Enrollment limited to 25. Instructor permission required.

COLT 1810H. Tales of Two Cities: Havana - Miami, San Juan - New York.
In this course we will compare representations of Havana and San Juan in contemporary fiction and film to literary inscriptions of Cuban Miami and Puerto Rican New York. We will explore mapping the city as mapping identity and city-writing as reconstruction and creation, viewing through the eyes of children, tourists, and urban detectives. Authors include Antonio José Ponte, Roberto G. Fernández, Mayra Santos Febres and Ernesto Quiñones. Good preparation for study abroad on the Brown-in-Cuba program. Not open to first year students. DPLL LILE

COLT 1810I. Gates of Asia.
An exploration of the growth of European knowledge of Asia from the rise of the Mongol empire through the Great Game and its aftermath. Primary sources include three kinds of accounts provided by travelers who set their hearts on Asian exploration: personal narratives, official reports and dispatches, and scholarly studies of the exotic cultures. Enrollment limited to 20.
COLT 1810J. History and Aesthetic Form. In this course, we will examine the co-articulation of theories of history with theories of language and aesthetics. Focus will be on the interdependence between an emerging interest in history and the origin of language, and approaches to literary history, genre definition, and general aesthetic categories. Readings to be selected from Vice, Rousseau, Herder, Lessing, Schiller, Hegel, Novalis, Lukacs, Adorno, Derrida and De Man.

COLT 1810L. Housing Problems. Examines architectural figures and problems of containment and construction in a variety of literary and theoretical texts. We will consider how images of buildings structure texts and outline spaces for subjectivity. Themes include the gothic, haunted houses, foundations, ruins, walls, and doors. Texts selected from Descartes, Derrida, Goethe, Hegel, Austen, Coleridge, Poe, Baudelaire, Melville, Hawthorne, Kafka, Tschumi and Borges.

COLT 1810M. Image and Text: the Reconstitution of Narrative. An examination of the tradition of illustrated narratives in several premodern cultures: the early 11th-century Japanese Genji Monogatari, the medieval English Canterbury Tales, and the ancient Indian epic the Mahabharata. Discussion focuses on the nature of iconography and symbolism; the historical privileging of text over image; the significance of parallel visual and verbal representation and its implications for culturally-specific theories of reading. Seminar.

COLT 1810N. Freud: Writer and Reader. A broad survey of Freud's writings, with particular emphasis on psychoanalysis' relevance to literary theory and cultural analysis. Readings include Freud's major works, as well as secondary sources focused on applications to literary studies.

COLT 1810O. Latin American Literature in Dialogue with France. Complicates the question of influence in Latin American literary and intellectual self-fashioning, specifically with regard to France. Explores the productivity and perplexity of this relationship through romanticism and articulations of the real (as realism, surrealism and magical realism). Approaching the twenty-first century, considers Latin American perspectives on French theories of feminism, postmodernism and globalization. DPLL

COLT 1810P. Literature and Medicine. The purpose of this course is to examine a number of central issues in medicine-disease, pain, trauma, madness, the image of the physician—from the distinct perspectives of the sciences and the arts. Texts will be drawn from authors such as Sophocles, Hawthorne, Gilman, Tolstoy, Kafka, Anderson, O'Neill, Hemingway, Ionesco, Vergese, Barker, Sacks, Foucault, Sontag, Scarry, Gawande and others. Open enrollment course: lecture + section.


COLT 1810S. Literature and the City. Literature's obsession with the modern city, in 19th- and 20th-century American, English, and French fiction and poetry, and in writers such as Blake, Whitman, Balzac, Dickens, Baudelaire, Rimbaud, Eliot, Williams, Bellow, Morrison. Opportunities for work in other literatures and genres, e.g., in Germany, Brecht.

COLT 1810T. Literature and the Culture of Capitalism. This course will examine the literary responses to capitalism in terms of five organizing tropes: regionalism, urbanization, consumerism, aestheticism, and modernism. Our investigation will begin sometime in the early 19th-century with the moment that consolidated conditions favorable for industrialization and conclude in the first decade of the 20th-century with literary modernism and the collapse of the cultural myths of progressive enlightenment and democracy. Readings include texts by Wordsworth, Malthus, Sue, Mayhew, Marx, H. Rider Haggard, Stowe, Carroll, Zola, Wilde, Stoker, Freud. Three papers and a final essay.
COLT 1811I. The Nordic Legacy: Ibsen, Strindberg, Munch and Bergman.
This course examines the work of four major Scandinavian artists. As key figures in the development of modern theater, painting and film, these four figures share a number of common concerns: challenging the pieties of bourgeois mores; reconceiving the relations between the sexes; moving from the social to the metaphysical; undermining the unitary view of the self; and forging an artistic "language" through which the in-dwelling power of the psyche can be revealed.

COLT 1811J. The Paternalistic Thiller and Other Studies in Colonial Fiction.
The impact of colonialism on European fiction from the rise of empire to its decline and fall, focusing on authors who wrote from direct contact with the peoples of Africa and Asia, such as Rudyard Kipling, Joseph Conrad, T.E. Lawrence, E.M. Forster, and Isak Dinesen. Topics will include romantic images of conquest, imperial ideology in literature, differing attitudes towards acculturation, and the changing symbolism of exotic settings.

COLT 1811L. Travel and Tourism through the Ages.
The travel diary, whether prompted by pleasure, pilgrimage, official duty, scientific exploration, or profit, emerges as a prominent genre in virtually all times and cultures. Readings include literary accounts of actual travels, such as the autobiographical "slave narratives" recounting involuntary displacement - typified by The Life of Olaudah Equinao - and purely fictive work, such as the medieval Mandeville's Travels, and metaphoric narratives of spiritual quests.

COLT 1811N. Persons and Portraits: Self in Early Modern Europe.
Challenges the presumed supremacy of the "modern subject," the sovereign rational mind personified by Descartes. Rival theories of self in Machiavelli, Luther, Montaigne, Hobbes, Pascal, and Spinoza are explored alongside the richly embodied "persons" pictured in painting (Titian, Rembrandt, Velázquez), conduct literature (Castiglione, La Rochefoucauld), drama (Milton, Molère, Calderón), psychological fiction (Laayette), and satiric prose (La Bruyère). LILE

COLT 1811O. Modernism: From Paris to Athens, 1900s - 1950s.
The course examines Modernism as it developed in major European cities. Apart from focusing on major venues of modernism (Zurich, Berlin, Paris) it centers on marginal geographical spaces with specific emphasis on Athens, Greece. It further explores the rise of such movements as Cubism, Futurism, Dadaism and Surrealism and proceeds to explore the reaction of Greek modernists to these movements.

COLT 1811Q. Poisonous or Prophetic?: Wright's Native Son, Burrough's Naked Lunch, Derrida's Specters of Marx, and Rimbaud.

COLT 1811S. Philosophy and Literature of German Romanticism.
A fateful collaboration between philosophy and literature was centered in Germany roughly between 1788 (Schiller's 'Gods of Greece') and 1807 (Hegel's Phenomenology of Spirit). A survey of the major literature of this period, organized thematically, will serve as an introduction to this complex phenomenon. Authors include (in translation) Fichte, Goethe, Hölderlin, Novalis, Schelling, Schiller, and Tieck. LILE

Explores the literary and filmic imagination of three Eastern Mediterranean cities, Alexandria, Istanbul, and Athens. It examines the history, culture and politics of these cities and the ways in which they emerge in literature, film, poetry and travelogues. How is the city defined in these works? How are social tensions addressed, such as those between Greeks and Turks and Arabs or between Christians, Muslims and Jews? How are thematic and historical issues resolved, such as those involving antiquity and modernity, tradition and modernization, colonialism and nationalism, religion and secularism? How are these cities defined in the works of western writers? Enrollment limited to 30. DPLL

COLT 1811U. Literature and the Arts.
Readings in the apperititions and articulations of the arts in fiction, philosophy, criticism and poetry. Focus on the interaction between language and other media: the figure of the artist, problems of expression and performance. Readings from Diderot, Hegel, Balzac, Hoffmann, Baudelaire, Poe, Nietzsche, Wagner and Mann.

COLT 1811W. Visual Obsessions: Japanese Film, Fiction, and Modernity.
The pervasiveness of visual obsessions in contemporary Japanese culture prompts us to rethink the impact of modernity in terms of visuality. Through the examination of a wide range of filmic, literary, and visual art forms produced in Japan from the 1920s to the 2000s, this course explores the question of visuality as a historically and technologically conditioned way of seeing. The issues to be considered in this class include: the construction of "Japanese" aesthetics, orientalism, ocularcentrism, the problems of interiority and the subject, the relation between habit and the everyday, and cultural nationalism. This course will introduce important theoretical concepts about vision and modernity, asking students to interrogate these concepts through the close examination of specific Japanese texts and films discussed in class. Writers, filmmakers, and visual artists include: Tanizaki Jun'ichirō, Edogawa Rampo, Abé Kōbō, Karatanī Kōjin, Ozu Yasujirō, Kurosawa Akira, Ichikawa Kon, Suzuki Seijun, and Murakami Takashi. DPLL LILE

COLT 1811X. Marx and his Critics.
This course will focus on a close study of the work of Karl Marx and its legacy for critical theory. The first part of the course will be dedicated to a reading of Marx's most important texts, with special emphasis given to his theories of economy, of ideology, alienation and fetishism. The second part will be dedicated to a reading of some of Marx's most important readers: Lukács, Gramsci, Althusser, Zizek and Derrida. Instructor's permission required.

COLT 1811Y. Genius and Melancholia in the Renaissance.
Explores Renaissance accounts of genius, genial inspiration, and melancholia, and their accompanying ideas of intellect and immortality. Primary materials include Dürer, Montaigne, Rabelais, Piccino, Ariosto, Erasmus, Saint Teresa, and Luther. Secondary or contemporary texts include Warburg, Panofsky, Saxl, Klubansky, Wind, Benjamin, Kierkegaard, and Sebald.

COLT 1811Z. Literature and the American Presidency.
We shall read widely in writings by, and about, selected American presidents, but also focus on the ways in which presidents have used literature as a discursive source in their own writing and thinking. We will attend also to the relationship of culture to power as evidenced in other textual media, such as film.

COLT 1812A. Literatures of Immigration.
Why do people migrate? How do literary genres, including poetry, fiction, autobiography and memoir, characterize immigrant experiences? How is the experience of "coming from somewhere else" similar and different for each subsequent generation of immigrants? How does literature indicate the impacts of migration on the culture, politics and economics of the countries of immigration and emigration? How do literatures of immigration imagine the past, present and future of networks and communities of immigrants? Focusing on twentieth-century literary texts and the socio-historical context of mass migration, the first half of the course examines immigration literature in the U.S., the second half of the course explores literatures of immigration beyond the U.S., and the course concludes with an inquiry into immigration in our presently globalizing age.

COLT 1812B. Aesthetics and Politics (ENGL 1900E).
Interested students must register for ENGL 1900E.

COLT 1812C. The Ethics of Romanticism (ENGL 1560Y).
Interested students must register for ENGL 1560Y.

COLT 1812F. Violence and Representation.
Traces diverse genealogies from which to theorize violence and its relation to aesthetics. We will identify a disciplinary philology for "violence" as a signifier within visual culture, art practice and literature; historicize key transitions in varied invocations of violence in representation; study texts (photography, film, novel, installation) that create a space where violence can be discussed as both everyday and extraordinary. Some issues to be considered: representability in moments of historical crisis (war, colonialism, genocide); the efficacy of genres and artistic movements in representing violence (tragedy, surrealism, theater of cruelty); and the violence of representation (surveillance, spectatorship, voyeurism).
COLT 1812H. "Women's Literary Make-up": Mirrors, Maquillage and the Tenth Muse.
Focuses on the problem of creative inspiration for women writers and how the pursuit of aesthetic perfection, both somatic and literary as well as their interrelation, becomes a recurring motif in women's writing from various traditions. Readings will include fiction and poetry from the English, Japanese, and Arab traditions, both modern and pre-modern. This is an undergraduate seminar open to juniors and seniors. Prerequisite: coursework in literature and at least one course in gender studies/women's studies. Instructor permission required.

COLT 1812I. Collective Struggles and Cultural Politics in the Global South.
Traces the historical and ideological mapping of the North-South axis and the regional mythologies informed by racism, empire and nationalism. We will examine the ways in which imagined geographical hierarchies continue to shape cultural and political struggles and the vectors of globalization. Along with readings on imperial histories, liberal and neoliberal political economies, and postcolonialism this class seeks to establish connections between resistant narratives and collective struggles in the Global South. We will discuss political philosophies of Marx, Gramsci, Arendt, Fanon, Harvey and Schwarz, as well as the works of Achebe, Hurston, Kincaid, Rushdie, Roy, Sembene, and Wright. First year students require instructor permission.

COLT 1812J. Poetry and Ethics.
If history is, as Charles Olson claims, a "form of attention" and we are all participants in a collective reality relative to our capacity for language use, what ethical issues come to bear on what the poet chooses to attend to--not only as subject matter but as form? Can poetic language be sufficiently responsive to the challenge of empathy? Is there an ethics of attention? Guided by philosophical texts, we shall investigate ethical possibilities in a range of world poetics. WRIT

COLT 1812K. European Intellectual and Cultural History: Exploring the Modern, 1880-1914 (HIST 1220).
Interested students must register for HIST 1220.

COLT 1812M. Erotic Desire in the Premodern Mediterranean (CLAS 1750L).
Interested students must register for CLAS 1750L.

COLT 1812N. Culture and Anarchy (ENGL 1511I).
Interested students must register for ENGL 1511I.

COLT 1812O. Lying, Cheating, and Stealing (ENGL 1760V).
Interested students must register for ENGL 1760V.

COLT 1812P. Essaying the Essay (CLAS 1120J).
Interested students must register for CLAS 1120J.

COLT 1812S. Violence and the Multiple Responses of Medieval France.
Examines violence and its representations from a variety of perspectives: literary, historical, psychological, etc. Different literary forms (11th - 13th) introduce conflicts between competing value systems, problems raised by militant religion, vendettas and the pursuit of justice. Across the gamut of appetites and emotions, violence takes a variety of shapes, producing broken hearts and broken heads. The beautiful seductiveness of violence, despite its horrors, is frequently transformed into artistic and literary expression, from the highest forms of Western tradition to the cheap exploitations of pulp fiction. What can the Middle Ages teach us about violence, yesterday and today? Not open to first year students.

COLT 1812T. On Being Bored (ENGL 1511L).
Interested students must register for ENGL 1511L.

COLT 1812U. Queer Relations: Aesthetics and Sexuality (ENGL 1900R).
Interested students must register for ENGL 1900R.

COLT 1812V. War, Anti-War, Postwar: Culture and Contestation in the Americas.
This course addresses the relationship among language, war and the arts from the mid-twentieth century on. Even as armies engage in combat around the globe, the term "war" legitimates a much broader spectrum of situations, lending them the structure of organized hostility and the moral opposition of right to wrong. From the "Cold War" to the "War on Terror", to Argentina’s "Dirty War" and Cuba’s "War on Imperialism", literature, cinema, visual arts and community-based projects have responded to real and rhetorical declarations of "war." Drawing from U.S. and Latin American contexts, we will explore a range of responses and challenges. DPLL

Interested students must register for RUSS 1450.

COLT 1812X. Literature and History: Russian Historical Imagination in the European Context (RUSS 1600).
Interested students must register for RUSS 1600.

COLT 1812Y. Central Europe: An Idea and its Literature (SLAV 1790).
Interested students must register for SLAV 1790.

COLT 1813B. Dying God (CLAS 1930B).
Interested students must register for CLAS 1930B.

COLT 1813C. Erotic Desire in the Premodern Mediterranean (CLAS 1750L).
Interested students must register for CLAS 1750L.

COLT 1813D. Issues in World Literature (ENGL 1761Y).
Interested students must register for ENGL 1761Y.

COLT 1813E. Chinese Women, Gender and Feminism from Historical and Transnational Perspectives (EAST 1950B).
Interested students must register for EAST 1950B.

COLT 1813F. Communication Culture and Literary Politics (MCM 1503Q).
Interested students must register for MCM 1503Q.

COLT 1813H. God, Sex and Grammar: Literary Ethics in Medieval Europe.
What does it mean to read and write ethically? While modern culture values intellectual property, many medieval texts celebrated what we call plagiarism. On the other hand, medieval thinkers saw serious consequences in literature, which could lead authors and readers to heaven or hell. But then as now, ethics were rarely clear-cut, subject to forces as diverse as religion, sexual desire, capitalism, and even language itself. Reading some of the great authors of the period, as well as modern critical reflections, we will explore the ethical dimension of literary production in the medieval world and in our own society.

COLT 1813I. The Colonial and the Postcolonial Marvelous.
A celebration and critique of the marvelous in Spanish American and related literatures (French Caribbean, Brazilian). We follow the marvelous from European exoticizing of the New World during the colonial period to its postcolonial incarnations in "magical realism" and beyond. We attend particularly to the politics and marketing of the marvelous in writers including Columbus, Sor Juana Inés de la Cruz, Esquivel, Carpenter, Garcia Márquez, and Chamoiseau. Readings in English, though you may read texts in the original French, Spanish, or Portuguese.

COLT 1813K. The Problem of the Vernacular.
It has been said that a language is a dialect with an army and a navy. Under what conditions do dialects, vernaculars, creoles, and slang become mediums for literary and artistic expression? How have writers in different cultures managed the relationship between their "official" national languages and their more intimate mother tongues? This course will explore this problem in a variety of literary traditions, including Chinese, Arabic, Hindi-Urdu, Greek, Hebrew, Brazilian Portuguese, Latin and the Romance vernaculars, and a variety of modern European languages.
COLT 1813Q. Literature and Judgement

This seminar examines the enduring fascination with Fascism both in and outside Europe. It explores the enduring fascination with Fascism both in and outside Europe. It examines how Fascism has been represented in literature, film, and music, and how it has been understood and interpreted by different audiences. The seminar will also consider the ways in which Fascism has been used to justify political and social action, and the ways in which it has been resisted and challenged. 

COLT 1813P. Captive Imaginations: Writing Prison in the Middle Ages

Many great works of the Middle Ages were written in prison or about the experience of imprisonment. Reading some of these masterpieces, we will discover why the medieval prison was such a fruitful space for poetic creation, and how the perspective of incarcerated writers helped to shape a diversity of literary traditions. Topics will include fortune and free will, sexual and cultural difference, and the construction of the individual. We will also explore the nature of medieval systems of captivity, which differed greatly from those of modern society. Selected authors: Boethius, Mas'ud Sād Salmon, Juan Ruiz, Chaucer, François Villon.

COLT 1813R. The Ekphrastic Mode in Contemporary Literature (ENGL 1762B)

Interested students must register for ENGL 1762B.

COLT 1813V. The Cash Nexus: Economy and Literature

At a time when human existence is grounded with unprecedented conviction in a rigid set of utilitarian principles and materialist values, the relationship between literature and various modes of economic exchange presents itself as a richly rewarding field of research. The texts we will focus on offer rare insights into the ways monetary factors affect personal relationships, interpersonal relationships, and social life in general. These works reflect a diachronic tension between human interactions and financial transactions that will be the basis of our critical engagement with a series of issues and questions that are more pertinent today than ever before.

COLT 1814K. Fashion + Power

Clothing is a text to be read in modernity, and artists from Baudelaire to RuPaul mobilize sartorial performativity in powerful ways. Fashion functions, for example, as a semiotic system, a mnemonic device, an erotic signifier, a tool for bourgeois self-fashioning, and an anti-normative force. In this course, students will gain familiarity with key works in the sociology of culture, and a critical vocabulary for discussing literary and cinematic style. Among our concerns: commodity fetishism; the subcultural dynamics of decadence, primitivism, and punk; queer irony and gender performativity; and vernacular aesthetic categories (glamour, coolness, cuteness, etc.).

COLT 1814L. Apartheid in Post-Apartheid South African Literature

In this course, we explore the political stances that contemporary South African writing articulates towards the apartheid regime. We bring particular attention to the textual emergence of queer subjectivities. During apartheid (1948-1994), South Africa became a global symbol of racial injustice, and several South African writers became famous for their anti-apartheid literary production. Since 1994, critics have looked for new frames in which to analyze a “new” literature. In the search for “newness,” however, we may forget to consider how the “old”-apartheid-reappears in post-apartheid literature. Authors include Zackie Achmat, K. Sello Duiker, Phaswane Mpe, and Zoe Wicomb.

COLT 1814M. Postcolonial Literature + Thought in the Middle East and North Africa

This course examines postcolonial literature and thought in the ME and North Africa through literature, theory and film. During the early and mid-20th century, anticolonial movements transformed the region’s cultural landscape, igniting new intellectual circles and literary scenes. We will study these movements as a launching ground for regional culture, interrogating local anti-colonial thought in works by writers such as Memmi and Fanon, and examining its evolution from the 1960’s-1990’s in work from Egypt, Algeria, Tunisia, Lebanon, Syria, Israel, Morocco and Palestine. How did intellectuals and artists articulate issues like national liberation, Westernization, radical culture, feminism, Marxism and Orientalism? DPLL

COLT 1814N. The Marriage Plot

From Shakespeare to Eugenides, via Austen, Bronté, James and Wharton, the marriage plot persists in anglo-american drama, cinema and narrative, in contradistinction with the adultery plot inherited from French medieval romance. We will study examples of the marriage plot, both fulfilled and failed, in contrast with some examples from the French tradition.

COLT 1814P. Fascinating Fascism

This seminar examines the enduring fascination with fascism and above all with Nazism, not just as a historical political phenomenon, but as a cultural, literary, and cinematic topic, trope and image. The question of the commercial and ideological appeal of Nazi villains, imagery and iconography will be pursued through several contexts: the historical, psychological and ideological appeal of fascism; the trauma of the Shoah; the narrative and ideological imperatives of late-capitalist entertainment systems. Readings will engage a variety of theoretical texts (Freud, Bataille, Adorno, Sontag), films (Riefenstahl, Tarantino), novels (Dick, DeLillo, Lifittel).

COLT 1970. Individual Independent Study

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

COLT 1980. Group Independent Study

Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

COLT 1990. Senior Thesis Preparation

Special work or preparation of honors theses under the supervision of a member of the staff. Open to honors students and to others. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

COLT 2450. Exchange Scholar Program
COLT 2520A. City (B)Lights: Interdisciplinary Approaches to the Study of the City.
Literary texts from the U.S., England, France, and Germany, together with substantial readings in the social sciences and selected works of art and cinema. Intended as a laboratory for interdisciplinary studies in an expansive educational spectrum for humanities Ph.Ds.

COLT 2520B. Dark and Cloudy Words: Metaphor and Poetry.
An examination of the philosophical significance of metaphor and its literary function in poetry ranging from makurakotoba in the Man’ yōshū to kenningar in Skaldic poetry, to the use of the trope in a number of modern poets. Critical writings include works by Aristotle, Kei no Tsurayuki, Shelley, Christine Brooke-Rose, Max Black, Donald Davidson, Paul Ricoeur, and Jacques Derrida.

COLT 2520C. Irony: Language and Failure.
A study in the trope of irony and the ways in which it complicates the possibility of understanding. Focus on Socratic irony, the dialogue, and Romantic irony. We will also consider the epistemological implications of irony and the role it plays in contemporary criticism. Readings from Plato, Quintillian, Diderot, Hegel, Schlegel, Kierkegaard, Baudelaire, Lukács, Booth, De Man, Rorty and Derrida.

COLT 2520D. The Literature of the Americas.
Forsaking the dominant Eurocentrism in comparative literary studies, this seminar will search for the common links between the diverse literatures of North and Latin America, approached in relation to one another rather than to “Old World” models. Authors to be considered include Margaret Atwood, Julio Cortázar, Carlos Fuentes, William Faulkner, Gabriel García-Márquez, Clarice Lispector, Machado de Assis, Toni Morrison and João Guimarães Rosa.

COLT 2520E. Dialectics of Word and Image.
Explores how proximities and interactions of text and image construct and complicate meaning. It brings together a constellation of theoretical and historical readings that have bearing on particular problems generated at the nexus of word and image. Readings by Horace, Abd al-Qahir Jurjani, Lévi-Strauss, Ricoeur, Derrida, Mitchell and others will anchor a cross-disciplinary investigation of European and non-European paradigms of the relationship between text and image in various literary and visual cultures since late antiquity. We will examine specific examples of the interaction between word and image in several Islamic manuscripts.

COLT 2520F. Theories of the Lyric.
Through readings of recent critical discussions of the lyric genre, we will explore more general methodological problems of literary theory. Questions to be raised include: the role of form, structure and tropes in analyzing poetry; problems of subjectivity and voice; the relation between poetry, history and politics; the function of reading; and the problematic “objectivity” of criticism. Readings from Jakobson, Benveniste, Jauss, Benjamin, Johnson, De Man, Lacoue-Labarthe, Agamben, Badiou and Derrida. Focus on poets Hölderlin, Baudelaire and Celan.

COLT 2540C. Romanticism and Cultural Property (ENGL 2560Y).
Interested students must register for ENGL 2560Y.

COLT 2540D. After Postmodernism: New Fictional Modes (ENGL 2760X).
Interested students must register for ENGL 2760X.

COLT 2540E. Political Romanticism (GRMN 2320E).
Interested students must register for GRMN 2320E.

COLT 2540F. Romanticism and Cultural Property (ENGL 2560Y).
Interested students must register for ENGL 2560Y.

COLT 2650A. Comparative Literature and Its Others.
Is there such a thing as comparative literature? This course examines the history and practices of Comparative Literature as a major discipline, including its self conceptualizations, its relations with national literatures and with other disciplines, and its evolving methods of reading. Texts include literary as well as theoretical ones.

COLT 2650C. Romantic Theory: Theirs and Ours.
Recent criticism will serve as the point of departure for looking into the relation of literary criticism to its Romantic history. Emphasis on how “Romantic” problems inform contemporary criticism on such topics as periodization, literature and history, theory of symbol and allegory, and the relation between literature and philosophy. Texts will be selected from Benjamin, M.H. Abrahms, de Man, McGann, Lacoue-Labarthe and Nancy, Chase, et. al.; Fichte, Schelling, Coleridge, Wordsworth, Schlegel, Novalis.

COLT 2650D. Theory of Comparative Literature.
Designed to introduce students to some of the central theoretical issues that define the discipline of Comparative Literature through the study of twelve central texts in the field. We will begin with Erich Auerbach’s foundational text Mimesis, and end with Gayatri Spivak’s Death of a Discipline. In between the authors to be read and analyzed will be Bakhtin, Lukacs, Barthes, Derrida, DeMan, Jameson, Greenblatt and others. Open to graduate students, and to undergraduates by permission of the instructor.

COLT 2650E. Theory of Lyric Poetry.
No description available.

COLT 2650F. Irony.
A study of the trope of irony and its evaluation, especially in the Romantic tradition. Focus on the epistemological implications of irony and the role it plays in the philosophical tradition and in contemporary criticism. Readings from Plato, Hegel, Schlegel, Kierkegaard, Baudelaire, Lukács, Booth, De Man, Rorty and Derrida.

COLT 2650G. Literary Readings in Aesthetic Theory.
The seminar will examine not just the major themes but also the rhetorical complexities of a number of powerful texts in the history of aesthetic theory. Authors to be considered include Plato, Aristotle, Longinus, Burke, Kant, Hegel, Nietzsche, Heidegger, Benjamin, Adorno. Literary texts will be considered in conjunction with these texts, sometimes by way of famous arguments or exchanges (e.g., Heidegger and Staiger on Môrike).

COLT 2650H. On the Sublime (GRMN 2660A).
Interested students must register for GRMN 2660A.

COLT 2650N. Hamlet: Appropriation, Mediation, Theory (ENGL 2360X).
Interested students must register for ENGL 2360X.

COLT 2720A. Advanced Practicum in Literary Translation.
Readings in theory of translation, and in monuments of literary translation from Renaissance times to the present, will be assigned to students needing further background in these areas. Students will each complete two projects: (1) by mid-semester, a critical treatment of a published translation or a comparison of such translations; (2) for the final seminar paper and presentation, the students own translation into English from some literary text in a language familiar to the student.

COLT 2720B. Theory and Practice of Literary Translation.
Readings in the history and theory of translation from the Renaissance to the present, along with selected major examples of literature in English translation. Students will write two papers: (1) an analysis of a theoretical issue in translation, with ample attention to the historical context of that issue; and (2) either a discussion of an important translation as a criticism of the original work; or a critical comparison of several translations of an original work; or an annotated translation into English of a literary text from a language familiar to the student.

COLT 2720C. Literary Translation.
Study and practice of translation as art and a potent form of literary criticism. Translation is an act of interpretation, which informs the language of the translator and the text as a whole: context, intent, and language. Discussion will include the impact of cultural difference, tone and time on translation, and the role of analytical as well as intuitive understanding of the original in the translator’s endeavor.
COLT 2820B. Fiction and History. Focuses on how the historical fiction that has flourished over the past three decades challenges the notions of objectivity and totalization, while providing alternative viewpoints for the reconstruction and reinterpretation of the past. Authors to be considered include E. L. Doctorow, Gabriel García-Marquez, Günter Grass, José Saramago, Isabel Allende, Lidia Jorge, Coover. Attention will also be paid to theoretical texts by Hayden White, Dominick LaCapra, Walter Benjamin, Linda Hutcheon, and Roger Chartier.

COLT 2820D. The "Tenth Muse" Phenomenon. The texts and contexts of women writing in English, Spanish and French, during the sixteenth and especially seventeenth centuries. Often dubbed "Tenth Muse," these first early modern women writers to gain public prominence wrote iconoclastic texts and/or epitomized socially sanctioned scripts for women. Authors include: Anne Bradstreet, Margaret Lucas Cavendish, Sor Juana, Mme de Lafayette, Maria de Zayas.

COLT 2820E. What was Enlightenment? Emphasizes two of the Enlightenment’s most durable artists—Mozart and Jane Austen—situating them in the context of other writers of their times (such as Kant, Casanova, and Adam Smith) and modern appropriations of their work (in criticism and performance). Sub-themes are desire, reason, education, and forms of otherness. Class hours include viewing time.

COLT 2820F. Latin America and Theory. Explores the engagement of Latin American literature and criticism with non-Latin American bodies of literary and cultural theory (including poststructuralism, postcolonialism, postmodernism and cultural studies), addressing tensions between the autochthonous production of theoretical frameworks and their import from other contexts. Readings include the Latin American Subaltern Studies group, Revista de Crítica Cultural, Rama, García Canclini, Sarlo, Richard and current new media theorists. Open to graduate students and qualified seniors.

COLT 2820H. The Politics and Aesthetics of Masochism. Masochism is defined as a, aestheticized positive, consensual investment in power relations. As such, it directly engages the relationship between politics and aesthetic forms, but as a sexualized relationship. Masochism articulates relations of gender in ways that seem to challenge traditional structures. Readings include novels and films, as well as theoretical engagements with masochism.

COLT 2820L. Moderns and Primitives. Major writers, artists, and theorists of European modernism put a new emphasis on the status of primitive society and archaic pre-history. We will consider the works of Durkheim, Eliot, Joyce, Picasso, and others with reference to the anthropology and ethnography of their period, and to their work (in criticism and performance). Sub-themes are desire, reason, education, and forms of otherness. Class hours include viewing time.

COLT 2820R. Postcolonial Melancholia. Figures of loss and defeat proliferate widely in the accounts of colonization, national liberation, and decolonization in South Asia, Africa, the Arab world, and the Americas. We will attend to the particularity of loss by juxtaposing readings in literature and postcolonial theory with readings on mourning and melancholia, drawn from a range of disciplines.

COLT 2820S. Poetry after Kant. Begins with the intensive study of a selection of writings by Immanuel Kant focused especially on force and conflict in politics and aesthetics. This study, along with relevant readings from more recent work, will provide the basis for an approach to this topic in nineteenth-century poetry. Readings of Kant (Critique of Judgment, "Toward Eternal Peace," The Conflict of the Faculties), Walter Benjamin, Jacques Derrida, and Giorgio Agamben and will lead to several "case studies" of nineteenth-century poetry, including works by Friedrich Hölderlin, Charles Baudelaire, and Matthew Arnold.

COLT 2820T. Universities. Explores the status of universities in classical, Hellenistic, Scholastic, and Renaissance metaphysics. Also explores the literary implications of this philosophical problem. Readings include Plato, Aristotle, Chrysippus, Augustine, Cicero, Seneca, Abelard, Avicenna, Aquinas, Scoto, Ficino, Cusanus, Pico, and Suárez.

COLT 2820U. Literature and Judgment. Investigates the intersections between acts of literature and acts of judgment, between language and the law. How is literature to be judged, when is it "good" or "bad"? Does literature lie, and if so, does it matter? Does it hide a crime? And, in turn: does literature provide its own particular kind of judgment, one that may make evident the very fictional status of the law? Readings span from the Bible to contemporary post-colonial readings (Rousseau, Tolstoy, Zola, Freud, Kafka, Arendt, Benjamin, Henry James, Primo Levi, Coetzee, Sadeh Hedaya).

COLT 2820V. Nietzsche, Foucault, Latour (ENGL 2900K). Interested students must register for ENGL 2900K.
COLT 2820W. Ethical Turns (ENGL 2900N).
Interested students must register for ENGL 2900N.

COLT 2820X. Things Not Entirely Possessed: Romanticism and History (ENGL 2561B).
Interested students must register for ENGL 2561B.

COLT 2821C. From Hegel to Nietzsche: Literature as/and Philosophy (GRMN 26600).
Interested students must register for GRMN 26600.

COLT 2821L. Postcoloniality and Globalism (ENGL 2900Z).
Interested students must register for ENGL 2900Z.

COLT 2821M. Orientalism in Theory and Practice.
In this seminar, we will investigate diverse examples from the long history of Europe’s relations to others in the East. We will also draw on, and critically examine, influential recent accounts of Orientalism offered by cultural studies and post-colonial theory. Our focus will fall on particular episodes of cultural appropriation and self-definition, chosen not only from literature and the arts but also from the history of religion, philosophy, and academic scholarship.

COLT 2821N. Around 1948: Interdisciplinary Approaches to Global Transformation.
This seminar will look at the year 1948 across international locations and from an interdisciplinary perspective. An array of new nations states, institutions, political and cultural formations and styles emerged at this moment, with the movements of decolonization, the spread of global socialism, and aftermath of the Second World War. We will analyze these events through documents, images, philosophical texts, archives, literary texts from the era. Enrollment limited to 7.

COLT 2821O. Culture and Economy.
This seminar examines a range of approaches to the human economy; philosophical and spiritual discourses on poverty, wealth and nonmaterial values; the place of the economy in literary criticism and theory; historical and anthropological narratives of economic development, including recent challenges to Europe-centered histories of capitalism; feminist economics; debates over the definition and translation of the “economic.”

COLT 2821P. Walter Benjamin: Literary Criticism.
The seminar will trace the emergence of an idea and a practice of literary criticism in Benjamin’s writings from his early essay on Friedrich Hölderlin through his essays on Goethe, Proust, the Baroque Träuerspiel, Kafka and Baudelaire. We will pair selections from the literary works with Benjamin’s critical writing on them.

COLT 2830C. Literature and the Arts.
An investigation of the discourse of the arts in the modern European tradition. Topics include the relation between the Ancients and the Moderns, evaluations of the possibilities and limitations of differing media, the role of language in discussions of the “other” arts, and conceptions of synaesthesia and correspondence. Texts selected from Perrault, Winckelmann, Lessing, Diderot, Rousseau, Kant, Hegel, Hoffman, Baudelaire, and others.

COLT 2830F. Walter Benjamin and Modern Theory.
An intensive reading of selected essays by Walter Benjamin on language, literature, aesthetics, and politics will be paired up with the study of the interpretation and impact of this work on contemporary work in literary theory and philosophy. In addition to Benjamin, we will also read Jacques Derrida, Philippe Lacoue-Labarthe, Samuel Weber, Giorgio Agamben, and Peter Fenves. German and/or French helpful but not required. Open to graduate students only.

Across a range of disciplines, "cultural translation" today stands for the dynamic interactions among cultures. Derived from cultural anthropology and linguistic translation, the metaphor of translation (already a metaphor: translatio, to bear across) is used increasingly to analyze how cultures are transmitted through the operations of colonial expansion, diaspora and immigration. Though cultural globalization is assumed to be a 20th century phenomenon, the result of an expansion and acceleration in the movement and exchange of ideas, commodities and capital, this seminar considers a longer historical frame for understanding cultural competition. Theoretical texts including Schleiermacher, Jakobson, Benjamin, Derrida, Spivak, and a "case study," Shakespeare.

COLT 2830I. Histories of the Early Modern Body.
This seminar considers the production of knowledge about the body in the early modern period. The institution of science and how the emerging "science" of the body was visualized; discourses of the erotic, the scientific and the religious; the body in varied cultural performances including the blason, devotional texts, erotica, drama etc. Texts include theoretical work on gender and sexuality. Open to graduate students only.

COLT 2830J. Economies of the Visual (The Reverse of Images).
In The Time-Image, Deleuze wrote: “Money is the reverse of all the images that the cinema shows and edits on the obverse, so that films about money are already, if implicitly, films within the film or about the film.” What are the implications of this sentence for the economy of images (what Susan Buck-Morss terms their "economy")? From The Big Store (Marx Brothers) to Peter Jackson’s King Kong, we will trace various mobilizations of the gaze, leading from the proto-cinematic elevators and escalators to the actual developments of eye-tracking technologies, allowing for an increasing commodification of the gaze itself.

COLT 2980. Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

COLT 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the Registration Fee to continue active enrollment while preparing a thesis.

Center for Computation and Visualization

The Center for Computation and Visualization (CCV) strives to build and foster an environment that enables teaching, learning, research, and creative undertakings that involve and rely on the use and development of advanced computing and visualization technology. CCV provides high-performance computing, highly reliable research data storage, visualization resources, physical and virtual server hosting, high-performance backup and archival services, as well as outstanding collaborative scientific support to empower computational research, scholarship, creativity, and innovation for the entire Brown community.

The computing platform, which follows the "condominium" model, comprises a 400+ node IBM iDataPlex system, including a subset of 88 GPU’s for accelerated computing, providing approximately 80 Teraflops of peak performance. All parallel applications messaging and I/O are connected to a 400-terabyte GPFS file system using 40 Gigabit per second connectivity. The storage system is integrated with a 2 Petabyte Tivoli TSM backup/archival system. CCV also maintains a high-end visualization lab with large-scale immersive visualization capabilities and develops custom visualization solutions for specific projects in partnerships with our user community.

For additional information please visit the center’s website at: http://www.ccv.brown.edu/.

Center for Computational Molecular Biology

The mission of the Center for Computational Molecular Biology (CCMB) is to make breakthrough discoveries in the life sciences through the
Computational Biology Concentration Requirements

Computational biology involves the analysis and discovery of biological phenomena using computational tools, and the algorithmic design and analysis of such tools. The field is widely defined and includes foundations in computer science, applied mathematics, statistics, biochemistry, molecular biology, genetics, ecology, evolution, anatomy, neuroscience, and visualization.

Students may pursue a Bachelor of Arts or a Bachelor of Science. Students pursuing the ScB have the option of electing a concentration in Computational Biology with one of three focus areas: Computer Sciences, Biological Sciences, or Applied Mathematics & Statistics. Both programs require a senior capstone experience that pairs students and faculty in creative research collaborations.

Standard program for the A.B. degree

Prerequisites:

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General Core Requirements: Biology

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General Core Requirements: Chemistry

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General Core Requirements: Computer Science

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General Core Requirements: Probability & Statistics

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Comp Bio Core Course Requirements

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Additional course with Director approval

Total Credits 12

University Writing Requirement:

As part of Brown’s writing requirement, all students must demonstrate that they have worked on their writing both in their general studies and their concentration. There are a number of ways for Computational Biology concentrators to fulfill these requirements:

- Writing an Honors Thesis
- Taking a “WRIT” course in the final two years

Capstone Experience

Students enrolled in the computational biology concentration will complete a research project in their senior year under faculty supervision. The themes of such projects evolve with the field and the technology, but should represent a synthesis of the various specialties of the program. The requirements are either one semester of reading and research with a CCMB Faculty member or approved advisor, or a 2000-level Computational Biology course.

Standard program for the Sc.B. degree

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Capstone Experience

Six courses in one of the following three tracks:

Computer Science Track:

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Six courses in one of the following three tracks:

Database Management Systems

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Computer Science

**Honors:**

In order to be considered a candidate for honors, students will be expected to maintain an outstanding record, with no "C"s in concentration courses and with a minimum of an "A-" average in concentration courses. In addition, students should take at least one semester, and are strongly encouraged to take 2 semesters, of reading and research with a CCMB faculty member or approved advisor. Students must submit to a public defense of their theses to be open to the CCMB community.

- Students seeking honors are advised to choose a Thesis Advisor prior to the end of their Junior year.
- Students must complete the Registration form for Comp Bio and submit it to CCMB@BROWN.EDU

Any deviation from these rules must be approved by the director of undergraduate studies, in consultation with the student's advisor.

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**Computational Biology Graduate Program**

The Center for Computational Molecular Biology (CCMB) offers a Ph.D. program in Computational Biology to train the next generation of scientists to perform cutting edge research in the multidisciplinary field of computational biology. During the course of their Ph.D. studies students will develop and apply novel computational, mathematical, and statistical techniques to problems in the life sciences.

The Ph.D. program in Computational Biology encompasses three individual training programs with a core of common requirements and specific requirements from individual departments of Computer Science, Molecular, Cell Biology & Biochemistry (MCB), and Ecology and Evolutionary Biology (EEB). Applicants should state a preference for one of these three programs. In addition, students interested in the intersection of Applied Mathematics and Computational Biology are encouraged to apply directly to the Applied Mathematics Ph.D. program (http://www.brown.edu/academics/applied-mathematics/graduate), and also to contact relevant CCMB faculty members.

The Computational Biology Ph.D. program assumes the following prerequisites: mathematics through intermediate calculus, linear algebra and/or discrete mathematics, demonstrated programming skill, and at least on undergraduate course in chemistry and in molecular biology. Exceptional strengths in one area may compensate for limited background in other areas, but some proficiency across the disciplines must be evident for admission.

The application process to the CCMB graduate program is run through the Graduate School (http://www.brown.edu/academics/gradschool/)

---

**Computer Science**

**Chair**

Ugur Cetintemel

**Vice Chair and Director of Undergraduate Studies**

Thomas W. Doeppner

**Director of Graduate Studies**

Shriram Krishnamurthi

Since our inception in 1979, the Computer Science Department at Brown has forged a path of innovative information technology research and teaching at both the undergraduate and graduate levels. From our modest beginnings as an interest group within the Divisions of Applied Mathematics and Engineering in the 1960s to its current stature as one of the nation’s leading computer science programs, the Computer Science Department has continuously produced prominent contributors in the field.

Computer Science combines the intellectual challenge of a new discipline with the excitement of an innovative and rapidly expanding technology. The department resides in Brown’s Center for Information Technology; this striking building houses many of the university’s computing activities, as well as the department’s instructional computing facilities and research labs. Faculty, staff and students are provided state-of-the-art computing facilities managed by the department’s own technical staff.

For additional information, please visit the department’s website: http://www.cs.brown.edu/
intelligence, databases, distributed systems, graphics, mobile computing, networks, operating systems, programming languages, robotics and security, to novel areas including games and scientific visualization.

Requirements for the Standard Track of the Sc.B. degree

Prerequisites (1 or 2 courses)

Two semesters of Calculus, for example:

- MATH 0090 Introductory Calculus, Part I
- MATH 0100 and Introductory Calculus, Part II
- or MATH 0170 Advanced Placement Calculus

Concentration Requirements (15 courses)

Core-Computer Science:

Select one of the following introductory course Series:

- CSCI 0150 & CSCI 0160 Introduction to Object-Oriented Programming and Computer Science and Introduction to Algorithms and Data Structures

Series B

- CSCI 0170 & CSCI 0180 Computer Science: An Integrated Introduction and Computer Science: An Integrated Introduction

Series C

- CSCI 0190 Accelerated Introduction to Computer Science and an additional CS course not otherwise used to satisfy a concentration requirement; this course may be CSCI 0180, an intermediate-level course, or an advanced course

Select three of the following intermediate-level courses, one of which must be math-oriented and one systems-oriented:

- CSCI 0220 Introduction to Discrete Structures and Probability (math)
- CSCI 0320 Introduction to Software Engineering (systems)
- CSCI 0330 Introduction to Computer Systems (systems)
- or CSCI 0310 Introduction to Computer Systems
- CSCI 0510 Models of Computation (math)
- CSCI 1450 Probability and Computing

Additional Computer Science Courses:

Select one theoretical computer science course:

- CSCI 1490 Introduction to Combinatorial Optimization
- CSCI 1510 Introduction to Cryptography and Computer Security
- CSCI 1550 Probability and Computing: Randomized Algorithms and Probabilistic Analysis
- CSCI 1570 Design and Analysis of Algorithms
- CSCI 1590 Introduction to Computational Complexity
- CSCI 1760 Multiprocessor Synchronization
- CSCI 1950H Computational Topology
- CSCI 1950J Introduction to Computational Geometry
- CSCI 1820 Algorithmic Foundations of Computational Biology

Select one artificial intelligence course:

- CSCI 1410 Applied Artificial Intelligence
- CSCI 1420 Machine Learning
- CSCI 1430 Computer Vision
- CSCI 1450 Probability and Computing
- CSCI 1460 Computational Linguistics
- CSCI 1480 Building Intelligent Robots
- CSCI 1490 Introduction to Combinatorial Optimization
- CSCI 1580 Information Retrieval and Web Search

Select one computer science systems course:

- CSCI 1230 Introduction to Computer Graphics
- CSCI 1260 Compilers and Program Analysis
- CSCI 1270 Database Management Systems

Four additional advanced computer science courses

- A capstone course

Math: Two semesters of Mathematics or Applied Mathematics beyond MATH 0100/0170. One of these courses must be a linear algebra course

- MATH 0520 Linear Algebra
- MATH 0540 Honors Linear Algebra
- CSCI 0530 Directions: The Matrix in Computer Science

Total Credits: 15

- A normally advanced course must be at the 1000-level or higher, though an intermediate-level course not used to satisfy a core requirement may be used.
- These courses must include two pairs of courses with each pair forming a coherent theme. A list of pre-approved pairs may be found at the approved-pairs web page (http://cs.brown.edu/ugrad/concentrations/approvedpairs.html). You are not restricted to pairs on this list, but any pair not on the list must be approved by the director of undergraduate studies.
- Five of the eight courses must be computer science courses.
- Among the eight courses may be approved 1000-level courses in Mathematics, Applied Mathematics, Biology, Engineering, Economics, Music, Cognitive, Linguistic, and Psychological Sciences, Neuroscience, and other departments that cover material relevant to the student's concentration.
- CSCI 1450 may be used either as a math-oriented intermediate course or as an advanced course. CSCI 1450 was formerly known as CSCI 450; they are the same course and hence only one may be taken for credit. Applied Math 1650 may be used in place of CSCI 1450. However, concentration credit will be given for only one of Applied Math 1650 and CSCI 1450.
- No course may be used to satisfy more than one area requirement.
- A capstone course, normally taken in the student's last undergraduate year, in which the student (or group of students) use a significant portion of their undergraduate education, broadly interpreted, in studying some current topic in depth, to produce a culminating artifact such as a paper or software project.

Requirements for the Professional Track of the Sc.B. degree.

The requirements for the professional track include all those of the standard track, as well as the following:

Students must complete two two-to-four-month full-time professional experiences, doing work that is related to their concentration programs. Such work is normally done within an industrial organization, but may also be at a university under the supervision of a faculty member.

On completion of each professional experience, the student must write and upload to ASK a reflective essay about the experience addressing the following prompts, to be approved by the student's concentration advisor:

- Which courses were put to use in your summer's work? Which topics, in particular, were important?
- In retrospect, which courses should you have taken before embarking on your summer experience? What are the topics from these courses that would have helped you over the summer if you had been more familiar with them?
- Are there topics you should have been familiar with in preparation for your summer experience, but are not taught at Brown? What are these topics?
• What did you learn from the experience that probably could not have been picked up from course work?
• Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
• Would you recommend your summer experience to other Brown students? Explain.

Requirements for the Standard Track of the A.B. degree

Prerequisites
Two semesters of Calculus, for example:
MATH 0090 Introductory Calculus, Part I
& MATH 0100 and Introductory Calculus, Part II
MATH 0170 Advanced Placement Calculus

Concentration Requirements (9 courses)
Core Computer Science:
Select one of the following series:

Series A
CSCI 0150 Introduction to Object-Oriented Programming and
& CSCI 0160 Computer Science and Introduction to Algorithms and Data Structures

Series B
CSCI 0170 Computer Science: An Integrated Introduction
& CSCI 0180 and Computer Science: An Integrated Introduction

Series C
CSCI 0190 Accelerated Introduction to Computer Science
and an additional CSCI course not otherwise used to satisfy a concentration requirement; (this course may be CSCI 0180, an intermediate-level CSCI course, or a 1000 level course)

Three intermediate courses from the following, of which one must be math-oriented and one must be systems-oriented:
CSCI 0220 Introduction to Discrete Structures and Probability (math)
CSCI 0320 Introduction to Software Engineering (systems)
or CSCI 0310 Introduction to Computer Systems
CSCI 0510 Models of Computation (math)
CSCI 0530 Directions: The Matrix in Computer Science (math)
CSCI 1450 Probability and Computing

Four additional courses in computer science or related areas are required.

Total Credits 9
• Three must be advanced courses (at the 1000-level or higher), the fourth may be either an intermediate-level course not used to satisfy a core requirement or an advanced course. These three courses must include a pair of courses forming a coherent theme. A list of pre-approved pairs may be found at the approved-pairs web page (http://cs.brown.edu/ugrad/concentrations/approvedpairs.html). You are not restricted to pairs on this list, but any pair not on the list must be approved by the director of undergraduate studies.
• CSCI 1450 may be used either as a math-oriented intermediate course or as an advanced course. CSCI 1450 was formerly known as CSCI 450; they are the same course and hence only one may be taken for credit. Applied Math 1650 may be used in place of CSCI 1450. However, concentration credit will be given for only one of Applied Math 1650 and CSCI 1450.

On completion of each professional experience, the student must write and upload to ASK a reflective essay about the experience addressing the following prompts, to be approved by the student's concentration advisor:
• Which courses were put to use in your summer's work? Which topics, in particular, were important?
• In retrospect, which courses should you have taken before embarking on your summer experience? What are the topics from these courses that would have helped you over the summer if you had been more familiar with them?
• Are there topics you should have been familiar with in preparation for your summer experience, but are not taught at Brown? What are these topics?
• What did you learn from the experience that probably could not have been picked up from course work?
• Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
• Would you recommend your summer experience to other Brown students? Explain.

Computer Science-Economics Concentration Requirements

The joint Computer Science-Economics concentration exposes students to the theoretical and practical connections between computer science and economics. It prepares students for professional careers that incorporate aspects of economics and computer technology and for academic careers conducting research in areas that emphasize the overlap between the two fields. Concentrators may choose to pursue either the A.B. or the Sc.B. degree. While the A.B. degree allows students to explore the two disciplines by taking advanced courses in both departments, its smaller number of required courses is compatible with a liberal education. The Sc.B. degree achieves greater depth in both computer science and economics by requiring more courses, and it offers students the opportunity to creatively integrate both disciplines through a design requirement. In addition to courses in economics, computer science, and applied mathematics, all concentrators must fulfill the Computer Science department's writing requirement by passing a course that involves significant expository writing.


Prerequisites (3 courses):
MATH 0100 Introductory Calculus, Part I
or MATH 0520 Linear Algebra
or MATH 0540 Honors Linear Algebra
or CSCI 0530 Directions: The Matrix in Computer Science
ECON 0110 Principles of Economics

Required Courses (17 courses):
Select one of the following Series:

Series A
CSCI 0150 Introduction to Object-Oriented Programming and
& CSCI 0160 Computer Science and Introduction to Algorithms and Data Structures

Series B
CSCI 0170 Computer Science: An Integrated Introduction
& CSCI 0180 and Computer Science: An Integrated Introduction

Series C
CSCI 0190 Accelerated Introduction to Computer Science
and an additional CS course not otherwise used to satisfy a concentration requirement; this course may be CSCI 0180, an intermediate-level CS course, or a 1000 level course.

Two of the following intermediate courses, one of which must be math-oriented and one systems-oriented.
### Standard Program for the A.B. degree:

**Prerequisites (3 courses):**
- MATH 0100 Introductory Calculus, Part II
- MATH 0520 Linear Algebra
- or MATH 0540 Honors Linear Algebra
- or CSCI 0530 Directions: The Matrix in Computer Science
- ECON 0110 Principles of Economics

**Required Courses (13 courses):**

Select one of the following series:

**Series A**
- CSCI 0150 Introduction to Object-Oriented Programming and Computer Science
- CSCI 0210 Introduction to Software Engineering (systems)
- or CSCI 0215 Introduction to Computer Systems
- CSCI 0510 Models of Computation (math)

A pair of CS courses with a coherent theme. 2

An additional CS course that is either at the 1000-level or an intermediate course not already used to satisfy concentration requirements. CSCI 1450 may not be used to satisfy this requirement.

- ECON 1130 Intermediate Microeconomics (Mathematical) 2
- ECON 1210 Intermediate Macroeconomics
- ECON 1630 Econometrics I

Three courses from the "mathematical-economics" group: 3

- ECON 1170 Welfare Economics and Social Choice Theory
- ECON 1465 Market Design: Theory and Applications
- ECON 1470 Bargaining Theory and Applications
- ECON 1640 Econometrics II
- ECON 1650 Financial Econometrics
- ECON 1750 Investments II
- ECON 1759 Data, Statistics, Finance
- ECON 1810 Economics and Psychology
- ECON 1820 Behavioral Economics
- ECON 1850 Theory of Economic Growth
- ECON 1860 The Theory of General Equilibrium
- ECON 1870 Game Theory and Applications to Economics

and any graduate Economics course

Two additional 1000-level Economics courses 2

Capstone Course in either Computer Science or Economics 3

Total Credits 17

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1 A list of pre-approved pairs may be found at the approved-pairs web page (http://www.cs.brown.edu/ugrad/concentrations/ approvedpairs.html). You are not restricted to pairs on this list, but any pair not on the list must be approved by the CS director of undergraduate studies. CSCI 1450 may not be used to satisfy this requirement.

2 Or ECON 1110, with permission.

3 A one-semester course, normally taken in the student's last undergraduate year, in which the student (or group of students) use a significant portion of their undergraduate education, broadly interpreted, in studying some current topic (preferably at the intersection of computer science and economics) in depth, to produce a culminating artifact such as a paper or software project.

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### Honors

Students who meet stated requirements are eligible to write an honors thesis in their senior year. Students should consult the listed honors requirements of whichever of the two departments their primary thesis advisor belongs to, at the respective departments' websites.

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### Professional Track

The requirements for the professional track include all those of the standard track, as well as the following:

Students must complete two two-to-four-month full-time professional experiences, doing work that is related to their concentration programs. Such work is normally done within an industrial organization, but may also be at a university under the supervision of a faculty member.

On completion of each professional experience, the student must write and upload to ASK a reflective essay about the experience addressing the following prompts, to be approved by the student's concentration advisor:

- Which courses were put to use in your summer's work? Which topics, in particular, were important?
- In retrospect, which courses should you have taken before embarking on your summer experience? What are the topics from these courses
that would have helped you over the summer if you had been more familiar with them?

- Are there topics you should have been familiar with in preparation for your summer experience, but are not taught at Brown? What are these topics?
- What did you learn from the experience that probably could not have been picked up from course work?
- Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
- Would you recommend your summer experience to other Brown students? Explain.

Applied Mathematics-Computer Science Concentration Requirements

The Sc.B. concentration in Applied Math-Computer Science provides a foundation of basic concepts and methodology of mathematical analysis and computation and prepares students for advanced work in computer science, applied mathematics, and scientific computation. Concentrators must complete courses in mathematics, applied math, computer science, and an approved English writing course. While the concentration in Applied Math-Computer Science allows students to develop the use of quantitative methods in thinking about and solving problems, knowledge that is valuable in all walks of life, students who have completed the concentration have pursued graduate study, computer consulting and information industries, and scientific and statistical analysis careers in industry or government. This degree offers a standard track and a professional track.

Requirements for the Standard Track of the Sc.B. degree.

Prerequisites - two semesters of Calculus, for example
MATH 0090  Introductory Calculus, Part I
MATH 0100  Introductory Calculus, Part II
MATH 0170  Advanced Placement Calculus

Concentration Requirements (17 courses)

Core-Math:
MATH 0180  Intermediate Calculus
or MATH 0350  Honors Calculus
MATH 0520  Linear Algebra
or MATH 0540  Honors Linear Algebra
or CSCI 0530  Directions: The Matrix in Computer Science

Core-Applied Mathematics:
APMA 0350  Applied Ordinary Differential Equations
APMA 0360  Methods of Applied Mathematics I, II
APMA 1170  Introduction to Computational Linear Algebra
or APMA 1180  Introduction to Numerical Solution of Differential Equations

Core-Computer Science:
Select one of the following Series:

Series A
CSCI 0150  Introduction to Object-Oriented Programming and Computer Science
& CSCI 0160  and Introduction to Algorithms and Data Structures

Series B
CSCI 0170  Computer Science: An Integrated Introduction
& CSCI 0180  and Computer Science: An Integrated Introduction

Series C
CSCI 0190  Accelerated Introduction to Computer Science

Select three of the following intermediate-level courses, one of which must be math-oriented and one systems-oriented:
CSCI 0220  Introduction to Discrete Structures and Probability (math)
CSCI 0320  Introduction to Software Engineering (systems)
CSCI 0310  Introduction to Computer Systems (systems)
or CSCI 0330  Introduction to Computer Systems
CSCI 0510  Models of Computation (math)

Three 1000-level Computer Science courses. These three courses must include a pair of courses with a coherent theme. A list of approved pairs may be found at the approved-pairs web page. You are not restricted to the pairs on this list, but any pair not on the list must be approved by the director of undergraduate studies.

Note: CSCI 1450 may be used either as a math-oriented core course or as an advanced course. CSCI 1450 was formerly known as CSCI 450: they are the same course and hence only one may be taken for credit. Applied Math 1650 may be used in place of CSCI 1450. However, concentration credit will be given for only one of Applied Math 1650 and CSCI 1450.

Total Credits 17

Requirements for the Professional Track of the Sc.B. degree.

The requirements for the professional track include all those of the standard track, as well as the following:

Students must complete two two-to-four-month full-time professional experiences, doing work that is related to their concentration programs. Such work is normally done within an industrial organization, but may also be at a university under the supervision of a faculty member.

On completion of each professional experience, the student must write and upload to ASK a reflective essay about the experience addressing the following prompts, to be approved by the student's concentration advisor:

- Which courses were put to use in your summer's work? Which topics, in particular, were important?
- In retrospect, which courses should you have taken before embarking on your summer experience? What are the topics from these courses that would have helped you over the summer if you had been more familiar with them?
- Are there topics you should have been familiar with in preparation for your summer experience, but are not taught at Brown? What are these topics?
- What did you learn from the experience that probably could not have been picked up from course work?
- Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
- Would you recommend your summer experience to other Brown students? Explain.

Mathematics-Computer Science Concentration Requirements

Students may opt to pursue an interdisciplinary Bachelor of Science degree in Math-Computer Science, a concentration administered cooperatively between the mathematics and computer science departments. Course requirements include math- and systems-oriented computer science courses, as well as computational courses...
in applied math. Students must identify a series of electives that cohere around a common theme. As with other concentrations offered by the Computer Science department, students have the option to pursue the professional track (http://www.cs.brown.edu/ugrad/concentrations/professional.track.html) of the Sc.B program in Mathematics-Computer Science.

Requirements for the Standard Track of the Sc.B. degree.

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three semesters of Calculus to the level of MATH 0180, MATH 0200, or MATH 0350</td>
<td>3</td>
</tr>
<tr>
<td>MATH 0520 Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>MATH 0540 Honors Linear Algebra</td>
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</tr>
</tbody>
</table>

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1530 Abstract Algebra</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following series:

- **Series A**
  - CSCI 0150 & CSCI 0160 Introduction to Object-Oriented Programming and Computer Science and Introduction to Algorithms and Data Structures

- **Series B**
  - CSCI 0170 & CSCI 0180 Computer Science: An Integrated Introduction and Computer Science: An Integrated Introduction

- **Series C**
  - CSCI 0190 Accelerated Introduction to Computer Science

Three 1000-level Mathematics courses

Three advanced courses in Computer Science

Three additional courses different from any of the above chosen from Mathematics, Computer Science, Applied Mathematics, or related areas

A capstone course in Computer Science or Mathematics

Note: CSCI 1450 may be used either in place of CSCI 220 or 510 in the core courses or as an advanced course. CSCI 1450 was formerly known as CSCI 450: they are the same course and hence only one may be taken for credit. Applied Math 1650 may be used in place of CSCI 1450. However, concentration credit will be given for only one of Applied Math 1650 and CSCI 1450.

Total Credits: 19

Computer Science Graduate Program

The department of Computer Science offers two graduate degrees in computer science. The Master of Science (Sc.M.) degree for those who wish to improve their professional competence in computer science or to prepare for further graduate study, and the Doctor of Philosophy (Ph.D) degree.

For more information on admission and program requirements, please visit the following website:

http://www.brown.edu/academics/gradschool/programs/computer-science

Concurrent ScB (NUS) and ScM in Computational Biology (Brown University)

The School of Computing at National University of Singapore and The Department of Computer Science at Brown have established a concurrent Bachelor’s and Master’s degree program in Computational Biology. After having first completed four years of undergraduate study at National University of Singapore (NUS), qualified students will attend Brown University to complete their fifth and final year of study in computational biology. After the successful completion of requirements set forth by both universities, the students will simultaneously earn both their Sc.B. and Sc.M. degrees. The Sc.B will be awarded by the National University of Singapore, while the Sc.M. is awarded by Brown University.

Courses

CSCI 0020. The Digital World.

Removes the mystery surrounding computers and the ever-growing digital world. Introduces a range of topics and many aspects of multimedia, along with explanations of the underlying digital technology and its relevance to our society. Other topics include artificial intelligence, IT security, ethics and the economics of computing as well as the effects of its pervasiveness in today's world. Introductory programming and analytic skills are developed through HTML, Photoshop, Excel and Python assignments. CSCI 0020 is a good introduction to a wide range of CS topics that have broad relevance in our society. No prerequisites. LILE

[1] These courses must be at the 1000-level or higher. The three courses must include a pair of courses with a coherent theme. A list of pre-approved pairs may be found at the approved-pairs web page (http://cs.brown.edu/ugrad/concentrations/approvedpairs.html). You are not restricted to the pairs on this list, but any pair not on the list must be approved by the director of undergraduate studies.

[2] These must be approved by a concentration advisor.

[3] A one-semester course, normally taken in the student’s last undergraduate year, in which the student (or group of students) use a significant portion of their undergraduate education, broadly interpreted, in studying some current topic in depth, to produce a culminating artifact such as a paper or software project.

Requirements for the Professional Track of the Sc.B. degree.

The requirements for the professional track include all those of the standard track, as well as the following:

Students must complete two two-to-four-month full-time professional experiences, doing work that is related to their concentration programs.
CSCI 0040. Introduction to Scientific Computing and Problem Solving
CSCI0040 provides an introduction to using computers to solve STEM (Science, Technology, Engineering and Mathematics) data analysis, visualization and simulation problems from engineering, neuroscience, biology, mathematics and finance.

Students will access and analyze a number of "real world" data sets while becoming fluent MATLAB programmers. Other tools utilized may include Excel, Wolframalpha and Python.

By course end, students should be able to use MATLAB to solve a large variety of scientific data analysis, visualization and simulation problems.

No prior programming experience is required (MATLAB is easy and fun to use).

CSCI 0080. A First Byte of Computer Science.
Introduces non-CS concentrators to the academic discipline of computer science, its thought processes, and its relevance to other fields and modern life more generally. The target audience is students who are interested in learning more about what computer science is about and the ideas it has to offer tomorrow's citizens and scholars. Topics include the basics of computation and programming, a taste of theoretical computer science and algorithms, and an introduction to codes and artificial intelligence. Although students will learn to read and understand short programs, the course will not teach or require advanced programming skills. LILE

CSCI 0081. TA Apprenticeship: Full Credit.
Being an undergraduate TA is a learning experience: one not only gets a deeper understanding of the course material, but gains management and social skills that are invaluable for one's future. Students taking this course must first be selected as an undergraduate TA for a Computer Science course, a course the student has taken and done well in. Students will work with the course's instructor on a variety of course-related topics, including preparation of material and development of assignments. Whether CSCI 0081 or its half-credit version (CSCI 0082) is taken is up to the professor of the course being TA'd. Instructor permission required.

CSCI 0082. TA Apprenticeship: Half Credit.
Being an undergraduate TA is a learning experience: one not only gets a deeper understanding of the course material, but gains management and social skills that are invaluable for one's future. Students taking this course must first be selected as an undergraduate TA for a Computer Science course, a course the student has taken and done well in. Students will work with the course's instructor on a variety of course-related topics, including preparation of material and development of assignments. Whether CSCI 0082 or its full-credit version (CSCI 0081) is taken is up to the professor of the course being TA'd. Instructor permission required.

CSCI 0150. Introduction to Object-Oriented Programming and Computer Science.
Emphasizes object-oriented design and programming in Java, an effective modern technique for producing modular, reusable, internet-aware programs. Also introduces interactive computer graphics, user interface design and some fundamental data structures and algorithms. A sequence of successively more complex graphics programs, including Tetris, and culminating in a significant final project, helps provide a serious introduction to the field intended for both potential concentrators and those who may take only a single course. No prerequisites, no prior knowledge of programming required.

CSCI 0160. Introduction to Algorithms and Data Structures.
Introduces fundamental techniques for problem solving by computer that are relevant to most areas of computer science, both theoretical and applied. Algorithms and data structures for sorting, searching, graph problems, and geometric problems are covered. Programming assignments conform with the object-oriented methodology introduced in CSCI 0150. Prerequisite: CSCI 0150 or written permission.

CSCI 0170. Computer Science: An Integrated Introduction.
CSCI0170/0180 is an introductory sequence that helps students begin to develop the skills, knowledge, and confidence to solve computational problems elegantly, correctly, efficiently, and with ease. The sequence is unique in teaching both the functional and imperative programming paradigms—the first through the languages Scheme and ML in CSCI0170; the second through Java in CSCI0180. The sequence requires no previous programming experience. Indeed, few high school students are exposed to functional programming; hence even students with previous programming experience often find this sequence an invaluable part of their education.

Although students are taught to use programming languages as tools, the goal of CSCI0170/0180 is not merely to teach programming. On the contrary, the goal is to convey to students that computer science is much more than programming! All of the following fundamental computer science techniques are integrated into the course material: algorithms, data structures, analysis, problem solving, abstract reasoning, and collaboration. Concrete examples are drawn from different subareas of computer science: in 0170, from arbitrary-precision arithmetic, natural language processing, databases, and strategic games; in 0180, from discrete-event simulation, data compression, and client/server architectures.

CSCI 0180. Computer Science: An Integrated Introduction.
A continuation of CSCI 0170. Students learn to program in Java while continuing to develop their algorithmic and analytic skills. Emphasis is placed on object-oriented design, imperative programming, and the implementation and use of data structures. Examples are drawn from such areas as databases, strategy games, web programming, graphical user interfaces, route finding, and data compression. Lab work done with the assistance of TAs. Prerequisite: CSCI 0170.

CSCI 0190. Accelerated Introduction to Computer Science.
This is a one-semester introduction to computer science covering core data structures, algorithms, and analysis techniques similar to those of the two-course introductory sequences (CSCI 0150-0160 and CSCI 0170-0180), integrated with programming. Students who wish to take CSCI 0190 must begin in CSCI 0170 and complete additional work in that course. CSCI 0190 will branch off from CSCI 0170 after a month. Whether or not you come in with a computer science background, you can gently determine your level of ability and pick the course that is best for you. See http://cs.brown.edu/courses/csci0190/2015/AFQ.html for more information.

CSCI 0220. Introduction to Discrete Structures and Probability.
Seeks to place on solid foundations the most common structures of computer science, to illustrate proof techniques, to provide the background for an introductory course in computational theory, and to introduce basic concepts of probability theory. Introduces Boolean algebra, logic, set theory, elements of algebraic structures, graph theory, combinatorics, and probability. No prerequisites.

CSCI 0310. Introduction to Computer Systems.
Basic principles of computer organization. Begins with machine representation of data types and logic design, then explores architecture and operations of computer systems, including I/O, pipelining, and memory hierarchies. Uses assembly language as an intermediate abstraction to study introductory operating system and compiler concepts. Prerequisite: CSCI 0150 or CSCI 0180 or CSCI 0190.

CSCI 0320. Introduction to Software Engineering.
Advanced programming techniques including Java, threads, web-applications, user interfaces and XML. Covers software design including object-oriented design, systems design, web application design and user interface design. Software engineering including modeling, analysis, testing, debugger reuse, the software lifecycle, tools and project management. Prerequisite: CSCI 0160, CSCI 0180 or CSCI 0190. CSCI 0220 is recommended.
CSCI 0330. Introduction to Computer Systems.
High-level computer architecture and systems programming. The course covers the organization of computer systems (in terms of storage units, caches, processors, and I/O controllers) and teaches students assembly-language programming and C-language programming. Extensive programming exercises introduce students to systems-level programming on Unix systems, as well as to multi-threaded programming with POSIX threads. Students will learn the basics of how computers work and will be introduced to the functions of operating systems. Prerequisite: CSCI 0150, 0180, or 0190.

CSCI 0510. Models of Computation.
The course introduces basic models of computation including languages, finite-state automata and Turing machines. Proves fundamental limits on computation (incomputability, the halting problem). Provides the tools to compare the hardness of computational problems (reductions). Introduces computational complexity classes (P, NP, PSPACE and others). Prerequisite: CSCI 0220 or 0450.

CSCI 0530. Directions: The Matrix in Computer Science.
Introduces vectors, matrices and their role in computer science in three components: (1) concepts, theorems, and proofs, (2) procedures and programs, (3) applications and working with data. Weekly lab sessions where students apply concepts to a real task with real data. Example labs: transformations in 2-d graphics, error-correcting codes, image compression using wavelets, synthesizing a new perspective in a photo, face recognition, news story categorization, cancer diagnosis using machine learning, matching airplanes to destinations, Google's PageRank method. Other topics as time allows. Skills in programming and prior exposure to reading and writing mathematical proofs required.

CSCI 0931. Introduction to Computation for the Humanities and Social Sciences.
Introduces students to the use of computation for solving problems in the social sciences and the humanities. We will investigate a series of real-world problems taken from the news, from books such as Freakonomics, and from current research. Topics covered include data gathering, analysis, and visualization; web-based interfaces; algorithms; and scripting. Enrollment limited to 20. Instructor permission required. LILE Please go to https://docs.google.com/a/brown.edu/forms/d/1qiv95C_KmB_yePS5WbdYLiCiyJx_nCzz7xb3-J9U-W4/viewform to be added to the waitlist. You must use your Brown login to access the waitlist; requests to give access to non-Brown addresses will be ignored.

Fundamental concepts in 2D and 3D computer graphics, e.g., 2D raster graphics techniques, simple image processing, and user interface design. Focuses on geometric transformations, and 3D modeling, viewing and rendering. A sequence of assignments in C++ culminates in a simple geometric modeler and ray tracer. Prerequisite: CSCI 0160, CSCI 0180, or CSCI 0190. Some knowledge of basic linear algebra is helpful but not required. Strong object-oriented programming ability (e.g., in C++, Java or Python) is required.

CSCI 1234 is a half-credit course intended to be taken concurrently with CSCI 1230 and provides students with a greater understanding of the material by having them extend each of 1230's assignments to greater depth.

CSCI 1250. Introduction to Computer Animation.
Introduction to 3D computer animation production including story writing, production planning, modeling, shading, animation, lighting, and compositing. Students work independently to learn basic skills, then in groups to create a polished short animation. Emphasis is on in-class critique of ongoing work, which is essential for learning the cycle of evaluating work, determining improvements, and implementing them for further evaluation. Students should attend first class to receive instructor's written permission.

CSCI 1260. Compilers and Program Analysis.
Lexical analysis, syntactic analysis, semantic analysis, code generation, code optimization, translator writing systems. Prerequisites: CSCI 0220 and 0320; 0510 is recommended.

CSCI 1270. Database Management Systems.
Introduction to database structure, organization, languages, and implementation. Relational model, query languages, query processing, query optimization, normalization, file structures, concurrency control and recovery algorithms, and distributed databases. Coverage of modern applications such as the Web, but with emphasis on Database Management Systems internals. Prerequisites: CSCI 0160, CSCI 0180, or CSCI 0190. One of CSCI 0330 or CSCI 0320 is strongly recommended.

CSCI 1280. Intermediate 3D Computer Animation.
Continues work begun in CSCI 1250 with deeper exploration of technical and artistic aspects of 3D computer animation including more sophisticated shading and lighting methods and character modeling, rigging, animation, and dynamics. After a series of individual exercises, students pursue an independent topic and then, working alone or in pairs, create a polished demonstration. Emphasis is on in-class critique of ongoing work. Prerequisite: CSCI 1250. Students may contact the instructor in December for permission.

CSCI 1290. Computational Photography.
Describes the convergence of computer graphics and computer vision with photography. Its goal is to overcome the limitations of traditional photography using computational techniques to enhance the way we capture, manipulate, and interact with visual media. Topics covered: cameras, human visual perception, image processing and manipulation, image based lighting and rendering, high dynamic range, single view reconstruction, photo quality assessment, non photorealistic rendering, the use of Internet-scale data, and more. Students are encouraged to capture and process their own data. Prerequisites: previous programming experience, basic linear algebra, calculus, and probability; previous knowledge of computer graphics or computer vision. Strongly recommended: CSCI 1230, CSCI 1430, ENGN 1610.

CSCI 1300. Designing, Developing and Evaluating User Interfaces.
Covers fundamental concepts in human-computer interaction that focus on designing user interfaces. Topics include understanding when to use different interfaces, modeling and representing user interaction, principles of user experience design, eliciting requirements and feedback from users, methods for designing and prototyping interfaces, and user interface evaluation. Classroom time will be spent on lectures and hands-on activities; students will complete assignments, design labs, and readings outside the classroom.

Students interested in learning the theoretical underpinnings of user interfaces, and the process behind designing, prototyping, and evaluating a user interface should take this course. You will see user interfaces everywhere differently after this course!

Covers the fundamental concepts, principles, and abstractions that underlie the design and engineering of computer systems. Topics include computer systems organization, modularity, virtualization, communications, atomicity, fault tolerance, security, and performance. Combined lectures and presentation and discussion of case studies. Several hands-on labs and written assignments, as well as a semester-long project that is incrementally worked on throughout the semester. Prerequisites: CSCI 0160, 0180, or 0190, or permission of the instructor.

This course covers all aspects of web application development, including the initial concept, user-centric design, development methodologies, front and back end development, databases, security, testing, load testing, accessibility, and deployment. There will be a substantial team project. The course is designed for students with a programming background (equiv CSCI 0320/CSCI 0330) who want to learn how to build web applications, and for students with a background in web design, including HTML and Javascript, who are interested in learning how to extend design techniques to incorporate the technologies needed in modern web applications. Project teams will consist of students with both backgrounds.
CSCI 1340. Innovating Game Development.
What technologies will shape the next generation of videos? This project-centered course focuses on computational innovations for game development. Students examine innovative game technology through case studies of existing games and talks by industrial and academic game professionals. In teams, students propose and implement a project demonstrating a novel technology for gaming. Recommended: strong computational or engineering background.

Explores the visual and human-computer interaction design process for scientific applications in Brown's immersive virtual reality Cave. Joint with RISD. Computer Science and design students learn how to work together effectively; study the process of design; learn about scientific problems; create designs applications; critique, evaluate, realize and iterate designs; and demonstrate final projects. Instructor permission required.

CSCI 1380. Distributed Computer Systems.
Explores the fundamental principles and practice underlying networked information systems, first we cover basic distributed computing mechanisms (e.g., naming, replication, security, etc.) and enabling middleware technologies. We then discuss how these mechanisms and technologies fit together to realize distributed databases and file systems, web-based and mobile information systems. Prerequisite: CSCI 0320 or CSCI 0330.

Practical approaches to designing intelligent systems. Topics include search and optimization, uncertainty, learning, and decision making. Application areas include natural language processing, machine vision, machine learning, and robotics. Prerequisites: CSCI 0160, CSCI 0180 or CSCI 0190; and either CSCI 0220 or one of CSCI 0450 or CSCI 1450.

We explore the theory and practice of statistical machine learning, focusing on computational methods for supervised and unsupervised data analysis. Specific topics include Bayesian and maximum likelihood parameter estimation, regularization and sparsity-promoting priors, kernel methods, the expectation maximization algorithm, and models for data with temporal or hierarchical structure. Applications to regression, categorization, clustering, and dimensionality reduction problems are illustrated by examples from vision, language, bioinformatics, and information retrieval. Prerequisites: CSCI 0040 or 0150 or 0180 or 0190; and CSCI 0450 or CSCI 1450 or APMA 1650 or MATH 1610; or CSCI 0530 or MATH 0520 or 0540; or instructor permission.

CSCI 1430. Computer Vision.
How can we program computers to understand the visual world? This course treats vision as inference from noisy and uncertain data and emphasizes probabilistic and statistical approaches. Topics may include perception of 3D scene structure from stereo, motion, and shading; segmentation and grouping; texture analysis; learning, object recognition; tracking and motion estimation. Strongly recommended: basic linear algebra, calculus, and probability.

Probability and statistics have become indispensable tools in computer science. Probabilistic methods and statistical reasoning play major roles in machine learning, cryptography, network security, communication protocols, web search engines, robotics, program verification, and more. This course introduces the basic concepts of probability and statistics, focusing on topics that are most useful in computer science applications. Topics include: modeling and solution in sample space, random variables, simple random processes and their probability distributions, Markov processes, limit theorems, and basic elements of statistical inference.

Introduction to computational linguistics (also known as natural-language processing) including the related mathematics and several programming projects. Particular topics include: language modeling (as used in e.g., speech recognition, machine translation), machine translation, part-of-speech labeling, syntactic parsing, and pronoun resolution. Mathematical techniques include basic probability, noisy channel models, the EM (Expectation-Maximization) algorithm, hidden Markov models, probabilistic context-free grammars, and the forward-backward algorithm. Not open to first year students.

CSCI 1480. Building Intelligent Robots.
How do robots function autonomously in dynamic, unpredictable environments? This course focuses on programming mobile robots, such as the iRobot Roomba, to perceive and act autonomously in real-world environments. The major paradigms for autonomous control and robot perception are examined and compared with robotic notions in science fiction. Prerequisite: CSCI 0150, CSCI 0170 or CSCI 0190. Recommended: CSCI 1410 or CSCI 1230.

CSCI 1490. Introduction to Combinatorial Optimization.
This course covers the algorithmic aspects of optimizing decisions in fully observable, non-changing environments. Students are introduced to state-of-the-art optimization methods such as linear programming, integer programming, local search, and constraint programming. Strongly recommended: CSCI 0160, CSCI 0180 or CSCI 0190; CSCI 0510; and CSCI 0530 or MATH 0520 or MATH 0540.

CSCI 1510. Introduction to Cryptography and Computer Security.
This course studies the tools for guaranteeing safe communication and computation in an adversarial setting. We develop notions of security and give provably secure constructions for such cryptographic objects as cryptosystems, signature schemes and pseudorandom generators. We also review the principles for secure system design. Prerequisites: CSCI 0220 and CSCI 0510.

This course introduces students to applications of probabilistic and statistical methods to the design and analysis of algorithms, in particular randomized algorithms and probabilistic analysis of algorithms. The course covers basic probabilistic techniques such as tail bounds, martingales, coupling, etc., and presents applications of randomized and probabilistic analysis techniques in areas such as graph algorithms, data structures, communication, and Monte Carlo simulations. No prior knowledge of probability theory is assumed. CSCI 1570 recommended but not required.

CSCI 1570. Design and Analysis of Algorithms.
A single algorithmic improvement can have a greater impact on our ability to solve a problem than ten years of incremental improvements in CPU speed. We study techniques for designing and analyzing algorithms. Typical problem areas addressed include hashing, searching, dynamic programming, graph algorithms, network flow, and optimization algorithms including linear programming. Prerequisites: CSCI 0160, CSCI 0180, or CSCI 0190, and one of CSCI 0220 or CSCI 1450.

CSCI 1580. Information Retrieval and Web Search.
Covers traditional material as well as recent advances in information retrieval (IR), the study of indexing, processing, and querying of textual data. The focus will be on newer techniques geared to hypertext documents available on the World Wide Web. Topics include efficient text indexing; Boolean and vector space retrieval models; evaluation and interface issues; Web crawling, link-based algorithms, and Web metadata; text/Web clustering, classification; text mining.

CSCI 1590. Introduction to Computational Complexity.
Introduction to serial and parallel models of computation; time and space complexity classes on these models; the circuit model of computation and its relation to serial and parallel time complexity; space-time tradeoffs on serial computers; area-time tradeoffs on the VLSI computational model; interactive and probabilistically checkable proofs; the definition of NP in terms of probabilistically checkable proofs; hardness of approximations to solutions to NP-hard problems. Prerequisite: CSCI 0510.
CSCI 1600. Real-Time and Embedded Software.
Comprehensive introduction to the design and implementation of software for programmable embedded computing systems, those enclosed in devices such as cellular phones, game consoles, and car engines. Includes the overall embedded real-time software design and development processes, as well as aspects of embedded hardware and real-time, small-footprint operating systems. Major project component. Prerequisites: CSCI 0320 or 0360.

CSCI 1610. Building High-Performance Servers.
In depth study of modern server design. Considers architectures for building high-performance, robust, scalable, and secure network servers. We will consider all aspects of "mission-critical" servers. Topics include multithreaded and asynchronous programming techniques, database access, performance profiling, security, and redundancy. Teams will build significant projects. Prerequisite: CSCI 0320 or 0360. CSCI 1670 or 1680 is recommended.

CSCI 1620 is a half-credit laboratory course intended to be taken concurrently with CSCI 1660 and provides students with a deeper understanding of the material by doing additional assignments, which include extensions of the 1660's assignments. Instructor permission required.

This course teaches principles of computer security from an applied viewpoint and provides hands-on experience on security threats and countermeasures. Topics include code execution vulnerabilities (buffer overflow, sandboxing, mobile code), malware (trojans, viruses, and worms), access control (users, roles, policies), cryptosystems (hashing, signatures, certificates), network security (firewalls, TLS, intrusion detection, VPN), and human and social issues. Prerequisites: one of CSCI 0160 or CSCI 0180 or CSCI 0190; and CSCI 0330.

Covers not just the principles of operating systems but the intricacies of how they work. Topics include multithreaded programming, managing threads and interrupts, managing storage, processor scheduling, operating-system structure, virtualization, security, and the design of file systems (both local and distributed). Extensive examples are taken from actual systems, including Linux and Windows. Students are expected to complete both problem sets and programming assignments (in C). Prerequisite: CSCI 0310 or 0330.

CSCI 1680. Computer Networks.
Covers the technologies supporting the Internet, from Ethernet and WiFi through the routing protocols that govern the flow of traffic and the web technologies that are generating most of it. A major concern is understanding the protocols used on the Internet: what the issues are, how they work, their shortcomings, and what improvements are on the horizon. Prerequisite: CSCI 0330 or consent of instructor.

CSCI 1690. Operating Systems Laboratory.
Half-credit course intended to be taken with CSCI 1670. Students individually write a simple operating system in C. Serves to reinforce the concepts learned in 1670 and provides valuable experience in systems programming. Corequisite: CSCI 1670.

CSCI 1729. Programming Languages Lab.
Half-credit course intended to be taken concurrently with CSCI 1730. Students individually implement a full programming language chosen by the course. Reinforces the concepts learned in CSCI 1730 and provides valuable experience in implementing programming languages. Corequisite: CSCI 1730

CSCI 1730. Design and Implementation of Programming Languages.
Explores the principles of modern programming languages by implementation. Examines linguistic features, especially control operators such as first-class functions, exceptions, and continuations. Studies data and their types, including polymorphism, type inference, and type soundness. Examines compiler and run-time system topics: continuation-passing style and garbage collection. Prerequisite: CSCI 0160, CSCI 0180 or CSCI 0190. Preferred: CSCI 0220, either CSCI 0320 or CSCI 0330, and CSCI 0510.
CSCI 1950B. Computational Topology and Discrete Geometry.
This course will investigate (through a mixture of lectures and student presentations of recent papers) topics in computational topology, including Morse theory and discrete differential geometry. Other possible topics are knot polynomials, simplicial homology, and geometric probability theory. Some mathematical sophistication and programming skills required. No prerequisites.

CSCI 1950C. Advanced Programming for Digital Art & Literature.
This workshop will explore advanced tools and techniques for the creation of innovative and expressive works of digital art. Lectures will address the application of best practices from the software design community to the context of artistic practice. In the first section of the course, students will exercise their aesthetic, conceptual, and technical skills on a set of 'mini-projects' exploring the analysis, generation and presentation of computationally-augmented literary texts. Assignments will include web-text mining, feature extraction, grammars, generative algorithms, and statistical techniques. During the second half of the course, students will focus on a larger work of their own design, participating in regular critiques throughout the development cycle. Though assignments will focus on digital literature, a wide range of artistic media will be explored, including sound, image, video, 3D and installation. Collaboration is encouraged. Instructor permission required. Enrollment limited to 18.

We will study various algorithmic problems that arise in the study of topological phenomena, such as winding number, turning number, knot polynomials, topology of covering spaces (especially Riemann surfaces), and discrete Morse theory. The mathematical topics will be briefly introduced before we move to computations, but some a priori mathematical sophistication will make the course more valuable to the student. Prerequisite: CSCI 0160, 0180, or 0190.

CSCI 1950J. Introduction to Computational Geometry.
Geometric algorithms in two and three dimensions. Algorithmic and geometric fundamentals. Point location, convex hulls, proximity (Voronoi diagrams, Delaunay triangulations), intersections, the geometry of rectangles. Prerequisites: CSCI 0160, 0170, or 0190; and CSCI 0220.

CSCI 1950K. Innovating Game Development.
A project-centered course focused on technological, paradigm, and design innovations for game development. As teams, students will propose and implement a project demonstrating a novel technology for gaming. Examines the current state and future of game development through a seminar of speakers active in game development and research. A strong computer science or engineering background is recommended.

CSCI 1950M. Advanced Practical Combinatorial Algorithms.
We review recent as well as well-established advanced techniques in combinatorial optimization and constraint satisfaction. Students will study and individually present research papers and work on challenging software projects in small teams. Prerequisites: CSCI 0160, 0180, or 0190; and CSCI 0510; and CSCI 1490 or 2580, or instructor permission.

CSCI 1950N. 2D Game Engines.
2D Game Engines covers core techniques used in the development of the software that drives computer games and other interactive software. Projects involve building different varieties of 2D game engines as well as games that require use of the features implemented in the engines. Topics include high-level engine design, vector and raster graphics, animation, collision detection, physics, content management, and game AI. Prerequisite: CSCI 0160, 0180, or 0190.

CSCI 1950Q. Programming for the Humanities and Social Sciences.
A principled introduction to programming for students whose primary interest lies in the humanities and social sciences. Students will propose a substantial project related to their concentrations. They will learn sufficient programming skills to carry out the project, presenting it at the end of the course. The course is a continuation of CSCI 0931, "Introduction to Computation for the Humanities and Social Sciences." Prerequisite: CSCI 0931. Instructor permission required.

CSCI 1950R. Compiler Practice.
This class covers the practice of compiler writing, including lexical analysis, parsing, semantic analysis, code generation, and code optimization. Students design and implement a full compiler modularly for a modern functional language using a modern intermediate representation and modular backend. Instructor permission required.

CSCI 1950T. Advanced Animation Production.
Students will apply knowledge and skills gained in previous animation courses to produce a high quality short animated film as a group. Production will follow the industry standard pipeline that includes modeling, texturing, lighting, animating, rendering, and post production. Interested students will perform preproduction story and concept design prior to beginning of course. Prerequisite: CSCI 1250. Enrollment limited to 15. Instructor permission required.

CSCI 1950U. Topics in 3D Game Engine Development.
Covers core techniques in 3D game development with an emphasis on engine architecture. Students independently develop their own engines using C++, OpenGl, and the Qt framework, then work in groups to create a polished game. Topics include: spatial subdivision, player representation, collision detection and response, game networking, GPUs, and OpenGl. Prerequisites: CSCI 1230 and one of CSCI 0320 or CSCI 1950N. Enrollment limited to 25.

CSCI 1950X. Software Foundations.
Software Foundations will be a project-based course focusing on the challenges and techniques involved in proving non-trivial properties about real-world systems. We will base our exploration around formal development in a proof environment. Roughly half of the course will be a guided tutorial of proof techniques using one or more theorem provers; in the remainder, students will apply this knowledge to existing systems. No prior experience with theorem provers or proof assistants is necessary, but familiarity with and aptitude for functional programming will be a huge bonus. Prerequisite: CSCI 1730 or equivalent; mathematical maturity.

The course will focus on proving properties about systems and programs. We will study the distinction between programs and specifications, and check for whether the former obey the latter. We will work with tools that have extensive automation such as model constructors, model checkers, and proof assistants. Problems and projects will apply to real-world systems. Prerequisite: CSCI 0160, CSCI 0180, or CSCI 0190. Preferred but not required: CSCI 0220 and CSCI 0510, or instructor's permission.

CSCI 1950Z. Computational Methods for Biology.
This course will introduce algorithms from machine learning and combinatorial optimization with a focus on their application to biological data. Topics will include problems in phylogenetic inference, population genetics, and biological interaction networks.

CSCI 1951A. Data Science.
Mastering big data requires skills spanning a variety of disciplines: distributed systems over statistics, machine learning, and a deep understanding of a complex ecosystem of tools and platforms. Data Science refers to the intersection of these skills and how to transform data into actionable knowledge. This course provides an overview of techniques and tools involved and how they work together: SQL and NoSQL solutions for massive data management, basic algorithms for data mining and machine learning, information retrieval techniques, and visualization methods.
Prerequisites: CSCI 0160, CSCI 0180, or CSCI 0190. One of CSCI 0330 or CSCI 0320 strongly recommended.

CSCI 1951B. Virtual Citizens or Subjects? The Global Battle Over Governing Your Internet.
The Internet began as a U.S. government research project, progressed to an open network run by free-spirited geeks, and transitioned in the late 1990’s to a unique governance model in which nations, corporations, and civil society were supposed to all have a voice. Where are the real decisions being made? Who is making them? How can you and citizens of other nations influence these decisions? The global battle to run the Internet, brewing for years, has broken wide open with revelations of American spying on a massive scale.
CSCI 1951C. Designing Humanity Centered Robots.
Offered by Brown's Computer Science department under the auspices of the Humanity Centered Robotics Initiative. It is focused on the iterative design process and how it can be used to develop robots for solving tasks that help people. It will expose students to a suite of fabrication and prototyping technologies sufficient for creating a functioning robotic system.
https://www.youtube.com/watch?v=Dbvis_j_b78

The course has two tracks, one intended for CS concentrators, and one intended for non-concentrators with previous design experience. The non-concentrator track cannot be used toward fulfilling a Computer Science concentration requirement.

Who is the Big Brother that we most fear? NSA – or is it Google and Facebook? Privacy is an intensely personal value that complicates efforts to define it. Increasingly broad surveillance and rapidly changing social mores have led many to argue that privacy is dead. New laws, institutions and organizations have been created to protect privacy. The EU has a comprehensive data protection regime. The United States has a growing list of statutory and regulatory privacy rules. This course will involve aspects of privacy, including comparative models for privacy protection and discussions of current controversies and possible reforms. WRIT

Independent study in various branches of Computer Science. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CSCI 1971. Independent Study in 2D Game Engines.
2D Game Engines covers core techniques used in the development 2D game engines. Projects involve building different varieties of 2D game engines as well as games that require use of the features implemented in the engines. Topics include high-level engine design, vector and raster graphics, animation, collision detection, physics, content management, and game AI. Prerequisite: CSCI 0160, 0180, or 0190.

CSCI 1972. Topics in 3D Game Engine Development.
Covers core techniques in 3D game development with an emphasis on engine architecture. Students independently develop their own engines using C++, OpenGL, and the Qt framework, then work in groups to create a polished game. Topics include: spatial subdivision, player representation, collision detection and response, game networking, GPUs, and OpenGl. Prerequisite: CSCI 1230 and one of the following CSCI 0320, CSCI 0330, CSCI 1950N, or CSCI 1971.


Important current topics in computer graphics. Course includes reading and discussing current research papers, multiple assignments and preliminary projects in which students implement recent papers, and a demanding final integrative project done in small groups. Prerequisite: Instructor's permission or both CSCI 320 and CSCI 1230.

CSCI 2270. Topics in Database Management.
In-depth treatment of advanced issues in database management systems. Topics vary from year to year and may include distributed databases, mobile data management, data stream processing and web-based data management. Prerequisite: CSCI 1270.

CSCI 2310. Human Factors and User Interface Design.
Covers current research issues involving the implementation, evaluation and design of user interfaces, while also providing a basic background in the fundamentals of user interface evaluation, programming, tools, and techniques. A possible topic is programming and designing device-independent interfaces. Previous topics have included the development of pervasive internet-based interfaces and software visualization. Prerequisite: Consent of instructor.

CSCI 2330. Programming Environments.
Programming tools; control and data integration; software understanding and debugging; environments for parallel and distributed programming; reverse engineering; configuration management and version control and debugging. Emphasis on current research areas. Prerequisite: consent of instructor.

CSCI 2340. Software Engineering.
Topics in the design, specification, construction and validation of programs. Focus will be on tools to support each of these stages. Course will pay special attention to the concerns raised by the properties of modern software systems including distribution, security, component-based decomposition and implicit control. Recommended: CSCI 1900 or other upper-level systems coursework.

CSCI 2370. Interdisciplinary Scientific Visualization.
How to do research on using computer graphics, visualization, and interaction applied to scientific problems. Working in small multidisciplinary groups, students identify scientific problems, propose solutions involving computational modeling and visualization, design and implement the solutions, apply them to the problems, and evaluate their success. For 2014, immersive CAVE applications will be a focus, but other interaction or visualization projects are possible. Prerequisites: all: programming experience; CS students: graphics experience; others: problem ideas. Instructor permission required.

CSCI 2410. Statistical Models in Natural-Language Understanding.
Various topics in computer understanding of natural language, primarily from a statistical point of view. Topics include: hidden Markov models, word-tagging models, probabilistic context-free grammars, syntactic disambiguation, semantic word clustering, word-sense disambiguation, machine translation and lexical semantics. Prerequisite: CSCI 1410.

CSCI 2430. Topics in Machine Learning.
Machine learning from the artificial intelligence perspective, with emphasis on empirical validation of learning algorithms. Different learning problems are considered, including concept learning, clustering, speed-up learning, and behavior learning. For each problem a variety of solutions are investigated, including those from symbolic AI, neural and genetic algorithms, and standard statistical methods. Prerequisite: CSCI 1410 or familiarity with basic logic and probability theory.

CSCI 2440. Game-Theoretic Artificial Intelligence.
This course surveys recent developments in an emerging area known as game-theoretic artificial intelligence (AI), which incorporates fundamental principles of game theory into AI. Research in this area is motivated by game-theoretic applications, such as auction design and voting, as well as AI application areas, such as multiagent systems. Students will conduct theoretical, empirical, and experimental investigations, asking fundamental questions such as: can the behavior of computational learning agents converge to game-theoretic equilibria? Prerequisite: Consent of instructor.

CSCI 2450. Exchange Scholar Program.

CSCI 2500A. Advanced Algorithms.
Typically, an algorithm solves one problem, whereas a well-designed data structure can help implement algorithms for a wide variety of problems. We will study the design, analysis and implementation of advanced data structures. Focus is on data structures that are fast, both theoretically and empirically. Prerequisite: CSCI 1570 or the equivalent.

CSCI 2500B. Optimization Algorithms for Planar Graphs.
Planar graphs arise in applications such as road map navigation and logistics, graph drawing and image processing. We will study graph algorithms and data structures that exploit planarity. Our focus will be on recent research results in optimization. Prerequisite: CSCI 1570 or the equivalent.
CSCI 2510. Approximation Algorithms. Approximation Algorithms deal with NP-hard combinatorial optimization problems by efficiently constructing a suboptimal solution with some specified quality guarantees. We study techniques such as linear programming and semidefinite programming relaxations, and apply them to problems such as facility location, scheduling, bin packing, maximum satisfiability or vertex cover. Prerequisite - one of the following: CSCI 1510, 1550, 1810, 1950J, 1950L, any graduate-level course on algorithms (including 2500A, 2500B, 2580).

CSCI 2520. Computational Geometry. Algorithms and data structures for fundamental geometric problems in two and three dimensions. Topics include point location, range searching, convex hull, intersection, Voronoi diagrams, and graph drawing. Applications to computer graphics, circuit layout, information visualization, and computer-aided design are also discussed. Prerequisite: CSCI 1570 or instructor permission.

CSCI 2530. Design and Analysis of Communication Networks. A theory seminar focusing on algorithmic and combinatorial issues related to the design and analysis of communication networks for parallel and distributed systems. Topics include packet routing, circuit switching, distributed shared memory, fault tolerance, and more. Prerequisites: CSCI 1550, 1570, or equivalent.

CSCI 2531. Internet and Web Algorithms. This advanced graduate course/seminar focuses on the mathematical foundations of algorithms for handling large amounts of data over networks. We'll read and discuss recent papers in information retrieval, search engines, link analysis, probabilistic modeling of the web and social networks, and more. Recommended: CSCI 1550 and CSCI 1570, or equivalent courses.

CSCI 2540. Advanced Probabilistic Methods in Computer Science. Advanced topics in applications of probabilistic methods in design and analysis of algorithms, in particular to randomized algorithms and probabilistic analysis of algorithms. Topics include Markov chains Monte Carlo method, martingales, entropy as a measure for information and randomness, and more. Prerequisite: CSCI 1550. Recommended but not required: CSCI 1570.

CSCI 2550. Parallel Computation: Models, Algorithms, Limits. The theoretical foundations of parallel algorithms. Analysis of the most important models of parallel computation, such as directed-acyclic computation graphs, shared memory and networks, and standard data-exchange schemes (common address space and message-passing). Algorithmic techniques with numerous examples are cast mostly in the data-parallel framework. Finally, limitations to parallelizability (P-completeness) are analyzed. The content of the course is likely to change as technology evolves.

CSCI 2560. Advanced Complexity. Advanced topics in computational complexity, such as: the polynomial hierarchy, interactive proofs, pseudorandomness, derandomization, probabilistically checkable proofs.

CSCI 2570. Introduction to Nanocomputing. Nanoscale technologies employing materials whose smallest dimension is on the order of a few nanometers are expected to replace lithography in the design of chips. We give an introduction to computational nanotechnologies and explore problems presented by their stochastic nature. Nanotechnologies based on the use of DNA and semiconducting materials will be explored. Prerequisite: CSCI 0510.

CSCI 2580. Solving Hard Problems in Combinatorial Optimization: Theory and Systems. The theory of combinatorial optimization and how it is embodied in practical systems. Explores issues encountered in implementing such systems. Emphasizes the wide variety of techniques and methodologies available, including integer programming, local search, constraint programming, and approximation algorithms. Problems addressed may include: scheduling, coloring, traveling salesman tours, and resource allocation. Prerequisites: CSCI 0320 and basic knowledge of linear algebra.

CSCI 2590. Advanced Topics in Cryptography. Seminar-style course on advanced topics in cryptography. Example topics are zero-knowledge proofs, multi-party computation, extractors in cryptography, universal composability, anonymous credentials and ecash, interplay of cryptography and game theory. May be repeated for credit. Prerequisite: CSCI 1510 or permission of the instructor.

CSCI 2700. Programming Language Theory. Theoretical models for the semantics of programming languages and the verification of programs. Topics will be drawn from operational semantics, denotational semantics, type theory and static analyses. Recommended prerequisite: CSCI 1730, CSCI 1950Y or instructor permission.

CSCI 2750. Topics in Parallel and Distributed Computing. CSCI 2750 is a graduate seminar that will consider an advanced topic (to be determined) in distributed computing. May be repeated for credit.

CSCI 2820. Medical Bioinformatics. Devoted to computational problems and methods in the emerging field of Medical Bioinformatics where genomics, computational biology and bioinformatics impact medical research. We will present challenging problems and solutions in three areas: Disease Associations, Protein Folding and Immunogenomics. This course is open to graduate students and advanced undergraduates with Computational or Life Science backgrounds. Prior background in Biology is not required.

CSCI 2890. Comprehensive Examination Preparation. May be repeated for credit. CSCI 2890 provides guidance for graduate students who are preparing for the comprehensive examination. Prerequisite: successfully completing the comprehensive examination. May be repeated for credit. CSCI 2890 is a graduate seminar that will consider an advanced topic (to be determined) in distributed computing. May be repeated for credit.

CSCI 2950. Topics in Computational Biology. This course will investigate active and emerging research areas in computational biology. Topics include cancer genomics; genome rearrangements and assembly; and protein and regulatory interaction networks. The course will be a mixture of lectures and student presentations of recent conference and journal papers.

CSCI 2950D. Sensor Data Management. Sensor networks combine sensing, computing, actuation, and communication in a single infrastructure that allows us to observe and respond to phenomena in the physical and cyber world. The sensors range from tiny "smart dusts" to dime-sized RFID tags and large-scale weather sensors. This course will cover the state-of-the art in designing and building sensor networks, focusing on issues that revolve around data and resource management. No prerequisites.

CSCI 2950E. Stochastic Optimization. This advanced graduate course/seminar will focus on optimization under uncertainty, or optimization problems where some of the constrains include random (stochastic) components. Most practical optimization problems are stochastic (subject to future market conditions, weather, faults, etc.), and there has been substantial research (both theoretical and experimental) in efficient solution for such problems. We'll read and discuss some of the recent works in this area.

CSCI 2950F. Implementing Web-Based Software Systems. Explores widely-distributed systems that take advantage of resources throughout the Internet. The systems leverage their large size and geographic diversity to provide bandwidth scalability, rapid responses, fault-tolerance, high-availability and diverse data collection. Topics include overlay networks, peer-to-peer systems, content distribution networks, distributed file systems and wide-scale measurement systems.

CSCI 2950H. Advanced Cryptography.
CSCI 2950L. Computational Models of the Neocortex. This course addresses the problem of modeling the perceptual neocortex using probabilistic graphical models, including Bayesian and Markov networks, and extensions to model time and change such as hidden Markov models and dynamic Bayesian networks. The emphasis is on problems of learning, inference, and attention. Sources include the literature in computational and cognitive neuroscience, machine learning, and other fields that bear on how biological and engineered systems make sense of the world. Prerequisites: basic probability theory, algorithms and statistics.

CSCI 2950J. Cognition, Human-Computer Interaction and Visual Analysis. In this graduate seminar we will learn about models of human cognition and perception, and explore potential implications of the models on how computers and humans can interact effectively when performing scientific analyses. Participants will be responsible for reading assigned materials, taking turns guiding discussions of the readings, and preparing a final paper and presentation. It is recommended that participants have some background in at least one of the areas of study.

CSCI 2950K. Special Topics in Computational Linguistics. Every year will cover a different topic in computational linguistics, from a statistical point of view, including parsing, machine translation, conference, summarization, etc. Prerequisites: CSCI 1460 or permission of the instructor.

CSCI 2950M. Computer Science, Algorithms and Economics. Course investigates the interplay of economic theory and computer science. It is suitable for advanced senior undergraduates and for graduate students. We will study topics such as: algorithms for selfish routing; competitive combinatorial auctions; Multicast cost sharing and cooperative games; graphical models for games; and related topics. This course will be organized around the presentation of recent research papers. Prerequisite: CSCI 1570 or equivalent.

CSCI 2950N. Special Topics in Autonomous Robotics. No description available.

CSCI 2950O. Topics in Brain-Computer Interfaces. Introduces the mathematical and computational foundations of brain-computer interfaces. Statistical learning, Bayesian inference, dimensionality reduction, information theory, and other topics are presented in the context of brain interfaces based on neural implants and EEG recordings. Prerequisites: Basic knowledge of probability, statistics and linear algebra (e.g., CSCI 1550, APMA 1650, APMA 1690, or APMA 2640). Enrollment limited to 20 students.

CSCI 2950P. Special Topics in Machine Learning. This seminar course explores current research topics in statistical machine learning. Focus varies by year, and may include Bayesian nonparametrics; models for spatial, temporal, or structured data; and variational or Monte Carlo approximations. Course meetings combine lectures with presentation and discussion of classical and contemporary research papers. Students will apply some this material to a project, ideally drawn from their own research interests.

CSCI 2950Q. Topics in Computer Vision. This course will cover current topics in computer vision by focusing on a single real problem in computer vision. Recent courses have focused on forensic video analysis of an unsolved murder and three-dimensional object recognition for a mobile robot. Readings from the literature are integrated with group projects to solve problems beyond the state of the art. Strong mathematical skills (probability, linear algebra, calculus) and previous exposure to computer vision (e.g. CSCI 1430) are essential.

CSCI 2950R. Special Topics in Advanced Algorithms. We will study an advanced topic in the design and analysis of algorithms. Prerequisite: CSCI 1570 or the equivalent.

CSCI 2950S. Advanced Practical Combinatorial Algorithms. We review recent as well as well-established advanced techniques in combinatorial optimization and constraint satisfaction. Students will study and individually present research papers and work on challenging software projects in small teams. Prerequisites: CSCI 0160, 0180, or 0190; and CSCI 0510; and CSCI 1490 or 2580, or instructor permission.

CSCI 2950T. Topics in Distributed Databases and Systems. This course explores data and resource management issues that arise in the design, implementation, and deployment of distributed computing systems by covering the state of the art in research and industry. Typical topics include cloud computing and sensor networks. Strongly recommended: CSCI 0320, CSCI 1270, or CSCI 1951A.

CSCI 2950U. Special Topics on Networking and Distributed Systems. Explores current research topics in networking, distributed and operating systems. Specific topics may include wireless and sensor networking, Internet-scale distributed systems, cloud computing, as well as the core problems, concepts, and techniques underlying these systems. The course has two components: reading and discussion of current and classical research papers, and a research project related to the topic but ideally drawn from students’ own research interests. This is a graduate-level course, undergrads can join with the consent of the instructor.

CSCI 2950W. Online Algorithms. Decisions must often be made before the entire data is available. Online algorithms solve problems in which commitments must be made as the data is arriving. Choosing which items to evict from a cache before knowing future requests, which advertisers to consider for displaying ads alongside the result of a search, or which most representative data to store when computing statistics about a huge stream of information. We will discuss the worst-case model, which hinges against the worst possible future data, and some stochastic and game-theoretic models.

CSCI 2950X. Topics in Programming Languages and Systems. Examines contemporary research topics in software construction from the perspectives of programming languages, software engineering and computer-aided verification. The primary goals are to understand which theory applies to which problems and to convert that theory into tools. Topics include security, modularity, and new paradigms in software composition. Prerequisite: CSCI 1730 or written permission of the instructor.

CSCI 2950Y. Theorem Proving. This course explores computer-assisted theorem proving with the Coq Proof Assistant. The course will teach students to formally specify software and model mathematical theories. We will then study techniques for mechanically proving theorems about these Coq. Prerequisites: CSCI 1730 or CSCI 0170 and permission of the instructor.

CSCI 2950Z. Robot Learning and Autonomy. This seminar course will cover current research topics related to perceiving and acting in the real world. These topics will be pursued through independent reading, class discussion, and project implementations. Papers covered will be drawn from robotics, computer vision, animation, machine learning, and neuroscience. Special emphasis will be given to developing autonomous control from human performance. No prerequisites.

CSCI 2951A. Robots for Education. This seminar will explore the potential for robotics to engage future generations of scientists and engineers, with a particular focus on broadening participation in computing across society. Academic papers describing existing models, systems, courses, and evaluation for teaching robotics at undergraduate and secondary levels will be covered through students presentations. A group project will be conducted to find viable and accessible "off-the-shelf" technology solutions suited to teaching robotics without requiring a technical background. Instructor permission required.

CSCI 2951B. Data-Driven Vision and Graphics. Investigates current research topics in image-based graphics and vision. We will examine data sources, features, and algorithms for understanding and manipulating visual data. We will pay special attention to methods that use crowd-sourcing or Internet-derived data. Vision topics such as scene understanding and object detection will be linked to graphics applications such as photo editing and image-based rendering. These topics will be pursued through independent reading, class discussion presentations, and a semester long research project. Strong mathematical skills and previous imaging (vision or computational photography) courses are essential.
CSCI 2951C. Autonomous Agents and Computational Market Design.
An important area of research in artificial intelligence is how to effectively automate decision making in time-critical, information-rich environments. Electronic markets are a prime example of such environments. In this course students will create their own simulated electronic market as well as autonomous agents that trade in their market simulation. Application domains will include supply chain management, the Dutch flower auctions, and ad auctions, such as those run by Google and Facebook. Enrollment limited to 40 graduate students.

CSCI 2951E. Topics in Computer Systems Security.
This course explores advanced topics and highlights current research in computer security from a systems perspective. Topics include vulnerabilities and defenses for automotive, computing, medical, and industrial control devices, intrusion detection, botnets, secure network protocols, web spam, tracking of web users, JavaScript sandboxing, attacks and defenses for web applications, and security and privacy issues in cloud computing. Research papers and industry reports will be presented and discussed. Also, hands-on experiments and system demonstrations will be performed. CSCI 1660 or equivalent background is essential. Enrollment limited to 12. Instructor permission required.

CSCI 2951F. Learning and Sequential Decision Making.
The course explores automated decision making from a computer-science perspective. It examines efficient algorithms, where they exist, for single agent and multiagent planning as well as approaches to learning near-optimal decisions from experience. Topics will include Markov decision processes, stochastic and repeated games, partially observable Markov decision processes, and reinforcement learning. Of particular interest will be issues of generalization, exploration, and representation. Each student will be expected to present a published research paper and will participate in a group programming project. Prerequisite: a graduate-level computer science course and some exposure to reinforcement learning from a previous computer-science class or seminar.

CSCI 2951K. Topics in Grounded Language for Robotics.
Practical approaches to designing intelligent systems. Topics include search and optimization, uncertainty, learning, and decision making. Application areas include natural language processing, machine vision, machine learning, and robotics. Prerequisite: CSCI 1420, 1460, 1480, or 1950F; instructor permission.

CSCI 2951M. Advanced Algorithms Seminar.
Students in this course will read, present, and discuss recent breakthrough papers on the topic of algorithms, and the related areas needed to analyze algorithms. This course is aimed at current and potential graduate students who want to gain technical depth and perspective on the field of algorithms. Suggested prerequisites: CSCI 1570 and mathematical maturity

CSCI 2951N. Advanced Algorithms in Computational Biology.
This is a full-lecture, graduate course on algorithms and biomedical applications. The Foundations lectures are an introduction to the biological and medical genomics application areas. Each Algorithm section is devoted to an algorithmic method presented in rigorous depth, followed by an important open problem in the application area, together with the current most effective algorithmic solutions to the problem. Graduate students and advanced undergraduates in computational and mathematical sciences and engineering are welcome. Biological, life sciences and medical students and faculty are welcome as well and will be able to participate more in the applications areas.

CSCI 2951S. Distributed Computing through Combinatorial Topology.
Although computer science itself is based on discrete mathematics, combinatorial topology and its applications may still be unfamiliar to many computer scientists. For this reason, this course provides a self-contained, elementary introduction to the concepts from combinatorial topology needed to analyze distributed computing. Conversely, while the systems and models used here are standard in computer science, they may be unfamiliar to students with a background in pure or applied mathematics. For this reason, this course also provides a self-contained, elementary description of standard notions of distributed computing. CSCI 0220 required, CSCI 1760 recommended

CSCI 2951T. Data-Driven Computer Vision.
Investigates current research topics in data-driven object detection, scene recognition, and image-based graphics. We will examine data sources, features, and algorithms useful for understanding and manipulating visual data. We will pay special attention to methods that harness large-scale or Internet-derived data. There will be an overview of the current crowdsourcing techniques used to acquire massive image datasets. Vision topics such as scene understanding and object detection will be linked to graphics applications such as photo editing. These topics will be pursued through independent reading, class discussion and presentations, and projects involving current research problems in Computer Vision.

CSCI 2955. The Design and Analysis of Trading Agents.
The Dutch Flower Auctions (DFA) clear over 100,000 auctions per day, each lasting on average between 3 and 5 seconds! This semester, we'll study the mechanism through which the DFA distribute 2/3 of the world's flowers, focusing on both the sellers' and buyers' decision-making processes. More generally, we'll research ways to automate and optimize decision-making in time-critical, information-rich environments, like the DFA. Undergraduate students require instructor permission, and should have already completed CSCI 0190, or CSCI 0150 and CSCI 0160, or CSCI 0170 and CSCI 0180.

CSCI 2956A. Design of Agents for Bidding in Sponsored Search Auctions.
This course investigates the new field of sponsored search auctions. Although students will be exposed to the field from the point of view of both the search engine and the advertiser, the course’s focus is on advertiser’s bidding algorithms. The students will implement novel bidding agents, and the course will culminate in a competition among the students’ agents. Undergraduate students who obtained permission from the instructor or completed CSCI 0910, or CSCI 0150 and CSCI 0160, or CSCI 0170 and CSCI 0180 can register for the course. CSCI 1410 is a prerequisite.

CSCI 2956R. Multiplicative-Weights/Packing-Covering Method for Approximating Linear and Semidefinite Programs.
We will study the method called, variously, multiplicative weights and packing-covering. We will in particular investigate the use of this method for finding approximately optimal solutions to linear programs and semidefinite programs. Prerequisite: A graduate-level course on algorithms. Enrollment limited to 10. Instructor permission required.

CSCI 2980. Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CSCI 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

CSCI XLIST. Courses of Interest to Concentrators in Computer Science.

Development Studies

Chair
Nitsan Chorev

Development Studies is an interdisciplinary concentration whose main mission is to provide students with the knowledge, critical perspectives and skills they need to engage with the issues of economic and social development, especially as they relate to the Global South. The concentration is grounded in the social sciences – anthropology, sociology, political science, and economics – but it also heavily draws from history, art, and other disciplines in the humanities. The requirements are designed with three goals in mind: first, provide concentrators a solid foundation in the question of development; second, allow concentrators to develop expertise in a specific region that is of interest to them; third, give concentrators access to a wide range of courses in a large number of disciplines of interest to them. Concentrators are encouraged to do their own original field research. During the senior year, concentrators complete a capstone experience tailored to their interests in some

CSCI 2951T. Data-Driven Computer Vision.
aspect of international development. Towards this end, they benefit from extensive faculty and peer support.

For additional information, please visit the program's website: http://brown.edu/academics/development-studies/

Development Studies Concentration Requirements

Development Studies is an interdisciplinary concentration whose main mission is to provide students with the knowledge, critical perspectives and skills they need to engage with the issues of economic and social development, especially as they relate to the Global South. The concentration is grounded in the social sciences – anthropology, sociology, political science, and economics – but it also heavily draws from history, art, and other disciplines in the humanities. The requirements are designed with three goals in mind: first, provide concentrators a solid foundation in the question of development; second, allow concentrators to develop expertise in a specific region that is of interest to them; third, give concentrators access to a wide range of courses in a large number of disciplines of interest to them. Concentrators are encouraged to do their own original field research. During the senior year, concentrators complete a capstone experience tailored to their interests (http://brown.edu/academics/development-studies/about/what-ds-capstone) in some aspect of international development. Towards this end, they benefit from extensive faculty and peer support.

Requirements

10 Courses + Language + Capstone

CORE

All core courses must be taken prior to senior year

Choose TWO from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>POLS 1240</td>
<td>Politics, Markets and States in Developing Countries</td>
</tr>
<tr>
<td>ANTH 0110</td>
<td>Anthropology and Global Social Problems: Environment, Development, and Governance</td>
</tr>
<tr>
<td>SEM 1000</td>
<td>Seminar in Sociology of Development</td>
</tr>
</tbody>
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Development Economics - Choose ONE of the following: (ECON 0510 for students with little to no Econ background, ECON 1510 for students with strong Econ backgrounds or double-concentrating in Econ)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DEVL 1000/1010</td>
<td>Sophomore Seminar in Sociology of Development (SOCS 1871D) (Pre-requisites: sophomore or junior standing, and completion of SOCS 1620, POLS 1240, or ANTH 0110)</td>
</tr>
</tbody>
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Research Methods and Design

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DEVL 1500</td>
<td>Methods in Development Research (junior year)</td>
</tr>
</tbody>
</table>

Regional Courses

Two courses that focus on the same region of the developing world. Should complement the student's foreign language.

Elective Courses

Three courses chosen from a list of pre-approved electives or by special approval

Foreign Language

Equivalent of three full years of university study or above.

Senior Capstone

<table>
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<tr>
<th>Option Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DEV 1980</td>
<td>Thesis option: DEV 1980 (fall senior year) and DEV 1990 (spring senior year)</td>
</tr>
</tbody>
</table>

b. Capstone seminar option: approved senior seminar in Development Studies, with seminar-length paper requirement.

See the Development Studies website (http://brown.edu/academics/development-studies) for the list of pre-approved elective courses.

Courses

Interested students must register for ECON 0510.

Interested students must register for SOC 1871D.

DEV 1020. Comparative Development (SOC 1600).
Interested students must register for SOC 1600.

DEV 1100. Globalization and Social Conflict (SOC 1620).
Interested students must register for SOC 1620.

DEV 1120. Economic Development (ECON 1510).
Interested students must register for ECON 1510.

DEV 1130. Explaining China's Rise: Development and Accumulation in Contemporary China (SOC 1870P).
Interested students must register for SOC 1870P.

DEV 1500. Methods in Development Research.
An introduction to the various techniques of research in Development Studies, with a focus on qualitative and field methods. Open to all Development Studies concentrators.

DEV 1550. The Political Economy of African Development.
This course takes an interdisciplinary approach to introduce contemporary development issues in Africa. Drawing on literatures from political sciences, economics, sociology, it explores the challenges of development in the continent since independence. It investigates the influences of governance, institutions, conflicts and external forces in African development trajectories. This is an applied course that uses theoretical and policy analytical approaches to examine the political and socioeconomic dynamism in contemporary Africa.

DEV 1600. Tools for Development: From Theory to Practice.
Course gives students a platform to define their roles in the field of development, through hands-on skills building, case studies, and conversations with development practitioners and guest lecturers. This course will prepare students to volunteer for small, grassroots development organizations abroad or in the U.S. in a summer experience following the course. Throughout the semester, students will prepare for their summer experiences by working with their host organizations to design their role descriptions, planning their summer travel and living arrangements, gaining appropriate cultural competency, etc. Prerequisite: DEVL 1000 or SOC 1871D (may be taken concurrently). Enrollment limited to 15 Development Studies concentrators. Instructor permission required.

With a focus on the post-1978 reform period, we will examine what features of China’s urbanization are in line with historical patterns, as well as the things that make the country’s experience unique. Additionally, the course will consider the relationship between development, broadly conceived, and urbanization. While urbanization has played an important role in poverty alleviation and improving livelihoods, Chinese cities are also engines of massive inequality, political discontent, and ecological destruction. Considering possibilities for a more equitable, just and sustainable Chinese city will be a central concern of the course.
DEVL 1801. Participatory Development.
This core Development Studies seminar will provide students with the
opportunity to think critically about power relations within various contexts
of development; more specifically, in relation to the condition of how
developmental projects work in practice. The course will take a multilevel
approach to the analysis of developmental interactions. We’ll look at the
power relations between the global south and the global north. We will
examine crucial issues having to do with local communities, gender, the
state/citizen paradigm and interaction between NGOs and communities.
We will connect PD to other concepts, such as empowerment, civic
engagement and inequality. WRIT LILE

Interested students must register for POL S 1822R.

DEVL 1802R. The History and Politics of Development in the Middle East.
Projects of development define spaces and alter environments, they
engage in a particular politics of representation and facilitate the cultivation
of certain subjectivities. They also have a history. This course examines
these dynamics of development and its legacy through a focus on the
Middle East. We will consider some conceptual, general critiques of
development as well as the productive nature of the discourses it deploys
and capital dynamics it facilitates in delineating and defining instrumental
categories, objects, and spaces. Priority given to DS seniors. WRIT

Disasters, natural and anthropogenic, pose significant threats to human
security. Effective humanitarian action is important for both short and long-
term responses to complex emergencies. The array of factors contributing
to the economic and human losses experienced in both natural disasters
and complex humanitarian emergencies are vast and complicated, and
the strategies employed to mitigate and heal the damage caused by
these disturbances must be equal to the task. This course covers diverse
topics including the role of NGOs, UN agencies, local governments,
peacekeepers and military in humanitarian response; economic impact of
humanitarian aid; the evidence base for humanitarian interventions.

DEVL 1802T. Migration and Development in Theory and Practice.
The primary theme of this course rests on a query standing at the center
of a growing debate: in what ways are migrants linked to development?
This course examines several theoretical debates and policies and
programs focused on the migration-development nexus. Students examine
scholarly interpretations of how migration is linked to development. They
also employ a transnational lens to further explore what development
means and how it unfolds in an increasingly mobile and connected world.
The class examines how grassroots organizations have engaged
in community development, and the roles states and non-governmental
agencies are playing in on-the-ground interventions. WRIT

DEVL 1810. Information Technology and Governance.
The use of information and technology in governance is a vexed subject.
Civil society clamors for release of information about the state (openness);
while the State wants more information about its citizens (surveillance).
Technology plays a role in amplifying these respective intentions resulting
in an unprecedented gathering and release of information, thereby
bringing the issue of information, technology and its role in governance
to sharp focus. This course provides an intensive introduction to the field
of information technology and global development. Enrollment limited to 20.
Preference given to DS juniors and Seniors. WRIT

An integrative seminar designed for concentrators working on senior
theses. Others with comparable backgrounds may enroll with written
permission. Begins with a review of theoretical and methodological
literature on development studies. Written and oral presentations of thesis
research will be the central focus of the latter part of the course. Reserved
for Development Studies seniors. WRIT

Section numbers vary by instructor. Please check Banner for the correct
section number and CRN to use when registering for this course.
Reserved for Development Studies seniors.

Explores a range of substantive debates in development by drawing
on moral and theoretical work from the disciplines of economics,
political science, sociology and anthropology. The course aims to provide
students with a broad understanding of current debates and research
on development, evaluate both the differences and complementarities in
disciplinary perspectives and develop a toolkit of interdisciplinary analytic
skills that can be applied to concrete research questions.

This course will introduce students to the fundamental political,
institutional, and technical issues associated with public finance reform
and sub-national governance in the developing world. The course requires
no prior experience with fiscal issues or with intergovernmental finance.
The course aims to lay the foundations for a better understanding of how
politics and policy shape the way national and subnational governments
provide, finance, manage, and regulate public services.

DEVL 2100. Theory and Research in Development II.
Explores a range of substantive debates in development by drawing
on empirical and theoretical work from the disciplines of economics,
political science, sociology and anthropology. The course aims to provide
students with a broad understanding of current debates and research
on development, evaluate both the differences and complementarities in
disciplinary perspectives and develop a toolkit of interdisciplinary analytic
skills that can be applied to concrete research questions.

DEVL 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are
paying the registration fee to continue active enrollment while preparing a
thesis.

DEVL XLIST. Courses of Interest to Concentrators in Development Studies.

Lefschetz Center for Dynamical Systems

The Lefschetz Center for Dynamical Systems (LCDS) was established
by Solomon Lefschetz and J. P. LaSalle at Brown University in the fall
of 1964 to carry out a program of basic research and advanced study in
the theory and applications of differential equations, dynamical systems,
stochastic processes and systems theory. Within its areas, LCDS is
one of the leading research centers in the world. Areas of application
include development, biology, traffic flow prediction, data assimilation
for oceanic fluid flow, nonlinear optics, and pattern formation and dynamics
in chemical and physical systems.

Current members of the center serve on the faculties of the Division
of Applied Mathematics and the Department of Mathematics. The center
attracts distinguished visiting scientists and promising young scientists
from the United States and abroad.

Members of LCDS have been supported in their research efforts by the
Air Force Office of Scientific Research, the United States Army Research
Office, the Office of Naval Research, the Department of Energy, the
National Science Foundation and NASA.

The center was named in honor of Solomon Lefschetz (1884-1972),
one of the outstanding mathematicians of this century, in August, 1974.
For additional information please visit the center’s website at: http://
www.brown.edu/research/projects/dynamical-systems/home.

Early Cultures
The Program in Early Cultures (unless recently called the Program in Ancient
Studies) was founded in the late 1970s, when faculty in various academic
units sought new ways to foster collaboration and promote the study
of ancient civilizations among Brown’s students. It is a Program of rich
collaboration, critical exploration, and truly interdisciplinary scholarship
that seeks to bring together all those at Brown (faculty, graduate students,
undergraduates, and staff) who are interested in the cultures, religions,
and histories of ancient civilizations. Geographically, the “ancient world”
represented at Brown comprises early China and India, West Asia (Mesopotamia, Iran, Anatolia, and Israel), Egypt, the Mediterranean (especially Greece and Italy), the early Islamic and Byzantine worlds as well as the Pre-Columbian Mesoamerican civilizations.

For additional information, please visit the department's website: http://www.brown.edu/Departments/Early_Cultures/

Early Cultures Concentration Requirements

The Program in Early Cultures is an interdisciplinary concentration that integrates the cultures, religions, and histories of ancient civilizations. Geographically, the “ancient world” includes early China and India, West Asia (Mesopotamia, Iran, Anatolia, and Israel), Egypt, the Mediterranean (especially Greece and Italy), the early Islamic and Byzantine worlds, and the Pre-Columbian Mesoamerican civilizations. Students in Early Cultures gain in-depth knowledge of the history, religions, languages, and literatures of two or more ancient civilizations. In consultation with a concentration advisor, students design their own areas of study. Examples of possible topics include: cultural contacts between Greece and Egypt/ West Asia; animal sacrifice in Greece and Israel; comparative legal studies: Israel, Hatti, and Mesopotamia; gender roles in Rome and Egypt; Wisdom literature in Egypt, Israel, and Mesopotamia; and the historiography of the exact sciences in India and Greece.

Faculty from a variety of academic units (Anthropology, Classics, Comparative Literature, Egyptology, History, History of Art and Architecture, the Joukowsky Institute for Archaeology and the Ancient World, Judaic Studies, Philosophy, Religious Studies) offer courses relevant to Early Cultures.

Concentration patterns:

1. Ancient History (standard and honors)
2. Ancient Religions (standard and honors)
3. Languages and Literatures of Greece, Rome, North Africa, pre-Islamic West and South Asia (honors only)

General Requirements

Each nonhonors concentrator will choose to focus on either ancient history or ancient religions and will complete the Concentrators Seminar (ERLY 1000) in both the junior and the senior years, and eight other courses, four in each of two civilizations, or eight in a variety of civilizations.

Honors Requirements:

1. Ancient History or Ancient Religions (total of up to 12 courses)
   a. The Concentrators Seminar (ERLY 1000) in both the junior and senior years
   b. Two courses on the history or religions of two civilizations (four courses)
   c. Two courses in one ancient language
   d. Two related courses
   e. The honors thesis (one or two courses)

2. a. Languages and Literatures of Greece, Rome, North Africa, pre-Islamic West and South Asia (total of up to 12 courses)
   i. The Concentrators’ Seminar (two courses)
   ii. Two 1000-level courses requiring knowledge of Greek or Latin; and two courses requiring knowledge of Egyptian, Hebrew, Aramaic, Akkadian, Sanskrit, or Phoenician (Four courses: two of each of two languages)
   iii. Two courses in the literature or culture associated with each of the two languages (For one of these languages, the two courses must be at the advanced level)
   iv. The honors thesis (one or two courses)
   b. Languages and Literatures of North Africa and pre-Islamic West, South, or East Asia (total of up to 12 courses)
   i. The Concentrator’s Seminar (two courses)
   ii. Two courses requiring knowledge of two different North African, West or South Asian languages: Egyptian, Hebrew, Aramaic, Akkadian, Phoenician, Sanskrit or Chinese. For one of these languages, the two courses must be at the advanced level.

Courses

ERLY 0680. Judaism, Christianity, and the Bible (JUDS 0680). Interested students must register for JUDS 0680.

ERLY 0990. Concepts of the Self in Classical Indian Literature (CLAS 0990). Interested students must register for CLAS 0990.

ERLY 1000A. Writing History in the Ancient World. The Greeks and Romans created the western tradition of historiography as a genre of literature and historical reflection. The seminar will focus on the great historians from Herodotus to Tacitus and examine what purpose they pursued in writing history, investigate the origins of historical writing, and look at forms of historical reflection and writing in other ancient civilizations. Instructor permission required.

ERLY 1000B. Geography, Ethnography, and Perceptions of the World in Antiquity. Curious about the shape and limits of the earth and the variety of cultures, ancient Greeks and Romans explored and described the world, drew maps, and interpreted the customs of others in fascinating ways. We will discuss relevant texts (Homer, Herodotus, Strabo, Tacitus, etc., in translation) and compare the Graeco-Roman world with that of other ancient civilizations (China, Mesopotamia, Aztecs).

ERLY 1000C. Epic and History in the Ancient and Medieval Worlds. This seminar will focus on the question of preservation, transformation, and distortion of historical memory in epic poetry from various parts of the ancient (Mesopotamian, Hittite, Greek, and Roman) and medieval (German, French, Hispanic, and Slavic) worlds. Additional issues to be discussed include orality and literacy, cultural memory, and the social function of poetry in changing conditions. Texts in translation.

ERLY 1000D. Highways and Byways in Antiquity. No description available.

ERLY 1100E. The Gift in Antiquity (RELS 1880A). Interested students must register for RELS 1880A.

ERLY 1120G. The Idea of Self (CLAS 1120G). Interested students must register for CLAS 1120G.

ERLY 1150. Animal Acts. From the blood-soaked amphitheaters of the Roman Empire to tattooing and other forms of body modification, this course will explore how people, ancient and modern, view animals and what looking at animals reveals about what it means to be human. Examining evidence from a variety of disciplines (archaeology, religious studies, history, philosophy, art, and literature), we will investigate the problematic boundary between “man” and “animal” and challenge the presumed superiority of the “human”. WRIT LILE

ERLY 1155. Animals in the Ancient City: Intercanimation in the Urban Environment. The past, as in the present, humans and animals were city dwellers, living side by side in urban environments. This course will focus on five ancient cities – in India, China, Egypt, Italy and Mexico – to examine the places where human and animal lives intersected in these early metropolises. We will explore how these complex relationships had a pervasive influence on nearly every aspect of urban life: from religious practices, to city planning, to entertainment, to health. LILE WRIT

ERLY 1410. Ancient Egyptian Literature (EGYT 1410). Interested students must register for EGYT 1410.

ERLY 1420. Ancient Egyptian Religion and Magic (EGYT 1420). Interested students must register for EGYT 1420.

ERLY 1750K. Madwomen and Lovers (CLAS 1750K). Interested students must register for CLAS 1750K.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Required of seniors in the honors program. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ERLY 2110F. Greek Palaeography and Premodern Book Cultures (GREK 2110F).
Interested students must register for GREK 2110F.

Earth, Environmental and Planetary Sciences

Chair
Greg Hirth

Students in Earth, Environmental, and Planetary Sciences develop a comprehensive grasp of principles as well as an ability to think critically and creatively. Formal instruction places emphasis on fundamental principles, processes, and recent developments, using lecture, seminar, laboratory, colloquium, and field trip formats. Undergraduates as well as graduate students have opportunities to carry out research work (typically in paid positions) during the academic year or in the summer, in areas such as deformation and properties of geological materials, deciphering the history and compositions of planetary bodies, including their compositions and histories and the physical processes that shape them. The geosciences are highly interdisciplinary, thus students must take some supporting science and science courses. Geoscience courses emphasize a process-oriented approach, with hands-on experiences in labs and on field trips. There is a strong emphasis on active and collaborative learning, and on practice in communication. Students may choose an AB (total of 13 courses) or an ScB (19 total courses, including one semester of research). There are many opportunities for students to do research work (typically in paid positions) during the academic year or in the summer, in areas such as deformation and properties of geological materials, deciphering the geologic history of some local rocks, or analysis of planetary images.

Standard program for the A.B. degree

This program provides a broad introduction to the geological sciences. Recommended for students seeking a liberal education and a general understanding of Earth processes and Earth history. Especially attractive for double concentrations, such as geology and economics as a career path to law or business, or geology and English as a career path to journalism or technical writing.

Basic supporting science courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure (or advanced placement)</td>
</tr>
<tr>
<td>MATH 0090</td>
<td>Introductory Calculus, Part I</td>
</tr>
<tr>
<td>MATH 0100</td>
<td>Introductory Calculus, Part II (or more advanced)</td>
</tr>
</tbody>
</table>

Select three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0090</td>
<td>Introductory Calculus, Part I</td>
</tr>
<tr>
<td>MATH 0100</td>
<td>Introductory Calculus, Part II (or more advanced)</td>
</tr>
</tbody>
</table>

Select two courses from upper level geological sciences, mathematics, or supporting sciences with approval from the departmental concentration advisor.

Total Credits: 13

Standard program for the Sc.B. degree

This program is recommended for students interested in graduate study and careers in the geosciences and related fields.

Basic supporting science courses

Select two courses in mathematics at the level of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0090</td>
<td>Introductory Calculus, Part I</td>
</tr>
<tr>
<td>MATH 0100</td>
<td>Introductory Calculus, Part II (or more advanced)</td>
</tr>
</tbody>
</table>

or another more advanced math or statistics course

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure (or advanced placement)</td>
</tr>
</tbody>
</table>

Total Credits: 13

Concentration courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0220</td>
<td>Physical Processes in Geology</td>
</tr>
<tr>
<td>GEOL 0230</td>
<td>Geochemistry: Earth and Planetary Materials and Processes</td>
</tr>
<tr>
<td>GEOL 0240</td>
<td>Earth: Evolution of a Habitable Planet</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 1410</td>
<td>Mineralogy</td>
</tr>
<tr>
<td>GEOL 1420</td>
<td>Petrology</td>
</tr>
<tr>
<td>GEOL 1450</td>
<td>Structural Geology</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0310</td>
<td>Fossil Record</td>
</tr>
<tr>
<td>GEOL 1110</td>
<td>Estuarine Oceanography</td>
</tr>
<tr>
<td>GEOL 1240</td>
<td>Stratigraphy and Sedimentation</td>
</tr>
<tr>
<td>GEOL 1330</td>
<td>Global Environmental Remote Sensing</td>
</tr>
<tr>
<td>GEOL 1350</td>
<td>Weather and Climate</td>
</tr>
<tr>
<td>GEOL 1370</td>
<td>Environmental Geochemistry</td>
</tr>
</tbody>
</table>

A field course

Select two additional courses from upper level geological sciences, mathematics, or supporting sciences with approval from the departmental concentration advisor.

Total Credits: 12

Required of seniors in the honors program. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

For additional information, please visit the department's website: http://www.brown.edu/academics/earth-environmental-planetary-sciences/
Geology-Biology Concentration Requirements

Geology-Biology involves study of the interactions of the Earth and its hydrosphere and atmosphere with the great diversity of life forms, and how they have evolved and influenced one another over the entire history of the Earth. Many courses emphasize climate and biogeochemistry; this concentration is a good one for students interested in quantitative approaches to environmental science. Students take a basic suite of geoscience courses and at least 4 bio courses of their choosing, plus some supporting math and science courses; the AB degree requires a total of 14 courses and the ScB degree requires a total of 19, including some supporting math and science courses; the AB degree requires a total of 14 courses and the ScB degree requires a total of 19, including one semester of research. There is a strong emphasis on active and collaborative learning, and on practice in communication. There are many opportunities for students to do research work (typically in paid positions) during the academic year or in the summer, in areas such as determining the history of climate change during the recent ice age, investigating the causes of major extinctions, and using paleoenvironmental records to determine the vulnerability of different regions of the globe to droughts and other processes that strongly affect society.

Standard program for the A.B. degree

This program provides a broad introduction to the geologic and biologic processes that shape the Earth and our environment. It is recommended for students seeking a liberal education and a general understanding of Earth processes, including the evolution of climate and the environment, global environmental change and Earth history. The program prepares students for careers in environmental science, geology, ecology, oceanography, and global change.

Basic supporting science courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 0200</td>
<td>The Foundation of Living Systems (or more advanced)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure (or advanced placement)</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two courses in mathematics and/or physics at the level of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0090</td>
<td>Introductory Calculus, Part I (or more advanced)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 0050</td>
<td>Foundations of Mechanics (or more advanced)</td>
<td>1</td>
</tr>
<tr>
<td>ENGN 0030</td>
<td>Introduction to Engineering (or more advanced, or courses in data analysis and statistics)</td>
<td>1</td>
</tr>
</tbody>
</table>

Concentration courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0220</td>
<td>Physical Processes in Geology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0230</td>
<td>Geochemistry: Earth and Planetary Materials and Processes</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0240</td>
<td>Earth: Evolution of a Habitable Planet</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1240</td>
<td>Stratigraphy and Sedimentation</td>
<td>1</td>
</tr>
</tbody>
</table>

Select three Biology courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 0390</td>
<td>Vertebrate Evolution and Diversity</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0410</td>
<td>Invertebrate Zoology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0415</td>
<td>Microbes in the Environment</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0420</td>
<td>Principles of Ecology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0430</td>
<td>The Evolution of Plant Diversity</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0440</td>
<td>Inquiry in Plant Biology: Analysis of Plant Growth, Reproduction and Adaptive Responses</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0480</td>
<td>Evolutionary Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1470</td>
<td>Conservation Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1480</td>
<td>Terrestrial Biogeochemistry and the Functioning of Ecosystems</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1500</td>
<td>Plant Physiological Ecology</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 19

1 Advanced placement may be substituted for the first semester of physics.

Three geological sciences courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0580</td>
<td>Foundations of Physical Hydrology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1110</td>
<td>Estuarine Oceanography</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1120</td>
<td>Paleoceanography</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1130</td>
<td>Ocean Biogeochemical Cycles</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1150</td>
<td>Limnology: The Study of Lakes</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1330</td>
<td>Global Environmental Remote Sensing</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1350</td>
<td>Weather and Climate</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1370</td>
<td>Environmental Geochemistry</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1380</td>
<td>Environmental Stable Isotopes</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1880</td>
<td>Comparative Biology of the Vertebrates</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 14

Standard program for the Sc.B. degree

This program is recommended for students interested in graduate study and careers in the Earth, Environmental, or Biological Sciences. It is relevant for students interested in environmental science, paleoclimate, Earth systems science, biogeochemistry, oceanography, or paleobiology.

Five basic supporting science courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 0200</td>
<td>The Foundation of Living Systems (or more advanced)</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure (or advanced placement)</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 0050</td>
<td>Foundations of Mechanics (or more advanced)</td>
<td>1</td>
</tr>
<tr>
<td>or ENGN 0030</td>
<td>Introduction to Engineering</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two courses in mathematics at the level of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0090</td>
<td>Introductory Calculus, Part I (or more advanced)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 0100</td>
<td>Introductory Calculus, Part II (or more advanced, or advanced courses in data analysis)</td>
<td>1</td>
</tr>
</tbody>
</table>

Fourteen (14) concentration courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 0220</td>
<td>Physical Processes in Geology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0230</td>
<td>Geochemistry: Earth and Planetary Materials and Processes</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0240</td>
<td>Earth: Evolution of a Habitable Planet</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1240</td>
<td>Stratigraphy and Sedimentation</td>
<td>1</td>
</tr>
</tbody>
</table>

Three biology courses from the following:

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 0390</td>
<td>Vertebrate Evolution and Diversity</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0410</td>
<td>Invertebrate Zoology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0415</td>
<td>Microbes in the Environment</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0420</td>
<td>Principles of Ecology</td>
<td>1</td>
</tr>
<tr>
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<td>The Evolution of Plant Diversity</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0440</td>
<td>Inquiry in Plant Biology: Analysis of Plant Growth, Reproduction and Adaptive Responses</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 0480</td>
<td>Evolutionary Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1470</td>
<td>Conservation Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1480</td>
<td>Terrestrial Biogeochemistry and the Functioning of Ecosystems</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1500</td>
<td>Plant Physiological Ecology</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 1880</td>
<td>Comparative Biology of the Vertebrates</td>
<td>1</td>
</tr>
</tbody>
</table>

Three geological sciences courses from the following:

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0580</td>
<td>Foundations of Physical Hydrology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1110</td>
<td>Estuarine Oceanography</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1120</td>
<td>Paleoceanography</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1130</td>
<td>Ocean Biogeochemical Cycles</td>
<td>1</td>
</tr>
<tr>
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<td>Limnology: The Study of Lakes</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1330</td>
<td>Global Environmental Remote Sensing</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1350</td>
<td>Weather and Climate</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1370</td>
<td>Environmental Geochemistry</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1380</td>
<td>Environmental Stable Isotopes</td>
<td>1</td>
</tr>
</tbody>
</table>
**Geology-Chemistry Concentration Requirements**

Geochemistry involves two different emphases. Low-temperature geochemistry involves study of chemical and biochemical processes on and near Earth's surface, including land, oceans, and freshwater bodies, and how the geochemical record reflects climate conditions. High-temperature geochemistry includes study of formation and evolution of the Earth and other planets, magma formation and properties, volcanic activity, and metamorphism. The AB degree requires a total of 14 courses, including 7 geoscience courses and 4 chemistry courses, and a few supporting math and physics courses. The ScB degree requires a total of 20 courses, including 8 geoscience courses and 4 chemistry courses, plus some supporting math and physics courses and one research course. Geoscience courses emphasize a process-oriented approach, with hands-on experiences in labs and on field trips. There is a strong emphasis on active and collaborative learning, and on practice in communication. There are many opportunities for students to do research work for pay during the academic year or in the summer, in areas such as experimental studies of magma formation, and analyzing lunar rock samples for water content.

**Standard program for the A.B. degree**

Recommended for students seeking a liberal education and interested in applying physical and chemical principles toward an understanding of Earth history, Earth processes, and environmental and resource issues.

**Basic supporting science courses**

Select two courses in mathematics at the level of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0090</td>
<td>Introductory Calculus, Part I (or more advanced)</td>
<td>2</td>
</tr>
<tr>
<td>MATH 0100</td>
<td>Introductory Calculus, Part II (or more advanced)</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 0050</td>
<td>Foundations of Mechanics (or a more advanced course, or advanced placement.)</td>
<td>1</td>
</tr>
<tr>
<td>or ENGN 0030</td>
<td>Introduction to Engineering</td>
<td>1</td>
</tr>
</tbody>
</table>

**Concentration courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0220</td>
<td>Physical Processes in Geology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0230</td>
<td>Geochemistry: Earth and Planetary Materials and Processes</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0240</td>
<td>Earth: Evolution of a Habitable Planet</td>
<td>1</td>
</tr>
<tr>
<td>Three additional chemistry courses</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following Series:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 1410</td>
<td>Mineralogy</td>
<td>1</td>
</tr>
<tr>
<td>&amp; GEOL 1420</td>
<td>Petrology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1130</td>
<td>Ocean Biogeochemical Cycles</td>
<td>1</td>
</tr>
<tr>
<td>&amp; GEOL 1370</td>
<td>and Environmental Geochemistry</td>
<td>1</td>
</tr>
</tbody>
</table>

Two additional courses from upper level geological sciences, math, or supporting sciences with approval from the department concentration advisor.

Total Credits: 19

**Standard program for the Sc.B. degree**

This program is recommended for students interested in graduate study and careers in geochemistry and related fields.

**Basic Supporting Science Courses:**

Select two courses in mathematics at the level of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0090</td>
<td>Introductory Calculus, Part I (or more advanced)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Concentration Requirements**

Select one of the following series:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 0050</td>
<td>Foundations of Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>&amp; PHYS 0060</td>
<td>and Foundations of Electromagnetism and Modern Physics</td>
<td>1</td>
</tr>
</tbody>
</table>

**Geology/Environmental Geochemistry Option:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0220</td>
<td>Physical Processes in Geology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0230</td>
<td>Geochemistry: Earth and Planetary Materials and Processes</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0240</td>
<td>Earth: Evolution of a Habitable Planet</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1130</td>
<td>Ocean Biogeochemical Cycles</td>
<td>1</td>
</tr>
<tr>
<td>or GEOL 1370</td>
<td>Environmental Geochemistry</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1410</td>
<td>Mineralogy</td>
<td>1</td>
</tr>
<tr>
<td>Plus one from:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1240</td>
<td>Stratigraphy and Sedimentation</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1330</td>
<td>Global Environmental Remote Sensing</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1450</td>
<td>Structural Geology</td>
<td>1</td>
</tr>
<tr>
<td>Three from:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CHEM 0350</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0500</td>
<td>Inorganic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1060</td>
<td>Advanced Inorganic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1140</td>
<td>Physical Chemistry: Quantum Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 1150</td>
<td>Physical Chemistry: Thermodynamics and Statistical Mechanics</td>
<td>1</td>
</tr>
</tbody>
</table>

**Geology/Organic Option:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0220</td>
<td>Physical Processes in Geology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0230</td>
<td>Geochemistry: Earth and Planetary Materials and Processes</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0240</td>
<td>Earth: Evolution of a Habitable Planet</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1130</td>
<td>Ocean Biogeochemical Cycles</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1370</td>
<td>Environmental Geochemistry</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1410</td>
<td>Mineralogy</td>
<td>1</td>
</tr>
<tr>
<td>Plus one from:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1240</td>
<td>Stratigraphy and Sedimentation</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1330</td>
<td>Global Environmental Remote Sensing</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1380</td>
<td>Environmental Stable Isotopes</td>
<td>1</td>
</tr>
<tr>
<td>Three Chemistry courses:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CHEM 0350</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 0360</td>
<td>Organic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Plus one additional chemistry course</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Four additional courses from upper level geological sciences, mathematics, or supporting sciences with approval of the department concentration advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 1970</td>
<td>Individual Study of Geologic Problems</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 20

1 Advanced placement may be substituted for the first semester of physical science.

**Geology-Physics/Mathematics Concentration Requirements**

Geophysics involves the application of physics and mathematics to the study of processes that operate on and within the Earth and other...
planets, over short and long timescales. The AB degree requires a total of 14 courses, including 6 geoscience courses, 3 physics or engineering courses, and 3 math and applied math courses. The ScB degree requires a total of 20 courses, including 8 geoscience courses, 4 physics or engineering courses, and 3 math and applied courses; students can choose courses from both solid Earth geophysics and climate science themes. Geoscience courses emphasize an analytical and process-oriented approach, with hands-on experiences in labs and on field trips. Active and collaborative learning is encouraged, as is practice in written and oral communication. There are many opportunities for students to engage in research (typically in paid positions) during the academic year or in the summer, in areas such as analysis of seismic waves in subduction zones, theoretical modeling of convection in the Earth’s mantle, modeling the effects of the warming climate in the oceans and atmosphere, and remote sensing of how climate change affects vegetation.

**Standard program for the A.B. degree**

Recommended for students seeking a liberal education and interested in applying physical and mathematical principles toward an understanding of the processes affecting planets, Earth, and the environment and how they are modeled. Some course requirements may be flexible based on consultation with concentration advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0220</td>
<td>Physical Processes in Geology</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 0250</td>
<td>Computational Approaches to Modelling and</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quantitative Analysis in Natural Sciences: An</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>or GEOL 0350</td>
<td>Mathematical Methods of Fluid and Solid Geophysics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Geology</td>
<td></td>
</tr>
</tbody>
</table>

**Four theme courses (choose either the Solid Earth Geophysics Theme or the Climate Science Theme)**

**Solid Earth Geophysics Theme**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0230</td>
<td>Geochemistry: Earth and Planetary Materials and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Processes (solid Earth geophysics theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1610</td>
<td>Solid Earth Geophysics (solid Earth geophysics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>theme)</td>
<td></td>
</tr>
</tbody>
</table>

And select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 1410</td>
<td>Mineralogy (solid earth geophysics theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1420</td>
<td>Petrology</td>
<td></td>
</tr>
<tr>
<td>GEOL 1450</td>
<td>Structural Geology (solid Earth geophysics theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1620</td>
<td>Continuum Physics of the Solid Earth (solid Earth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>geophysics theme)</td>
<td></td>
</tr>
</tbody>
</table>

**Climate Science Theme**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0240</td>
<td>Earth: Evolution of a Habitable Planet (climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>science theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1350</td>
<td>Weather and Climate (climate science theme)</td>
<td></td>
</tr>
</tbody>
</table>

And select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 1130</td>
<td>Ocean Biogeochemical Cycles (climate science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1310</td>
<td>Global Water Cycle (climate science theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1430</td>
<td>Principles of Planetary Climate (climate science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1510</td>
<td>Introduction to Atmospheric Dynamics (climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>science theme))</td>
<td></td>
</tr>
<tr>
<td>GEOL 1520</td>
<td>Ocean Circulation and Climate</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 0050</td>
<td>Foundations of Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHYS 0070</td>
<td>Analytical Mechanics</td>
<td></td>
</tr>
<tr>
<td>ENGN 0040</td>
<td>Dynamics and Vibrations</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 0060</td>
<td>Foundations of Electromagnetism and Modern Physics</td>
<td></td>
</tr>
<tr>
<td>ENGN 0310</td>
<td>Mechanics of Solids and Structures</td>
<td></td>
</tr>
<tr>
<td>ENGN 0810</td>
<td>Fluid Mechanics</td>
<td></td>
</tr>
</tbody>
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Choose one of the following:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 0500</td>
<td>Advanced Classical Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHYS 1600</td>
<td>Computational Physics</td>
<td></td>
</tr>
<tr>
<td>ENGN 0510</td>
<td>Electricity and Magnetism</td>
<td></td>
</tr>
<tr>
<td>ENGN 0810</td>
<td>Fluid Mechanics</td>
<td></td>
</tr>
<tr>
<td>ENGN 1370</td>
<td>Advanced Engineering Mechanics</td>
<td></td>
</tr>
<tr>
<td>GEOL 1820</td>
<td>Geophysical Fluid Dynamics</td>
<td></td>
</tr>
</tbody>
</table>

Three courses in Mathematics, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMA 0330</td>
<td>Methods of Applied Mathematics I, II</td>
<td></td>
</tr>
<tr>
<td>or APMA 0340</td>
<td>Methods of Applied Mathematics I, II</td>
<td></td>
</tr>
<tr>
<td>CHEM 0330</td>
<td>Equilibrium, Rate, and Structure (or advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>placement)</td>
<td></td>
</tr>
</tbody>
</table>

One additional course from upper level geological sciences, mathematics, or supporting sciences with approval from the departmental concentration advisor.

Total Credits 14

1. One course cannot be used to satisfy two requirements.
2. ENGN 0810 or GEOL 1820 are recommended for those completing the Climate Science theme.
3. In addition to courses listed elsewhere, in the Geology-Physics/Math concentrations, these courses are of particular relevance: GEOL 0810, GEOL 1320, GEOL 1710, GEOL 1960A.

**Standard program for the Sc.B. degree**

This program is recommended for students interested in graduate study and careers in geophysics, climate science and related fields. Students will be prepared to understand and use models, make measurements, and use theories of the processes studied in these fields. Some course requirements may be flexible based on consultation with concentration advisor.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GEOL 0220</td>
<td>Physical Processes in Geology</td>
<td>1</td>
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<td>GEOL 1430</td>
<td>Principles of Planetary Climate</td>
<td>1</td>
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<tr>
<td>GEOL 1610</td>
<td>Solid Earth Geophysics</td>
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</tr>
<tr>
<td>GEOL 0250</td>
<td>Computational Approaches to Modelling and</td>
<td>1</td>
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<td></td>
<td>Quantitative Analysis in Natural Sciences: An</td>
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<td></td>
<td>Introduction</td>
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<tr>
<td>or GEOL 0350</td>
<td>Mathematical Methods of Fluid and Solid Geophysics</td>
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<tr>
<td></td>
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</table>

Five theme courses (choose either the Solid Earth Geophysics theme or the Climate Science Theme):

**Solid Earth Geophysics Theme**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOL 0230</td>
<td>Geochemistry: Earth and Planetary Materials and</td>
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<td></td>
<td>Processes (solid Earth geophysics theme)</td>
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<td>GEOL 1610</td>
<td>Solid Earth Geophysics (solid Earth geophysics</td>
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<td>theme)</td>
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And choose two from the following:

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<tbody>
<tr>
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<td>Mineralogy (solid earth geophysics theme)</td>
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<td>Petrology</td>
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<td>GEOL 1450</td>
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<td>Continuum Physics of the Solid Earth (solid Earth</td>
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**Climate Science Theme**

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 0240</td>
<td>Earth: Evolution of a Habitable Planet (climate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>science theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1350</td>
<td>Weather and Climate (climate science theme)</td>
<td></td>
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</table>

And choose two from the following:

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<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOL 1130</td>
<td>Ocean Biogeochemical Cycles (climate science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1310</td>
<td>Global Water Cycle (climate science theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1430</td>
<td>Principles of Planetary Climate (climate science</td>
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<tr>
<td></td>
<td>theme)</td>
<td></td>
</tr>
<tr>
<td>GEOL 1510</td>
<td>Introduction to Atmospheric Dynamics (climate</td>
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<td></td>
<td>science theme))</td>
<td></td>
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<tr>
<td>GEOL 1520</td>
<td>Ocean Circulation and Climate</td>
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Choose one of the following:

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<tbody>
<tr>
<td>PHYS 0050</td>
<td>Foundations of Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 0070</td>
<td>Analytical Mechanics</td>
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<tr>
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<td>PHYS 0060</td>
<td>Foundations of Electromagnetism and Modern Physics</td>
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<tr>
<td>ENGN 0310</td>
<td>Mechanics of Solids and Structures</td>
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<td>Computational Physics</td>
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<td>ENGN 1370</td>
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<tr>
<td>GEOL 1820</td>
<td>Geophysical Fluid Dynamics</td>
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Choose one:

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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOL 1510</td>
<td>Introduction to Atmospheric Dynamics</td>
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</tr>
<tr>
<td>GEOL 1520</td>
<td>Ocean Circulation and Climate</td>
<td></td>
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</table>

And choose three from the following:

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<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 1130</td>
<td>Ocean Biogeochemical Cycles</td>
<td></td>
</tr>
<tr>
<td>GEOL 1310</td>
<td>Global Water Cycle</td>
<td></td>
</tr>
<tr>
<td>GEOL 1330</td>
<td>Global Environmental Remote Sensing</td>
<td></td>
</tr>
</tbody>
</table>
GEOL 1510  Introduction to Atmospheric Dynamics
GEOL 1520  Ocean Circulation and Climate
or a field or sea course
PHYS 0050  Foundations of Mechanics 1
or PHYS 0070  Analytical Mechanics
or ENGN 0040  Dynamics and Vibrations
PHYS 0060  Foundations of Electromagnetism and Modern Physics
or ENGN 0310  Mechanics of Solids and Structures
or ENGN 0810  Fluid Mechanics
Select two of the following: 1,2  2
PHYS 0470  Electricity and Magnetism
PHYS 0500  Advanced Classical Mechanics
PHYS 1600  Computational Physics
ENGN 0510  Electricity and Magnetism
ENGN 0810  Fluid Mechanics
ENGN 1370  Advanced Engineering Mechanics
GEOL 1820  Geophysical Fluid Dynamics
Three courses in mathematics including 3
APMA 0330  Methods of Applied Mathematics I, II
or APMA 0340  Methods of Applied Mathematics I, II
Two additional courses from upper level geological sciences, mathematics, or supporting sciences with approval from the departmental concentration advisor. 2
CHEM 0330  Equilibrium, Rate, and Structure
GEOL 1970  Individual Study of Geologic Problems
Total Credits 20
1 One course cannot be used to satisfy two requirements
2 ENGN 0810 or GEOL 1820 are recommended for those completing the Climate Science theme.
3 In addition to courses listed elsewhere, in the Geology-Physics/Math concentrations, these courses are of particular relevance: GEOL 0810, GEOL 1320, GEOL 1710, GEOL 1960A.

Geological Sciences Graduate Program
The department of Geological Sciences offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree.

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/geological-sciences

Courses

GEOL 0010. Face of the Earth.
Study of Earth's surface (e.g., mountains, rivers, shorelines) and processes which have created and modify it (e.g., glaciation, floods, volcanism, plate tectonics, earthquakes). The goals are to increase appreciation and enjoyment of our natural surroundings and provide a better understanding of environmental problems, natural resources, land use, and geologic hazards. Four labs, plus a field trip. For nonscience concentrators (science concentrators should take GEOL 0220). Students MUST register for both components of this course (the lecture and one of the labs) during the SAME registration session. Enrollment limited to 100.

GEOL 0030. Climate and Climate Change.
This course is designed to provide students with an understanding of the climate system on Earth, changes in Earth's climate over time, and interactions between climate change and human society. Topics will include: global energy balance; the structure, composition and role of the atmosphere and oceans; the influence of the global carbon cycle on climate; the social, economic and political drivers of human perturbations to the carbon cycle; and societal vulnerability, resilience and adaptive capacity in the face of environmental changes. No prerequisites; course open to all levels. WRIT

GEOL 0050. Mars, Moon, and the Earth.
Space exploration has revealed an astonishing array of surface features on the planets and their satellites. Why are atmospheres on the planets different from Earth's atmosphere? Do other planets represent our past or future environment? Is there life on other planets? The planets and their histories are compared to gain insight and a new perspective on planet Earth.

GEOL 0070. Introduction to Oceanography.
Examines the ocean's role in (and local) change, emphasizing the ocean as an evolving, dynamically balanced ecosystem. Focus on physical/chemical/biological systems' interconnections needed to understand the natural variability of the ocean on various time and space scales, from El Niño to global warming. Three lectures, one section meeting weekly; written exercises on oceanographic problems; two field trips to study estuarine and coastal processes.

GEOL 0160B. Global Change: Ecology and Climate.
Examines ways in which global change will affect ecosystems, considering how temperature, rainfall, and land use can modify the distribution of organisms in the future, and reduce biodiversity. Examine how biotic feedbacks to global change can modify climate change through their effects on the carbon cycle, absorption of sunlight at the land surface, and retention of water in soils. Enrollment limited to 20 first year students. FYS

GEOL 0160C. Global Environmental Change.
Examination of evidence that supports or refutes various perspectives on global environmental change, with a foundation in the principles that govern the fundamental underlying processes. Example topics include climate change (warming, cooling, neutral), population growth (how many, how fast), and loss of natural resources (diversity). Topics explored through selected readings from the natural and social sciences. Enrollment limited to 20 first year students. FYS

GEOL 0160D. Living Within the Landscape.
Physical processes that shape the Earth's surface provide an inescapable context for human activity. We will examine the physical principles that govern erosion and sedimentation, slope stability, river and coastal flooding, and groundwater flow, and analyze how these processes affect land-use philosophies and decision-making. Enrollment limited to 20 first year students. FYS

GEOL 0160E. Volcanos, Windows into the Deep Earth.
Examines the physical and chemical principles controlling the generation of volcanoes and their different styles of eruption. Investigates where and why volcanoes occur, and what volcanic lavas can tell us about the composition and evolution of the Earth and other planets. Evaluates volcanic hazards and the economic benefits and cultural aspects of volcanism. Two-day field trip. Enrollment limited to 20 first year students. FYS

The shapes of plants and animals, of mountains and shorelines arise because nature dissipates energy as rapidly as possible. These morphological patterns allow description of the "energy" landscape that produced them. Societies and economies show temporal and spatial patterns as well; does the "flow rate" of ideas and of money cause these patterns? We will explore just how "entropy rules." CAP course. Enrollment limited to 20 first year students. FYS WRIT

GEOL 0160G. Energy Resources.
Most of our energy comes directly from the Earth - predominantly as fossil fuels, but also from geothermal, wind, and hydro sources. Developing technologies for alternative energy such as solar, nuclear, biomass and fuel cells also rely on Earth resources. The potential for these energy sources will be discussed. The science behind their utilization and environmental impact (e.g. carbon sequestration and nuclear waste disposal) will be introduced and the trade-offs in making decisions for the future will be explored. CAP course. Enrollment limited to 20 first year students. FYS WRIT
GEOL 0160H. Chicken Little or Armageddon? Past and Future Cosmic Threats.
Explore the probability of the next impact on the Earth and assess the possible consequences through historic times (incidents), folklore/legends, examples in recent geological time (last 10 million years), and the catastrophic consequences 65 million years ago. Strategies for searching and possible mitigation of the next "big one" will be considered. This seminar will explore the realities of various predictions, consider public policy, investigate strategies for prevention, and assess the role of the press in shaping perceptions. Enrollment limited to 20 first year students. FYS

GEOL 0160I. Diamonds.
Examines both the science and human history of diamonds, and shows how they have interacted over the years. Investigates how and where diamonds are formed in nature and what they tell us about the Earth. At the same time, explores the role diamonds have played in our history and culture. CAP course. Enrollment limited to 12 first year students. FYS WRIT

GEOL 0160J. The Natural History of Great Writers: From Goethe to Steinbeck.
Many great and influential writers have also been natural historians. This course examines selections from the writing of such authors as the romantic and naturalist Johann Wolfgang von Goethe, the rationalist Benedict de Spinoza, the intuitive thermodynamicist William Blake, the naturalist novelist John Steinbeck, the lepidopterist novelist Vladimir Nabokov, the amateur paleontologist Arthur Conan Doyle, the paleontologist Henry David Thoreau, and the philosopher and sociologist Herbert Spencer. We will examine in a modern scientific context how facts and theories of natural history informed their writing and influenced their worldviews. Specific topics in this seminar will include: man's place in nature and the importance of the discovery of this deep time perspective, Darwinian evolution and its impact on sociology, and the emerging science of ecology in 19th century American literature. Enrollment limited to 20 first year students. FYS

GEOL 0160N. Monsters of the Abyss: Oceanography and Sea Tales.
We will read from the logbooks of Cook, Darwin, Wallace, and Nansen. Their discoveries and expeditions inspired and were inspired by fiction that we will also read, including Moby Dick and 20,000 Leagues Under the Sea. The daring successes and cannibalistic dooms of the Essex, Beagle, Terror, Challenger, and Fram inspired 19th century writers to imagine what lay far across and deep beneath the oceans. These retellings--fictional, narrative, and scientific--helped formulate and fund further research. Who risks their life for a bird, a map, a widow, or an eclipse? How would these scientists and their ideas do today? Enrollment limited to 20 first year students. FYS WRIT

GEOL 0220. Physical Processes in Geology.
Introduction to the form and origin of interior and surface features of Earth, with emphasis on understanding the physical processes that produced them. Topics include interior processes (plate tectonics, mountain building, volcanism, earthquakes, and flow of solid rocks) and surface processes (atmospheric and oceanic circulation, flow of rivers, glaciers, and groundwater). Laboratory and field trips arranged. Intended for science concentrators or those wishing in-depth treatment. CAP course. Enrollment limited to 100. After pre-registration, instructor permission is required to register or get on wait-list. Please see or email instructor (Jan_Tullis@brown.edu). GEOL 0220.

Introduction to the chemical and mineralogical nature of the Earth, Moon, and meteorites, and the role of chemical processes in their evolution. Topics include: composition of rock-forming minerals; origin of crustal and mantle rocks; stable and radiogenic isotopes; models of nucleosynthesis, planet formation and differentiation. Weekly laboratory and two field trips. Intended for science concentrators. Prerequisites: basic chemistry and GEOL 0010 or 0050 or 0220, or instructor permission. Labs will meet Tuesdays from 7:00 pm to 9:00 pm.

Introduces Earth's surface environment evolution - climate, chemistry, and physical makeup. Uses Earth's carbon cycle to understand solar, tectonic, and biological cycles' interactions. Examines the origin of the sedimentary record, dating of the geological record, chemistry and life on early Earth, and the nature of feedbacks that maintain the "habitable" range on Earth. Two field trips; five laboratories arranged. Prerequisite: GEOL 0220 or 0230, or instructor permission. WRIT

GEOL 0250. Computational Approaches to Modelling and Quantitative Analysis in Natural Sciences: An Introduction.
Application of numerical analysis to mathematical modelling in the natural sciences including topics such as ground water and glacier flow, earthquakes, climate models, phase equilibrium, and population dynamics. Numerical methods will include the solution of linear algebraic systems of equations, numerical integration, solution of differential equations, time series analysis, statistical data analysis tools. Development of computer programming skills in the Matlab programming environment. Suggested prerequisites: MATH 0090, 0100, PHYS 0030, 0040, or 0050, 0060.

GEOL 0310. Fossil Record.
Integrated view of the history of life: biogeochemical cycles, biodiversity, evolution by natural selection, ecology, and physiology along a multiplicity of scales from the microbial to the planetary, as recorded in the fossil record. Attention is given to how biotic systems, in contrast to just physical systems, have changed through time maintaining the chemical and thermodynamic non-equilibrium state of the Earth's surface. Two lectures per week; several labs including dissections for paleobiological comparisons and one field trip to fossil localities and museum collections in Connecticut and Massachusetts. Prerequisites: GEOL 0220 or 0230 or 0240, BIOL 0200, or instructor permission.

GEOL 0350. Mathematical Methods of Fluid and Solid Geophysics and Geology.
Intended for undergraduates concentrating in geological and physical sciences or engineering, especially those interested in the quantitative study of Earth. Problem sets will cover common approaches to quantify the dynamics and chemistry of solids and fluids in nature. Mathematical topics to be introduced include linear algebra, vectors and tensors, differential equations, dynamical systems, eigenvalues and eigenvectors, empirical orthogonal functions, fractals, chaos, and statistics. Applications include waves in the oceans, atmosphere, and solid earth, convective and conductive heat flow, reaction rates, gravitational potential energy, Newton's laws on a rotating planet, measuring coastlines and ranges, and dating errors in stratigraphy.

Qualitative introduction to the dynamics of watersheds and groundwater flow from an intuitive perspective. Lays the foundations for understanding the physical mechanisms by which water is transported throughout a hydrologic system. Provides background for future studies, but is primarily designed to enable informed citizens to thoughtfully critique water management practices and public policy. Pre-college math and physics background is expected.

GEOL 0810. Planetary Geology.
This introductory level course will examine the evolution of our Solar System and the geology of planetary bodies, including Mercury, Venus, the Moon, Mars, asteroids, and the moons of Jupiter and Saturn. We will discuss the origin of the Solar System from a geological perspective and explore how scientists combine observations from extraterrestrial samples such as meteorites with data returned by satellites and rovers to develop and test hypotheses related to planetary evolution. Emphasis will be on comparing geologic processes on these bodies to well-understood processes on Earth, results from past, current, and upcoming planetary missions, and the future of human and robotic exploration of space.
GEOL 1110. Estuarine Oceanography.
Examine physical, chemical, and biological characteristics of local estuaries using field measurements, analysis of field data, and interpretation of processes; field investigation results will be prepared as a cooperative class report. Topics include: tidal and circulation processes, salinity and freshwater fluxes, watershed pollutants, estuary flushing rates, and estuary ecosystems. Primarily for students with experience in the sciences. MATH 0090, 0100, or equivalent, recommended. Enrollment limited to 20. WRIT
Labs will be held on Fridays from 1-5pm, with fieldwork through mid-October.

GEOL 1120. Paleocenography.
An examination of the Cenozoic history of the world ocean with attention to the processes which have acted to change its circulation, climate, geometry, and biology. Develops a strategy to use marine sediments and microfossils to identify and understand past variations in the oceans. Class projects analyze and interpret various types of paleoceanographic data. Laboratory arranged. Offered alternate years.

GEOL 1130. Ocean Biogeochemical Cycles.
A quantitative treatment of the cycling of biologically important elements in the world ocean. Special attention paid to the carbon system in the ocean and the role that organisms, in conjunction with ocean circulation, play in regulating the carbon dioxide content of the atmosphere through exchange with the surface ocean. For science concentrators. Offered alternate years. Prerequisite: CHEM 0330 or equivalent, or instructor permission. WRIT

GEOL 1150. Limnology: The Study of Lakes.
This course will provide an interdisciplinary overview of the physics, chemistry, biology, and geology of lakes. Areas of emphasis will include the origin of lake basins, water circulation patterns, heat and water budgets, biogeochemical processes, lake ecosystems, and the stratigraphic record of lakes. We will also discuss human and climatic impacts on lakes. Prerequisites: GEOL 0220 and 0240, or instructor permission. Enrollment limited to 20. WRIT

GEOL 1240. Stratigraphy and Sedimentation.
Introduction to depositional environments and processes responsible for formation of sedimentary rocks. Major sedimentary environments in the Recent are discussed, general models are proposed, and stratigraphic sequences in older sediments are examined in the light of these models. The Phanerozoic stratigraphic record examined from the perspective of Earth system history. Laboratory arranged. Prerequisites: GEOL 0220 or 0240, or instructor permission. GEOL 0310, 1410 are also recommended. WRIT

The goal of this class is to understand the physical principles and processes of the global water cycle. Topics include the climatic importance of water, circulation of atmospheric water vapor, formation of rain and snow, availability of soil water, plant-water relations, mass balance of glaciers, and ongoing and expected changes in the water cycle. Additional goals: become familiar with the current research literature, practice clear and concise science writing, and to use simple programming in Python to plot and analyze actual data sets.
Students are expected to have taken at least one geology-related course. Programming experience recommended, but not necessary.

GEOL 1320. Introduction to Geographic Information Systems for Environmental Applications.
Introduction to the concepts of geospatial analysis and digital mapping. The principles of spatial data structures, coordinate systems, database development and design, and techniques of spatial analysis are learned. This is an applied course, primarily using ESRI-based geographic information system software. Focal point of class is the completion of student-selected research project employing GIS methods. Enrollment limited to 10 in each section. Permission by an application provided by the instructor (to be requested through email), S/NC.

Introduction to physical principles of remote sensing across electromagnetic spectrum and application to the study of Earth's systems (oceans, atmosphere, and land). Topics: interaction of light with materials, imaging principles and interpretation, methods of data analysis. Laboratory work in digital image analysis, classification, and multi-temporal studies. One field trip to Block Island. Recommended preparation courses: MATH 0090, 0100; PHYS 0060; and background courses in natural sciences.

GEOL 1350. Weather and Climate.
Weather phenomena occur on short time scales, and form the basis for understanding climate, the study of changes over longer time scales. This course aims to provide an understanding of the processes that drive weather patterns, the general circulation of the atmosphere, and climate on Earth. Topics include: structure and composition of the atmosphere; sources of energy driving atmospheric processes; weather forecasting; the hydrological cycle, the forces that create severe weather, the influence of humans on the atmosphere; and factors that influence climate, climate variability and climate change. MATH 0090, 0100; PHYS 0050, or equivalent recommended. Enrollment limited to 30. WRIT

GEOL 1370. Environmental Geochemistry.
The course will examine the biogeochemical cycling, fate and transport of chemicals in the atmospheric and aquatic environments. Topics such as chemical weathering, natural water pollution and remediation, acid deposition, global warming and air pollution will be examined through natural ecosystem samples from rivers, lakes, estuaries, and oceans. Field trips and laboratory arranged. Prerequisites: CHEM 0100 or 0330, or instructor permission.

GEOL 1380. Environmental Stable Isotopes.
Introduction to the concepts, analytical methods, theory and environmental applications of stable H, O, C, N and S isotopes. Emphasis will be placed on theory and applications of light isotopes in paleoclimate studies, environmental hydrogeology and biogeochemistry. Prerequisites: CHEM 0100, GEOL 0220 or 0230 recommended, or instructor permission.

GEOL 1410. Mineralogy.
Introduction to mineralogical processes on Earth's surface and its interior. Topics include crystallography, crystal chemistry, nucleation, crystal growth, biomineralization, environmental mineralogy, and mantle mineralogy. Laboratory study devoted to optical identification of rock-forming minerals. Prerequisites: GEOL 0230, CHEM 0100 or 0330, or equivalent.

GEOL 1420. Petrology.
Introduction to the origin of igneous and metamorphic rocks. Emphasis on principles and understanding rather than facts and memorization. Principles are used to extract information concealed in the rocks about their formation, processes, sources and evolution with time. Laboratory work focuses on rock hand samples and microscopic textures. Field trips, laboratory arranged. Prerequisites: GEOL 1410, or instructor permission.

GEOL 1430. Principles of Planetary Climate.
This course provides the physical building blocks for understanding planetary climate. Topics include thermodynamics applied to planetary atmosphere, basic radiative transfer, energy balance in the atmosphere, and climate variability. In-class exercises and homework problems are designed to strengthen the understanding of basic concepts and to improve problem-solving skills.

GEOL 1450. Structural Geology.
Introduction to the geometry, kinematics and mechanics of rocks deformed by brittle fracture or faulting and ductile solid state flow, on scales from microscopic to mountain ranges. The emphasis is on using concepts to interpret the formation, strain history and rheology of deformed rocks in terms of the operative grain-scale processes, material properties and environmental conditions. Weekly 2 hour lab involving hands-on experience closely related to class topics. Two field trips. Prerequisites: GEOL 0220 or instructor permission. WRIT
GEOG 1510. Introduction to Atmospheric Dynamics.

The objective of GEOG 1510 is to understand the fundamental physical principles that govern the motion of the atmosphere. Students will explore the dynamics of the atmosphere and the mathematical laws governing weather and climate. Topics include the fundamental equations of motion in rotating fluids, hydrostatic, geostrophic and thermal wind balance, and vorticity, as applied to phenomena, including sea breezes, planetary waves, midlatitude cyclones, fronts, and the global general circulation. The emphasis will be on physical interpretation of the equations but facility with vector calculus is critical. Enrollment limited to 30.

GEOG 1560. Global Tectonics.

Plate tectonic theory and the evolution of continents and the seafloor. Emphasis on the structure and tectonics of western U.S. considering geological, geophysical, and geochemical constraints as well as direct geodetic observations of plate motions from GPS measurements. Prerequisite: GEOG 0220 and 0230. Three or more of GEOG 0220, 0230, 1240, 1410, 1420, 1450 and 1610 are recommended.

GEOG 1580. Quantitative Elements of Physical Hydrology.

Physical hydrology with emphasis on fundamental physical principles and mathematical tools. Topics include precipitation, surface runoff, groundwater flow, water quality and contaminate transport. Prerequisites: APMA 0340; and ENGR 0510 or PHYS 0470; ENGR 0810 is recommended; or instructor permission.


A quantitative overview of selected topics at the advanced undergraduate and beginning graduate student level of analytical and numerical models for simulating surface runoff, groundwater flow and contaminant migration. While participants will employ computers and scientific visualization to implement the material, no prior computing experience is expected. Non-concentrators encouraged. No exams. Prerequisites: PHYS 0470, or ENGR 0510.

GEOG 1590A. Quantitative Modeling of Hydrologic Processes.

A quantitative overview of selected topics at the advanced undergraduate, beginning graduate student level of analytical and numerical models for simulating surface runoff, groundwater flow and contaminant migration. While participants will employ computers and scientific visualization to implement the material, no prior computing experience is expected. Non-concentrators encouraged. No exams. Prerequisites: PHYS 0070, or ENGR 0510.

GEOG 1600. Environmental and Engineering Geophysics.

A hands-on introduction to non-invasive geophysical methods applied to subsurface investigations of soil and bedrock conditions, groundwater, geotechnical engineering, forensics, archaeology and other environmental applications. Students will use ground penetrating radar, seismic, gravity resistivity, electromagnetic and magnetic methods in the field one afternoon a week to investigate relevant environmental and geotechnical problems. A background in geology is not expected. Prerequisites: APMA 0340 and PHYS 0470, or ENGR 0510, or instructor permission.

GEOG 1610. Solid Earth Geophysics.

A survey of basic geophysical techniques for determining the structure and dynamics of Earth's interior. Topics include: global structure from seismic waves; gravity, magnetic field, and shape of the Earth; thermal processes within the Earth; structure of continental and oceanic lithosphere. Recommended courses: GEOG 0220, PHYS 0470, APMA 0330. No prerequisites.

GEOG 1615. The Environmental Policy Process.

The diminishing quantity and quality of the resources of the Earth carries profound implications for the fulfillment of human rights and aspirations. But even as we understand better the intrinsic interdependencies between humans and the environment, policy gridlock persists. Indeed, the findings of fundamental environmental science are regularly contested on political grounds. The purpose of this course is to learn how to apply knowledge to map the relevant policy context in environmental issues, and to develop the tools and approaches to address any problem of decision in the environmental arena more creatively, effectively, and responsibly. WRIT
Astrophysical and Dynamical Processes in Planetary Sciences is a course that challenges students to use physical and geophysical analysis to construct a quantitative understanding of the formation and evolution of the Sun, the solar system's planets and small bodies, and extrasolar planets. The goal is to provide senior undergraduate and first-year graduate students with core knowledge of facts and current theories in the planetary sciences. Through lectures, problem sets, and exams, the students will construct quantitative framework on which to evolve, and place into context, hypotheses and theories discussed in upper-level graduate courses. Prerequisites: MATH 0100; and one of GEOL 0050, PHYS 0210, 0220, or 0270. APMA 0330 is desirable but not required.

GEOL 1960A. Rheology of the Crust and Mantle.
Introduces the principals of rock mechanics and uses them to describe brittle and ductile deformation processes in the crust and mantle. Each topic will review experimental constraints on deformation mechanisms and introduce the theories that support their application to geological conditions. Analyze microstructural observations in real rocks to link what is learned in the lab to what actually is seen in the Earth. Topics to be covered include: brittle fracture and crack propagation, frictional sliding, the brittle/plastic transition, viscous deformation mechanisms, microstructural analysis of deformed rocks, and the scaling and extrapolation of laboratory flow laws. The class will also feature a field trip to well-exposed crustal faults and shear zones. Several class periods and a class project will focus on microstructural observations of rocks collected during the field trip. Pre-requisite: GEOL 1450 or permission of instructor. Enrollment limited to 20.

The shapes of plants and animals, of mountains and shorelines arise because nature dissipates energy as rapidly as possible. These morphological patterns allow description of the energy "landscapes" that produced them. Societies and economies show temporal and spatial patterns as well: does the "flow rate" of ideas and of money cause these patterns? We will explore just how "entropy rules." Enrollment limited to 16. Instructor permission required.

GEOL 1960H. The Early Earth.
Primary focus on evolution of the solid Earth (core, mantle, crust) but will also include discussion of the Archean hydrosphere, atmosphere and biosphere. Reading and discussing current literature, with lectures. Intended for graduate students and upper level undergraduates with advanced petrology and/or geophysics. Enrollment limited to 20.

GEOL 1960J. Reactions and Rheology: Chemical and Mechanical Kinetics in Mineral Systems.
Characterization of atomic diffusion and dislocation motion responsible for chemical and physical reactions and plastic rheology in ionic solids. Topics include: point-defect thermodynamics; atomic diffusion (physical and mathematical); solid-solution formation; dislocation structures; grain boundary structure and chemical segregation; plastic rheology. Recommended three or more of GEOL 1410, GEOL 1420, or ENGN 0410, ENGN 1410, or CHEM 0330, CHEM 1060. Enrollment limited to 20.

Consideration of quantitative models of the cycling of carbon between various reservoirs near Earth's surface. Topics include: mass balance models of carbon sedimentation; carbon chemistry in the ocean; exchange of carbon between atmosphere, ocean, and biosphere; and consumption of carbon in weathering reactions with rocks. Special emphasis will be placed on the use of isotopic tracers (d13C, 14C) to estimate present and past dynamics of the carbon cycle. Instructor's permission required. Enrollment limited to 20.

GEOL 1960M. Lab and Field Methods in Hydrology.
A series of hands-on opportunities for students to characterize the hydrologic properties of soils and simple hydrologic systems in the lab, combined with selected outdoor exercises using standard hydrologic tools in the field. High school math and physics recommended. Enrollment limited to 20.

One semester is required for seniors in Sc.B. and honors program. Course work includes preparation of a thesis. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Enrollment is restricted to undergraduates only.

GEOL 2300. Mathematical and Computational Earth Sciences.
For graduate students interested in quantitative study of the Earth in geological, physical, or engineering sciences. Mathematical topics to be introduced include tensor analysis, asymptotic and perurbation analysis of differential equations, numerical integration of differential equations, basis functions and pattern recognition, fractals and multifractals, and statistics. Applications will vary by offering, but examples include: statistics of turbulence and earthquakes, advection-reaction-diffusion systems, boundary layers, development of shocks and singularities, climate change, carbon sensitivity, and dimensional reduction of geophysical data. Intensive review of introductory mathematical methods through leading discussions in a lower level class. Earth, fluid, or solid science background recommended.

Strategies and the physical principles behind the quantitative extraction of geophysical and biophysical properties from remotely sensed data. Emphasis on radiative transfer theory and modeling of spectra and spectral mixtures from optical constants. Advanced methods of digital image processing. Methods of integrating remotely sensed data into a GIS framework will be introduced. Recommended preparation course: GEOL 1330 or 1710; MATH 0100; PHYS 0600.

GEOL 2350. Quaternary Climatology Seminar.
Discussion of current problems in paleoclimatology and global climate change. Students analyze the primary literature, and do original analyses of their own on published data. Topics include: theories of ice ages, millennial-scale climate variability, the influence of greenhouse gases and radiative forcing on climate, and historical and future climate changes. Prerequisites: graduate student status; or GEOL 0240, 0310, and 1240; or instructor permission.

Emphasizes kinetic theories and their geological applications. Topics include: rate laws of chemical reaction, rates of chemical weathering; fundamentals of diffusion, nucleation, crystal growth, and dissolution; transport theory. Recommended prerequisite: GEOL 2460 or equivalent.

GEOL 2430. Igneous Petrology.
Study of mineral equilibria in igneous rocks in relation to theoretical and experimental studies in silicate systems. Principles of the origin and evolution of igneous rocks in space and time. Offered alternate years.

GEOL 2440. Petrogenesis of Metamorphic Rocks.
Study of metamorphic rocks with emphasis on mineral equilibria, metamorphic facies, and metamorphic facies series. Topics include: metasomatism, mobile components, partial anasthesis, and petrogenetic grids. Prerequisite: GEOL 2460. Offered alternate years.

GEOL 2450. Exchange Scholar Program.

GEOL 2460. Phase Equilibria.
Principles of thermodynamics and phase equilibria in unary, binary, ternary, and multicomponent systems using analytical and graphical methods. Other topics include: solution theory, equations of state, and thermodynamics of surfaces.

Numerical methods for the solution of continuum physics problems arising in geophysics and geology: Basic theoretical formulations and algorithms implementing finite element, finite difference, and boundary element methods are developed. Applications include problems in viscous and plastic flow, elasticity, and heat and mass transport discussed within a geological framework. Course consists of lectures and a computer project applying the methods and concepts considered to a scientifically significant problem. Recommended: APMA 0330, 0340; ENGN 1750. Offered alternate years.
GEOL 2830. Interpretaion Theory in Geophysics.
Use basic statistical theory and its matrix algebra representation and modern approaches for the optimum design of experiments, constructing model solutions to measurements, and describing nonuniqueness in models, with particular emphasis on generalized linear-inverse techniques. Introduction to stochastic processes and prediction. Recommended courses: GEOL 1610; MATH 0290, 0520, or APMA 0330, 0340, and computer programming skills. Offered alternate years.

GEOL 2850. Advanced Seismology.
The theory of modern seismology will be applied to imaging of Earth structure (from local to global scales) and determination of earthquake source models. Topics include elastic wave propagation, representation theorems, seismic tomography, moment tensors, source-time functions, and models of fault rupture. Offered alternate years.

GEOL 2730. Isotope Geochemistry.
A survey course emphasizing fundamental principles in isotope geochemistry, including nuclear systematics, nucleosynthesis, geochronological and stable isotope systems, and the application of radiogenic and stable isotopic tracers to geological problems. Prerequisites: GEOL 1410 and 1420, or instructor permission.

GEOL 2800. The Chemistry and Mineralogy of Mars.
Examination of the chemical and mineralogical composition of Mars as revealed from meteorites and spacecraft missions. Example topics include: SNC meteorites, origin and evolution of the crust, alteration processes, remote near- and thermal-infrared observations, remote gamma-ray and neutron measurements, and petrology of surface materials. Recommended courses: GEOL 1410, 1420, 1710, or equivalent. No prerequisites.

New data for the Moon and Mercury from recent missions (including Chandrayaan-1, Lunar Reconnaissance Orbiter, GRAIL and MESSENGER) will be examined in “The Crater to Basin Transition on the Moon and Mercury”. This seminar course will examine this transition using these new data and recent developments in cratering theory and modeling. The course will feature research from the NASA SSERVI activity. Prerequisites: Instructor permission.

GEOL 2840. Asteroids and Meteorites.
Compositional and petrographic characteristics of meteorites are examined along with the physical and compositional diversity of asteroids and other small bodies of the solar system. Possible links between specific types of asteroids and meteorite groups will be evaluated in the context of early solar system evolution. Data from spacecraft encounters with asteroids will be critically reviewed.

GEOL 2850. Regolith Processes.
Particulate material (regoliths) and soils develop on every planetary surface. Physical and chemical alteration of the uppermost surface results from interwoven active processes of specific environments. Understanding these processes and products is central to interpreting data returned from planetary surfaces. Regoliths reflect surface history over a variety of time scales. Several planetary environments are examined in detail. Prerequisites: GEOL 1410, 1710, 2880, or instructor permission.

GEOL 2860. Planetary Volcanology.
An examination of volcanism using observations of features and deposits on planetary bodies, comparing them to predictions from the theory of magma ascent and emplacement. Attention to the influence of different variables (e.g. gravity, composition, temperature, pressure and atmospheric effects). The history of planetary volcanism, its relation to thermal evolution, and comparative planetary volcanology are also addressed. Offered alternate years.

GEOL 2870. Planetary Evolution: Phobos and Deimos.
Planetary Evolution in the Fall of 2015 will focus on the two moons of Mars, Phobos and Deimos. In conjunction with scientists from the NASA Solar System Exploration Science Virtual Institute (SSERVI), we will investigate the geology, mineralogy, internal structure, surface features, regolith, space weathering, orbital dynamics, dust environment, history, origin, relation to Mars, and potential as a human and robotic exploration destination. Individual lectures on these topics will be followed by extensive class discussion and individual projects to investigate different aspects of Phobos and Deimos.

GEOL 2880. Planetary Cratering.
Impact cratering is arguably the most pervasive geologic process in the solar system. This course will study the physical process of impact cratering and its place in planetary science. The course will take a process oriented approach to understanding impact cratering with firm foundations in geologic observation and impact experiments. To explore the extreme process of impact cratering, we will use continental rock mechanics, thermodynamics, numerical modeling, experiments, and observations. Principal topics will include the formation of craters from contact of the projectile to final crater morphology; shock metamorphism; impact ejecta and products; cratered terrains; impacts and planetary evolution; and impact hazards.

GEOL 2910A. Problems in Antarctic Dry Valley Geoscience.
The Antarctic Dry Valleys represent an extreme hyperarid polar desert environment. Their geomorphology records the range of processes operating in these environments, preserving a record of climate change of millions of years. Major microenvironments are studied at the micro-, meso-, and macro-scale through literature review, field analyses, and research projects. Exobiological themes and climate change on Mars will be assessed.

Strategies and the physical principles behind the quantitative extraction of geophysical and biophysical measurements from remotely sensed data. Advanced methods of digital image processing and data integration. Introduction to Geographical Information Systems (GIS) and methods of integrating remotely sensed data into a GIS framework. Prerequisites: GEOL 1330 or 1710; MATH 0100; PHYS 0060; or permission of the instructor.

This seminar course will survey the literature and discuss aspects of the marine, atmosphere, biosphere and geologic cycles of reactive nitrogen. Topics include general evaluation of the N cycle in these systems and records of changes in the N cycle through time, particularly on relevant climate change timescales.

GEOL 2910E. Miocene: Prelude to the Ice Ages and Analogue to Future Climate Change.
The Miocene Epoch (~23 to 5 Ma) was characterized by a variety of interconnected changes including the tectonic evolution of various ocean gateways, changes in surface and deep-ocean circulation patterns and evolving ocean and atmospheric chemistry. In the Middle Miocene, these conditions resulted in reduced pole-to-equator temperature gradients and global mean annual surface temperatures of ~18°C, equivalent to warming predicted for the next century. These evolving conditions in the Late Miocene set the stage for the initiation of high amplitude northern hemisphere glacial cycles. Study of Miocene climate will yield insight into mechanisms relevant to past and future climate change.

GEOL 2910F. Earthquake Mechanics, Rheology and Rock Friction.
Reading current literature, class discussion, lectures to explore current research in fault mechanics and rheology. Time in the lab examining microstructures in both experimental and natural samples. Topics will include: (1) Deformation mechanisms associated with slow slip and tremor; (2) Grain-size evolution processes and their geophysical implications; (3) Grain-size sensitive deformation processes and their geophysical implications. Prior to each class, students will submit (via email) at least 2 questions about the assigned reading. After class, there will be 3 or 4 questions to answer on topics covered in the reading and during class discussion.
GEOL 2910G. Dynamics of Ice Sheets and Glaciers.

GEOL 2910I. Marine Geophysical Techniques.
Theory and practice of common techniques employed in geophysical exploration of the oceanic crust, including gravity and magnetic potential field measurements, multi-beam echosounding, side-scan sonar, seismic reflection and refraction profiling, navigation and map construction. Must be willing to participate in 50-day research cruise.

GEOL 2920B. Cyclicities and Singularities in the History of Life.
Investigates large-scale patterns, processes, and events in the history of life. Attention is focused on links between external and intrinsic forcings by contrasting the macro- and micro-evolutionary and ecological sequela of known cyclical environmental changes (cyclicities) and unique events (singularities). Topics include: climate cyclicity, species flocks, species selection, turnover pulse hypothesis, cyclical taxonomic turnover, mass extinctions, and key evolutionary innovations. Students will have the opportunity to experiment with different time-evolutive methods.

GEOL 2920C. The Sedimentary Rock Cycle of Mars and Earth.
This course consists of a mixture of instructor and student-led discussions on topics related to the sedimentary rock cycle on Mars as viewed through the lens of how we understand such processes on Earth. Topics: sediment transport and deposition, erosion processes and rates, lithification + diagenesis, water-rock interaction, and cyclicity in strata. Major goal: Assess how the sedimentary rock record of Mars can be used to understand changes in depositional processes and environmental conditions through time. Results from Mars satellite and rover data will be discussed, with an emphasis on fundamental processes as understood from detailed studies of Earth's sedimentary rock record. Prerequisite: Undergraduate level sedimentology/stratigraphy, or permission of instructor.

GEOL 2920D. Introduction to Geochemical Modeling.
Continuum descriptions of mass transfer in geochemical cycles. Topics include: fundamentals of diffusive and advective mass transfer, kinetics of weathering and early diagenesis, fluid flow in the Earth's crust and mantle, trace elements and isotopes in magmatic processes. Recommended: CHEM 0330, GEOL 1610 and APMA 0330, 0340.

GEOL 2920E. Introduction to Organic Geochemistry.
Mainly literature critiques and seminars, supplemented by introductory lectures. Topics include organic biomarkers, analytical methodologies, natural macromolecules, stable isotope ratios of biomarkers, application of organic geochemistry in studies of climatic and environmental change, fossil fuel exploration, and applied environmental research.

Emphasizes kinetic theories and their geological applications. Topics include: fundamentals of diffusion in crystals and melts, theories of nucleation and crystal growth, kinetics of melting and dissolving, theory of phase transformation. Prerequisite: GEOL 2460 or equivalent.

GEOL 2920H. Past Variations in the Global Carbon Cycle.
This course will examine variations in the earth's carbon cycle over multiple time scales. We will examine geological tools that measure rates of carbon storage and release, especially over the past one million years. Special emphasis will be given to monitoring rates of past biological carbon storage.

GEOL 2920K. Special Topics in Geological Sciences: The Hydrological Cycle on Mars.
Evidence for the changing hydrological cycle on Mars, ranging from what appears to be an early warm and wet Mars, through history to the present very cold polar desert Antarctic-like environment will be examined. Ongoing rover exploration of Mars will be followed to assess what these new results are telling us about the hydrological cycle.

GEOL 2920L. Evolution of the Moon II.
A seminar on the thermal and chemical evolution of the Moon. In this part II of lunar seminar, we will focus more on petrological and geochemical observations of lunar samples, terrestrial layered intrusions, related geophysical observations, and lunar petrogenesis. Prerequisite: GEOL 1420, 2730, or 2920K.

GEOL 2920N. Problems Antarctic Dry Valley Geoscience.
The Antarctic Dry Valleys represent an extreme hyperarid polar desert environment. Their geomorphology records the range of processes operating in these environments, preserving a record of climate change over millions of years. Major microenvironments are studied at the micro-, meso-, and macro-scale through literature review, field analyses, and research projects. Exobiological themes and climate change on Mars will be assessed.

GEOL 2920O. Physics of Melt Migration.
A seminar course focusing on the physical processes and geochemical consequences of melt migration in the mantle. Topics include, but are not limited to: flow in porous media; compaction; adiabatic melting and melt-rock reaction; instabilities in melt migration; melt generation beneath mid-ocean ridge; and melt migration in other tectonic environments. Recommended course: GEOL 1620. Enrollment limited to 15. S/NC

GEOL 2920Q. Rheological Boundaries in the Earth.
The properties of lower crust control the coupling of mantle convection to shallow crustal dynamics, post-seismic creep and the chemical evolution of the Earth. On Earth we have xenoliths and exhumed lower crustal rocks to study and relate to geophysical, experimental and theoretical investigations. We will explore these avenues of research with the goal of synthesizing our understanding of the behavior of lower crust on Earth as well as other terrestrial planets.

GEOL 2920R. Evolution of the Moon.
Petrological, geochemical, and geophysical observations, physical and chemical processes relevant to the formation and evolution of the Moon.

GEOL 2920S. Continental Cratons.
The focus of this course is the formation, evolution, and structure of continental cratons. These topics will be explored through a survey of the observational constraints on cratons, including seismology, gravity, heat flow, geochemistry, and petrology. The use of dynamic models to investigate the assembly, destruction, and long-term stability of cratons will also be considered.

GEOL 2920T. Science Applications of Lunar Spectroscopy.
This course will focus on current science issues that are addressed with new lunar orbital or laboratory spectroscopy data. Each participant must identify a specific science topic (and data source) to be pursued and brought to completion during the term. Format will be seminar with very active participation by all attending. At the beginning of the term each participant will describe their chosen research topic. Subsequent sessions will critically examine issues that are associated with each topic in an iterative fashion, focusing on progress made, problems faced, solutions designed, insights found, and finally completed project. Prerequisites: GEOL 1710 and confirmation with instructor about the project.

GEOL 2920U. Climate Variations.
This course will examine the geologic record of lake basins on decadal to million-year time-scales. Students will gain hands-on experience with techniques in paleolimnology including sediment core acquisition, sediment description, petrography, sedimentology and environmental analysis, geochemistry, basic core scanning, and age determination, modeling, and time series analysis. The biotic content and interpretation of fossils will be stressed. The course will also cover theoretical aspects of paleolimnology and more specialized techniques according to student interests through student-led discussions and a course project on regional lake sediments. Graduate students only; enrollment limited to 20.

GEOL 2920V. Terrestrial Nitrogen and Carbon Cycling.
This course will examine aboveground/ belowground processes in the context of the global nitrogen and carbon cycles, and the impacts of both natural and anthropogenic disturbances. It will include discussion of processes such as (de)nitrification, N-fixation, respiration, photosynthesis, and decomposition and their relationship to soil properties; the coupling of N and C cycles in soils related to climate change and increasing N deposition. It will include emphasis on emerging new techniques to quantify N and C processes in the laboratory, field and through modeling, and field trip investigating current field studies. Prerequisites: BIOL 1480 or GEOL 1130 or equivalent biogeochemistry course. Enrollment limited to 15.
This seminar will examine regional-scale climate model scenarios for past and future climate change in Southern New England. Reliable estimates of the trajectory and variability of climate change are needed to address specific climate impacts, adaptations, and mitigations. Global climate model simulations, based on a range of IPCC green house gas scenarios, need to be "downscaled" to achieve useful regional resolution. Understanding the generation of these high-resolution "downscaled" climate scenarios and compiling a number of observed and modeled climate variables to assess the trends and reliability of climate scenarios for Southern New England is the goal of the seminar.

GEOL 2920Z. The Evolution of Lacustrine Ecosystems.
Investigates macro- and micro-evolutionary patterns and processes in lakes. Will look at both cyclical and directional processes and interplay between intrinsic and extrinsic forcing in ecology and evolution of lakes in the geologic record, including changes in carbon flow or controls on biotic diversity and species composition. Students will have the opportunity to work with data from fossil and modern lacustrine strata and develop their own analysis of long lacustrine records, including Fourier analysis based on cores, outcrops, and geophysical logs that reveal Milankovitch cyclicity. A field component includes examination of Triassic and Jurassic Newark Supergroup of eastern North America.

GEOL 2970. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

GEOL 2980. Research in Geological Sciences.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Enrollment is restricted to graduate students only.

GEOL 2990. Thesis Preparation.
For graduate students who have met the tuition requirements and are paying the registration fee to continue active enrollment while preparing a thesis.

East Asian Studies
Chair
Hye-Sook Wang
The 21st century has turned to Asia as a center of international trade, culture, and critical inquiry. The Department of East Asian Studies offers Brown students a window onto this vitally important corner of the world, whose civilizations reach back several millennia and whose cultural and economic ties extend throughout the globe. A vibrant community of teachers and undergraduates who work closely together in the spirit of free inquiry, the Department of East Asian Studies embodies Brown’s unique mission "to serve the community, the nation and the world.

The Department offers several tiers of instruction in Chinese, Japanese and Korean, with courses designed to accommodate students ranging from those who have never taken a class in the language before, to those hoping to hone their abilities at the highest levels. East Asian Studies also offers Brown students the opportunity to explore the visual, textual and religious cultures of East Asia through introductory and advanced courses on literature, film, pilgrimage and translation, among others.

For additional information, please visit the department’s website: http://www.brown.edu/academics/east-asian-studies/

East Asian Studies Concentration Requirements
East Asian Studies is a multidisciplinary concentration designed for students wishing to attain reasonable fluency in Chinese, Japanese, or Korean with specialized exposure to selected East Asian subjects. It serves students with two types of interests: those who aim to pursue active professional careers related to the East Asian region; and those who want to pursue graduate study in the humanities or social sciences with particular emphasis on China, Japan or Korea. Students in East Asian Studies will gain language proficiency and familiarity with East Asia through advanced courses in a variety of disciplines. Concentrators are strongly encouraged, but not required, to study in East Asia for one or two semesters. The concentration requires students to demonstrate a basic proficiency in Chinese, Japanese, or Korean.

The Language Requirement
The concentration requires students to demonstrate a basic proficiency in Chinese, Japanese, or Korean. For the purposes of the concentration, proficiency is determined to be consistent with successful completion of the Department’s third-year course sequence in Chinese, Japanese, or Korean (0500-0600), or its equivalent. Native speakers of these languages may, for example, demonstrate competency such that language courses may be unnecessary. Department language instructors may also determine that course work completed at one of the language-intensive study abroad programs attended by our undergraduates is comparable to courses offered at Brown. Up to three upper level (700-999) may count as electives for concentration credit.

Note that we do not equate completion of third-year Chinese, Japanese, or Korean with fluency in these languages. Rather, we believe that students who have demonstrated the skills associated with third-year Chinese, Japanese, or Korean have acquired a foundational understanding of the languages’ grammar, vocabularies, and conversational patterns, such that they are able to make themselves understood in everyday situations, and to understand both spoken and written communication.

For the purposes of the concentration, language courses through the third-year are treated as an accompanying requirement.

Language Prerequisites (demonstrating proficiency through the third-year or 0600 level in one of the three languages below)

<table>
<thead>
<tr>
<th>Chinese</th>
<th>JAPN</th>
<th>Korean</th>
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</thead>
<tbody>
<tr>
<td>CHIN 0100</td>
<td>Basic Chinese</td>
<td>&amp; CHIN 0200 &amp; CHIN 0300 &amp; CHIN 0400 &amp; CHIN 0500</td>
</tr>
<tr>
<td>CHIN 0200</td>
<td>Basic Chinese</td>
<td>&amp; CHIN 0300 &amp; CHIN 0400</td>
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<tr>
<td>CHIN 0300</td>
<td>Intermediate Chinese</td>
<td>&amp; CHIN 0400</td>
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<tr>
<td>CHIN 0400</td>
<td>Intermediate Chinese</td>
<td>&amp; CHIN 0500</td>
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<tr>
<td>CHIN 0500</td>
<td>Advanced Modern Chinese I</td>
<td>&amp; CHIN 0600</td>
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<tr>
<td>CHIN 0600</td>
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<td>&amp; CHIN 0600</td>
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</table>

Language Electives (language courses that may be counted for concentration credit)

<table>
<thead>
<tr>
<th>Chinese</th>
<th>JAPN</th>
<th>Korean</th>
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<tbody>
<tr>
<td>CHIN 0700</td>
<td>Advanced Modern Chinese II</td>
<td>&amp; CHIN 0800</td>
</tr>
<tr>
<td>CHIN 0910B</td>
<td>Introduction to Classical Chinese</td>
<td>CHIN 0910C</td>
</tr>
<tr>
<td>CHIN 1040</td>
<td>Modern Chinese Literature</td>
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</table>
Electives

The concentration requires that students complete a total of eight electives tied to their course of study, which may be defined in linguistic, chronological, thematic, or cultural terms. Students should choose their courses with the following three requirements in mind.

- **EAST Requirement**: At least three of the eight electives must be East Asian Studies (EAST) courses; Chinese (CHIN), Japanese (JAPN), or Korean (KREA) courses at the 1000-level and above may also count toward this requirement.
- **Breadth Requirement**: At least one of the eight electives must focus on an East Asian country or culture other than those associated with the language the student is using to satisfy the concentration’s language requirement. A concentrator studying Chinese, for example, must choose at least one course that focuses on Korea and/or Japan.
- **Senior Seminar Requirement**: At least one of the eight elective courses must be an advanced research seminar, taken in the senior year.

As is common for interdisciplinary concentrations, a wide range of courses, including many taught by faculty in other departments, may be counted toward the concentration. These include courses offered by East Asian Studies faculty, faculty with courtesy appointments in such departments as History, Religious Studies, and Comparative Literature among others. The Department will provide a list of pre-approved advanced seminars every semester. Students wishing to add courses to that list must submit their requests in writing to the Director of Undergraduate Studies at the start of the semester.

**Sample Electives offered by East Asian Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAST 0500</td>
<td>Childhood and Culture in Japan</td>
<td>1</td>
</tr>
<tr>
<td>EAST 1010</td>
<td>From Basho to Bananya: Four Centuries of Japanese Literature</td>
<td>1</td>
</tr>
<tr>
<td>EAST 1030</td>
<td>Words on Things: Literature and Material Culture in Early Modern China</td>
<td>1</td>
</tr>
<tr>
<td>EAST 1070</td>
<td>China Modern: An Introduction to the Literature of Twentieth-Century China</td>
<td>1</td>
</tr>
<tr>
<td>EAST 1100</td>
<td>Korean Culture and Film</td>
<td>1</td>
</tr>
<tr>
<td>EAST 1200</td>
<td>Pop, Political and Patriotic: Culture in Japan and the Koreas</td>
<td>1</td>
</tr>
<tr>
<td>EAST 1270</td>
<td>China Through the Lens: History, Cinema, and Critical Discourse</td>
<td>1</td>
</tr>
</tbody>
</table>

For additional elective choices, visit [http://brown.edu/academics/east-asian-studies/courses/more-course-offerings](http://brown.edu/academics/east-asian-studies/courses/more-course-offerings).

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### Advanced Research Seminars

At least one of the eight elective courses must be an advanced research seminar, taken in the senior year. The research seminar will normally provide students with the opportunity to develop a project or paper focusing on one or more of their areas of inquiry within the concentration. Students are strongly encouraged to find ways to incorporate the use of Chinese, Japanese or Korean language materials in their research and learning in these courses. Courses falling into this category include the East Asian Studies 1950 series as well as designated seminars offered by faculty in such departments as History, Religious Studies, and Comparative Literature among others. The Department will provide a list of pre-approved advanced seminars every semester. Students wishing to add courses to that list must submit their requests in writing to the Director of Undergraduate Studies at the start of the semester.

**Sample advanced seminars offered by East Asian Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Seminar Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAST 1950G</td>
<td>Market Economy, Popular Culture, and Mass Media</td>
<td>1</td>
</tr>
<tr>
<td>EAST 1950X</td>
<td>Queer Japan: Culture, History and Sexuality</td>
<td>1</td>
</tr>
<tr>
<td>EAST 1950W</td>
<td>Translating Korean: Fiction, Poetry, Film and K-Pop</td>
<td>1</td>
</tr>
<tr>
<td>EAST 1951A</td>
<td>Prose of the World: Understanding Late Imperial China through Fiction and Belles-Lettres</td>
<td>1</td>
</tr>
</tbody>
</table>

### Honors

East Asian Studies offers qualified students, in their senior year, the opportunity to undertake a sustained research and writing project that, ideally, will result not merely in a long term paper, but in a piece of original scholarship. To enroll in the Honors Program, the student must be a senior East Asian Studies concentrator, with at least a high B average in concentration courses. Candidates for Honors are required to have developed a competence in an East Asian language sufficient to allow them to use East Asian language materials in carrying out their research. Students must also successfully obtain the support of at least two faculty members who will agree to serve as primary and secondary advisors for the thesis. Prospective writers submit a thesis prospectus, brief bibliography, and completed application forms (with signatures), ordinarily late in the student’s six semester, to the Director of Undergraduate Studies, who provides the final permission to proceed. Synopses of successful thesis proposals will be distributed to Department faculty.

Thesis writers enroll in advisor-specific sections of the thesis-writing course EAST 1930 (Fall) and EAST 1940 (Spring), meet regularly with their advisors over the course of both semesters, and submit final versions of their theses to the Department in mid-April. Advisors and students are required to provide updates of their progress to the Director of Undergraduate Studies at regular intervals.

The completed thesis is evaluated for Honors by the thesis director and by a second reader. In case of a difference of judgment between the two readers, a third opinion may be sought. The awarding of Honors in East Asian Studies will occur only if the Honors Thesis receives a final grade of A. If an A is not received, the student will still receive academic credit for EAST 1930-1940. Students are notified in mid-May whether the Department has recommended the awarding of Honors. Copies of readers’ comments are provided to the student.

All graduating concentrators will present the results of their senior theses in the department’s Senior Project Forum. The Forum will usually take place at the end of the spring semester, but may also occur at the end of the fall semester to accommodate mid-year graduates.

### Double Concentrations

Students who are interested in developing a double concentration, including East Asian Studies as one of the two concentrations, should bear in mind that normally no more than two courses may be double-counted toward satisfying the course requirements of either of the two concentration programs involved.

### Study Abroad

Concentrators are strongly encouraged, but not required, to study in East Asia for one or two semesters during their undergraduate years. Course credits earned abroad are generally transferable to Brown. However, a
Courses

Chinese

CHIN 0100. Basic Chinese.
A year-long introduction to Standard Chinese (Mandarin). Speaking, reading, writing, and grammar. Five classroom meetings weekly. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of course work in CHIN 0200 covers the entire year and is recorded as the final grade for both semesters.

CHIN 0150. Advanced Beginning Chinese.
A year-long intensive course designed for students with some prior knowledge of Chinese. Designed to enhance listening, speaking, reading, and writing skills. Five classroom meetings weekly. Placement interview required. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of the course work in CHIN 0250 covers the entire year and is recorded as the final grade for both semesters.

CHIN 0200. Basic Chinese.
A year-long introduction to Standard Chinese (Mandarin). Speaking, reading, writing, and grammar. Five classroom meetings weekly. This is the second half of a year-long course. Students must have taken CHIN 0100 to receive credit for this course. The final grade for this course will become the final grade for CHIN 0100. If CHIN 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing.

CHIN 0250. Advanced Beginning Chinese.
A year-long intensive course designed for students with some prior knowledge of Chinese. Designed to enhance listening, speaking, reading, and writing skills. Five classroom meetings weekly. Placement interview required. This is the second half of a year-long course. Students must have taken CHIN 0150 to receive credit for this course. The final grade for this course will become the final grade for CHIN 0150. If CHIN 0150 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing.

CHIN 0300. Intermediate Chinese.
An intermediate course in Standard Chinese designed to further communicative competence and to develop reading and writing skills. Five classroom meetings weekly. Prerequisite: CHIN 0200 or permission of instructor.

CHIN 0400. Intermediate Chinese.
An intermediate course in Standard Chinese designed to further communicative competence and to develop reading and writing skills. Five classroom meetings weekly. Prerequisite: CHIN 0300 or permission of instructor.

CHIN 0500. Advanced Modern Chinese I.
An advanced course designed to enable students to read authentic materials. Students enhance their listening, speaking, reading, and writing skills; improve their narrative and descriptive abilities; and learn to express abstract ideas both orally and in writing. Five classroom meetings weekly. Prerequisite: CHIN 0250 or CHIN 0400 or permission of instructor.

CHIN 0600. Advanced Modern Chinese I.
An advanced course designed to enable students to read authentic materials. Students enhance their listening, speaking, reading, and writing skills; improve their narrative and descriptive abilities; and learn to express abstract ideas both orally and in writing. Five classroom meetings weekly. Prerequisite: CHIN 0500 or permission of instructor.

CHIN 0700. Advanced Modern Chinese II
This course is designed to enhance the Chinese proficiency of those who have taken Advanced Modern Chinese I (CHIN 0600) or the equivalent. All four language skills are emphasized through selected authentic materials. At the end of the year, students should be able to express their ideas with sophistication and nuance. Drills on complex sentence patterns will be conducted when necessary. Prerequisite: CHIN 0600 or permission of instructor.

CHIN 0800. Advanced Modern Chinese II.
See Advanced Modern Chinese II (CHIN 0700) for course description. Prerequisite: CHIN 0700 or permission of instructor.

CHIN 0910A. Academic Chinese I.
This course trains students to read texts in order to improve language skills and acquire the ability to do research in academic fields. Through reading and discussing literature, newspaper and magazine articles, and academic writings, students will gain a better understanding of traditional and modern China. Prerequisite: CHIN 0800 or permission of the instructor.

CHIN 0910B. Introduction to Classical Chinese.
This course provides the basics of Classical Chinese grammar, syntax, vocabulary, and word usage through the reading, analysis and translation of passages from several of the major works from Eastern Zhou to the Former Han (770 BCE to 9 CE). We will discuss these texts with reference to the history, culture, literature, and major debates of this period. The course will be conducted primarily in English, with some reference to modern Chinese vocabulary, grammar, and idioms. Prerequisite: CHIN 0500, JAPN 0700 or permission of the instructor.

CHIN 0910C. Introduction to Modern Chinese Prose.
Students will pursue their ability to appreciate and use various Chinese writing styles by reading and analyzing modern Chinese prose classics. Classes include lecture, discussion and group or individual presentations. By the end of the semester, students will be familiar with the development of modern Chinese prose, understand the language and meaning of each text, be comfortable with different writing styles and techniques, and have a deeper understanding of Chinese thought, society, and culture via the writers and their masterpieces. Conducted in Mandarin Chinese; designed for students with advanced language skills. Prerequisites: CHIN 0800 or the equivalent.

CHIN 0920A. Advanced Reading and Writing in Chinese.
This course trains students to read texts in order to improve language skills and acquire the ability to do research in academic fields. Masterpieces by statesmen, economists, historians, scientists, literary critics, and sociologists will be analyzed and discussed. Focus will be on the training of both analytical ability and writing skills. Prerequisite: CHIN 0800 or permission of the instructor.
CHIN 0920B. Classical Chinese.
This course aims to build on basic knowledge of reading Classical Chinese grammar, syntax, and vocabulary. The class will use modern Chinese (Mandarin) to discuss classical texts. Readings are original works of prose and poetry dating from the 2nd to 12th century CE. Prerequisite: CHIN 0910B. Instructor permission required.

This course is designed to help students develop advanced reading proficiency and formal oral and writing communication skills. Students will listen and read up-to-date news, reports and commentaries from various Chinese media sources, such as TV broadcasts, newspapers, magazines, and websites. Through reading and discussion, students will gain a better understanding of a wide range of current issues in a rapidly changing China, including economics, politics, education and popular culture. Class format varies from lecture, discussion, debate, and group and/or individual presentations. Prerequisites: CHIN0800 or the equivalent.

CHIN 0920D. Business Chinese.
Business Chinese focuses on practical language skills that are most useful in business interactions in Chinese-speaking communities. Classroom activities are largely based on authentic documents and correspondence as well as a textbook. Through intensive practice in the listening, speaking, reading and writing of the Chinese language for business purposes, this course aims at enhancing students' linguistic knowledge in a business context. Classes are conducted in Chinese. Prerequisite: CHIN 0800 or instructor permission. Enrollment limited to 15.

CHIN 0920E. Two Sides of the Coin: Advanced Chinese Conversation.
Many of us know about the trolley scenario- would you kill one to save five? What do you think about organ trade- is it immoral for wealthy people to buy organs from the poor in order to save their lives or those of their loved ones? Who are really responsible for the atrocious organ harvesting in China? What is your stance on the Affirmative Action? Did you know China has an affirmative action as well? The goal of this course is to develop students' communication skills in Chinese, with an emphasis on their listening and speaking skills, through in-depth discussions on controversial issues and moral dilemmas. Class materials will cover a broad range of topics and will not be limited to those unique to China. The majority of primary sources will be in Chinese. Prerequisite is CHIN0800 or equivalent.

CHIN 1040. Modern Chinese Literature.
Introduces students to the most representative writers in 20th century China. Emphasizes textual and historical analyses. Major issues include Westernization, nationalism, revolution, class, gender, and literary innovations. Designated primarily as a literature course, rather than language class, and conducted entirely in Mandarin Chinese. Prerequisite: CHIN 0800. Instructor permission required.

CHIN 1910. Independent Study.
Reading materials for research in Chinese. Sections numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

CHIN 2450. Exchange Scholar Program.

East Asian Studies

Interested students must register for RELS 0040.

EAST 0100. Introduction to Buddhism (RELS 0100).
Interested students must register for RELS 0100.

Interested students must register for ARCH 0160.

This course is an introduction to Japanese culture and aesthetics as represented in pre-modern literature, drama, tea practices, landscape and the fine arts. Recurring themes include Japanese attitudes toward the natural world; traditional conceptions of beauty; and the function of ritual in artistic cultivation. The course is designed for students who have no previous exposure to Japanese studies at the college level; no prerequisites.

EAST 0290E. Engaged Buddhism (RELS 0290E).
Interested students must register for RELS 0290E.

EAST 0410. Introduction to East Asian Civilization: China (HIST 0410).
Interested students must register for HIST 0410.

EAST 0500. Childhood and Culture in Japan.
This seminar offers students an interdisciplinary look at how children became central to social life in modern Japan. What set of historical and philosophical conditions made childhood newly visible in the late 19th century? In what ways has the relationship between the marketplace and childhood evolved over the past hundred years? How have class, gender, ethnicity and sexuality inflected the ways childhood has been experienced in Japan? Students will analyze different texts for and about children (early fairy tales, comic books, propaganda, animation) in relation to critical essays drawn from the disciplines of literature, history, anthropology, film, and social development.

EAST 0610A. The Far Side of the Old World: Perspectives on Chinese Culture (COLT 0610A).
Interested students must register for COLT 0610A.

Interested students must register for COLT 0710U.

Interested students must register for JAPN 0910D.

EAST 0950A. Turning Japanese: Constructing Nation, Race and Culture in Modern Japan.
This first year seminar focuses on Japan’s experiences with historical processes and concepts which have transformed the modern world. These include the creation of the nation as the fundamental structure for social and political organization, as well as the evolution and implications of beliefs and practices associated with race, culture and tradition. Participants will work with primary sources and scholarly analysis from diverse disciplinary perspectives. Enrollment limited to 20 first year students. FYS WRIT

EAST 0950B. The Floating World.
An exploration of selected literary, artistic, and religious works with an eye to understanding Japanese culture and thought of the early modern period (1600-1868). Materials include merchant tracts, samurai codes, Buddhist sermons, Confucian disquisitions, woodblock prints, drama, and fiction. No prerequisites. Enrollment limited to 20 first year students. FYS

EAST 0950C. Reading China: Texts and Contexts.
An introduction to Chinese lit., focusing on its translation and circulation outside of China from the 17th c. to the present. A variety of texts are examined, considering the various ways translation shapes Western conceptions of China. Begins by discussing how Chinese lit. has been construed as particularly difficult to translate, explores ways in which the translation and circulation of early Chinese classics was animated by interests in ancient Chinese wisdom, and considers the recent emergence of a global notion of Chinese literature and culture. Concludes by comparing histories: translations of Chinese drama into European languages and their adaptation within China. Enrollment limited to 20 first year students. FYS
EAST 1010. From Basho to Banana: Four Centuries of Japanese Literature
This course explores classic writers of Japanese literature written between 1600 and 2000. We will focus on both the specificity of Japanese genre as well as the historical, social relations that have shaped them—Edo merchant culture, modernism, the avant-garde, mass culture and postmodernism, among others. Writers covered will include Ihara Saikaku, Jippensha Ikuu, Higuchi Ichiyo, Natsume Soseki, Akutagawa Ryunosuke, Tanizaki Junichiro and Yoshimoto Banana. No prerequisites.

EAST 1120. Pop, Political and Patrician: Culture in Japan and the Koreas
This course introduces students to the modern cultures of Japan and Korea through an examination of events, artifacts, and cultural practices. The overarching goal of the class is two-fold: to create an alternative narrative to the dominant Orientalized vision of East Asian culture and to deepen our knowledge of the overlapping cultural histories of Japan and Korea. With a broad understanding of culture as a general process of artistic and intellectual development, as a body of material artifacts, and as a social practice of ordinary life, we shall focus our attention on the implications of studying culture in relation to popular media and political activism in particular. Topics covered will include: colonial fiction, the recreation of tradition, art and atrocity, the proletarian arts, postwar children's culture, the globalization of popular music, myths in the DPRK, shogi print culture, and East Asian activism.

EAST 1200. Pop, Political and Patrician: Culture in Japan and the Koreas
This course introduces students to the modern cultures of Japan and Korea through an examination of events, artifacts, and cultural practices. The overarching goal of the class is two-fold: to create an alternative narrative to the dominant Orientalized vision of East Asian culture and to deepen our knowledge of the overlapping cultural histories of Japan and Korea. With a broad understanding of culture as a general process of artistic and intellectual development, as a body of material artifacts, and as a social practice of ordinary life, we shall focus our attention on the implications of studying culture in relation to popular media and political activism in particular. Topics covered will include: colonial fiction, the recreation of tradition, art and atrocity, the proletarian arts, postwar children's culture, the globalization of popular music, myths in the DPRK, shogi print culture, and East Asian activism.

EAST 1202E. Extreme Asian Cinema: Contemporary Genre Cinemas in an East Asian Context (MCM 1202E)
Interested students must register for MCM 1202E.

EAST 1210. Imagining Modern China
This course introduces students to the literary and cultural milestones in twentieth-century China, highlighting the capacity of literature as a form of historical engagement and ethical reasoning. Featuring masterpieces by mainland Chinese as well as Sinophone and ethnic minority writers, and translation works and critically acclaimed films, the course unpacks the multivalence of Chinese literary and cultural modernity as well as that of the very term "China." Issues for discussion include translation and intercultural encounters, nationalism, tradition, gender, the revolutionary legacy, cultural identity, diaspora, and literary citizenship. All readings and discussions are in English. DPLL

EAST 1230. Edo Woodblock Printing
This course provides an introduction to Japanese art and cultural history through a survey of woodblock print media from its emergence in the mid-17th century to the end of the early modern era. Topics for consideration include East Asian pictorial traditions, the publishing industry, censorship, social identity, and specialist print communities. The course will track the development of Japanese woodblock printing from its origins in printed books and monochrome prints, and the transition to hand-coloring and multi-colored printing that facilitated a highly nuanced media form, via the publishing industry's shifting relationship with the authorities, and influences from China and the West. DPLL

EAST 1270. China Through the Lens: History, Cinema, and Critical Discourse
This is a critical introduction to the history of mainland Chinese film. It focuses on three dimensions of cinematic practice: the historical context of film productions, the specific context/form of each film, and the critical reception of Chinese films in film studies. Important themes such as nation, visual modernity, cinematic narrative, and commercialism will be studied across the three dimensions.

EAST 1370. Performances in the Asia (TAPS 1270).
Interested students must register for TAPS 1270.

EAST 1400. The Floating World: Early Modern Japanese Culture
This course treats major trends in Japanese thought and culture of the Tokugawa period (1600-1868), including debates among Confucian scholars; merchant culture; samurai ethics; the popularization of Buddhism; and the rise of nativism in the late period. Emphasis is on reading and analysis of primary texts in translation. Required: a course in East Asian culture or religion. Recommended but not required: RELS 0120. Enrollment limited to 20.
EAST 1410N. Lost in Translation: The Adaptation of Literature to Film in Japan (COLT 1410N). Interested students must register for COLT 1410N.

EAST 1415A. Classical Daoist Thought (RELS 1415A). Interested students must register for RELS 1415A.

EAST 1420. The Confucian Mind. This course explores the Neo-Confucian tradition, a pervasive influence in the intellectual, educational, and political life of China, Korea, and Japan from late medieval through early modern times. Emphasis is on conceptions of the mind and their implications for moral cultivation and social action; the legacy of Confucian values in modern East Asia may also be considered. Readings are primary texts in translation and selected secondary works; the format is primarily discussion. Recommended prerequisite: RELS 0040. Not open to first year students. Enrollment limited to 20.

EAST 1430. Classics of East Asian Buddhism (RELS 1430). Interested students must register for RELS 1430.

EAST 1430C. Classical Japanese Poetry (COLT 1430C). Interested students must register for COLT 1430C.

EAST 1430T. Leaves of Words: Japanese Poetry and Poetics (COLT 1430T). Interested students must register for COLT 1430T.


EAST 1500. Returnees in China's Modernization. This course examines the impact on contemporary China of returnees, people who having left China to study abroad have now returned home and become reintegrated into society. Focusing on a series of in-depth studies of returnees who have carved out professional identities in the commercial world, the state, and civil society. The returnee experience will be examined from 2 angles: the manner by which contemporary returnees negotiate Chinese tradition and Western learning, and the differences between this cohort's experience and that of previous generations of returnees in China's now century and a half long period of modernization.

EAST 1510. Chinese: A History of the Language. This course traces the historical evolution of modern Chinese, commonly known as Mandarin. We will examine the uniqueness of Chinese characters, and explore their relationship to other features of the language, including word formation, phonology, grammar, and dialects. The goal will be to understand the manner by which the written script has become so central to the development of Chinese civilization.

EAST 1510A. China's Late Empires (HIST 1510A). Interested students must register for HIST 1510A.

EAST 1530. Modern Korea (HIST 1530). Interested students must register for HIST 1530.

EAST 1540. Power, Profit, and Pillage: The Rise and Fall of Trading Kingdoms in Asia (ANTH 1540). Interested students must register for ANTH 1540.

EAST 1700. Global Korea: Modernity, Nation, and Belonging. In this course we will explore important issues in the study of contemporary Korean society and ask how those themes can help us to better understand processes of globalization in East Asia and beyond. Although the Koreas are relatively small countries in Asia, their history of colonialism, the Korean War, coming of age in the Cold War, and struggling to rise to the top of the global stage makes them a productive region of the world for thinking about themes such as globalization, nationalism, belonging and modernity. We will look at issues such as the Korean diaspora, immigration, plastic surgery, and the "Korean Wave" of film, TV and music.

EAST 1701. Transnational Koreas: Gender, Family, and Sexuality. From an economic basket case in 1963 to a successful producer of global cultural products such as Samsung phones and the "Korean Wave," South Korea has become the envy of many developing nations. What are the gender and sexual politics that undergird this neoliberal success story? Utilizing the analytical lens of "gender," "sexuality," and "family," this course will confront and interrogate the hypermasculine Korean state and its hetero-gendering of Korean citizenship by examining issues ranging from the cosmetic surgery boom for women and military conscription for men to the ongoing controversy around "comfort women" (military sex slaves for the Japanese imperial army).


EAST 1811I. Travel and Tourism through the Ages (COLT 1811I). Interested students must register for COLT 1811I.

EAST 1880A. Lao Tzu and Hui-nan Tzu. This seminar will approach early Taoist thought through the study of important essays from the Han dynasty compendium, the Hui-nan Tzu and will discuss the historical and philosophical origins of Lao Tzu’s Tao te ching, heretofore acknowledged as the foundational text of the Taoist tradition.

EAST 1880C. Zen Meditation in China, Korea, and Japan. An intensive study of the origin and development of Zen Meditation in China, Korea and Japan featuring historical origins in Indian Mahayana Buddhism and Chinese Daoism. Historical and social contextualization will be balanced by first-person investigations. Both kōan and silent illumination styles will be studied in depth. Weekly seminars will study representative texts in translation; labs will experiment with meditation techniques directly drawn from the readings. Students MUST register for the lecture section and a lab. Prerequisites: RELS 0100, RELS 0500, UNIV 0540; or instructor's permission.

EAST 1880D. Early Daoist Syncretism: Zhuang Zi and Huainan Zi. The final phase of the classical Daoist tradition has been called "syncretist" by Graham, "Huang-Lao" by Lin. It is the version of Daoism carried into the Han dynasty and the one that transmitted the tradition's earlier works. Casting a broad net we will examine a variety of works from this critical phase including the "Techniques of the Mind" texts in the Guanzi collection, the so-called "Huang-Lao" silk manuscripts from the Han tomb at Mawangdui, certain chapters of the Lushi chunqin, and selections from the Zhuangzi and Huainanzi. We will examine the ways in which cosmology, self-cultivation, and political thought coalesce in these works.

EAST 1910. Independent Study. Sections numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EAST 1930. Reading and Writing of the Honors Thesis. Prior admission to honors candidacy required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EAST 1940. Reading and Writing of the Honors Thesis. Prior admission to honors candidacy required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EAST 1950B. Chinese Women, Gender and Feminism from Historical and Transnational Perspectives. This seminar course is designed to critically re-evaluate (re)presentations of Chinese women, gender, and feminism in historical, literary, and academic discourses. It examines a diverse body of texts produced through different historical periods and in different geopolitical locations. It emphasizes gender as both a historical construct(s) among competing discourses and as a material process of individual embodiment and disembodiment. The goal of the course is to help advanced students understand Chinese history from a distinctly gendered perspective, to recognize women's roles in history and writing, and to develop a reflective, cross-cultural approach to gender, politics, and the self.
Course focuses on mainland Chinese cultural and media production since the mid 1980's, when China began transforming itself culturally and economically into a capitalist society with socialist characteristics. Traditional values, socialist legacy, commercial forces, and globalization have all played significant roles in the ongoing transformation. The goal of the course is to examine the complex interactions among diverse historical forces in a rapidly changing China. Course taught in Mandarin Chinese.

This seminar/workshop discusses a broad range of narrative arts produced over the past 100 years in Japan, and practices the art of translating them. Drawing rigor from the field of linguistics and translation theory, we shall make central to our effort of analyzing Japanese cultural productions an attentiveness to the historicity of language and a self-consciousness of our roles as cultural interpreters. While the course will focus on mid-20th century Japanese short fiction, we will also work on poetry, music, manga, animation, and film, depending on the interests of enrolled students. Pre-requisites: JAPN 0600 or equivalent. Instructor permission required.

EAST 1950I. Revolution and Culture, East Asia and Beyond.
This seminar investigates cultural practices enacted with the aim of social change. Topics include the Soviet avant-garde, race and the American cultural front, gender and proletarian literature in Japan and colonial Korea, as well as issues of propaganda and struggle in the DPRK and China. Instructor permission required.

A study of the Chinese story in its social and historical context. The seminar will survey the broad story stereotypes and consider their earlier sources in the classical tale, storytelling, drama, and ritual. All readings are in English translation.

EAST 1950M. Critical Approaches to China.
This co-taught seminar introduces students to some of the basic interdisciplinary research tools and methodologies for the study of China. Core texts will be drawn from the ancient through contemporary periods, organized around broad themes (e.g., Classics, gender, globalization). Students from all disciplines are welcome. Some knowledge of modern or classical Chinese desirable. LILE

EAST 1950N. The Love Letter, Fiction and Desire.
A study of the art of the love letter in China of the 16th to 18th centuries. The circulation of letter-writing manuals fueled the rise of letter fiction in China, as it did in Europe in the same period. The seminar will explore how desire serves as a motive for writing to someone far away, an element of the plot, and an end in itself, in comparative and theoretical perspectives. All readings are in English. Enrollment limited to 20.

EAST 1950O. The Art of Dissent.
This seminar investigates the relationship between activism and art in early modern and 20th century Japan and Korea. Historical topics to be discussed in relation to works of fiction, biography, poetry, film and graphic art include the Freedom and People's Rights Movement, Japanese anarchism, pre-WWI communism, feminism, the Kwangju Uprising and the Minjung Munhak Movement.

EAST 1950P. Attachment to Objects in Chinese Literature.
A seminar investigating interactions between objects and literary composition in China of the 12th to 16th century, exploring 3 core issues: 1st, what do writers about objects reveal about notions of literary art and artifice? 2nd, in what ways are material artifacts endowed with aesthetic and personal meaning? 3rd, what literary and extra-literary factors shaped exchanges of poetry and gift-giving as linked forms of social intercourse? Readings in English translation. Instructor permission required.

A survey of the evolution of major forms of Chinese lyric poetry beginning with the Shijing (Book of Songs), the breakthrough to 5-character verse in the Han Dynasty, landscape (shanshui) and field and garden (tianyuan) poetry of the 6 Dynasties, and the flowering of the shi form during the Tang Dynasty. Readings will be in Chinese, discussions in English. Previous study of classical Chinese or permission of the instructor required.

EAST 1950U. South Korean Cinema: From Golden Age to Korean Wave.
This seminar explores the cinema of South Korea, proceeding chronologically and thematically, interrogating the key problematic of gender and genre. We will think about cinema's role—as a medium for visual storytelling and as a site for producing cultural norms and values—in assessing the consequences of historical events and in helping to construct official histories. Across films from Korean cinema's "golden age" (1950's and 60's) to post-authoritarian realism cinema to the contemporary era of globalized, transnational genre films, we will map the questions, themes, and debates on the formation and effects of South Korea's cinematic imaginary of nation. Enrollment limited to 20 juniors and seniors.

EAST 1950V. Contemporary Film and Media Cultures in East Asia.
This course visits postwar film and television cultures in East Asia as a part of a larger narrative of contemporary media production and consumption. How can thinking about films' relationship to other media enhance our understanding of contemporary popular culture? How does it help us re-imagine narrative issues such as textuality, production, and representation? How does understanding the rich contexts of audience interaction with media affect our approaches to reading and meaning-making? To explore these questions, we will consider postwar Chinese and Japanese films, popular fiction, literature, television dramas, as well as manga/anime.

This course explores the theory and practice of translation in the context of Korean cultural production. Each week we shall grapple with a particular issue in translation studies in dialogue with a Korean-language text. By the end of this course students should be able to locate the tools necessary to carry out translations from Korean to English, to demonstrate an understanding of translation as a craft with its own standards, responsibilities, and complexities, and to have completed a significant translation project themselves. Advanced learners of the Korean language as well as native speakers of Korean are welcome. DPLL

EAST 1950X. Queer Japan: Culture, History and Sexuality.
This seminar investigates cultural practices enacted by Japanese gays and lesbians, or otherwise related to same-sex attraction. How have sexual identities traditionally been constructed in Japan, and how has the modern period transformed them? How has same-sex sexuality become figured in the Japanese art, literature and popular culture of the 20th century; and how have the forces of a global LGBT culture interacted with the specific experiences of a same-sex community in Japan? This class explores questions about queer history, writing and cultural practice by looking at particular moments in the Japanese past and present.

"Chinese opera" denotes several hundred regional variations of a performance art form that comprises sung arias with musical accompaniment, spoken dialogue, stylized movements, and elaborate costumes and make-up. Originating in the elite leisure spaces of early modern China, the best known versions of this art form are Peking opera and Kun opera. We will examine drama texts from the Yuan dynasty to the present, learn about the aesthetics and politics of these textual and performance traditions, and consider theater culture within its social, economic, and historical contexts. Prerequisite: Previous study of literature or theater at the college level. WRIT

EAST 1951A. Prose of the World: Understanding Late Imperial China through Fiction and Belles-Lettres.
This course introduces the culture and society of late imperial China through fiction and prose written between 1368 and 1911. The course aims to analyze literary work as the interface of social development and cultural renovation. A chronological exposure to various geographical regions is structured under three conceptual frameworks: cultural belatedness as abundant historical reference; early modernity as commercialization; and pre-modern China encountering the world. The balanced selection of readings in four major literary genres, written by male and female authors, cover topics including: social uprising, the imperial court, civil examination, diplomacy, urban market, travel, religious cult, and courtian culture. Prerequisites: None. DPLL
**EAST 1990. Senior Reading and Research: Selected Topics.**
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

**EAST 2450. Exchange Scholar Program.**

**EAST XLIST. Courses of Interest to Concentrators.**

**Japanese**

**JAPN 0100. Basic Japanese.**
Introduction to Japanese language. Emphasizes the attainment of good spoken control of Japanese and develops a foundation of literacy. No prerequisites. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of the course work in JAPN 0200 covers the entire year and is recorded as the final grade for both semesters. The East Asian Studies department wishes to provide language instruction to all interested students. If you are unable to register for this course due to enrollment limits but are dedicated to learning Japanese, please contact the instructor via email.

**JAPN 0150. Advanced Beginning Japanese.**
Designed for those who have had high-school Japanese or other Japanese language experience. An opportunity to organize previous knowledge of Japanese and develop a firm basis of spoken and written Japanese. Prerequisite: Reading and writing knowledge of Hiragana, Katakana, and some Kanji. Placement test required. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of the course work in JAPN 0250 covers the entire year and is recorded as the final grade for both semesters. The East Asian Studies department wishes to provide language instruction to all interested students. If you are unable to register for this course due to enrollment limits but are dedicated to learning Japanese, please contact the instructor via email.

**JAPN 0200. Basic Japanese.**
Introduction to Japanese language. Emphasizes the attainment of good spoken control of Japanese and develops a foundation of literacy. This is the second half of a year-long course. Students must have taken JAPN 0100 to receive credit for this course. The final grade for this course will become the final grade for JAPN 0100. If JAPN 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing. The East Asian Studies department wishes to provide language instruction to all interested students. If you are unable to register for this course due to enrollment limits but are dedicated to learning Japanese, please contact the instructor via email.

**JAPN 0250. Advanced Beginning Japanese.**
Designed for those who have had high-school Japanese or other Japanese language experience. An opportunity to organize previous knowledge of Japanese and develop a firm basis of spoken and written Japanese. Prerequisite: Reading and writing knowledge of Hiragana, Katakana and some Kanji. Placement test required. This is the second half of a year-long course. Students must have taken JAPN 0100 to receive credit for this course. The final grade for this course will become the final grade for JAPN 0150. If JAPN 0150 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing. The East Asian Studies department wishes to provide language instruction to all interested students. If you are unable to register for this course due to enrollment limits but are dedicated to learning Japanese, please contact the instructor via email.

**JAPN 0300. Intermediate Japanese.**
Further practice of patterns and structures of the language. Readings are introduced on aspects of Japanese culture and society to develop reading and writing skills, enhance vocabulary, and provide points of departure for discussion in Japanese. Prerequisite: JAPN 0200 or equivalent. The East Asian Studies department wishes to provide language instruction to all interested students. If you are unable to register for this course due to enrollment limits but are dedicated to learning Japanese, please contact the instructor via email.

**JAPN 0400. Intermediate Japanese.**
See Intermediate Japanese (JAPN 0300) for course description. Prerequisite: JAPN 0300 or equivalent. Enrollment limited to 18.

**JAPN 0500. Advanced Japanese I.**
Continued practice in reading, writing, and speaking. Emphasizes the development of reading proficiency and speaking in cultural contexts. Students read actual articles and selections from Japanese newspapers. Course includes translation, with writing and discussion in Japanese. Films and video tapes are shown as supplementary materials. Prerequisite: JAPN 0400 or equivalent.

**JAPN 0600. Advanced Japanese I.**
See Advanced Japanese I (JAPN 0500) for course description.

**JAPN 0700. Advanced Japanese II.**
Reading of articles from Japan’s press with discussion in Japanese. Focuses on explanations and drills on the fine points in grammar and vocabulary as well as on the practice of writing in various styles. Movies and video tapes are used as supplementary materials. Prerequisite: JAPN 0600 or equivalent.

**JAPN 0800. Advanced Japanese II.**
See Advanced Japanese II (JAPN 0700) for course description.

**JAPN 0910A. Classical Japanese.**
This is an introductory course to pre-modern Japanese. It will explore the lifestyle and philosophy of samurai in 17th century Japan through reading the book, Gorin no Sho. The book comprises Miyamoto Musashi’s thoughts on swordplay, winning, and mind training. The course includes reading background information in English and viewing films and dramas. Enrollment limited to 20.

**JAPN 0910B. Japanese Cities: Tokyo and Kyoto.**
The goal of this course is to develop the ability to use Japanese source materials for research in social sciences. Course covers lifestyles in two contrasting cities, Tokyo and Kyoto. Topics include topography, environmental issues, houses, urban life-styles, and natural habitation. We will ask questions: why houses are so compact in cities; why crows and boars pick on garbage, etc. Information sources are films, videos, and websites in addition to textbooks. Prerequisite: JAPN 0600 or equivalent. Enrollment limited to 20.

**JAPN 0910C. Japanese Linguistics.**
This course will provide a structural overview of the Japanese language. Students will learn how to develop skills for analyzing the language through looking at sounds, meaning, and grammar. Topics include linguistic analysis of various sentence structures that students often find difficult to use, learning to choose words and sentences in appropriate situations, looking at the relation between language and culture.

**JAPN 0910D. Two Virgins in the Attic: Advanced Japanese Readings in Canonical and Popular Literature.**
A traditional Japanese readings course with content both canonical and unconventional. It allows students with three years of Japanese to read from a diverse selection of 20th century Japanese novels, short stories and graphic novels. Our main focus will be on understanding the original Japanese, but some translation into English will be involved as well. In addition to selections from well-known modernists such as Natsume Soseki, Tanizaki Jun’ichi and Mishima Yukio, readings may also include works by Edogawa Rampo, Inagaki Taruho, Yoshiya Nobuko, Yamaji Ebine, Hoshi Shin’ichi, Murakami Ryu, and others to be determined by student interest. All readings in Japanese. Prerequisite: JAPN 0600 or instructor permission.
This course is an introduction to modern Japanese poetry, which includes pre-war and post-war poetic forms. We will explore issues of modernity and identity as well as poetics through a close examination of several poems each week. We will work on translations of the poems as part of the exercise of reading. The course includes reading background information in English. No prerequisites required.

JAPN 1010. Readings in Contemporary Japanese Fiction.
Introduces contemporary short stories and novellas by award winning writers published after 2000. Authors include Yoko Ogawa, Natsuo Kirino, Jiro Asada, Bin Konno. We will analyze why the great many readers are drawn into these literary works through socio cultural background of urban communities. Prerequisites: JAPN0700 or instructor permission.

Introduces a linguistic analysis of Japanese language to attain an overview of structure and a foundation for understanding how grammar relates to various modes of communication. Topics include discourse analysis, pragmatics, communicative intention, communication strategies, and intercultural communication gaps. Linguistic data is drawn from films and fiction. Prerequisite: basic knowledge of Japanese grammar, vocabulary, and linguistics. Enrollment limited to 20. WRIT

JAPN 1910. Independent Study.
Reading materials for research in Japanese. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Korean

KREA 0100. Korean.
Begins with an introduction to the Korean writing system (Hangul) and focuses on building communicative competence in modern Korean in the four language modalities (listening, speaking, reading, writing). Provides a foundation for later work in spoken and written Korean. Six classroom hours per week. No prerequisite. Enrollment limited to 18. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of the course work in KREA 0200 covers the entire year and is recorded as the final grade for both semesters.

KREA 0200. Korean.
Begins with an introduction to the Korean writing system (Hangul) and focuses on building communicative competence in modern Korean in the four language modalities (listening, speaking, reading, writing). Provides a foundation for later work in spoken and written Korean. Six classroom hours per week. Enrollment limited to 18. This is the second half of a year-long course. Students must have taken KREA 0100 to receive credit for this course. The final grade for this course will become the final grade for KREA 0100. If KREA 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing.

KREA 0300. Intermediate Korean.
An intermediate course in Korean designed to further communicative competence in spoken Korean and to provide additional reading practice in stylistically higher level materials that are progressively integrated into the given dialogues. Discussions on various aspects of Korean culture and society. Four classroom hours per week. Prerequisite: KREA 0200 or instructor permission.

See Intermediate Korean (KREA 0300) for course description. Prerequisite: KREA 0100-0200 or equivalent.

KREA 0500. Advanced Korean.
Aims to help students develop an advanced level of communicative competence, with special focus on enhancing their reading comprehension, essay writing, and discourse (discussion and presentation) skills. Authentic reading materials from a variety of sources will be used to introduce various topics and issues pertaining to Korean society and culture, thus students' cultural understanding will also be enhanced. Prerequisite: KREA 0400 or equivalent or permission of instructor.

KREA 0600. Advanced Korean.
See Advanced Korean (KREA 0500) for course description. Prerequisite: KREA 0500 or equivalent or permission of instructor.

KREA 0910B. Business Korean.
For students who are interested in Korean culture in general and business culture in particular, and in improving their Korean language skills in a business context. The course not only focuses on business and economy-related words and expressions, but also on developing learners' confidence in business writing, conversation and presentations in Korean. Enrollment limited to 15. Prerequisite: KREA 0600 or permission of instructor.

KREA 0920A. Korean Culture and Society.
Develops oral proficiency in Korean language through a variety of readings on Korean culture and society. By reading about and discussing important aspects and core issues of Korea, students enhance their speaking competence and cultural understanding. Prerequisites: KREA 0300 and 0400 or permission of instructor. Enrollment limited to: 15.

KREA 0920B. Media Korean.
Introduces current short stories and novels by award winning writers published after 2000. Authors include Yoko Ogawa, Natsuo Kirino, Jiro Asada, Bin Konno. We will analyze why the great many readers are drawn into these literary works through socio cultural background of urban communities. Prerequisites: JAPN0700 or instructor permission.

The contemporary Korean society has undergone significant transformation in the past few decades, not only on the personal level, such as changes in personal life style and family structure, but also on the public level, such as economic development and political affairs. Various issues due to these changes have sparked a much heated debate within Korean society. This course will look into some of these major controversial issues with texts and media materials. Through this content-oriented advanced level language course, students will be able to improve their Korean language proficiency, as well as deepen their understanding of Korean culture and society. Prerequisite: KREA 0600. Enrollment limit to 18. Will replace current KREA 0900 course in schedule for Fall 2016.

KREA 1910. Independent Study.
Reading materials for research in Korean. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Interested students must register for EAST 1950W.
Economics

Chair

David N. Weil

Economics is a social scientific discipline that both studies economic activity in its narrower sense and develops methodologies for studying decision-making in a broader set of domains. Economic activity narrowly construed is that subset of people's activities primarily concerned with the production and consumption of goods and services, the allocation of resources, goods and asset markets, the money supply, and taxation. More broadly, economics provides a theory of rational choice that has been useful in fields ranging from the study of politics and healthcare to theoretical biology. In recent years, economists have been expanding their study of choice to also include the interaction of cognitive limitations, decision heuristics, and psychological and social influences with the rational aspects of choice.

For additional information, please visit the department's website: http://www.brown.edu/Departments/Economics/

Economics Concentration Requirements

Economics is the study of how individuals, businesses, and governments allocate resources to satisfy their objectives. The study of economics helps students understand markets, firms, financial organizations, and public debate about economic policy, including taxation, government expenditure, trade, globalization, health, and welfare. The concentration in Economics prepares students for graduate study in fields such as business and law, for graduate study leading to teaching and research in economics, and can be a steppingstone to employment in business, finance, non-profit, and government organizations. Students may choose either the standard or the professional track.

Students are required to begin with ECON 0110, an introductory course that stresses the economic problems of our society, and the vocabulary and principles of economic analysis. Intermediate level courses in microeconomics (ECON 1130), macroeconomics (ECON 1210), and econometrics (ECON 1620) round out the list of foundation courses for the concentration. Economics students must also fulfill a calculus requirement.

The economics department sponsors a number of concentration options. The most popular is the standard economics concentration, described below. Three additional concentration options are administered jointly with other departments and are described separately under their respective titles. They are the concentrations in applied mathematics–economics, in mathematical economics, and in computer science–economics. The first two are especially recommended for students interested in graduate study in economics.

The department offers many of the required courses in an interdepartmental concentration called Business, Entrepreneurship and Organizations (BEO). BEO is jointly run by the departments of economics and sociology, and the school of engineering. BEO has three possible "tracks," of which the business economics track is most closely related to economics. Please contact the BEO administrator for more details, including information about advising in that concentration.

### Standard Economics Concentration

#### Mathematics Course Requirements:

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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>MATH 0100</td>
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<td>or a higher-level math course.</td>
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#### Economics Course Requirements:

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 0110</td>
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<tr>
<td>Principles of Economics</td>
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<tr>
<td>ECON 1110</td>
<td>1</td>
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<tr>
<td>or ECON 1130</td>
<td>1</td>
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<tr>
<td>Intermediate Microeconomics (Mathematical)</td>
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<td>ECON 1210</td>
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<tr>
<td>Intermediate Macroeconomics</td>
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<td>ECON 1620</td>
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<tr>
<td>Introduction to Econometrics</td>
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<td>ECON 1629</td>
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<tr>
<td>Applied Research Methods for Economists</td>
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<tr>
<td>ECON 1630</td>
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<tr>
<td>Econometrics I</td>
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At least five additional 1000-level Economics courses.  

Total Credits: 11

1. Note that certain advanced economics courses may impose additional mathematical prerequisites. The standard mathematics requirement may be met through Advanced Placement tests, but "placing into" a higher level mathematics course than MATH 0100, without actually taking that higher level course, does not satisfy the requirement. The AP mathematics credit must appear on your Brown transcript.

2. Note that ECON 1960 (thesis) and ECON 1940 do not count for concentration credit.

3. If placing out of ECON 0110 with AP or IB test scores, one must take an additional 1000-level course (6 instead of 5).

All concentrators in economics programs are encouraged to consult their concentration advisors regularly. Economics concentrators who wish to study abroad should consult first with the department transfer credit advisor.

**Honors**

Students who wish to enroll in the honors program in economics should consult the department's undergraduate guide (available on its web site) to obtain a complete description of the requirements. See the description of Capstone Projects there, as well. Courses taken to prepare an honors thesis are in addition to the regular concentration requirements.

### Professional Track

The requirements for the professional track include all those of the standard track, as well as the following:

Students must complete two two-to-four month full-time professional experiences, doing work that is related to their concentration programs. Such work is normally done within an industrial organization, but may also be at a university under the supervision of a faculty member.

On completion of each professional experience, the student must write and upload to ASK a reflective essay about the experience addressing the following prompts, to be approved by the student's concentration advisor:

- Which courses were put to use in your summer's work? Which topics, in particular, were important?
- In retrospect, which courses should you have taken before embarking on your summer experience? What are the topics from these courses that would have helped you over the summer if you had been more familiar with them?
- Are there topics you should have been familiar with in preparation for your summer experience, but are not taught at Brown? What are these topics?
- What did you learn from the experience that probably could not have been picked up from course work?
- Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
- Would you recommend your summer experience to other Brown students? Explain.

### Applied Mathematics-Economics Concentration Requirements

The Applied Mathematics-Economics concentration is designed to reflect the mathematical and statistical nature of modern economic theory and empirical research. This concentration has two tracks. The first is the advanced economics track, which is intended to prepare students for graduate study in economics. The second is the mathematical finance track, which is intended to prepare students for graduate study in finance, or for careers in finance or financial engineering. Both tracks have A.B. degree versions and Sc.B. degree versions, as well as a Professional track option.
**Standard program for the A.B. degree**  
(AAdvanced Economics track) - through the class of 2015:

**Prerequisites:**
- MATH 0100  
- Introductory Calculus, Part II  
- MATH 0520  
- Linear Algebra

**Course Requirements:**

**Applied Math Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMA 0350, &amp; APMA 0360</td>
<td>Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMA 0160</td>
<td>Introduction to Scientific Computing</td>
</tr>
<tr>
<td>CSCI 0040</td>
<td>Introduction to Scientific Computing and Problem Solving</td>
</tr>
<tr>
<td>CSCI 0150</td>
<td>Introduction to Object-Oriented Programming and Computer Science</td>
</tr>
<tr>
<td>CSCI 0170</td>
<td>Computer Science: An Integrated Introduction</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>APMA 1200</td>
<td>Operations Research: Probabilistic Models</td>
</tr>
<tr>
<td>APMA 1210</td>
<td>Operations Research: Deterministic Models</td>
</tr>
<tr>
<td>APMA 1650</td>
<td>Statistical Inference I</td>
</tr>
</tbody>
</table>

- **Economics Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1130</td>
<td>Intermediate Microeconomics (Mathematical)</td>
</tr>
<tr>
<td>ECON 1210</td>
<td>Intermediate Macroeconomics</td>
</tr>
<tr>
<td>ECON 1630</td>
<td>Econometrics I</td>
</tr>
</tbody>
</table>

Two 1000-level courses from the "mathematical-economics" group,

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ECON 1170</td>
<td>Welfare Economics and Social Choice Theory</td>
</tr>
<tr>
<td>ECON 1225</td>
<td>Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies</td>
</tr>
<tr>
<td>ECON 1465</td>
<td>Market Design: Theory and Applications</td>
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<td>ECON 1470</td>
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<tr>
<td>ECON 1640</td>
<td>Econometrics II</td>
</tr>
<tr>
<td>ECON 1650</td>
<td>Financial Econometrics</td>
</tr>
<tr>
<td>ECON 1750</td>
<td>Investments II</td>
</tr>
<tr>
<td>ECON 1759</td>
<td>Data, Statistics, Finance</td>
</tr>
<tr>
<td>ECON 1810</td>
<td>Economics and Psychology</td>
</tr>
<tr>
<td>ECON 1820</td>
<td>Behavioral Economics</td>
</tr>
<tr>
<td>ECON 1850</td>
<td>Theory of Economic Growth</td>
</tr>
<tr>
<td>ECON 1870</td>
<td>Game Theory and Applications to Economics</td>
</tr>
</tbody>
</table>

One additional 1000-level economics course.

**Total Credits:** 12

---

3 Or ECON 1110 with permission.

**Standard program for the Sc.B. degree**  
(AAdvanced Economics track) - through the class of 2015:

**Prerequisites:**
- MATH 0100  
- Introductory Calculus, Part II  
- MATH 0520  
- Linear Algebra

**Course requirements:**

**Applied Mathematics requirements**

<table>
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<tbody>
<tr>
<td>APMA 0350, &amp; APMA 0360</td>
<td>Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II</td>
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<td>Operations Research: Deterministic Models</td>
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<td>APMA 1650</td>
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- **Economics requirements:**

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</table>

Three 1000-level courses from the "mathematical-economics" group,

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<td>ECON 1820</td>
<td>Behavioral Economics</td>
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<tr>
<td>ECON 1850</td>
<td>Theory of Economic Growth</td>
</tr>
<tr>
<td>ECON 1860</td>
<td>The Theory of General Equilibrium</td>
</tr>
<tr>
<td>ECON 1870</td>
<td>Game Theory and Applications to Economics</td>
</tr>
</tbody>
</table>

Two additional 1000-level economics courses.

**Total Credits:** 15

---

1 No course may be used to simultaneously satisfy (a) and (b).

2 APMA 0330 and APMA 0340 may be substituted with advisor approval.
APMA 0330 and APMA 0340 may be substituted with advisor approval.

3 Or ECON 1110 with permission.

Standard program for the A.B. degree (Mathematical Finance track) - through the class of 2015:

Prerequisites:
- MATH 0100 Introductory Calculus, Part II
- MATH 0520 Linear Algebra

Requirements:
- Applied Mathematics requirements:
  - Select one of the following:
    - APMA 0360 Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II
  - Select one of the following:
    - APMA 1180 Introduction to Numerical Solution of Differential Equations
      & APMA 1330 Methods of Applied Mathematics III, IV
    - APMA 1660 Statistical Inference II
    - APMA 1670 Statistical Analysis of Time Series
    - APMA 1680 Nonparametric Statistics
    - APMA 1690 Computational Probability and Statistics
    - APMA 1700 The Mathematics of Insurance
    - APMA 1720 Monte Carlo Simulation with Applications to Finance (most preferred in this list)
    - APMA 1740 Recent Applications of Probability and Statistics
    - MATH 1010 Analysis: Functions of One Variable

- Economics Requirements:
  - ECON 1130 Intermediate Microeconomics (Mathematical)
  - ECON 1210 Intermediate Macroeconomics
  - ECON 1630 Econometrics I
  - Select two 1000-level courses from the "financial economics" group:
    - ECON 1650 Financial Econometrics
    - ECON 1710 Investments I
    - ECON 1720 Corporate Finance
    - ECON 1750 Investments II
    - ECON 1759 Data, Statistics, Finance
    - ECON 1760 Financial Institutions
    - ECON 1765 Finance, Regulation, and the Economy: Research
    - ECON 1770 Fixed Income Securities
    - ECON 1780 Corporate Strategy
    - ECON 1790 Corporate Governance and Management
  - Select one 1000-level course from the "mathematical economics" group:
    - ECON 1170 Welfare Economics and Social Choice Theory
    - ECON 1225 Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies
    - ECON 1465 Market Design: Theory and Applications
    - ECON 1470 Bargaining Theory and Applications

- APMA 1650 Equation of Applied Mathematics requirements:
  - Select one of the following:
    - APMA 0360 Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II
  - Select one of the following:
    - APMA 1180 Introduction to Numerical Solution of Differential Equations
      & APMA 1330 Methods of Applied Mathematics III, IV
    - APMA 1660 Statistical Inference II
    - APMA 1670 Statistical Analysis of Time Series
    - APMA 1680 Nonparametric Statistics
    - APMA 1690 Computational Probability and Statistics
    - APMA 1700 The Mathematics of Insurance
    - APMA 1720 Monte Carlo Simulation with Applications to Finance (most preferred in this list)
    - APMA 1740 Recent Applications of Probability and Statistics
    - MATH 1010 Analysis: Functions of One Variable

- Total Credits: 12

Standard program for the Sc.B. degree (Mathematical Finance track) - through the class of 2015:

Prerequisites:
- MATH 0100 Introductory Calculus, Part II
- MATH 0520 Linear Algebra

Course requirements:
- Applied Mathematics requirements:
  - Select one of the following:
    - APMA 0360 Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II
  - Select one of the following:
    - APMA 1180 Introduction to Numerical Solution of Differential Equations
      & APMA 1330 Methods of Applied Mathematics III, IV
    - APMA 1660 Statistical Inference II
    - APMA 1670 Statistical Analysis of Time Series
    - APMA 1680 Nonparametric Statistics
    - APMA 1690 Computational Probability and Statistics
    - APMA 1700 The Mathematics of Insurance
    - APMA 1720 Monte Carlo Simulation with Applications to Finance (most preferred in this list)
    - APMA 1740 Recent Applications of Probability and Statistics
    - MATH 1010 Analysis: Functions of One Variable

- Economics requirements:
  - ECON 1130 Intermediate Microeconomics (Mathematical)
  - ECON 1210 Intermediate Macroeconomics
  - ECON 1630 Econometrics I
  - Select three 1000-level courses from the "financial economics" group:
    - ECON 1650 Financial Econometrics
    - ECON 1710 Investments I
    - ECON 1720 Corporate Finance
**Standard Program for the A.B. degree**

(Advanced Economics track) - class of 2016 and beyond:

**Prerequisites:**
- MATH 0100 Introductory Calculus, Part II
- MATH 0520 Linear Algebra

**Course Requirements:**

**Applied Mathematics Requirements**

(a) 1
- APMA 0350 Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II 2
- Select one of the following: 1
  - APMA 0160 Introduction to Scientific Computing (preferred)
  - CSCI 0040 Introduction to Scientific Computing and Problem Solving (preferred)
  - CSCI 0170 Introduction to Object-Oriented Programming and Computer Science
- APMA 1210 Operations Research: Deterministic Models
- APMA 1650 Statistical Inference I

(b) 1
- Select one of the following: 1
  - APMA 1200 Operations Research: Probabilistic Models
  - APMA 1660 Statistical Inference II
- APMA 1670 Statistical Analysis of Time Series
- APMA 1680 Nonparametric Statistics

**Economics Requirements:**

- ECON 1130 Intermediate Microeconomics (Mathematical) 2
- ECON 1210 Intermediate Macroeconomics
- ECON 1630 Econometrics I
- ECON 1760 Corporate Governance and Management
- ECON 1820 Behavioral Economics
- ECON 1850 Theory of Economic Growth
- ECON 1860 The Theory of General Equilibrium
- ECON 1870 Game Theory and Applications to Economics

One 1000-level course from the “data methods” group: 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>APMA 0160</td>
<td>Introduction to Scientific Computing (preferred)</td>
</tr>
<tr>
<td>APMA 0330</td>
<td>Statistical Analysis of Time Series</td>
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<tr>
<td>APMA 0340</td>
<td>Statistical Analysis of Time Series</td>
</tr>
</tbody>
</table>

**Total Credits:** 15

---

1 APMA 0330 and APMA 0340 may be substituted with advisor approval.
2 Or ECON 1110 with permission.
3 No course may be used to simultaneously satisfy the “financial economics” and the “mathematical economics” requirements.

---

**Standard program for the Sc.B. degree**

(Advanced Economics track) - class of 2016 and beyond:

**Prerequisites:**
- MATH 0100 Introductory Calculus, Part II
- MATH 0520 Linear Algebra

**Course Requirements:**

**Applied Mathematics Requirements**

(a) 1
- APMA 0350 Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II 2
- Select one of the following: 1
  - APMA 0160 Introduction to Scientific Computing (preferred)
  - APMA 1200 Operations Research: Probabilistic Models
  - APMA 1210 Operations Research: Deterministic Models
  - APMA 1650 Statistical Inference I
- APMA 1660 Statistical Inference II
- APMA 1670 Statistical Analysis of Time Series
- APMA 1680 Nonparametric Statistics

**Economics Requirements:**

- ECON 1130 Intermediate Microeconomics (Mathematical) 3
- ECON 1210 Intermediate Macroeconomics
- ECON 1630 Econometrics I
- ECON 1760 Corporate Governance and Management
- ECON 1820 Behavioral Economics
- ECON 1850 Theory of Economic Growth
- ECON 1860 The Theory of General Equilibrium
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One additional 1000-level economics course

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<tbody>
<tr>
<td>APMA 0160</td>
<td>Introduction to Scientific Computing (preferred)</td>
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<td>APMA 0330</td>
<td>Statistical Analysis of Time Series</td>
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<td>APMA 0340</td>
<td>Statistical Analysis of Time Series</td>
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**Total Credits:** 13

---

1 No course may be used to simultaneously satisfy (a) and (b).
2 APMA 0330 and APMA 0340 may be substituted with advisor approval.
3 Or ECON 1110 with permission.
4 No course may be used to simultaneously satisfy the “mathematical economics” and the “data methods” requirements.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>CSCI 0040</td>
<td>Introduction to Scientific Computing and Problem Solving (preferred)</td>
</tr>
<tr>
<td>CSCI 0150</td>
<td>Introduction to Object-Oriented Programming and Computer Science</td>
</tr>
<tr>
<td>CSCI 0170</td>
<td>Computer Science: An Integrated Introduction</td>
</tr>
</tbody>
</table>

Select one of the following:  
1 APMA 1200 Operations Research: Probabilistic Models  
1 APMA 1210 Operations Research: Deterministic Models  
1 APMA 1650 Statistical Inference I

Select two of the following:  
1 APMA 1200 Operations Research: Probabilistic Models  
1 APMA 1210 Operations Research: Deterministic Models  
1 APMA 1650 Statistical Inference I

**Economics Requirements:**

1 ECON 1130 Intermediate Microeconomics (Mathematical)  
1 ECON 1210 Intermediate Macroeconomics  
1 ECON 1630 Econometrics I

Three 1000-level courses from the "mathematical-economics" group:  
1 ECON 1170 Welfare Economics and Social Choice Theory  
1 ECON 1225 Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies  
1 ECON 1465 Market Design: Theory and Applications  
1 ECON 1470 Bargaining Theory and Applications  
1 ECON 1640 Econometrics II  
1 ECON 1650 Financial Econometrics  
1 ECON 1750 Investments II  
1 ECON 1759 Data, Statistics, Finance  
1 ECON 1810 Economics and Psychology  
1 ECON 1820 Behavioral Economics  
1 ECON 1850 Theory of Economic Growth  
1 ECON 1860 The Theory of General Equilibrium  
1 ECON 1870 Game Theory and Applications to Economics  
1 ECON 1305 Economics of Education: Research  
1 ECON 1310 Labor Economics  
1 ECON 1360 Health Economics  
1 ECON 1410 Urban Economics  
1 ECON 1510 Economic Development  
1 ECON 1520 The Economic Analysis of Institutions  
1 ECON 1530 Health, Hunger and the Household in Developing Countries  
1 ECON 1640 Econometrics II  
1 ECON 1650 Financial Econometrics  
1 ECON 1759 Data, Statistics, Finance  
1 ECON 1765 Finance, Regulation, and the Economy: Research

Two additional 1000-level economics courses

**Total Credits:** 16

---

1 No course may be used to simultaneously satisfy the "mathematical economics" and the "data methods" requirements.

2 APMA 0330 and APMA 0340 may be substituted with advisor approval.

3 Or ECON 1110 with permission.

### Standard program for the A.B. degree (Mathematical Finance track) - class of 2016 and beyond

**Prerequisites:**

1 MATH 0100 Introductory Calculus, Part II  
1 MATH 0520 Linear Algebra

**Course Requirements:**

**Applied Mathematics Requirements**

(a)  
1 APMA 0350 Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II  
1 APMA 0360

Select one of the following:  
1 APMA 0160 Introduction to Scientific Computing (preferred)  
1 CSCI 0040 Introduction to Scientific Computing and Problem Solving (preferred)  
1 CSCI 0150 Introduction to Object-Oriented Programming and Computer Science

(b)  
1 APMA 1180 Introduction to Numerical Solution of Differential Equations  
1 APMA 1330 Methods of Applied Mathematics III, IV  
1 APMA 1660 Statistical Inference II  
1 APMA 1670 Statistical Analysis of Time Series  
1 APMA 1680 Nonparametric Statistics  
1 APMA 1690 Computational Probability and Statistics  
1 APMA 1700 The Mathematics of Insurance  
1 APMA 1720 Monte Carlo Simulation with Applications to Finance (preferred)  
1 APMA 1740 Recent Applications of Probability and Statistics  
1 MATH 1010 Analysis: Functions of One Variable

**Economics Requirements:**

1 ECON 1130 Intermediate Microeconomics (Mathematical)  
1 ECON 1210 Intermediate Macroeconomics  
1 ECON 1630 Econometrics I

Select two 1000-level courses from the "financial economics" group:  
2 ECON 1650 Financial Econometrics  
2 ECON 1710 Investments I  
2 ECON 1720 Corporate Finance  
2 ECON 1750 Investments II  
2 ECON 1759 Data, Statistics, Finance  
2 ECON 1760 Financial Institutions  
2 ECON 1765 Finance, Regulation, and the Economy: Research  
2 ECON 1770 Fixed Income Securities  
2 ECON 1780 Corporate Strategy  
2 ECON 1790 Corporate Governance and Management

Select one 1000-level course from the "mathematical-economics" group:  
1 ECON 1305 Economics of Education: Research  
1 ECON 1310 Labor Economics  
1 ECON 1360 Health Economics  
1 ECON 1410 Urban Economics  
1 ECON 1510 Economic Development  
1 ECON 1520 The Economic Analysis of Institutions  
1 ECON 1530 Health, Hunger and the Household in Developing Countries  
1 ECON 1640 Econometrics II  
1 ECON 1650 Financial Econometrics  
1 ECON 1759 Data, Statistics, Finance  
1 ECON 1765 Finance, Regulation, and the Economy: Research

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1 APMA 0330 and APMA 0340 may be substituted with advisor approval.

3 Or ECON 1110 with permission.

---

**Non-course**

- No course may be used to simultaneously satisfy the "mathematical economics" and the "data methods" requirements.

---

**Economics Requirements:**

1 ECON 1130 Intermediate Microeconomics (Mathematical)  
1 ECON 1210 Intermediate Macroeconomics  
1 ECON 1630 Econometrics I

Select two 1000-level courses from the "financial economics" group:  
2 ECON 1650 Financial Econometrics  
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1 APMA 0330 and APMA 0340 may be substituted with advisor approval.

3 Or ECON 1110 with permission.
ECON 1640 Econometrics II
ECON 1650 Financial Econometrics
ECON 1750 Investments II
ECON 1759 Data, Statistics, Finance
ECON 1810 Economics and Psychology
ECON 1820 Behavioral Economics
ECON 1850 Theory of Economic Growth
ECON 1860 The Theory of General Equilibrium
ECON 1870 Game Theory and Applications to Economics

Select one 1000-level course from the "data methods" group: 2
ECON 1305 Economics of Education: Research
ECON 1310 Labor Economics
ECON 1360 Health Economics
ECON 1410 Urban Economics
ECON 1510 Economic Development
ECON 1520 The Economic Analysis of Institutions
ECON 1530 Health, Hunger and the Household in Developing Countries
ECON 1640 Econometrics II
ECON 1650 Financial Econometrics
ECON 1759 Data, Statistics, Finance
ECON 1765 Finance, Regulation, and the Economy: Research

Total Credits 13

1 APMA 0330 and APMA 0340 may be substituted with advisor approval.
2 No course may be used to simultaneously satisfy the "financial economics," the "mathematical economics," or the "data methods" requirements.
3 Or ECON 1110 with permission.

Standard program for the Sc.B. degree (Mathematical Finance track) - class of 2016 and beyond:

Prerequisites:
MATH 0100 Introductory Calculus, Part II
MATH 0520 Linear Algebra

Course Requirements:
Applied Mathematics requirements:
(a)
APMA 0350 & APMA 0360 Applied Ordinary Differential Equations and Methods of Applied Mathematics I, II 1
Select one of the following:
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CSCI 0040 Introduction to Scientific Computing and Problem Solving (preferred)
CSCI 0150 Introduction to Object-Oriented Programming and Computer Science
CSCI 0170 Computer Science: An Integrated Introduction
APMA 1200 Operations Research: Probabilistic Models
APMA 1650 Statistical Inference I
(b)
Select two of the following:
APMA 1180 Introduction to Numerical Solution of Differential Equations
APMA 1330 Methods of Applied Mathematics III, IV
APMA 1660 Statistical Inference II
APMA 1670 Statistical Analysis of Time Series
APMA 1680 Nonparametric Statistics
APMA 1690 Computational Probability and Statistics
APMA 1700 The Mathematics of Insurance
APMA 1720 Monte Carlo Simulation with Applications to Finance (preferred)
APMA 1740 Recent Applications of Probability and Statistics
MATH 1010 Analysis: Functions of One Variable

Economics Requirements:
ECON 1130 Intermediate Microeconomics (Mathematical) 3
ECON 1210 Intermediate Macroeconomics
ECON 1630 Econometrics I

Select three 1000-level courses from the "financial economics" group: 3
ECON 1650 Financial Econometrics
ECON 1710 Investments I
ECON 1720 Corporate Finance
ECON 1750 Investments II
ECON 1759 Data, Statistics, Finance
ECON 1760 Financial Institutions
ECON 1765 Finance, Regulation, and the Economy: Research
ECON 1770 Fixed Income Securities
ECON 1780 Corporate Strategy
ECON 1790 Corporate Governance and Management

Select two 1000-level courses from the "mathematical economics" group: 2
ECON 1170 Welfare Economics and Social Choice Theory
ECON 1225 Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies
ECON 1465 Market Design: Theory and Applications
ECON 1470 Bargaining Theory and Applications
ECON 1640 Econometrics II
ECON 1650 Financial Econometrics
ECON 1750 Investments II
ECON 1759 Data, Statistics, Finance
ECON 1810 Economics and Psychology
ECON 1820 Behavioral Economics
ECON 1850 Theory of Economic Growth
ECON 1860 The Theory of General Equilibrium
ECON 1870 Game Theory and Applications to Economics

Select one 1000-level course from the "data methods" group: 2
ECON 1305 Economics of Education: Research
ECON 1310 Labor Economics
ECON 1360 Health Economics
ECON 1410 Urban Economics
ECON 1510 Economic Development
ECON 1520 The Economic Analysis of Institutions
ECON 1530 Health, Hunger and the Household in Developing Countries
ECON 1640 Econometrics II
ECON 1650 Financial Econometrics
ECON 1759 Data, Statistics, Finance
ECON 1810 Economics and Psychology
ECON 1820 Behavioral Economics
ECON 1850 Theory of Economic Growth
ECON 1860 The Theory of General Equilibrium
ECON 1870 Game Theory and Applications to Economics

Total Credits 16

1 APMA 0330 and APMA 0340 may be substituted with advisor approval.
2 No course may be used to simultaneously satisfy the "financial economics," the "mathematical economics," or the "data methods" requirements.
3 Or ECON 1110 with permission.
Honors and Capstone Requirement

Admission to candidacy for honors in the concentration is granted on the following basis: 3.7 GPA for Economics courses, and a 3.5 GPA overall. To graduate with honors, a student must write an honors thesis in the senior year following the procedures specified by the concentration (see Economics Department website). Beginning with the class of 2016, students not writing an honors thesis must complete an alternative senior capstone project and obtain the approval of a faculty sponsor.

Professional Track

The requirements for the professional track include all those of the standard track, as well as the following:

- Students must complete two two-to-four month full-time professional experiences, doing work that is related to their concentration programs.
- Such work is normally done within an industrial organization, but may also be at a university under the supervision of a faculty member.

On completion of each professional experience, the student must write and upload to ASK a reflective essay about the experience addressing the following prompts, to be approved by the student’s concentration advisor:
- Which courses were put to use in your summer’s work? Which topics, in particular, were important?
- In retrospect, which courses should you have taken before embarking on your summer experience? What are the topics from these courses that would have helped you over the summer if you had been more familiar with them?
- Are there topics you should have been familiar with in preparation for your summer experience, but are not taught at Brown? What are these topics?
- What did you learn from the experience that probably could not have been picked up from course work?
- Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
- Would you recommend your summer experience to other Brown students? Explain.

Computer Science-Economics Concentration Requirements

The joint Computer Science-Economics concentration exposes students to the theoretical and practical connections between computer science and economics. It prepares students for professional careers that incorporate aspects of economics and computer technology and for academic careers conducting research in areas that emphasize the overlap between the two fields. Concentrators may choose to pursue either the A.B. or the Sc.B. degree. While the A.B. degree allows students to explore the two disciplines by taking advanced courses in both departments, its smaller number of required courses is compatible with a liberal education. The Sc.B. degree achieves greater depth in both computer science and economics by requiring more courses, and it offers students the opportunity to creatively integrate both disciplines through a design requirement. In addition to courses in economics, computer science, and applied mathematics, all concentrators must fulfill the Computer Science department’s writing requirement by passing a course that involves significant expository writing.


<table>
<thead>
<tr>
<th>Prerequisites (3 courses):</th>
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<tbody>
<tr>
<td>MATH 0100 Introductory Calculus, Part II</td>
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<tr>
<td>MATH 0520 Linear Algebra</td>
</tr>
<tr>
<td>or MATH 0540 Honors Linear Algebra</td>
</tr>
<tr>
<td>or CSCI 0530 Directions: The Matrix in Computer Science</td>
</tr>
<tr>
<td>ECON 0110 Principles of Economics</td>
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</tbody>
</table>

<table>
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<tr>
<th>Required Courses (17 courses):</th>
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</thead>
<tbody>
<tr>
<td>Select one of the following Series:</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>CSCI 1450 Probability and Computing</td>
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<tr>
<td>or APMA 1650 Statistical Inference I</td>
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<thead>
<tr>
<th>Series A</th>
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<tbody>
<tr>
<td>CSCI 0150 &amp; CSCI 0160 Introduction to Object-Oriented Programming and Computer Science and Introduction to Algorithms and Data Structures</td>
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<thead>
<tr>
<th>Series B</th>
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<tbody>
<tr>
<td>CSCI 0170 &amp; CSCI 0180 Computer Science: An Integrated Introduction and Computer Science: An Integrated Introduction</td>
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<thead>
<tr>
<th>Series C</th>
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<tbody>
<tr>
<td>CSCI 0190 Accelerated Introduction to Computer Science</td>
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<tr>
<th>Notes</th>
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<tbody>
<tr>
<td>A pair of CS courses with a coherent theme.</td>
</tr>
<tr>
<td>An additional CS course that is either at the 1000-level or is an intermediate course not already used to satisfy concentration requirements. CSCI 1450 may not be used to satisfy this requirement.</td>
</tr>
<tr>
<td>Three courses from the “mathematical economics” group:</td>
</tr>
</tbody>
</table>

- ECON 1170 Welfare Economics and Social Choice Theory |
- ECON 1225 Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies |
- ECON 1465 Market Design: Theory and Applications |
- ECON 1470 Bargaining Theory and Applications |
- ECON 1640 Econometrics II |
- ECON 1650 Financial Econometrics |
- ECON 1750 Investments II |
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- ECON 1810 Economics and Psychology |
- ECON 1820 Behavioral Economics |
- ECON 1850 Theory of Economic Growth |
- ECON 1860 The Theory of General Equilibrium |
- ECON 1870 Game Theory and Applications to Economics |
- and any graduate Economics course |

<table>
<thead>
<tr>
<th>Two additional 1000-level Economics courses</th>
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<tbody>
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<tr>
<th>Capstone Course in either Computer Science or Economics</th>
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<tr>
<th>Total Credits</th>
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<td>17</td>
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</table>

1 A list of pre-approved pairs may be found at the approved-pairs web page (http://www.cs.brown.edu/ugrad/concentrations/approvedpairs.html). You are not restricted to pairs on this list, but any pair not on the list must be approved by the CS director of undergraduate studies. CSCI 1450 may not be used to satisfy this requirement.

2 Some courses from the ”mathematical economics” group may also be used to satisfy concentration requirements. CSCI 1450 may not be used as part of the concentration.

3 Or ECON 1110, with permission.

A one-semester course, normally taken in the student’s last undergraduate year, in which the student (or group of students) use a significant portion of their undergraduate education, broadly interpreted, in studying some current topic (preferably at the intersection of computer science and economics) in depth, to produce a culminating artifact such as a paper or software project.

Standard Program for the A.B. degree:

Prerequisites (3 courses):

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<tr>
<td>3 One of these courses is a capstone course in either Computer Science or Economics.</td>
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### Professional Track

The requirements for the professional track include all those of the standard track, as well as the following:

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- Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
- Would you recommend your summer experience to other Brown students? Explain.

### Mathematics-Economics Concentration Requirements

#### Standard Mathematics-Economics Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 1130</td>
<td>Intermediate Microeconomics (Mathematical) 1</td>
<td>1</td>
</tr>
<tr>
<td>ECON 1210</td>
<td>Intermediate Macroeconomics</td>
<td>1</td>
</tr>
<tr>
<td>ECON 1630</td>
<td>Econometrics I</td>
<td>1</td>
</tr>
<tr>
<td>ECON 1170</td>
<td>Welfare Economics and Social Choice Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1225</td>
<td>Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies</td>
<td>2</td>
</tr>
<tr>
<td>ECON 1465</td>
<td>Market Design: Theory and Applications</td>
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</tr>
<tr>
<td>ECON 1470</td>
<td>Bargaining Theory and Applications</td>
<td>2</td>
</tr>
<tr>
<td>ECON 1640</td>
<td>Econometrics II</td>
<td>2</td>
</tr>
<tr>
<td>ECON 1650</td>
<td>Financial Econometrics</td>
<td>2</td>
</tr>
<tr>
<td>ECON 1750</td>
<td>Investments II</td>
<td>2</td>
</tr>
<tr>
<td>ECON 1759</td>
<td>Data, Statistics, Finance</td>
<td>2</td>
</tr>
<tr>
<td>ECON 1810</td>
<td>Economics and Psychology</td>
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<tr>
<td>ECON 1870</td>
<td>Game Theory and Applications to Economics</td>
<td>2</td>
</tr>
<tr>
<td>or any graduate Economics course</td>
<td>2</td>
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</tr>
<tr>
<td>Total Credits</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

1. Or ECON 1110, with permission.

### Honors

Students who meet stated requirements are eligible to write an honors thesis in their senior year. Students should consult the listed honors requirements of whichever of the two departments their primary thesis advisor belongs to, at the respective departments' websites.
ECON 1530  Health, Hunger and the Household in Developing Countries
ECON 1629  Applied Research Methods for Economists
ECON 1640  Econometrics II
ECON 1650  Financial Econometrics
ECON 1759  Data, Statistics, Finance
ECON 1765  Finance, Regulation, and the Economy: Research

Two additional 1000-level economics courses

Mathematics

Calculus: MATH 0180 or higher
Linear Algebra - one of the following:
MATH 0520  Linear Algebra
MATH 0540  Honors Linear Algebra
Probability Theory - one of the following:
MATH 1610  Probability
MATH 1620  Mathematical Statistics
APMA 1650  Statistical Inference I
Analysis - one of the following:
MATH 1010  Analysis: Functions of One Variable
MATH 1130  Functions of Several Variables
MATH 1140  Functions Of Several Variables
Differential Equations - one of the following:
MATH 1110  Ordinary Differential Equations
MATH 1120  Partial Differential Equations

One additional course from the Probability, Analysis, and Differential Equations courses listed above

Total Credits 14

1 Or ECON 1110 with permission.
2 No course may be "double-counted" to satisfy both the mathematical-economics and data methods requirement.

Honors and Capstone Requirement:

Admission to candidacy for honors in the concentration is granted on the following basis: 3.7 GPA for Economics courses, and 3.5 GPA overall. To graduate with honors, a student must write an honors thesis in senior year following the procedures specified by the concentration (see Economics Department website). Beginning with the class of 2016, students not writing an honors thesis must complete an alternative senior capstone project and obtain approval of a faculty sponsor.

Professional Track

The requirements for the professional track include all those of the standard track, as well as the following:

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• What did you learn from the experience that probably could not have been picked up from course work?
• Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.

• Would you recommend your summer experience to other Brown students? Explain.

Economics Graduate Program

The department of Economics offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree.

The department also offers a one-year Master of Arts (A.M.) program. However, applicants to the A.M. program should apply to the Ph.D. program, and are evaluated using the same criteria as applicants to the Ph.D. program. Students in the A.M. program are not funded by Brown. A.M. students who take the core examination and pass it will continue in the Ph.D. program and receive funding. In addition, Ph.D. students can earn the A.M. on the way to the Ph.D. or can receive the A.M. if they choose not to complete the Ph.D. program. The A.M. requires passing eight courses in the areas of Microeconomics, Macroeconomics, and Econometrics.

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/economics

Courses

ECON 0110. Principles of Economics.
Extensive coverage of economic issues, institutions, and vocabulary, plus an introduction to economic analysis and its application to current social problems. Required for all economics concentrators. Prerequisite for ECON 1110, 1130, 1210 and 1620. Serves as a general course for students who will take no other economics courses and want a broad introduction to the discipline. Weekly one-hour conference required (conferences are not held during the summer session).

ECON 0180A. Economics on a Broad Canvas.
Where economics fits into the broader pattern of the social sciences, history, and philosophy. Topics include: the world economy from pre-history to the present; the history and varieties of economic thought; comparative economic systems; challenges facing less developed countries; positive and normative perspectives on income inequality and redistribution; and the economy and the quality of life, including the environment. Enrollment limited to 20 first year students.

Introduction to the economic aspects of the major welfare programs provided by government in American Society; Social Security, Health Care and Insurance, Education, Environmental Control. The focus of the course will be on the benefits and costs of each program and proposals for altering the scope of the public sector. Enrollment limited to 20 first year students. FYS

ECON 0180C. Punishment and Inequality in America.
This seminar will use social theory and social science evidence to understand how punishment works as a mechanism to produce inequality in American society. The institution of incarceration as a generator of social stigma is examined in this light. Zero-tolerance policing practices and racial profiling are discussed from this point of view as well. Questions about authority, legitimacy, deviancy, power and social cognition will guide the discussion. Enrollment limited to 20 first year students. FYS WRIT

ECON 0180D. The Power of Data (and its Limits).
Open any newspaper, any magazine, any academic journal, you'll find claims which rely on data. Government policies, economic data, health recommendations - all of these are based on some underlying data analysis. Data used in this context has enormous power, but it also has limits. Understanding these limits is key to using - but not mis-using - the power of data.

This first-year seminar will focus on understanding where data comes from, what we can learn from it, and what the limitations are. The course will emphasize policy-relevant economic and public health applications.
We will explore the ethical and economic foundation of Human Rights and its relationship to the Cosmopolitanism View. In particular, we will explore the question of whether people should have not just human rights to liberty, life and security, but also to a basic level of economic subsistence. Prerequisite: ECON 0110 or advanced placement. Enrollment limited to 20.

ECON 0300. Health Disparities.
This seminar will examine the causes and consequences of racial and ethnic disparities in health in the United States, and their relationship to economic disparities. Although the course will be taught primarily from an economics perspective, it will draw on literature from sociology, demography and epidemiology. Enrollment determined by lottery. Prior completion of ECON 0110 or a higher-level economics course is required.

SOPH

A course designed primarily for students who do not plan to concentrate in economics but who seek a basic understanding of the economics of less developed countries, including savings and investment, health and education, agriculture and employment, and interactions with the world economy, including trade, international capital flows, aid, and migration. Prerequisite: ECON 0110 or advanced placement. Enrollment limited to 100.

Basic accounting theory and practice. Accounting procedures for various forms of business organizations.

We will examine what role economic theory plays and/or ought to play in political theory and on our conception of politics more broadly. Topics include particular political philosophies and economic concepts such as rationality and efficiency. Prerequisite: ECON 0110 or advanced placement.

This is a seminar that focuses on issues of ethics that arise in the context of business and economics. Learning occurs primarily through guided student discussions in class. Other economics courses, especially ECON 0110, 1110, 1340 and 1790 are highly recommended.

ECON 1110. Intermediate Microeconomics.
Tools for use in microeconomic analysis, with some public policy applications. Theory of consumer demand, theories of the firm, market behavior, welfare economics, and general equilibrium. Prerequisite: MATH 0060, 0070, 0090, 0100, 0170, 0180, 0190, 0200, or 0350; and ECON 0110; or advanced placement.

ECON 1130. Intermediate Microeconomics (Mathematical).
Microeconomic theory: Theories of the consumer and firm, competitive equilibrium, factor markets, imperfect competition, game theory, welfare economics, general equilibrium. May not be taken in addition to ECON 1110. Prerequisite: MATH 0100, 0170, 0180, 0190, 0200, or 0350; and ECON 0110; or advanced placement.

ECON 1160. Managerial Economics.

This is an advanced microeconomic theory class for undergraduates. Building on the intermediate microeconomics course, the approach is more formal and mathematically more rigorous, presenting arguments and expecting students to carefully develop techniques in order to understand and produce logical proofs. Topics include the efficiency and coalitional stability properties of markets, as well as other mechanisms to allocate resources. Market failures are discussed, including advanced treatments of externalities, public goods, and asymmetric information. The second part of the course will discuss a number of topics in social choice theory, including different normative criteria of compensation, life and death choices, majority voting, Arrow’s impossibility theorem.

ECON 1185. The Welfare State.
The course will include analyses of Health Care, Social Security, Medicare, Medicaid, Immigration Control, and Environmental Control. The focus will be on the extent to which the programs meet their goals without straining the federal budget. Both existing and alternative programs will be evaluated in terms of costs, benefits, as well as their present and future demands on tax revenue and user fees. Prerequisite: ECON 1110 or 1130; and APMA 1650 or ECON 1620. Enrollment limited to 30 senior concentrators in Economics, Mathematical Economics, Applied Math-Economics, Computer Science Economics, and BEO.

ECON 1210. Intermediate Macroeconomics.
The economy as a whole: Level and growth of national income, inflation, unemployment, role of government policy. Prerequisite: MATH 0060, 0070, 0090, 0100, 0170, 0190, 0190, 0200, or 0350; and ECON 0110; or advanced placement.

ECON 1220. Monetary and Fiscal Policy.
This course is about macroeconomic policy with special focus on the recent economic crisis. Questions will be addressed such as: How does monetary policy affect the economy? What is the effect of government spending and tax cuts? What should the government do in the event of a financial crisis? The main objective of the course is to introduce students to the type of models and methods used in current research in macroeconomics both in the scholarly literature but also in the practice of central banks and major policy institutions.

The course is concerned with macroeconomic policy in the United States, with special focus on the recent economic crisis. The main objective of the course is to introduce students to the type of models and methods used in current research in macroeconomics both in the scholarly literature but also in the practice of central banks and major policy institutions. Events of the financial crisis and the economic recession of 2007-2009 will serve to illustrate the challenges confronted by macroeconomic analysis. Prerequisites: ECON 1110 or 1130; and MATH 0090, 0100, 0170, 0180, 0190, 0200, or 0350; or advanced placement. Enrollment limited to 30.

ECON 1275. History of Economic Thought.
Seminar explores economic thought from the classical Greek philosophers to mid-twentieth-century economists. It is not a course in economic history. Rather, it deals with the content of economic writings such as Adam Smith’s Wealth of Nations and Karl Marx’s Capital. This course provides you with an overview of the history of economic ideas as well as an in-depth exploration of six of major figures in the history of economics: Adam Smith, Thorstein Veblen, Alfred Marshall, Karl Marx, F. A. Hayek, and John Maynard Keynes. Prerequisites: ECON 1110 or 1130; 1210; and 1620 or 1630. Enrollment limited to 30. WRIT

ECON 1300. Education, the Economy and School Reform (EDUC1150).
Interested students must register for EDUC 1150.

ECON 1301. Economics of Education I.
This course teaches students how to use microeconomics to analyze a broad array of education policy issues. The departure of this course from ECON 1110 is the emphasis on studying microeconomics in applied settings, and in particular, using microeconomic concepts to think about, analyze, and solve policy questions in education. Prerequisite: ECON 1110 or 1130.
ECON 1305. Economics of Education: Research
This course will cover academic research in the Economics of Education. Topics include production of student achievement, measuring student achievement, funding of public education, and school choice and school vouchers. Prerequisites: ECON 1110 or 1130; and APMA 1650 or CSCI 1450 or ECON 1620 or 1630. Enrollment limited to 25 juniors, seniors, and graduate students. WRIT DPLL

ECON 1310. Labor Economics
Labor supply, human capital, income inequality, discrimination, immigration, unemployment. Prerequisite: ECON 1110 or 1130; and APMA 1650 or CSCI 1450 or ECON 1620 or 1630. Enrollment limited to 100. DPLL

ECON 1315. Health, Education, and Social Policy
The goal of the course is to help students to use economic theory and modern empirical methodology to think critically about the relative costs and benefits of health and education policies. By the end of the course students should feel comfortable critically evaluating proposals meant to increase human capital through school reforms, increased access to health care, or improved health environments.

ECON 1340. Economics of Global Warming
The problem of global warming can be usefully be described with the following simple economic model. We face a tradeoff between current consumption, future consumption, and future climate, have preferences over consumption and future climate and would like to choose our optimal climate/consumption bundle. This course is organized around filling in the details required to make this model useful, characterizing the optimal climate/consumption path suggested by the model, and finally, investigating policies to achieve the optimal path.

ECON 1350. Environmental Economics and Policy (ENVS 1350)
Interested students must register for ENVS 1350.

ECON 1355. Environmental Issues in Development Economics (ENVS 1355)
Interested students must register for ENVS 1355.

ECON 1360. Health Economics
This course introduces students to the issues, theory and practice of health economics in the US. Topics include the economic determinants of health, the market for medical care, the market for health insurance and the role of the government in health care. Course work includes data analyses using the program STATA. Prerequisites: ECON 1110 or 1130; and ECON 1620, 1630, or APMA 1650 or CSCI 1450 or other statistics background. Enrollment limited to 24. DPLL

ECON 1370. Race and Inequality in the United States
We examine racial inequality in the United States, focusing on economic, political, social and historical aspects. Topics include urban poverty, employment discrimination, crime and the criminal justice system, affirmative action, immigration, and low wage labor markets. Black/white relations in the US are the principle but not exclusive concern. Prerequisite: ECON 1110 or 1130. Enrollment limited to 25. DPLL

ECON 1375. Inequality of Opportunity in the US
This course examines empirical evidence on inequality of opportunity in the US. We cover recent work in economics that measures the importance of parents, schools, health care, neighborhoods, income, and race in determining children’s long-term labor market success, and implications of these findings for US public policy. We will also place the empirical work in historical and philosophical context and cover a variety of statistical issues. Prerequisites: ECON 1110 or 1130; and ECON 1620, 1629, or 1630. Enrollment limited to 30 seniors.

ECON 1380. Economics and the Law
This course provides an introduction to the important role played by legal rules for functioning of a market economy, and affecting economic activities. The tools and technique from economics will be used to make prediction about behaviour of individuals under various legal rules. The focus of the course is on the economic analysis of the contract law, the law of torts including accident and product liability laws, the property law including the intellectual property rights and the eminent domain, the litigation and the criminal law. Prerequisite: ECON 1110 or 1130. Enrollment limited to 100.

ECON 1390. Research Methods for Economists
This course is designed to prepare students to undertake empirical research in economics. Students thinking of writing an honors thesis or conducting independent research are especially urged to take it during their junior year. We will answer such questions as what does an empirical research paper look like? How do we formulate a hypothesis to test? How can we use data to test our hypothesis? Students will read and discuss papers published in professional journals and perform data analysis as part of the course requirements. Prerequisites: ECON 1110 or 1130; and APMA 1650 or CSCI 1450 or ECON 1620 or 1630.

ECON 1400. The Economics of Mass Media
The mass media shape our culture and politics but are also shaped by their economic incentives. In this course we will use tools from microeconomics and econometrics to study the effects of mass media on economic, social and political behavior, and to study the factors that shape media content and availability. We will develop implications for business and public policy. Students will complete weekly readings, bi-weekly assignments, a take-home final exam, and a final paper and presentation. Class time will be devoted to a mix of lecture and discussion of readings and lecture topics. WRIT

ECON 1410. Urban Economics
The first part of the course covers the set of conceptual and mathematical models widely used to understand economic activity both between and within cities. The second part of the course examines various urban policy issues including urban transportation, housing, urban poverty, segregation and crime. The course makes extensive use of empirical evidence taken primarily from the United States. Prerequisites: ECON 1110 or 1130; and APMA 1650 or CSCI 1450 or ECON 1620 or 1630. Enrollment limited to 100.

ECON 1420. Urbanization in China
Examines urbanization processes and urban public policy in China. Also draws on historical and recent experience in the U.S. Policy areas including policies affecting urbanization, migration, and industrial location; policies affecting housing, land use, and urban reform; and policies affecting fiscal decentralization and infrastructure investments such as transportation. Prerequisites: ECON 1110 or ECON 1130. Open to juniors and seniors. DPLL

ECON 1430. Population Economics
An introduction to the economic approach to demography. Applies the theoretical and empirical frameworks of economics to topics such as fertility, migration (both domestic and international), investments in health and human capital, life-cycle labor supply, intergenerational transmission of economic status, the distribution of income and wealth, and the interaction of population growth with the standard of living. Prerequisite: ECON 1110 or 1130.

ECON 1440. Economic Theories of Firms
Examines theories of why firms exist, their internal organizations and benefits of health and education policies. By the end of the course students will be able to: (a) identify common organizational structures, (b) understand the benefits of different organizational structures, (c) identify the advantages and disadvantages of each organizational structure, and (d) explain how different organizational structures affect the distribution of economic status, the distribution of income and wealth, and the interaction of population growth with the standard of living. Prerequisite: ECON 1110 or 1130. Enrollment limited to 100.

ECON 1450. Economic Organizations and Economic Systems
Positive and normative study of the organizations that comprise and the institutional structures that characterize a modern mixed market economy. Theoretical efficiency and potential limitations of private enterprises and markets including (a) why some market actors are organizations (e.g., companies), (b) effort elicitation problems in organizations, (c) the problem of cooperation in traditional versus behavioral economics, and (d) alternative kinds of organization (including proprietorships, corporations, nonprofits, government agencies). Roles of government, and problems of government failure, including the collective action problem of democracy. State-market balance and contemporary controversies over the economic system in light of the 2008 financial crisis. Enrollment limited to 100 juniors and seniors. Prerequisite: ECON 1110 or 1130.
ECON 1460. Industrial Organization
A study of industry structure and firm conduct and its economic/antitrust implications. Theoretical and empirical examinations of strategic firm interactions in oligopolistic markets, dominant firm behaviors, and entry deterrence by incumbents. Also economics of innovation: research and development activities and government patent policies. Prerequisite: ECON 1110 or 1130. Some knowledge of calculus required. Enrollment limited to 100.

This course studies the design of organized markets, focusing on efficient organization and the incentives created by market rules. The analysis relies on a mix of documenting the rules of real-world markets, game theoretic analysis, empirical analysis, and experimental work. Applications include: online auction markets (e.g., eBay, Amazon); ad auctions (e.g., Google); matching markets, including matching students to schools, matching workers to jobs (e.g., medical residents to hospitals, lawyers to clerkship positions), matching kidney donors to recipients, and online dating. Prerequisites: ECON 1110 or 1130; and MATH 0060, 0070, 0090, 0100, 0170, 0180, 0190, 0200, 0350, or advanced placement; or instructor permission. Enrollment limited to 25 juniors, seniors, and graduate students.

Bargaining theory is emerging as an important area within the general rubric of game theory. Emphasis is on providing a relatively elementary version of the theory in order to make it accessible to a large number of students. Covers introductory concepts in game theory, strategic and axiomatic theories of bargaining and their connections, applications to competitive markets, strikes, etc. Prerequisite: ECON 1110 or 1130. Enrollment limited to 100.

ECON 1480. Public Economics.
This course is an introduction to the economics of the public sector. We will cover theoretical and empirical tools of public economics and apply these tools to a wide range of issues including externalities, public goods, collective choice, social insurance, redistribution and taxation. The course will focus on questions such as: What should government do? How much should governments insure individuals against misfortune? How much should governments redistribute resources from high-income to low-income households? Throughout the course we will emphasize real-world empirical applications rather than hypothetical examples. DPLL

The course looks at the economics of social security reform with particular focus on possible policy responses to the increasing fraction of the population that is elderly in OECD countries. Among the topics that will be considered are pay as you go funding, defined benefits versus defined concentrations, privatization, labor market effects of pensions, retirement decisions, labor supply by couples, and macroeconomic effects. Prerequisite: ECON 1110 or 1130. Enrollment limited to 30. Not open to first-year students. DPLL

ECON 1486. The Economic Analysis of Political Behavior.
Slow economic growth, controversial policy, and over a decade of continuous war have led many to question the extent to which government is a force for the common good. Blame is often assigned to specific politicians or ideological perspectives. Public choice economics instead analyzes the incentive structure within which political decisions take place, seeking to uncover the forces guiding the behavior of voters, legislators, judges, and other political agents. This course will examine the insights and limitations of the public choice perspective in the context of electoral politics, legislation, bureaucracy and regulation, and constitutional rules. WRIT

ECON 1490. Economics of Antitrust: Research and Regulation of Competition.
In this course we learn how economic models and empirical research shape modern competition regulation through Antitrust laws and enforcement. We review famous antitrust cases which involved substantial economic evidence in arguments and decisions. We learn how economics shaped antitrust regulation and competition policy, and we compare and contrast antitrust policy and enforcement across the U.S.; the EU and other economies which have adopted similar policies. Students will be required to read cases which include economic analysis using theory and econometrics. Students will be required to participate in class debate, prepare a term paper, and argue a case before class. WRIT

ECON 1500. Current Global Macroeconomic Challenges.
Analysis of current economic challenges in the U.S., Europe, Japan, and China. Topics include fiscal and monetary policies, international trade, capital flows and exchange rate policy, and policies for long-run growth. Emphasis on macroeconomic policies in the individual nations and their interaction with each other. Prerequisites: ECON 1210. Also recommended: ECON 1550 and 1850. Enrollment limited to 100.

ECON 1510. Economic Development.
This course is an introduction to development economics and related policy questions. It discusses the measurement of poverty and inequality; growth; population change; health and education; resource allocation and gender; land and agriculture; and credit, insurance, and savings. The course provides a theoretical framework for the economic analysis of specific problems associated with developing economies, and introduces empirical methods used to evaluate policies aimed at solving these problems. By the end of the class, students will be able to discuss some of the “hot topics” in development, like microfinance, family planning, or the problem of “missing women” in South-East Asia. DPLL

ECON 1520. The Economic Analysis of Institutions.
This course deals with the economic analysis of institutions, with a focus on developing countries. The first section covers institutions in traditional agrarian societies. Topics include consumption smoothing and the organization of land, labor and credit markets. The second section focuses on the role of the community in facilitating economic activity. Institutions include cooperatives, networks, marriage and the family. Prerequisites: ECON 1110 or 1130; and APMA 1650 or ECON 1620 or 1630; or equivalent. Enrollment limited to 45. DPLL

ECON 1525. Privatization of State Owned Enterprises.
After world war II, many western economies (foremost the U.K and france) nationalized major industries, including the infrastructure sector ( e.g. Electricity, Telecommunication and Rail. Thirty years later, due to miserable performance, an apposite trend started to shift ownership of state owned enterprises (SOE) to private ownership. We shall discuss the following major topics:
The Record on Performance and Reform of State-Owned Enterprises
The Rationale for and problems of Public Ownership Privatization of Natural Monopolies: Theory and Evidence Regulation: Structure and Methods Deregulation and Competition Policy Labor and Privatization Methods of Privatization: Auctions, Share Flotations, Concessions and Strategic Investors

ECON 1530. Health, Hunger and the Household in Developing Countries.
Microeconomic analysis of household behavior in low income societies emphasizing the economic determinants of health and nutrition and the evaluation of policy. The relationship among health, nutrition, fertility, savings, schooling, labor productivity, wage determination, and gender-based inequality. Emphasizes theoretically-based empirical research. Enrollment limited to 30. WRIT DPLL
ECON 1540. International Trade.
Theory of comparative advantage, trade, and income distribution. Welfare analysis of trade: gains from trade, evaluation of the effects of trade policy instruments-tariffs, quotas, and subsidies. Trade under imperfect competition. Strategic trade policy. Trade, labor markets, preferential trade agreements, and the world trading systems. Prerequisite: ECON 1110 or 1130. Enrollment limited to 100.

ECON 1550. International Finance.
The balance of payments; identification and measurement of surpluses and deficits; international monetary standards; the role of gold and paper money; government policies; free versus fixed exchange rates; international capital movements; war and inflation; the International Monetary Fund. Prerequisite: ECON 1210. Enrollment limited to 100.

ECON 1560. Economic Growth.
A theoretical and empirical examination of economic growth and income differences among countries. Focuses on both the historical experience of countries that are currently rich and the process of catch-up among poor countries. Topics include population growth, accumulation of physical and human capital, technological change, natural resources, income distribution, geography, government, and culture. Prerequisite: ECON 1110 or 1130; and MATH 0600, 0070, 0090, 0100, 0170, 0180, 0190, 0200 or 0350; or advanced placement. Enrollment limited to 100.

ECON 1565. Income Inequality.
This course examines the macroeconomic dimensions of income inequality. How much of national income is paid to capital and how much to labor? What determines the gap in wages between workers with different skill levels, as well as variation in wages within skill groups? How have changes in technology, openness to trade, government policy, and the quantities of factors of production contributed to changes in these relative returns? What determines the aggregate quantities of different factors of production as well as their distribution among individuals? How does inequality feed back to affect macroeconomic stability and long term growth?

Recent histories, institutional structures, and performance of industrialized economies of the U.S., Europe and Asia. The Marxist critique of capitalism; the theory of centrally planned economies; the Soviet economy; and problems of reform and transition. Workers’ self-management as an alternative industrial order. Prerequisite: EC 111 or 113.

ECON 1590. The Economy of China since 1949.
This course examines the organization, structure, and performance of the economy of mainland China, with a focus on urban and regional development. The course analyzes the changing economic system including the roles of planning and markets and government economic strategy and policies. The pre-reform period (1949-78) receives attention in its own right, but especially as it influences developments in the market-oriented reform period since 1978. Topics covered include rural and urban development, industrialization and FDI, housing and land markets, rural-urban migration, income inequality and growth, and the evolving spatial structure of cities. Both analytical and descriptive methods are used. Prerequisite: ECON 1110 or 1130. ECON 1210 and 1410 are helpful but not required. Enrollment limited to 100. DPLL

ECON 1600. Economics of the Middle East.
A survey of the economies of the Middle East. Examines various aspects of the economic realities of the region, including economic and human development, water and food security, the economics and politics of oil, population growth and labor mobility, education, the role of the state, economic reform, the political economy of conflict and peace, and the prospects for regional integration. Prerequisite: ECON 1110 or 1130. Enrollment limited to 100.

ECON 1620. Introduction to Econometrics.
Probability and statistical inference. Estimation and hypothesis testing. Simple and multiple regression analysis. Applications emphasized. Prerequisite: ECON 0110 or advanced placement, or ECON 1110 or 1130. Weekly one-hour computer conference required.

This class will cover the basics of applied research in economics. We will cover how we use economic theory to formulate a hypothesis to test and how we use data to test our hypothesis. As part of the coursework, students will be exposed to topics across multiple fields of applied economic research (e.g., health, labor, political economy, urban economics, development, etc) that can be explored in greater detail in more advanced classes.

Students will read and discuss papers published in professional journals and perform data analysis as part of the course requirements. Prerequisites: ECON 1110 or 1130; and ECON 1620 or 1630.

ECON 1630. Econometrics I.
Advanced introduction to econometrics with applications in finance and economics. How to formulate and test economic questions of interest. The multivariate linear regression model is treated in detail, including tests of the model’s underlying assumptions. Other topics include: asymptotic analysis, instrumental variable estimation, and likelihood analysis. Convergence concepts and matrix algebra are used extensively. Prerequisites: ECON 0110 or advanced placement, and ECON 1110 or 1130; and APMA 1650 or CSCI 1450, MATH 1620, or ECON 1620; or equivalent.

ECON 1640. Econometrics II.
Continuation of ECON 1630 with an emphasis on econometric modeling and applications. Includes applied topics from labor, finance, and macroeconomics. Prerequisite: ECON 1630. Enrollment limited to 100.

Financial time series, for example, asset returns, options and interest rates, possess a number of stylized features that are analyzed using a specific set of econometric models. This course deals with an introduction to such models. It discusses time series models for analyzing asset returns and interest rates, (GARCH) models to explain volatility, models to explain extreme events which are used for the Value at Risk and models for options prices. Prerequisite: ECON 1630 or instructor permission. Enrollment limited to 100.

ECON 1660. Big Data.
The spread information technology had led to the generation of vast amounts of data on human behavior. This course explores ways to use this data to better understand the societies in which we live. The course weaves together methods from machine learning (OLS, LASSO, trees) and economics (reduced form causal inference, economic theory, structural modeling) to answer real world questions in a sequence of projects. We will use these projects as a backdrop to weigh the importance of causality, precision, and computational efficiency. Knowledge of basic econometrics and programming is assumed.

ECON 1710. Investments I.
The function and operation of asset markets; the determinants of the prices of stocks, bonds, options, and futures; the relations between risk, return, and investment management; the capital asset pricing model, normative portfolio management, and market efficiency. Prerequisite: ECON 1110 or 1130; and ECON 1620 or 1630 or APMA 1650 or CSCI 1450.

ECON 1720. Corporate Finance.
A study of theories of decision-making within corporations, with empirical evidence as background. Topics include capital budgeting, risk, securities issuance, capital structure, dividend policy, compensation policy, mergers and acquisitions, real options, financial engineering, securitization. Prerequisite: ECON 1110 or 1130; and ECON 1620 or 1630 or APMA 1650 or CSCI 1450.

ECON 1730. Economics of Creativity, Entrepreneurship & Innovation.
In this advanced and reading intensive seminar, students will study forces that drive the process of innovation. These forces consist of creativity and creative destruction; the innovator’s dilemma; incentives to innovate, competitive advantage; industry evolution; venture capital, and intellectual property. This course is ideal for those who are interested in pursuing investment banking, investment management, strategic consulting, nonprofit management, public policy, venture capital/private equity, and entrepreneurship.
ECON 1750. Investments II.
Individual securities: forwards, futures, options and basic derivatives, pricing conditions. Financial markets: main empirical features, equity premium and risk-free rate puzzles, consumption based asset pricing models, stock market participation, international diversification, and topics in behavioral finance. Prerequisites: ECON 1110 or 1130; ECON 1620 or 1630 or APMA 1650 or CSCI 1450; ECON 1710. Enrollment limited to 100.

An experimental course that prepares students for research of the type conducted in academic finance, hedge funds, and some advanced consulting firms and I-Banks. Nothing like this is offered at any other university as far as the instructor knows. Students that do well in this course should have a head start in academic finance PhD programs, as well as in MBA programs, quantitatively oriented investment funds, finance companies, and consulting firms. Prerequisites: ECON 1110 or 1130; and ECON 1620 or 1630 or APMA 1650. CSCI0040 or equivalent also recommended as background. Enrollment limited to 20. S/N/C

ECON 1760. Financial Institutions.
This course analyzes the role of financial institutions in allocating resources, managing risk, and exerting corporate governance over firms. After studying interest rate determination, the risk and term structure of interest rates, derivatives, and the role of central banks, it takes an international perspective in examining the emergence, operation, and regulation of financial institutions, especially banks. Prerequisites: ECON 1110 or 1130; and 1210. Enrollment limited to 100.

Analyzes the role of financial markets and institutions in allocating resources and exercising government over firms, how regulation shapes finance, and how finance influences the enactment and impact of financial regulation. The class will use: economic theory to develop a solid conceptual framework for understanding how finance affects economic growth, income distribution, and stability; empirical evidence to assess theory; and history to put the role of finance into a long-term framework. Current events will be continuously used to keep the class relevant. Prerequisites: ECON 1110 or 1130; ECON 1210; and ECON 1630; and ECON 1720 or 1760. Enrollment limited to 30 senior concentrators in Economics, BEO, Applied Math-Economics, Computer Science-Economics, and Math-Economics.

ECON 1770. Fixed Income Securities.
The fixed income market is much larger than the stock market in the U.S. Topics covered in this course include basic fixed income securities, term structure, hedging interest rate risk, investment strategies, fixed income derivatives, mortgage-backed securities and asset-backed securities. Prerequisite: ECON 1110 or 1130; and ECON 1620 or 1630 or APMA 1650 or CSCI 1450; and ECON 1710 or 1720. Enrollment limited to 100.

ECON 1780. Corporate Strategy.
This course teaches analysis of strategic decisions facing an organization. We cover traditional strategy topics such as capabilities and sustainability as well as modern game theory models of competition. A central integrating idea is anticipating the response of other actors in the economy and recognizing that often an organization’s profits depend on the actions of other firms. Prerequisites: ECON 1110 or 1130; and APMA 1650 or ECON 1620 or 1630; and ECON 1720.

ECON 1790. Corporate Governance and Management.
A corporation’s economic success depends on access to human capital and other resources, effective management of these resources, and a governance system that ensures effective decision making. The course offers policy prescriptions in economic incentives and regulatory rules that attempt to align management with investors. Prerequisites: ECON 1110 or 1130; and ECON 1620 or 1630 or APMA 1650 or CSCI 1450; and ECON 1720; and ECON 0710. Enrollment limited to 40.

This course examines how legislation and regulation influences the structure of financial markets and how players in these markets intervene in the political process to create or modify legislative and, regulatory outcomes. Particular emphasis will be placed on the environment in the United States. International comparisons will also be present. Prerequisites: ECON 1110 or 1130; and ECON 1770. Enrollment limited to 30.

ECON 1810. Economics and Psychology.
This course is about the challenges that economic theorists face in their quest for economic models in which decision makers have a "richer psychology" than prescribed by textbook models. The enrichment takes two forms: (i) broadening the set of considerations that affect decision makers’ behavior beyond simple, material self-interest; (ii) relaxing the standard assumption that agents have unlimited ability to perceive and analyze economic environments, and that they reason about uncertainty as "Bayesian statisticians". Special emphasis will be put on the implications of "psychologically richer" models on market behavior. Prerequisite: ECON 1110 or 1130; and MATH 0100 or 0170 or 0180 or 0190 or 0200 or 0350 or advanced placement; and ECON 1620 or 1630 or APMA 1650 or MATH 1610. Enrollment limited to 100.

ECON 1820. Behavioral Economics.
This course provides a grounding in the main areas of study within behavioral economics, including temptation and self control, fairness and reciprocity, reference dependence, bounded rationality, happiness and neuroeconomics. For each area of study we begin with the standard model of rational decision making, and discuss what behavior this model can explain. We then discuss the experimental evidence that indicates that the standard model is missing something important, and the models that have sprung up to account for these violations. Finally, we will look at the implications of these new models for our understanding of how the economy operates.

ECON 1850. Theory of Economic Growth.
Analysis of the fundamental facts that determine economic growth. It examines the role of technological progress, population growth, income inequality, and government policy in the determination of (a) the pattern of economic development within a country, and (b) sustainable differences per capita income and growth rates across countries. Prerequisites: ECON 1210 and either APMA 0330, 0350 (or equivalent), MATH 0180, 0200, or 0350 (or equivalent). Enrollment limited to 100.

Existence and efficiency of equilibria for a competitive economy: comparative statistics; time and uncertainty. Prerequisite: ECON 1110 or 1130. Enrollment limited to 100.

ECON 1870. Game Theory and Applications to Economics.
Study of the elements of the theory of games. Non-cooperative games. Repeated games. Cooperative games. Applications include bargaining and oligopoly theory. Prerequisites: ECON 1110 or 1130; and MATH 0100, or 0170, or 0180, or 0190, or 0200, 0350, or advanced placement; and ECON 1620 or 1630 or APMA 1650 or CSCI 1450, or MATH 1610. Enrollment limited to 100.

ECON 1880. Introduction to Two-Sided Matching Markets.
First, we will discuss the several elements that characterize a two-sided matching market and will model several of these markets under the game-theoretic approach. Then, we will introduce the theory of stable matching model by focusing on both the cooperative and non-cooperative aspects of the one-to-one matching markets. Prerequisites: ECON 1110 or 1130; and ECON 1870.

The purpose of this seminar is to bring to the undergraduates concentrating in economics, applied math-economics, mathematical economics and computer science-economics a taste of the first-rate research that is being done in the economics department at Brown. Prerequisites: ECON 1110 or 1130; ECON 1210; ECON 1620 or APMA 1650 or CSCI 1450 or MATH 1610 or 1620; ECON 1629 or 1630. Enrollment limited to 30.
Students intending to write an honors thesis in economics must register for this class. The goal is to help students with the process of identifying and defining feasible topics, investigating relevant background literature, framing hypotheses, and planning the structure of their thesis. Each student must find a thesis advisor with interests related to their topic and plan to enroll in ECON 1970 during the final semester of senior year. Note this course does not count toward Economics concentration credit.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

An opportunity for seniors in economics to pursue a research project in the areas of applied economics and finance, broadly defined, within the context of a discussion group. Students writing honors theses may register for this course both fall and spring. Students pursuing one-semester research projects may register either fall or spring. Open only to seniors in an Economics concentration.

An opportunity for seniors in economics to pursue a research project in the areas of Applied Economics and finance, broadly defined, within the context of a discussion group. Students writing honors theses may register for this course both fall and spring. Students pursuing one-semester research projects may register either fall or spring. Open only to seniors in an Economics concentration.

Techniques of mathematical analysis useful in economic theory and econometrics. Linear algebra, constrained maximization, difference and differential equations, calculus of variations.

This course provides students with skills needed to integrate economic theory, econometric methods, and data management in the analysis of economic problems. Provides a hands-on perspective including assignments designed to derive testable propositions from simple economic models, illustrate the loading, cleaning and merging of complex survey data, and provide experience in the selection and interpretation of basic econometric methods.

ECON 2030. Introduction to Econometrics I.
The probabilistic and statistical basis of inference in econometrics.

ECON 2040. Econometric Methods.
Applications of mathematical statistics in economics. The nature of economic observations, cross-section and time series analysis, the analysis of variance and regression analysis, problems of estimation.

ECON 2050. Microeconomics I.
Decision theory: consumer's and producer's theory; general competitive equilibrium and welfare economics: the Arrow-Debreu-McKenzie model; social choice and implementation.

ECON 2060. Microeconomics II.
Economics of imperfect information: expected utility, risk and risk aversion, optimization under uncertainty, moral hazard, and self-selection problems. Economics of imperfect competition: monopoly; price discrimination; monopolistic competition; market structure in single shot, repeated and stage games; and vertical differentiation.

ECON 2070. Macroeconomics I.
Consumption and saving, under both certainty and uncertainty; theory of economic growth; real business cycles; investment; and asset pricing.

ECON 2080. Macroeconomics II.
Money, inflation, economic fluctuations and nominal rigidities, monetary and fiscal policy, investment, unemployment, and search and coordination failure.

ECON 2090. Topics in Microeconomics: Decision Theory and Evidence.
Decision theory is the use of axiomatic techniques to understand the observable implications of models of choice. It is central to the incorporation of psychological insights into economics, and provides a vital link between theory and experimental economics. This course covers standard economic models of choice in different domains - choice under risk, choice under uncertainty and intertemporal choice. It looks at key topics from behavioral economics: choice with incomplete information, reference dependent preferences, temptation and self control, the Allais paradox, ambiguity aversion and neuroeconomics. In each case it relates the predictions of theory to experimental data on behavior.

ECON 2100. Risk, Uncertainty, and Information.
Advanced topics in the theories of risk, uncertainty and information, including the following: Decision making under uncertainty: expected and non-expected utility, measures of risk aversion, stochastic dominance. Models with a small number of agents: optimal risk-sharing, the principal-agent paradigm, contracts. Models with a large number of agents: asymmetric information in centralized and decentralized markets. Implementation theory.

ECON 2105. Game Theory.

ECON 2106. Economic Analysis.
Advanced economic analysis, optimal risk-sharing, welfare economics, game theory, dynamic programming, equilibrium analysis, and information economics.

ECON 2107. Microeconomic Theory.
Core and non-core topics in microeconomic theory, including general equilibrium, welfare economics, utility theory, demand theory, consumer and producer theory, and market structure.

ECON 2110. Mathematical Economics.
Mathematical tools and techniques used in economics. The nature of economic observations, cross-section and time series analysis, the analysis of variance and regression analysis, problems of estimation.

ECON 2115. Advanced Microeconomic Theory.
Advanced topics in microeconomic theory, including auctions, bargaining, social choice, and dynamic games.

ECON 2120. Advanced Macroeconomic Theory.
Advanced topics in macroeconomic theory, including monetary policy, fiscal policy, and international economics.

ECON 2130. Topics in Monetary Economics.
Theories of money, inflation, and interest rates. Theories of economic growth.

ECON 2135. Advanced Topics in Microeconomics.
Advanced topics in microeconomics, including game theory, information economics, and dynamic stochastic general equilibrium models.

ECON 2140. Advanced Topics in Macroeconomics.
Advanced topics in macroeconomics, including monetary policy, fiscal policy, and international economics.

ECON 2145. Topics in Applied Economics.
Advanced topics in applied economics, including econometrics, economic forecasting, and economic policy.

ECON 2150. Advanced Topics in Industrial Organization.
Advanced topics in industrial organization, including oligopoly, monopoly, and market structure.

ECON 2155. Advanced Topics in Economic Theory.
Advanced topics in economic theory, including game theory, welfare economics, and dynamic programming.

ECON 2160. Risk, Uncertainty, and Information.
Advanced topics in the theories of risk, uncertainty and information, including the following: Decision making under uncertainty: expected and non-expected utility, measures of risk aversion, stochastic dominance. Models with a small number of agents: optimal risk-sharing, the principal-agent paradigm, contracts. Models with a large number of agents: asymmetric information in centralized and decentralized markets. Implementation theory.

ECON 2170. Advanced Game Theory.
Advanced topics in game theory, including supermodular games, games with incomplete information, and repeated games.

ECON 2180. Game Theory.

ECON 2185. Advanced Topics in Game Theory.
Advanced topics in game theory, including evolutionary games, evolutionary stable strategies, and spatial models.

ECON 2190A. Cooperative Game Theory.
No description available.

ECON 2190B. General Equilibrium Theory.
No description available.

ECON 2190C. Topics in Economic Theory.
No description available.

ECON 2190D. Topics on Game Theory.
First, we will discuss the several elements that characterize a two-sided matching market and the concept of setwise-stability versus core. Then, we will model several of these markets (one-to-one, many-to-one and many-to-many, in the discrete and continuous cases) under the game-theoretic approach and will define for all of them the stability concept, establishing its relationship with the core and the competitive equilibrium concepts. Afterwards, we will introduce the theory of stable matching model by focusing on both the cooperative and non-cooperative aspects of the one-to-one matching markets.

ECON 2190E. Topics in Economics: Economics and Psychology.
This course is about the challenges that economic theorists face in their quest for economic models in which decision makers have a "richer psychology" than prescribed by textbook models. The enrichment takes two forms: (i) broadening the set of considerations that affect decision makers' behavior beyond simple, material self-interest; (ii) relaxing the standard assumption that agents have unlimited ability to perceive and analyze economic environments, and that they reason about uncertainty as "Bayesian statisticians". Special emphasis will be put on the implications of "psychologically richer" models on market behavior.

ECON 2210. Political Economy I.
An introduction to political economy, focusing especially on the political economy of institutions and development. Its purpose is to give a good command of the basic tools of the area and to introduce at least some of the frontier research topics. The readings will be approximately evenly divided between theoretical and empirical approaches.
ECON 2260. Political Economy I.
This first course in political economy provides theoretical and empirical coverage of the application of economic analysis to political behavior and institutions. This course is designed for students wishing to specialize in political economy but may also be useful for students specializing in related areas, such as development economics and macroeconomics. After starting with a basic overview of candidates and voters, we then turn to specific topics in the areas of electoral systems, legislatures and legislative bargaining, the role of the media, local public finance, and fiscal federalism.

ECON 2320. Economics of Labor and Population.
This course examines identification issues in empirical microeconomics. Focus on the sensible application of econometric methods to empirical problems in economics and policy research -- particularly labor and population economics. The course examines issues that arise when analyzing non-experimental data and provides a guide for tools that are useful for applied research. The course also emphasizes how a basic understanding of theory and institutions can help inform the analysis. By the end of the course, students should have a firm grasp of the types of research designs and methods that can lead to convincing analysis and be comfortable working with large-scale data sets.

ECON 2330. Topics in Labor Economics.
The course introduces students to procedures used to extract evidence from data and to perform rigorous causal inference in order to evaluate public policy on issues such as schooling, the return to education and returns on late intervention programs. Econometric methods, such as Instrumental Variable, Matching, Control Functions, Self Selection Models and Discrete Choice as well as Panel Data Methods, are discussed in detail.

ECON 2360. Economics of Health and Population.
An introduction to current research in the economics of health and population. Focuses on studies of empirically-tractable and tested models of individual, household, and firm behaviors and how these behaviors interact through markets and other institutions. Among the subjects considered are the economics of fertility and marriage, the operation of the health services sector, and the implications of population aging.

ECON 2370. Inequality: Theory and Evidence.
This course uses economic theory to study the problems of inequality. The emphasis is two-fold: (1) to explain persistent resource disparities between individuals or social groups; and, (2) to assess the welfare effects of various equality-promoting policies. Topics include racial stereotypes, residential segregation, distributive justice, incentive effects of preferential policies, dysfunctional identity, and endogenous inequality due to the structure of production and exchange.

ECON 2410. Urbanization.
The first part of the course covers social interactions, productivity spillovers, systems of cities models, urban growth, and rural-urban migration. The second part of the course covers topics such as durable housing, land market regulation and exclusion, and local political economy. Besides covering basic theoretical models, emphasis is placed on working through recent empirical papers on both the USA and developing countries. Prerequisites: ECON 2050 and 2060.

ECON 2420. The Structure of Cities.
This course covers standard urban land use theory, urban transportation, sorting across political jurisdictions, hedonics, housing, segregation and crime. Empirical examples are taken primarily from the United States. After taking the course, students will have an understanding of standard urban theory and of empirical evidence on various important applied urban topics. In addition, students will gain practical experience in manipulating spatial data sets and simulating urban models.

ECON 2450. Exchange Scholar Program.

ECON 2470. Industrial Organization.
The focus of this course will be on empirical models for understanding the interactions between firms and consumers in imperfectly competitive markets. Lectures and problem sets will teach canonical models and methods; class discussion will focus on applications of these methods, especially applications outside of traditional areas of industrial organization. Students who take this class will be prepared to conduct research in industrial organization or to "export" methods from industrial organization to other areas of applied microeconomics.

ECON 2480. Public Economics.
Theoretical and empirical analysis of the role of government in private economies. Topics include welfare economics, public goods, externalities, income redistribution, tax revenues, public choice, and fiscal federalism.

ECON 2485. Public Economics I.
This course covers core issues in the design of optimal government policies, and the empirical analysis of those policies in the world. In addition, this course will familiarize students with the basic empirical methods and theoretical models in applied microeconomics. Emphasis is placed on connecting theory to data to inform economic policy. Specific topics include efficiency costs and incidence of taxation, income and corporate taxation, optimal tax theory, tax expenditures and tax-based transfer programs, welfare analysis in behavioral models, and social security and retirement policy.

ECON 2490. Public Finance II.
This course examines empirical work on (1) individual taxation and (2) human capital production. The goal of the course will be to provide graduate students with an overview of recent empirical methods and findings in these areas, and to identify promising research questions for their own work.

ECON 2510. Economic Development I.
This course covers issues related to labor, land, and natural resource markets in developing countries, in partial and general equilibrium settings. Topics covered include: The agricultural household model, under complete and incomplete market assumptions; household and individual labor supply, migration, self-employment, and the informal sector; rental market frictions and sharecropping arrangements; and environmental externalities (e.g., pollution, water usage, etc.), and sustainable development.

ECON 2520. Economic Development II.
This course deals with the economic analysis of institutions, with a particular focus on community-based institutions in developing countries. Institutions covered in this course includes cooperatives, ROSCAS, networks, marriage and the family.

ECON 2530. Behavioral and Experimental Economics.
An introduction to the methodology of experimental economics with an emphasis on experiments designed to illuminate problems in organizational design and emergence of institutions, and experiments investigating the operation of social and social-psychological elements of preference such as altruism, inequality aversion, reciprocity, trust, concern for relative standing, envy, and willingness to punish norm violators. Experiments studied will include ones based on the prisoners' dilemma, dictator game, ultimatum game, and especially the voluntary contribution mechanism (public goods game) and the trust game.

ECON 2580. International Trade.
General equilibrium analysis of the theory of international trade and trade policy under perfect competition; trade under imperfect competition; shaping trade policy; trade and growth; and the political economy of trade policy determination. Empirical analysis of trade theories and policy. Additional topics include the theory of preferential trading areas, trade and labor, and the analytics of trade policy reform.

ECON 2590. Topics in International Economics.
Advanced theoretical and empirical research topics in international economics emphasizing positive and normative analysis of trade, trade policy and international trading agreements, policy reform and stabilization, exchange rate determination, sovereign debt and currency crises and optimum currency areas.
ECON 2600. Bayesian and Structural Econometrics. This course will cover a number of topics in Bayesian econometrics and estimation of structural dynamic discrete choice models. The Bayesian econometrics part of the course will start with introductory textbook material (Geweke, 2005, Contemporary Bayesian Econometrics and Statistics, denoted by G). A list of 11 topics with corresponding readings is given below. Topics 1-5 will be covered. If time permits, a subset of topics 6-11 determined by interests of the course participants will be covered as well. Readings marked with asterisk * are not required.

ECON 2610. Applied Econometrics. Topics in applied econometrics. Both cross-sectional and time series issues will be discussed. Special emphasis will be placed on the link between econometric theory and empirical work.


ECON 2640. Microeconometrics. Topics in microeconometrics treated from a modern Bayesian perspective. Limited and qualitative dependent variables, selectivity bias, duration models, panel data.


ECON 2820. Discrete Dynamical Systems and Application to Intertemporal Economics. This course will focus on the qualitative analysis of discrete dynamical systems and their application for Intertemporal Economics.


ECON 2840. Empirical Analysis of Economic Growth. Examines economic growth, focusing on the effects of technological change, fertility, income inequality, and government policy. ECON 2830 is strongly recommended.

ECON 2850. Theory of Innovation-Based Growth. Issues concerning innovation-based growth theory, including scale effects and effects of research and development versus capital accumulation. Interactions between growth and phenomena such as fluctuations, unemployment, natural resources, competition, regulation, patent policy, and international trade.

ECON 2860. Comparative Development. Weighing the shadow of history on contemporary economic performance occupies an increasing part of the agenda among growth and development economists. This course will focus on recent contributions in the literature of the historical determinants of comparative development paying particular attention on how to integrate the use of Geographic Information Systems (GIS) in the research inquiry. The goal is to get you thinking about the big historical processes that have shaped the modern world. We will go over background concepts, critically review recent works and talk about new research designs, like that of spatial regression discontinuity.

ECON 2890A. Topics in Macroeconomics, Development and Trade. This is a graduate class that covers selected topics at the intersection of macroeconomics, economic development and trade, for students in the second year of the PhD and above. The leading theme of the class is the determinants of the observed cross-country differences in income per capita and growth rates, with a focus on the long run. We start by reviewing theories where factor markets function perfectly and only aggregates matter. We then move to non-aggregative theories, placing special emphasis on theories of financial frictions. We spend some time studying the stochastic growth model with partially uninsurable idiosyncratic risk.

ECON 2920A. Advanced Econometrics - Microeconometrics from a Semiparametric Perspective. This course is concerned with a rigorous, state-of-the-art introduction to Micro-econometrics. In particular, we will review many of the more recent contributions in Microeconometric Theory. While the focus of this course is theoretical, we will also be concerned with applications and the applicability of these methods. More specifically, we will consider nonparametric regression and density estimation methods, as well as methods and models for binary and categorial dependent variables, for limited dependent variables in general, and for models of selection. We will also discuss more general nonparametric IV models. Prerequisites are: Introductory Econometrics (at the level of the Wooldridge (2002)).

ECON 2920B. Topics in Game Theory. No description available.


ECON 2950. Workshop in Econometrics. No description available.

ECON 2960. Workshop in Macroeconomics and Related Topics. No description available.


ECON 2971. Race and Inequality Seminar. This is a workshop primarily for graduate students and faculty in the Department of Economics where original research on issues of race and inequality are presented by external visitors, along with Brown faculty and graduate students. No course credit.

ECON 2980. Reading and Research. Individual research projects. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ECON 2990. Thesis Preparation. For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

Education

Chair

Kenneth K. Wong

The Department of Education focuses its scholarly and teaching efforts on the study of human learning and development, the history of education, teaching, school reform, and education policy; students study education from a variety of disciplinary perspectives, including anthropology, economics, history, political science, psychology, and sociology. The Department offers a wide range of courses designed for students seeking an understanding of the many facets of education from multidisciplinary perspectives.

For additional information, please visit the department's website: http://www.brown.edu/academics/education/
Education Studies Concentration Requirements

Education Studies takes a multidisciplinary, liberal arts approach to the field of education while focusing on the study of human learning and development, the history of education, teaching, school reform, and education policy. Concentrators choose an area of emphasis, either Policy-and-History or Human Development. Policy-and-History provides the historical underpinnings and intellectual skills for students to think critically about education issues in a number of settings. In the Human Development area, students learn about psychological, social, and cultural processes in a variety of contexts, including schools, families, peer groups, and neighborhoods, particularly in urban settings. Additionally, the Department offers teacher certification programs in elementary and secondary education. Luther Spoehr (luther_spoehr@brown.edu) is the Director of Undergraduate Studies, and advisor to all seniors and to juniors on the Policy-and-History track. Yoko Yamamoto (yoko_yamamoto@brown.edu) advises juniors on the Human Development track and all sophomores.

Concentration Requirements

The concentration in Education Studies requires a total of 10 courses. At least eight must be taken in the Education Department at Brown University. One course must either be a qualitative methods course (EDUC 1110) or a quantitative methods course (EDUC 1100 or an approved equivalent in another department). Five courses must be taken in one of the two Areas of Emphasis, either Human Development or Policy-and-History. Electives may be additional Brown University Education courses, courses chosen from a list of pre-approved Brown University outside the Education Department, or courses at Brown or other universities that receive specific approval in advance from the Director of Undergraduate Studies.

Students in the Human Development Area of Emphasis should note that because they must take a foundational course in History and another in Policy, they will need only two additional Electives to meet the ten-course requirement. Students in the Policy-and-History Area of Emphasis must take one foundational course in Human Development plus one additional Education course outside Policy-and-History, plus two Electives. Electives may include any Education courses taken outside the Area of Emphasis or approved courses taken in other departments.

Concentrators are required to take at least one foundational course in each of four Core Categories: Human Development, History, Policy, and Research Methods. Foundational courses taken in the Area of Emphasis count toward the total of 5 required for that Area of Emphasis.

Foundational courses available in each of the required Core Categories:

### Foundational Courses

#### Human Development

- **EDUC 0800** Introduction to Human Development and Education
- **EDUC 1450** The Psychology of Teaching and Learning
- **EDUC 1200** History of American School Reform
- **EDUC 1060** Politics and Public Education
- **EDUC 1130** Economics of Education I

#### History

- **EDUC 1020** The History of American Education
- **EDUC 1270** Adolescent Psychology
- **EDUC 1430** Social Psychology of Race, Class, and Gender
- **EDUC 1450** The Psychology of Teaching and Learning
- **EDUC 1580** Cross-Cultural Perspectives on Child Development

#### Policy

- **EDUC 1710** History and Theories of Child Development
- **EDUC 1750** Contemporary Social Problems: Views from Human Development and Education
- **EDUC 1770** Education and Human Development in East Asia
- **EDUC 1800** Human Development in the Context of Immigration

#### Research Methods

- **EDUC 1110** Introductory Statistics for Education Research and Policy Analysis

### Courses in Human Development Area of Emphasis

#### 5 Courses in Human Development (from the list below)

- **EDUC 0410E** Empowering Youth: Insights from Research on Urban Adolescents
- **EDUC 0800** Introduction to Human Development and Education
- **EDUC 1270** Adolescent Psychology
- **EDUC 1430** Social Psychology of Race, Class, and Gender
- **EDUC 1450** The Psychology of Teaching and Learning

#### 1 Foundational course in History

- **EDUC 1110** History and Theories of Child Development

#### 1 Foundational course in Policy

- **EDUC 1770** Education and Human Development in East Asia

#### 1 Methods course

- **EDUC 1800** Human Development in the Context of Immigration

#### 2 Electives

- **EDUC 1720** The Asian American Experience in Higher Education
- **EDUC 1710** History and Theories of Child Development

### Courses in Policy-and-History Area of Emphasis

#### 5 Courses in Policy -and- History (from the list below)

- **EDUC 0400** The Campus on Fire: American Colleges and Universities in the 1960's
- **EDUC 0410B** Controversies in American Education Policy: A Multidisciplinary Approach
- **EDUC 0610** Brown v. Board of Education
- **EDUC 0850** History of Intercollegiate Athletics
- **EDUC 1020** The History of American Education

#### 1 Foundational course in Human Development

- **EDUC 1110** History and Theories of Child Development

#### 1 additional Education course outside Policy-and-History

- **EDUC 1770** Education and Human Development in East Asia

#### 1 Methods course

- **EDUC 1800** Human Development in the Context of Immigration
Additional Education courses available as Electives for either Area of Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUC 0900</td>
<td>Fieldwork and Seminar in Secondary Education</td>
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<tr>
<td>EDUC 0950</td>
<td>Learning About Learning: Classrooms in Context</td>
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<tr>
<td>EDUC 1010</td>
<td>The Craft of Teaching</td>
</tr>
<tr>
<td>EDUC 1090</td>
<td>Adolescent Literature</td>
</tr>
<tr>
<td>EDUC 1560</td>
<td>Philosophy of Education: Educational Thought and Practice</td>
</tr>
<tr>
<td>EDUC 1690</td>
<td>Literacy, Community, and the Arts: Theory into Practice</td>
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Honors

Concentrators seeking to graduate with honors must apply for honors candidacy by the end of their sixth semester. Successful candidates must meet all requirements for the concentration; maintain a minimum grade average that includes more As than Bs in Education courses; and successfully complete EDUC 1990 and EDUC 1991, in which they write a senior thesis under the guidance of a thesis advisor. Honors are awarded on the basis of thesis quality. Students whose theses meet or exceed the standards established in the Department Rubric earn honors upon graduation.

Capstone

Capstones are voluntary, student-initiated projects or experiences outside the classroom that build on and contribute to students' Education Studies concentration. They can take various forms, including a research project, website design, curriculum design, policy analysis, or scholarly paper. Capstones can be designed and executed in the senior year, or can be based on a previous experience that the student wants to explore further in some way, such as an internship or teaching experience. While capstones do not confer departmental honors, students who complete capstones will be recognized at the department graduation ceremony and will have the opportunity to present their work at a conference in the spring of their senior year. Through capstones, students have the opportunity to work closely with a faculty member in an area of their interest and are able to reflect on and extend their learning in the concentration.

Undergraduate Teacher Education Program (regardless of student start date)

Note: The Undergraduate Teacher Education Program is not a concentration. It consists of a series of courses which will prepare students for secondary teacher certification.

- The Department of Education, in cooperation with other departments, offers a program of study in teacher education leading to certification in secondary school teaching: the Undergraduate Teacher Education Program (UETP). This program is offered in English, History/Social Studies, Science (Biology, Chemistry, or Engineering/Physics), and leads to state certification for public school teaching in these fields.

- The Undergraduate Teacher Education Program consists of three components: courses in educational theory, courses in the teaching field, and student teaching. These are designed to complement and enhance the liberal education derived from concentration courses and electives.

- Students who are interested in completing the Undergraduate Teacher Education Program must confer with the Education Department as early as possible in order to plan a coherent program. The program includes a methods course, offered during the summer in conjunction with teaching at Brown Summer High School, between Semesters VI and VII.

Courses in the teaching field

Because the program emphasizes the importance of knowledge in the teaching field, students are required to complete an academic concentration in the subject which they are preparing to teach or a closely related field. This does not mean that a student must elect a standard concentration in the field. However, such a student must, as part of or in addition to his/her chosen concentration, elect a substantive number of courses in his/her teaching field. Students considering the program should consult with advisors both in the academic department and in the Education Department to design an appropriate program of study that meets Rhode Island state certification requirements and those of many other states.

All of the required courses in education must be taken at Brown. None can be transferred for credit from other institutions. Requirements of the program include:

- EDUC 0900 Fieldwork and Seminar in Secondary Education
- EDUC 1450 The Psychology of Teaching and Learning
- EDUC 1070A Student Teaching: English
- EDUC 1070C Student Teaching: Science
- EDUC 1080A Analysis of Teaching: English
- EDUC 1080C Analysis of Teaching: Science
- EDUC 2060A Methods of Teaching: English
- EDUC 2060C Methods of Teaching: Science
- EDUC 2090 Literacy Across the Curriculum
- An Education elective

Education Graduate Program

The department of Education Studies offers graduate programs leading to the Master of Arts in Teaching (M.A.T.) in both Elementary Education and Secondary Education, as well as a Master of Arts (M.A.) in Urban Education Policy.

The two M.A.T. programs are Certification eligible for Rhode Island state teacher certification in elementary (grades 1-6) or secondary education (grades 7-12). Rhode Island is a member of the Interstate Certification Compact (ICC) (http://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx), which has reciprocal agreements with 44 states.

For more information on M.A.T. admission, program requirements, and state certification requirements, please visit the following website: http://www.brown.edu/academics/gradschool/programs/education-master-arts-teaching

For more information on the A.M. in Urban Education Policy admission and program requirements, please visit the following website: http://www.brown.edu/academics/gradschool/programs/education-urban-education-policy

Courses

EDUC 0400. The Campus on Fire: American Colleges and Universities in the 1960's.

Ole Miss, Berkeley, Columbia, and Kent State: just a few of the campus battlegrounds where conflicts over civil rights, the Vietnam War, and other major issues were fought in the 1960's. Students consult primary and secondary sources about higher education's role in these conflicts, and why the consequences of its involvement still linger today. Enrollment limited to 20 first year students. FYS WRIT

EDUC 0410A. New Faces, New Challenges: Immigrant Students in U.S. Schools.

What challenges do immigrant students face in adapting to a new system of education? By comparing and contrasting the perspectives education stakeholders—students, teachers, administrators, and parents—this course examines a number of key contributions to the study of the immigrant experience in education, as well as a selection of memoirs and films about the pathways these newcomers take in navigating school and (trans)forming their developing identities. Enrollment limited to 20 first year students. FYS
This course introduces perspectives on education based in history, economics, sociology, and political science. Students engage foundational texts in each of these fields, using the insights gained to examine controversial issues in American education policy, including policies to address ethnic disparities in student achievement, test-based accountability, class-size reduction, and school choice. Enrollment limited to 20 first year students.

EDUC 0410C. The Literature of Children and Young Adults.
This course considers the literary, dramatic, and visual qualities of the literature of young readers since the 18th century, with a dominant, but not exclusive, focus on literature in English. Topics covered will include dominant themes in visual and textual aspects of these literatures, as well as their history and relationship to societal economics and valuations of children, schooling, and moral codes. Enrollment limited to 20 first year students.

EDUC 0410E. Empowering Youth: Insights from Research on Urban Adolescents.
Together, we consider the design, analysis, and interpretation of research on youth in urban settings. In doing so, we examine the roles of power, privilege, and multiculturalism in research. In the experiential component of the course, students engage in fieldwork in a local school or community-based youth organization. As part of their fieldwork, students design and undertake a research project, thereby bridging theory with practice. Reserved for First Year students. Enrollment limited to 20 first year students. Instructor permission required.

EDUC 0410F. The Mind, Brain, and Education.
What do the brain and body have to do with learning? How can research findings from the brain and biological sciences inform educational practices? This first-year seminar will involve discussion of current research from multiple disciplines (e.g., education, neuroscience, neurobiology, psychology) on topics such as brain development, stress, sleep, rhythms, and emotion/motivation. Mini-lectures will provide students with a basic appreciation of the brain and basic bioregulatory systems. Students will gain an understanding of methods for studying brain/behavior interactions and explore implications of new biological/brain findings for learning and education during the preschool, elementary, middle-school, and high-school years. Enrollment limited to 20 first year students.

EDUC 0450. The University: Defining Ideals and Ideas.
The course examines the concept of the university and the college in America, their foundations and development, and society's expectations of them and their leaders. Philosophical and religious heritage, ethical and moral issues, and major themes, changes, pressures, and their role of presidents embedded in the landscape and contributions of the university and its shape and future will be addressed.

Using sources in history, education, and law this course will explore the landmark Supreme Court case of Brown v. Board of Education which found school segregation unconstitutional and challenged the entire foundation of legal segregation. We will explore the legal, political, and social issues that culminated in Brown and examine the development and deployment of remedies, with particular emphasis on school integration and educational equity. We will consider the legacy of Brown for education and explore the meaning of equity in the past and present. Enrollment limited to 20 sophomore students.

EDUC 0800. Introduction to Human Development and Education.
Introduces the study of human development and education from infancy through young adulthood. Provides a broad overview of scientific understanding of how children develop and how research is generated in the field. Major topics include biological foundations, mind, cognition, language, emotion, social skills, and moral understanding based on developmental theories and empirical research. The educational implications of research on human development are discussed.

EDUC 0840. Public Policy and Public School Reform.
Will examine and assess the strategies and policies fashioned-particularly at the state and district level-to address the complex and intractable issues facing public schools.

EDUC 0850. History of Intercollegiate Athletics.
This team-taught course traces the changing place of intercollegiate athletics on the American college campus over the past 150 years. Topics examined include, among others, the historical relationship between academic and athletic pursuits; commercialization and professionalization; the role of the NCAA and of the media; the cult of the coach; and the significance of race, gender, and class. Emphasis on critical reading, active participation in discussion, and developing research and writing skills. The course will meet twice weekly, sometimes as a whole and sometimes in smaller groups, to discuss readings, films, and guest presentations. Enrollment limited to 30.

EDUC 0900. Fieldwork and Seminar in Secondary Education.
Combines study of current educational issues with extensive fieldwork that allows the student to observe how these issues translate themselves into reality on a daily basis. Each student reads and discusses recent writing about educational history, theory, and practice, and observes a class in a local school for 32 hours. The final paper synthesizes readings and observations.

EDUC 0950. Learning About Learning: Classrooms in Context.
This course aims to provide a pedagogical and sociopolitical context for Brown students as they work as volunteers in the Providence Public schools. Through sharing of volunteer placement experiences, the in-class practice of methods, academic inquiry, analysis and reflection, students will develop their understanding of strategies and perspectives that will both improve their effectiveness as volunteers and develop their ability to thoughtfully enter the educational dialogue on improving urban schools.

EDUC 1010. The Craft of Teaching.
What is the "craft of teaching"? A wide variety of texts are used to investigate the complexity of teaching and learning. Considering current problems as well as reform initiatives, we examine teaching and learning in America from the perspectives of history, public policy, critical theory, sociology, and the arts. Weekly journals and reading critiques; final portfolio presented to the class.

EDUC 1020. The History of American Education.
This course is an introduction to the history of American education with an emphasis on K-12 public schooling. Using primary and secondary sources, we will explore the development of public schools and school systems, debates over aims and curriculum, conflicts over school governance and funding, and struggles for equity and inclusion over time. We will analyze the relationship between schooling, capitalism, and democracy. Finally, in exploring how different generations have defined and tried to solve educational dilemmas, we'll consider how this history might help us approach education today.

EDUC 1030. Comparative Education.
This team-taught course traces the changing place of intercollegiate athletics on the American college campus over the past 150 years. Topics examined include, among others, the historical relationship between academic and athletic pursuits; commercialization and professionalization; the role of the NCAA and of the media; the cult of the coach; and the significance of race, gender, and class. Emphasis on critical reading, active participation in discussion, and developing research and writing skills. The course will meet twice weekly, sometimes as a whole and sometimes in smaller groups, to discuss readings, films, and guest presentations. Enrollment limited to 30.

After many African countries gained political independence in the 1960s, students and teachers sought to transform education. Although relatively few people were well-educated, those who were used their influence to demand social change. Reading work by anthropologists, historians, and African students' own writings, we will examine the elements of the enduring colonial legacy, such as the language of instruction, and how Africans proposed curricular and structural reforms to "decolonize" education.

Brown University
EDUC 1038. Contemporary Indigenous Education in North America.
In the past, formalized schooling in indigenous communities was a tool of colonization and cultural genocide, forcing Native peoples to assimilate to western norms, values, and knowledge. However, contemporary Indigenous communities have managed to reclaim and reshape education for Native youth, utilizing innovative methods and technologies, as well as drawing upon generations of traditional and indigenous knowledges to create environments that promote academic achievement alongside culture. In this course we will focus on the ways Native communities are asserting their educational sovereignty, through cultural relevant/ responsive curriculums, language immersion schools, indigenous charter schools, traditional ecological and scientific knowledges, and more. DPLL

EDUC 1040. Sociology of Education.
The eclectic sociological imagination is turned upon that crucial modern institution: education. Considers formal education as a contemporary institution and schools as organizations both in comparative perspective and in more microscopic ways. Asks what schools and schooling means to society and to children from different social and economic circumstances. Enrollment limited to 50.

EDUC 1050. History of African-American Education.
This course will examine the history of African-American education with particular emphasis on the twentieth century. We will explore African-Americans' experiences with schooling under slavery and segregation, the struggle for desegregation and equity North and South, and the place of education in African-Americans' quest for equal rights. We will also consider how the African-American experience with public schooling makes us rethink major narratives of American education, democracy, and equality of opportunity and how an historical understanding of these issues may help us engage contemporary debates. DPLL

EDUC 1060. Politics and Public Education.
Who exercises power in public education? This course examines the key institutions (e.g. school districts, states, Congress, and the courts) and actors (e.g. parents, teachers, interest groups, and the general public) shaping American K-12 education in order to understand recent policy trends and their consequences for students. Major policies discussed include school finance, textbook adoption, school accountability, and school choice. Particular attention is given to the federal No Child Left Behind Act of 2001 and debates over its reauthorization. Previous coursework in American politics or public policy is suggested but not required.

EDUC 1060D. Methods of Teaching Mathematics.
This summer-term course offers the student the unique opportunity to explore, through both readings and discussion, the current pedagogical theory and practice involved in teaching mathematics; apply what they learn to their own teaching at Brown Summer High School; and use their classroom experience to reflect back on theory. The course has three components:
1. a six-week methods course in mathematics content and pedagogy;
2. a four-week experience in secondary mathematics teaching at Brown Summer High School;
3. and a daily debriefing session to analyze, critique, advise, and reflect on BSHS teaching.

EDUC 1070A. Student Teaching: English.
S/NC.

EDUC 1070B. Student Teaching: History and Social Studies.
S/NC.

EDUC 1070C. Student Teaching: Science.
S/NC.

EDUC 1080A. Analysis of Teaching: English.
S/NC.

EDUC 1080B. Analysis of Teaching: History and Social Studies.
S/NC.

EDUC 1080C. Analysis of Teaching: Science.
S/NC.

EDUC 1090. Adolescent Literature.
What are teens and tweens reading? Do books that adults view as "trashy" ruin kids' literary sensibilities? Provide access to the wider world of academic discourse? How can reading adolescent literature provide adolescents with a path toward holding a reader identity? This course will present a general overview of the historical, socio-cultural, academic, and political issues that provide context for the use and availability of adolescent literature today. It presents a strong introduction to contemporary texts that interest adolescents inside and outside of the classroom. Particular attention is paid to issues of reading engagement for striving adolescent readers, issues of access to literacy through adolescent literature, ways that adolescent literature can be paired with the classics, and issues of censorship in American public school classrooms and public libraries. Students in this course will walk away with an understanding of the place of adolescent literature in today's debates as well as a background in choosing, reading, and analyzing the literature itself. Written assignments include weekly reading responses, an annotated bibliography, and a short, 3-5 page paper. There is a substantial amount of independent self-selected reading as well as one collaborative group project with a presentation.

EDUC 1100. Introduction to Qualitative Research Methods.
Designed for sophomores or juniors concentrating in education studies, but also open to other undergraduates interested in qualitative research methods. Through readings, class exercises and discussions, and written assignments, examines issues related to the nature of the qualitative research methods that are commonly used in education, psychology, anthropology, and sociology. Enrollment limited to 20.

This course provides an introduction to applied statistics for conducting quantitative research in the social sciences, with a focus on education policy. Students will become acquainted with the fundamentals of probability, descriptive and summary statistics, tabular and graphical methods for displaying data, statistical inference, analytic methods for exploring relationships with both categorical and continuous measures, and multivariate regression. Concepts and methods are taught using real-world examples with multiple opportunities for students to apply these methods in practice. The course uses the statistical software program, STATA.

EDUC 1130. Economics of Education I.
How do we attract good teachers to public schools? What are the economic returns to early-childhood intervention programs? These are just two examples of important education policy questions. This course introduces key concepts of microeconomic theory and uses them to analyze these and other policy questions. Organized around a structured sequence of readings. First year students require instructor permission.

EDUC 1150. Education, the Economy and School Reform.
This seminar examines the linkages between educational achievement and economic outcomes for individuals and nations. We study a range of system, organizational, and personnel reforms in education by reviewing the empirical evidence and debating which reforms hold promise for improving public education and closing persistent achievement gaps. Understanding and critiquing the experimental, quasi-experimental and descriptive research methods used in the empirical literature will play a central role in the course. Prerequisites: Education and PP concentrators, EDUC 1130 and EDUC 1110 (or equivalent); Economics concentrators, ECON 1110 or ECON 1130, and ECON 1620. Enrollment limited to 20. WRIT

EDUC 1160. Evaluating the Impact of Social Programs.
Does a GED improve the earnings of dropouts? Do stricter gun laws prevent violent crime? Such "causal" questions lie at the heart of public policy decisions. This course examines both the difficulties involved in answering causal policy questions, and research designs that can overcome these difficulties. Prerequisite: EDUC 1110, POLS 1600, ECON 1630, SOC 1100 or equivalent. Enrollment limited to 32.
EDUC 1180. Education for Liberation.
Does education challenge inequality, or (re)produce it? Drawing from work in educational anthropology, sociology, history, and critical theory, we ask what schools are meant to produce and how this production functions at different levels—the classroom, the school, the community, the nation, and the global society. We first examine the proposition that education can be a tool of oppression, and then consider how communities have organized struggles to demand and define a liberatory education. Rather than evaluate any technical school "reform" efforts, we consider attempts at revolutionary alternatives to dehumanizing educational conditions and institutions. Enrollment limited to 25. S/NC

Examines a century of efforts to improve schooling in the U.S., from John Dewey to Theodore Sizer and E.D. Hirsch, from "social efficiency" to charter schools and No Child Left Behind. How have these movements been affected by the historical contexts in which they operated? Have they produced any lasting results? How, if at all, should current reform movements be informed by the experiences of the past? Enrollment limited to 40.

EDUC 1220. The Anthropology of Education.
Designed to introduce students to the many forms of "education" across the life-span and in different cultures, this course will call on students to step beyond their own schooling. Of particular importance will be the uses of materials, experts, space and time in different educational settings. Film and print materials will allow students to rethink the idea of "learner" and "teacher" in terms of varying needs, goals, and situations.

EDUC 1230. Urban Teachers and Educational Change in Historical Perspective.
Will explore the history of American teachers in the urban context from the rise of the common schools in the mid-nineteenth century to the present. Through the analysis of rich primary and secondary sources, students will examine the ways in which teachers have experienced and, in turn, shaped the schools. Focusing on public elementary and secondary school teachers of the nation’s urban centers, this historical inquiry draws from the history of education, labor history, and the history of identity.

EDUC 1260. Emotion, Cognition, Education.
Provides an understanding of the role of emotions in influencing cognitive and social development. Reviews selected topics in the growing area of emotions and social cognition. Discussions focus on critical reviews of the literature and the application of the literature to education. Basic knowledge of the area is not assumed, so students in various areas are invited to participate.

EDUC 1270. Adolescent Psychology.
Provides systematic treatment of the psychological, biological, and sociocultural nature of the adolescent. Both an individual and a collective perspective on the nature of the adolescent and adolescence are used to provide an analytical and comprehensive understanding of the complex environment and psyche of the adolescent. Readings include theoretical and empirical papers from such areas as psychology, sociology, anthropology, and education.

EDUC 1280. International Perspectives on Informal Education.
Internationally, informal learning figures centrally from early childhood through the lifespan. Voluntarily chosen areas of expertise, societally necessary tasks, and interpersonal relationships lead individuals, corporations, and communities to undertake informal education. Central to this course is examination of major means and conditions of such learning in international contexts through four primary themes - play, everyday science, social entrepreneurship, and community collaborations. DPLL

EDUC 1290. From Theory to Practice in Engaged Scholarship: Creating Community Based Learning Courses.
This course will explore theories of community-based learning and engaged scholarship within the context of higher education. The course is designed to provide students with an understanding of the possibilities in the teaching and learning exchange to address significant social concerns. Enrollment limited to 20.

EDUC 1340. Social Psychology of Race, Class, and Gender.
Focuses on the social construction of race, class, and gender and how this construction influences an individual’s perception of self and other individuals. Topics include identity development, achievement, motivation, and sociopolitical development. Enrollment limited to 30. WRIT

EDUC 1450. The Psychology of Teaching and Learning.
Seeks both to demystify the process of teaching and to illuminate its complexities. Assists students with such questions as: What shall I teach? How shall I teach it? Will my students respond? What if I have a discipline problem? Focuses on the teaching-learning process and student behavior, as well as research, theory, and illustrations concerned with classroom applications of psychological principles and ideas. Prerequisites: EDUC 0800 or EDUC 1710. Enrollment limited to 50.

EDUC 1560. Philosophy of Education: Educational Thought and Practice.
Considers the nature of different philosophies of education (classical, progressive, radical, feminist, multicultural). This iterative inquiry-based collaboration locates knowledge constructively and relationally, emphasizing classroom discussion and presentation, careful reading and writing (including on-line), site-school observation, and midterm and final projects on our philosophies and praxes of education. Enrollment limited to 20. DPLL LILE WRIT

EDUC 1580. Cross-Cultural Perspectives on Child Development.
Focus on role of culture in child development, infancy to young adulthood. Reviews contemporary theories and empirical research to examine various age periods and domains of development. Major topics: infant care, parenting, socialization, gender roles, cognition, moral development, affect, adolescence, and education and schooling in formal and informal settings. Enrollment limited to 50.

Combines intensive study of primary and secondary sources from American history and literature between 1945 and 1980 with extensive consideration of how to teach these topics to secondary school students. Topics include the Cold War, McCarthyism, consumer society, civil rights, the women's movement, Vietnam, and Watergate, often studied through unconventional sources such as popular music, movies, television shows, and fiction. Recommended prerequisite: HIST 0520 or equivalent. Enrollment limited to 20. Instructor permission required.

Focuses on the social construction of race, class, and gender and how this construction influences an individual’s perception of self and other individuals. Topics include identity development, achievement, motivation, and sociopolitical development. Enrollment limited to 30. WRIT
EDUC 1700. The Asian American Experience in Higher Education.
This course is an inter-disciplinary exploration of Asian Americans in higher education and the impact of their participation on the broader academic landscape. It considers the historical roots of Asian American collective identity; the evolution of Asian American Studies programs; consequences of the model minority myth; and the psychosocial and structural barriers to participation and academic achievement across different Asian American groups as compared to other racial/ethnic minority groups. Enrollment limited to 20. DPLL LILE

EDUC 1710. History and Theories of Child Development.
An examination of child development from a historical and theoretical perspective, including key historical figures such as Darwin, Hall, Baldwin, Binet, Freud, Watson, Piaget, Vygotsky, Gesell, McGraw, Bowlby, and Bayley. Explores theoretical conceptualizations of children and adolescents and investigates the representations of children in popular culture, governmental legislation, education, and public policy.

EDUC 1720. Urban Schools in Historical Perspective.
Why did urban schools, widely viewed as the best in the nation in the early twentieth century, become a "problem" to be solved by its end? How have urban schools been shaped by social, economic, and political transformations in cities and by other public policies? How have urban schools changed over time? This course will ask these and other questions to explore how historical perspective can help us better understand urban schools today. We will analyze the impact of changes in demographics, urban renewal and suburban development, the political economy of cities, educational expectations, and demands for equity.

EDUC 1730. American Higher Education in Historical Context.
A study of 350 years of American higher education. The first part traces the growth and development of American higher education from premodern college to the modern research university. The second part examines issues facing higher education today and places them in historical context. Particular attention is given to: the evolution of curriculum; professionalization; student life; and the often competing priorities of teaching, research and service. WRIT

EDUC 1740. Academic Freedom on Trial: A Century of Campus Controversies.
Inside and outside the classroom—for professors, students, administrators, and others—academic freedom has been contested by forces external and internal to the university. This course focuses on challenges to and changes in the definition and application of "academic freedom" from the end of the 19th century to the present day, with particular attention to academic freedom during times of crisis, especially wartime, and includes consideration of current issues such as speech codes, corporate and government funding of research, and the place of religion on campus. Enrollment limited to 40. WRIT

EDUC 1750. Contemporary Social Problems: Views from Human Development and Education.
Explores social problems in terms of contemporary theories and research in human development and education. The course is designed for discussion and research of these problems and possible solutions. Demands basic knowledge of theory and research in psychology, sociology, or anthropology, and background in educational issues. Prerequisite: EDUC 0800, 1270, or 1710; or any other two social science courses.

EDUC 1770. Student Culture in Higher Education.
American higher education is unique because students as much as faculty have defined the undergraduate educational experience on campus. Through literary societies, Greek life, athletics, newspapers, clubs, rituals, protest movements, and social networks, students have created their own culture that has become for many a quintessential part of college education in America. This course looks at the historical development of student culture, its purpose, and current form while placing it in the larger American social context.

EDUC 1780. Moral Development and Education.
Examines contending approaches to moral development and its fostering in the home, school and peer group. Topics include philosophical underpinnings of moral theory, cognitive and behavioral dynamics of moral growth, values climate of contemporary American society, the role of schooling, and variations attributable to culture and gender. Prerequisites: EDUC 0800, 1270, or 1710, or CLPS 0610 (COGS 0630), or CLPS 0600 (PSYC 0810). Enrollment limited to 30. WRIT

EDUC 1860. Social Context of Learning and Development.
Focuses on the social environment that contributes to the development of children's minds, language, self-understanding, relations with others, affect, and attitudes toward learning. Examines the period from birth through young adulthood. Includes children's social interactions, parental expectations and socialization practices, and the influences of family, peers, school, and media. Prerequisites: EDUC 0800, EDUC 1270, EDUC 1430, EDUC 1580, EDUC 1710, CLPS 0610 (COGS 0630), or equivalent. Enrollment limited to 30. WRIT

EDUC 1870. Education and Human Development in East Asia.
This course examines education and human development in East Asia, mainly China, Japan, and South Korea, using international and comparative perspectives. We will examine the role of educational systems and key contexts such as family, school, and globalization in the development and educational processes of children and adolescents. We will also explore culturally unique concepts, diversity, and inequality in educational processes across and within these countries. The course draws on a range of contemporary studies from interdisciplinary social science fields, some of them theoretical and many of them empirical (both qualitative and quantitative). DPLL LILE

EDUC 1880. Human Development in the Context of Immigration.
An interdisciplinary approach to the study of child and adolescent development in the context of immigration. Students will review the sociopolitical environments in post-industrial countries with large influxes of immigrant families and examine stressors involved in the process of immigration and the repercussions on family relationships and the children themselves. We will further consider relevant literature on community forces, marginality, and minoritized status along with new research on the various pathways of bicultural identity development. Lastly, we will explore the critical role of schools in the adaptation of immigrant origin youth and emerging adults. DPLL WRIT

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EDUC 1990. Independent Reading and Research.
Supervised reading and/or research for education concentrators who are preparing an honors thesis. Written permission from the honors advisor required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Supervised reading and/or research for education concentrators who are preparing an honors thesis. Written permission from the honors advisor required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EDUC 2060A. Methods of Teaching: English.
S/NC.

EDUC 2060B. Methods of Teaching: History and Social Studies.
S/NC.

EDUC 2060C. Methods of Teaching: Science.
S/NC.

EDUC 2070A. Student Teaching: English.
S/NC.

EDUC 2070B. Student Teaching: History and Social Studies.
S/NC.

EDUC 2070C. Student Teaching: Science.
S/NC.
EDUC 2080A. Analysis of Teaching: English.
No credit course.

EDUC 2080B. Analysis of Teaching: History and Social Studies.
No credit course.

EDUC 2080C. Analysis of Teaching: Science.
No credit course.

EDUC 2090. Literacy Across the Curriculum.
Focuses on three major areas of pedagogy: literacy across the curriculum, special education, and teaching English Language Learners. Topics include: current theory and practice in the three areas, legal requirements for special education, planning for differentiated instruction, assessment and diagnosis of student skill levels, measuring and reporting student achievement, adapting content for ELLS, selecting and working with texts, and effective vocabulary instruction. Open to MAT students only. S/NC.

EDUC 2110. Summer Practicum and Analysis.
Introduces MAT students to elementary school students through work in a unique summer enrichment program for inner city Providence children: Summer Prep readings and seminar meetings focus on arts education; introductions to the teaching of literacy, math and science; curriculum and lesson planning; creating a community of learners; issues of diversity; and physical education. S/NC.

EDUC 2120. Practicum and Seminar in Elementary Education.
Students participate in an elementary classroom for 2 1/2 days a week for 12 weeks, participating in all aspects of the school day. Students assume responsibility for individualized instruction, small groups and some daily routines. Examines topics in child development; race, class, ethnic and linguistic diversity; assessment; teaching and learning as well as topics arising from the experiences in classrooms. S/NC.

EDUC 2130. Issues and Trends in Education.
Introduces students to a range of topics that define the current debates in education; the competing purposes of state sponsored education; the standards movement; diversity issues and educational outcomes; the reading wars; standardized testing; multicultural and bilingual education; school choice; teacher unions and teacher professionalism. Students read about these issues from multiple perspectives and form their own views of the debates. Open to undergraduate enrollment.

Using a developmental approach, students are introduced to the major concepts and teaching methods used in elementary math and science classrooms. S/NC.

EDUC 2150. Language and Literacy in the Elementary School Classroom.
An introduction to Comprehensive Literacy instruction in reading and writing, including strategies for teaching interactive read alouds; shared reading and shared writing; phonics and word work; independent reading workshop; guided reading; writer's notebooks; writing workshop; and children's literature via an author study. S/NC.

EDUC 2270. Student Teaching.
Provides no fewer than 180 hours of student teaching and observation-equivalent to six semester hours of credit in institutions operating on a semester-hour basis and fulfills the supervised student teaching requirements for elementary school teaching certification in Rhode Island and in ICC member states. S/NC.

EDUC 2280. Seminar: Principles of Learning and Teaching.
A critical analysis of the activity of teaching, restricted to and required of students taking EDUC 2270. The course requires curriculum and lesson planning, reflective analyses of student learning and classroom teaching, and places learning and teaching in context with attention to issues of diversity of schools and their student bodies. S/NC.

EDUC 2300. Structures and Systems in Urban Education.
The aim of this course is to prepare future education policy leaders to understand, have the tools to investigate and be effective in the context of the many organizations that affect the well-being and ultimate success of urban students. Throughout the course, the city of Providence, along with nearby cities, will be a major "text."
EDUC 2990. Thesis Preparation.
No description available.

EDUC XLIST. Courses of Interest to Concentrators in Education.

Education Alliance for Equity and Excellence in the Nation’s Schools

The Education Alliance at Brown University is a reform support organization committed to advancing equitable educational opportunities that prepare all student populations to succeed in the 21st century. Our mission is to enhance learning for culturally and linguistically diverse students. We build partnerships with communities and educational organizations to apply research and transform instructional practice. We design and deliver expert services around data collection and analysis, professional learning, and research evaluations.

Since 1975, we have partnered with schools, districts and state departments of education to apply research finding in developing solutions to educational challenges. We focus on district and school improvement with special attention to underperformance and issues of equity and diversity.

The Education Alliance operates The New England Equity Assistance Center (NEEAC), a program that helps states, districts, and public schools plan and implement policies and practices that promote access to high-quality education for all students. This is one of ten regional centers funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act to provide training and technical assistance on education issues related to race, gender, and national origin. At the request of state or district officials, partnerships are formed with schools to find solutions to a variety of equity problems. This work aims to close persistent achievement gaps, to promote safe schools, and to help all students reach high standards.

The Executive Director of The Education Alliance is Dr. Maria Pacheco.
For additional information please visit: www.brown.edu/education-alliance

Egyptology and Assyriology

Chair
James P. Allen
The Department of Egyptology and Assyriology is designed to explore the histories, languages, cultures and sciences of ancient Egypt, Mesopotamia and their neighbors. These regions, sometimes known collectively as the Ancient Near East, have a long history stretching back to the formation of the first complex societies and the invention of writing. As a field of higher learning, Egyptology and Assyriology are represented at most of the world’s great universities. Their establishment at Brown, beginning the 2005-06 academic year, is a product of Brown’s Plan for Academic Enrichment, a commitment to higher learning in the humanities and the sciences.

Faculty in the department teach undergraduate and graduate courses in Egyptology, Assyriology and the History of Ancient Science.
For additional information, please visit the department’s website: http://www.brown.edu/academics/egyptology/

Egyptology and Assyriology Concentration Requirements

The concentration in Egyptology and Assyriology offers students a choice of two tracks: Assyriology or Egyptology. The department promotes collaborations with other academic units at Brown devoted to the study of antiquity including Archaeology, Classics, Judaic Studies, and Religious Studies. Egyptology and Assyriology also collaborates with Brown’s Joukowsky Institute for Archaeology and the Ancient World.

Assyriology Track
Also known as the Near East or Middle East, Western Asia includes present-day Iraq, Syria, Turkey, and other neighboring states, a broad geographic area that was connected in antiquity with the wider world—the Mediterranean, North Africa, the Arabian Peninsula, Central Asia, and the Asian subcontinent. Students will be exposed to the critical study of the ancient cultures of this region (ca. 3400 B.C.E.–100 C.E.) using the tools of archaeology, epigraphy, and historical inquiry. A variety of interdisciplinary, comparative, and theoretical approaches will be introduced to give students the tools and methods to explore this region’s ancient languages and literatures, political and socio-economic modes of organization, art and architecture, religious traditions and other systems of knowledge, such as early science.

The Assyriology (ASYR) track requires a total of at least ten (10) courses that are determined in the following way:

Introductory courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASYR 0800</td>
<td>Introduction to the Ancient Near East</td>
<td>3</td>
</tr>
<tr>
<td>or ARCH 0370</td>
<td>Before the Islamic State: The Archaeologies of Ancient Mesopotamia</td>
<td></td>
</tr>
<tr>
<td>or ARCH 1600</td>
<td>Archaeologies of the Near East</td>
<td></td>
</tr>
<tr>
<td>ASYR 0200</td>
<td>Introduction to Akkadian</td>
<td></td>
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<tr>
<td>ASYR 0210</td>
<td>Intermediate Akkadian</td>
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Foundational Courses (at least one course from each of the following three areas):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ASYR 1100</td>
<td>Imagining the Gods: Myths and Myth-making in Ancient Mesopotamia (WRIT)</td>
<td>1</td>
</tr>
<tr>
<td>ASYR 1500</td>
<td>Ancient Babylonian Magic and Medicine</td>
<td></td>
</tr>
<tr>
<td>ASYR 2310B</td>
<td>Assyriology I (WRIT)</td>
<td></td>
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<tr>
<td>ASYR 2310C</td>
<td>Assyriology II (WRIT)</td>
<td></td>
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<tr>
<td>ASYR 2600</td>
<td>Topics in Cuneiform Studies</td>
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Ancient Scholarship in Western Asia: 1

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASYR 1600</td>
<td>Astronomy Before the Telescope</td>
<td>1</td>
</tr>
<tr>
<td>ASYR 1650</td>
<td>Time in the Ancient World (WRIT)</td>
<td></td>
</tr>
<tr>
<td>ASYR 1700</td>
<td>Astronomy, Divination and Politics in the Ancient World (WRIT)</td>
<td></td>
</tr>
<tr>
<td>ASYR 1750</td>
<td>Divination in Ancient Mesopotamia (WRIT)</td>
<td></td>
</tr>
<tr>
<td>ASYR 2310A</td>
<td>Ancient Scientific Texts: Akkadian</td>
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</tbody>
</table>

Archaeology of Ancient Western Asia: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 1200F</td>
<td>City and the Festival: Cult Practices and Architectural Production in the Ancient Near East (WRIT)</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 1200I</td>
<td>Material Worlds: Art and Agency in the Near East and Africa</td>
<td></td>
</tr>
<tr>
<td>ARCH 1810</td>
<td>Under the Tower of Babel: Archaeology, Politics, and Identity in the Modern Middle East (WRIT)</td>
<td></td>
</tr>
<tr>
<td>ARCH 2010C</td>
<td>Architecture, Body and Performance in the Ancient Near Eastern World (WRIT)</td>
<td></td>
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<tr>
<td>ARCH 2300</td>
<td>The Rise of the State in the Near East</td>
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</tbody>
</table>

Depth Requirement: At least two additional courses offered in AWAS or ARCH dealing with ancient Western Asia. These courses must be approved by the undergraduate concentration advisor.

Breadth Requirement: At least one course offered in EGYT or ARCH on the archaeology, art, history, culture, or language of ancient Egypt. See note below.

Elective: At least one elective course on the ancient world broadly defined. Usually this course will be offered in Ancient Western Asian Studies, Anthropology, Archaeology, Classics, Comparative Literature, East Asian Studies, Egyptology, History, History of Art and Architecture, Judaic Studies, Philosophy, or Religious Studies. The elective course must be approved by the undergraduate concentration advisor.

Total Credits 10

1 This list contains possible offerings but should not be considered exhaustive.

Egyptology Track

For additional information please visit: www.brown.edu/education-alliance
The Egyptology track requires a total of at least ten courses. Six of these must be taken by all concentrators, but the remaining four can be chosen from a fairly broad range of courses, to suit individual interests.

**Introductory Courses:**

EGYT 1310 & EGYT 1320
Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian I) and Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian II) 

EGYT 1430 & EGYT 1440
History of Egypt I and History of Egypt II

ARCH 0150
Introduction to Egyptian Archaeology and Art

EGYT 1420
Ancient Egyptian Religion and Magic

or ARCH 1625
Temples and Tombs: Egyptian Religion and Culture

**Depth Courses:**

EGYT 1330
Selections from Middle Egyptian Hieroglyphic Texts

EGYT 1410
Ancient Egyptian Literature

Breadth Course - Any course covering the ancient Near East or Mediterranean world outside Egypt, such as:

ASYR 0800
Introduction to the Ancient Near East

or ARCH 1600
Archaeologies of the Near East

Elective Course: Any course germane to ancient Egypt or the ancient Near East or Mediterranean world. Alternative and elective courses must be approved by the undergraduate concentration advisor. Such courses will normally be offered by Egyptology and Ancient Western Asian Studies, the Joukowsky Institute for Archaeology and the Ancient World, Religious Studies, Classics, Judaic Studies, Anthropology, History of Art and Architecture, History, or Philosophy. Concentrators are welcome to take most courses offered by Egyptology and Ancient Western Asian Studies (EGYT and AWAS), Archaeology (ARCH), or related departments, though some may require the instructor’s approval. Concentrators should consult with the concentration advisor to discuss the courses most suitable to their interests.

**Total Credits**

10

1 Required for all students pursuing the Egyptology track.

2 Or an EGYT or ARCH course in material culture.

**Capstone**

All students pursuing either the Assyriology or Egyptology tracks are required to complete a capstone project. The project can take many forms, but the common feature shared among all possible projects will be a public presentation. Typically in the final semester before graduating, the concentrator will give this capstone presentation before faculty, fellow students, and other interested audiences. If the concentrator is writing an undergraduate honors thesis, the procedure for which is detailed below, this work should provide the content for the capstone presentation. Students not writing an honors thesis will base their presentation on a research project more in depth than a class project, though the topic may stem from a course project or paper. The format of the presentation may vary; suggestions range from an illustrated lecture to a video or an installation presented with discussion. Both the content and the format of the capstone project should be discussed with and agreed upon by the concentration advisor no later than the end of the first semester of the senior year.

**Honors in Egyptology and Assyriology**

1. **Becoming an honors candidate**

Students who wish to consider pursuing honors should meet with the Undergraduate Concentration Advisor in the first half of their sixth semester. Eligibility is dependent on:

- Being in good standing
- Having completed at least two thirds of the concentration requirements by the end of the sixth semester

- Having earned two-thirds "quality grades" in courses counted towards the concentration. A "quality grade" is defined as a grade of "A" or a grade of "S" accompanied by a course performance report indicating a performance at the "A" standard.

To pursue honors candidacy, eligible students must:

- Secure a faculty advisor and discuss plans for the proposed thesis project well before the established deadline; this can be done by email when a student is abroad.
- Prepare a thesis prospectus (see below).
- Submit the prospectus to the advisor, one other proposed faculty reader (at least one of the readers must be in the department) and the department chair no later than the first week of the seventh semester.

The structure of a thesis prospectus:

An honors thesis in Egyptology or Assyriology is a substantial piece of research with some degree of originality that demonstrates the student's ability to frame an appropriate question and deal critically with the range of original and secondary sources. A thesis prospectus is a short analytical document consisting of several parts. It will normally include a concise and focused research question; a justification for that question that demonstrates familiarity with previous research on the topic; a project description that includes a discussion of the types of evidence available and appropriate to answering the proposed question; a discussion of methods of collecting and analyzing that evidence; a conclusion that returns to the research question and assures the reader that the project will add value to our understanding of the topic; and a bibliography. The prospectus will include proper citations throughout.

Determination of whether or not a student may pursue the proposed project will be made on review of the prospectus by the readers and department chair. Prospectuses will be evaluated on the following scale:

1. No concerns about the viability of the project.
2. No concerns about the viability of the project, but minor weaknesses in the execution of the prospectus.
3. Concerns about the viability of the project, but willingness to reevaluate a revised prospectus submitted within two weeks of receipt of evaluation.
4. Reservations that the prospectus does not describe an honors-worthy project.
5. Poorly conceived and shoddy work.

Prospectuses will be returned to the student with this numerical evaluation and comments one week after submission. A prospectus must receive an evaluation of 1 or 2 prior to the third week of the seventh semester for a student to be admitted to the honors track. Students who submit an original prospectus that is graded 4 or 5 will not be permitted to rework the prospectus for the second submission.

2. **Developing, completing and submitting the honors project**

Once accepted as honors candidates, students will pursue a course of study that goes beyond what is expected of a regular concentrator. This includes:

- Enrollment in two semesters of independent study in Egyptology or Ancient Western Asian Studies (these do not fulfill course requirements towards the concentration).
- Twice-monthly meetings with the thesis advisor and once-monthly meetings with the second reader. These meetings will be scheduled at the beginning of each term.
- Submission of a comprehensive outline to both readers no later than October 15 (for May graduates).
- Regular submission of drafts. A partial draft including a complete version of at least one chapter or section is due before Reading Period of the seventh semester.
- A complete draft is due to both readers no later than March 15 (for May graduates).
- The revised final thesis is due in both electronic and physical form to both readers and department chair April 5 (for May graduates).

Failure to meet any deadline will result in automatic termination of the honors process. No extensions will be granted. If a thesis is turned in late
but before the end of the term, credit and grade for the Independent Study may still be granted.

3. Evaluating the submitted work of honors candidates

In order to receive honors a student must be found to have:

• Remained in good academic standing throughout the academic year.
• Not violated the Academic Code of Conduct during honors candidacy.
• Complete or be about to complete all concentration requirements.
• Produced a thesis that is judged by the readers to meet the department's expectations for honors work (see below), and turned it in by the established deadlines.
• Successfully defended the thesis during a half hour public presentation held during the final exam period of the eighth semester.

Students who submit theses that are deemed to fall short of the expectations will graduate without honors. In that case, the theses will count as a capstone project.

4. Expectations for honors theses:

Originality:
An honors thesis in Egyptology or Assyriology is expected to add to existing scholarship. The thesis must be based on close work with primary sources (usually in publication rather than in person), supplemented by critical engagement with a substantial amount of relevant secondary literature. While the resulting study is not necessarily expected to be groundbreaking or original, and may engage with a well-studied topic, it will usually include a new insight into or interpretation of the material considered.

Scope:
An honors thesis is not a book or dissertation. It is, however, a very serious piece of research and writing for which two dedicated study courses have provided substantial time to the honors student. The question upon which the honors thesis is based should be focused enough to allow an in-depth treatment, generally in under 100 pages or 30,000 words (exclusive of bibliography and illustrations). Appropriate length will vary considerably depending on the topic itself and the nature of the primary sources being considered, particularly if substantial translation of ancient textual sources is required.

Argument:
The thesis should present a sustained analytic argument in answer to its structuring question. A thesis should not be primarily descriptive or narrative in nature. Each chapter should contain a sub-argument that is clearly related to the overall argument of the thesis. The significance of the argument and its relationship to prior scholarship should be clearly articulated. Honors theses are not expected to demonstrate comprehensive familiarity with the secondary literature, but they are expected to engage critically and maturely with important works on the defined topic.

Methodology:
Egyptology and Assyriology are very broad fields, and the appropriate methods will be determined in conjunction with the thesis advisor on the basis of the questions and types of evidence - textual, archaeological, art historical - under consideration. With very few exceptions the methodology of the thesis is expected to be conventional rather than innovative, rooted in the accepted practices of the field in question.

Organization and writing:
An honors thesis must be well organized and written. It should include an introduction and conclusion as well as well-considered chapters that allow the reader to follow the line of reasoning easily. The relationship of any section to the larger whole should be clear, and segues should help the reader move between sections. Writing should be grammatically correct, well copy-edited, professional, and consistent. Citations and bibliography must be in an accepted style as determined in consultation with the advisor.

Egyptology and Assyriology Graduate Program

PhD Program in Egyptology and Assyriology

Brown is one of the premier institutions for the study of Egyptology, Assyriology, and the history of ancient science, and our PhD students train in the foundational areas of our disciplines: the languages, literatures, history, and material culture of Egypt and Mesopotamia in their wider environment. The department offers instruction in the core ancient languages that are essential for research in our fields: Akkadian (Babylonian and Assyrian, all stages); Egyptian (all stages); Hititite, and Sumerian; instruction in Arabic, Aramaic, Greek, Hebrew, Latin, Sanskrit, Syriac, and Ugaritic is available to our students at Brown as well. In addition to training in philology and critical research methods, our students also become conversant in the archaeological sequence, art and architecture, and repertoires of material culture found across the ancient Near East.

Brown’s doctoral program in Egyptology and Assyriology has a number of distinguishing features:

● We offer in-depth disciplinary training that allows our students to pursue focused research in any one of our core fields: Assyriology, Egyptology, the history of ancient science, and the archaeology of Egypt and the Near East.

● We encourage creative interdisciplinary work, including but not limited to research that bridges Egyptology, Assyriology, and the history of ancient science in innovative ways. Our doctoral students have the opportunity to do coursework in and cultivate stimulating intellectual relationships with faculty from Anthropology, Classics, History, the Joukowsky Institute for Archaeology and the Ancient World, and Religious Studies. In addition Brown’s Graduate School has an Open Graduate Program that allows interested doctoral students at Brown to pursue a concurrent master’s degree in a secondary field that is outside the scope of their doctoral program.

● We provide significant funding both in the department and across the university to support graduate students’ original research. Our doctoral students have recently used support from the department and university to carry out research in museum collections in the US, Europe, and Africa; to participate in archaeological fieldwork (survey and excavation) in Egypt, Sudan, and Turkey; and to present the results of their research at international conferences and symposia.

● We emphasize developing our students professionally and encourage students to reach important early career milestones during their time in the program, such as giving conference papers and submitting academic publications; to that end we have incorporated valuable professional academic skills into our curriculum and assessment.

● We provide a variety of opportunities for our PhD students to train as teachers and develop valuable teaching skills that will be useful in a wide variety of educational settings, including research universities, museums, or teaching colleges focused on the liberal arts.

A few areas of particular interest to the department’s faculty include: ancient science (astronomy and astrology, timekeeping and calendrics, divination and medicine); cultural interactions throughout the Mediterranean, Near East, and Africa in the second and first millennia BC; religion and ritual in the ancient Near East, from Egypt and Sudan to Anatolia and Mesopotamia; the history of the Egyptian language and its grammar; the origins and development of writing and the diffusion and reception of cuneiform, hieroglyphic, and alphabetic scripts in the ancient world; kingship and monumentality in ancient Egypt and Sudan; the integration of textual and archaeological methodologies; Coptic manuscripts; the ancient Near East in classical periods and Greek and Roman cultures’ perceptions of the more ancient past; Mesopotamian and Egyptian literature; ancient empires of the Near East in context; and the origins of Egyptian civilization.

PhD Tracks

The department currently offers three tracks to the PhD: (1) Assyriology (2) Egyptology, and (3) History of the Exact Sciences in Antiquity. Each track has different course requirements, details of which may be found in the program's Graduate Student Handbook. Students who enter the program in one track may switch to another track providing they are still able to complete the coursework requirements by the end of their third year.
Further details about our graduate program may be found at http://www.brown.edu/academics/gradschool/programs/egyptology-and-assyriology

Courses

Assyriology

From the Hanging Gardens of Babylon to the Tower of Babel to Babylon 5, the city of Babylon in ancient Iraq holds an important place in contemporary culture. But how much of what is commonly known of Babylon is true? In this course we will explore the ancient city of Babylon through its texts and archaeological remains and investigate the ways Babylon has been viewed over the past two thousand years. Enrollment limited to 20 first year students. Instructor permission required. FYS WRIT

ASYR 0310. Thunder-gods and Dragon-slayers: Mythology + Cultural Contact - Ancient Mediterranean and Near East.
This course is an exploration of the mythological imagination in the ancient Mediterranean and Near East. From cosmic origins to epic battles, mighty queens to baneful monsters, mythological motifs and narratives crisscrossed the ancient world, bypassing seemingly rigid geographic and cultural boundaries. Particular attention will be devoted to the study of the dynamic reinterpretation of myths in situations of cultural contact. Primary evidence will include material from Mesopotamia, Egypt, Anatolia, the Levant, Greece and Rome. The course will span several millennia, from the earliest attestations of the Epic of Gilgamesh to the Christian and Muslim reinterpretation of so-called pagan myths. FYS WRIT

This seminar explores the relationship between monsters and civilization, considering what exactly it is that monsters do for us; why we create, deploy, and ultimately destroy them; and what they tell us about the peoples among whom they sprang up and roamed. Emphasized is the developing civilization in Mesopotamia, and the place and functioning of monsters and demons in the visual arts and literary contexts, as well as in the worldview, of the early cities of that region. Enrollment limited to 20 first year students. FYS

Images tell stories that carry us to imaginary worlds. A story in pictures engages us deeply, opening the doors of fantastic places and times. In antiquity public monuments displayed visual narratives that animated public spaces, enthralled audiences and delivered state ideologies. This course involves reading narrative imagery from the Middle East and East Mediterranean including magical hunt scenes in prehistoric caves, political tales on Mesopotamian relief sculpture, visions of paradise in Egyptian tombs, Aegean frescoes and Assyrian reliefs of exotic landscapes. Using contemporary perspectives on art, we will explore the material power and everyday significance of pictorial representations as intimate spectacles. Enrollment limited to 20 first year students. FYS LILE WRIT

ASYR 0800. Introduction to the Ancient Near East.
This course offers an introduction to the study of the political, social and cultural history of the ancient Near East, from prehistory to the end of the Iron age (ca. 330 BC). Both literary sources and archaeological evidence are examined as relevant. Near East is understood here in its widest geographic extent, including primarily the Mesopotamian lowlands, Iranian and Syro-Anatolian highlands, as well as the Levantine coast. The course not only offers a foundational survey of the historical developments in the region, but also addresses the broader methodological and historiographic problems involved in Near Eastern studies. State formation and the development of complex societies, cult practices and cuneiform literary traditions, art, architecture and material culture, issues of landscape and settlement systems, agricultural production, regional and interregional trade, and craft production will constitute the central issues in the course. WRIT DPLL

ASYR 1000. Introduction to Akkadian.
An intensive introduction to the cuneiform writing system and the basic grammar and vocabulary of Akkadian, a language first attested over four thousand years ago in Mesopotamia (modern Iraq). The earliest known member of the Semitic family of languages (like Arabic and Hebrew), Akkadian was in use for over two thousand years across a wide expanse of the ancient Near East. Students will learn the classical Old Babylonian dialect of Akkadian (ca. 1800 BCE) and read Mesopotamian texts in the original, including selections from the Laws of Hammurabi, as well as excerpts from myths, hymns, prayers, historical documents, and letters.

ASYR 1010. Intermediate Akkadian.
This course is the second semester of an intensive, yearlong introduction to the Akkadian (Babylonian/Assyrian) language. Students will deepen their knowledge of the cuneiform writing system and continue to develop their grasp of Akkadian grammar. Readings from Mesopotamian texts in the original language and script will include, among others, selections from the Laws of Hammurapi, Assyrian historical texts (such as the accounts of Sennacherib’s siege of Jerusalem), and the story of the Flood from the Standard Babylonian Epic of Gilgamesh. Prerequisite: Introduction to Akkadian (ASYR 0200 or ASYR 1000) or permission of the instructor.

ASYR 1100. Imagining the Gods: Myths and Myth-making in Ancient Mesopotamia.
Creation, the Flood, the Tower of Babel--well-known myths such as these have their origins in ancient Mesopotamia, the land between the Tigris and Euphrates Rivers. Using both ancient texts in translation and archaeology, this course will explore categories of Mesopotamian culture labeled “myth” and “religion” (roughly 3300-300 BCE), critically examining the ancient evidence as well as various modern interpretations. Topics will include myths of creation and the flood, prophecy and divination, death and the afterlife, ritual, kingship, combat myths and apocalypses, the nature and expression of ancient religious experience, and representations of the divine. There are no prerequisites. WRIT DPLL

This course examines various facets of the relationship between art and developing social/political complexity in the ancient world, with case studies drawn primarily from the ancient Near East and Egypt between the rise of the first cities in the late fourth millennium BCE through to the fall of the Achaemenid “world empire” in the mid-fourth century BCE.

The course will focus on the cultural and religious-historical interpretation of physical displacements among sacred places, including urban processions, visits to temples and journeys to sacred places within the context of the Ancient Near Eastern religions. We will attempt to sketch a map of the holy centers and cultic itineraries, focusing on case studies from Babylonia, Assyria and Syria from the third to the first millennium BC as well as comparative case studies from surrounding cultures. These topics will be explored with an emphasis on how written and archaeological sources can be interpreted with the help of theoretical literature.

ASYR 1300. The Age of Empires: The Ancient Near East in the First Millennium BC.
The first millennium BC saw a series of empires vying for control of the Near East: the Assyrians, the Babylonians, the Persians, and the Greeks of Alexander the Great and his successors. The course will explore the political, social and cultural history of Mesopotamia and the Ancient Near East under these empires, using evidence drawn from archaeology and ancient texts (in translation).
ASYR 1400. Introduction to Sumerian.
Over five thousand years ago the first cities emerged in southern Iraq, and around that same time writing was invented, most likely to record the language we now call Sumerian. Even after it was no longer spoken, Sumerian became a powerful conduit for the region’s cultural heritage, preserving its literature and religious traditions for millennia. In this course students will learn the fundamentals of Sumerian grammar, develop a basic working vocabulary, and explore the cuneiform script through weekly readings in original texts. Selections will come from royal inscriptions, court cases, myths, magical incantations, and even ancient schoolwork. No prerequisites.

ASYR 1500. Ancient Babylonian Magic and Medicine.
A survey of ancient magic and medicine focusing on Mesopotamia (present-day Iraq, ca. 2500-300 BCE), with an emphasis on beliefs about the body, health, illness, and the causes of disease, such as witchcraft or angry gods. Topics will include the training of healers, exorcists, and herbalists; concepts of contagion and plague, modalities of treatment, incantations, prayers, and empirical remedies like prescriptions; ancient perceptions of problems like sexual dysfunction, the perils of pregnancy, tooth decay, epilepsy, and mental illness. Readings will be drawn from ancient texts (in translation), archaeology, and parallels with ancient Egypt, Greece, Rome, and the Bible. No prerequisites. Not open to first year students. WRIT

ASYR 1600. Astronomy Before the Telescope.
This course provides an introduction to the history of astronomy from ancient times down to the invention of the telescope, focusing on the development of astronomy in Babylon, Greece, China, the medieval Islamic world, and Europe. The course will cover topics such as the invention of the zodiac, cosmological models, early astronomical instruments, and the development of astronomical theories. We will also explore the reasons people practiced astronomy in the past. No prior knowledge of astronomy is necessary for this course. DPLL

ASYR 1650. Time in the Ancient World.
Time plays many roles in civic and everyday life: calendars provide a way of regulating activities ranging from gathering taxes to knowing when to perform religious rituals. This course will provide an introduction to the way time was measured, used, regulated and conceived in the ancient world. We will cover topics such as the calendars used in Mesopotamia, Egypt, Greece and China, sundials and other instruments used for measuring time in the ancient world, and the way time is used in scientific and non-scientific texts. WRIT

ASYR 1700. Astronomy, Divination and Politics in the Ancient World.
This course will explore the relationship between astronomy, divination, and politics in the ancient world. The sky provided ancient cultures with many possibilities for observing occurrences that could be interpreted as omens. In many cultures, celestial omens were directed towards the king and his government. As a result, interpreting and controlling celestial omens became an important political activity. In this course, we will explore how and why astronomical events were used politically in ancient Mesopotamia, the Greco-Roman world, and ancient and medieval China. No prior knowledge of astronomy is necessary for this course. WRIT

ASYR 1725. Scientific Thought in Ancient Iraq.
This course will investigate a variety of ancient scientific disciplines using primary sources from ancient Mesopotamia (modern Iraq). By reading the original texts and studying the secondary literature we will explore the notion of scientific thought in the ancient world and critique our own modern interpretation of what “science” is and how different traditions have practiced scientific methods towards a variety of aims. Looking at a range of disciplines will allow us to compare and contrast the different ways in which scientific thinking is transmitted in the historical record. DPLL LILE

ASYR 1750. Divination in Ancient Mesopotamia.
The interpretation of natural events as portents of good or bad outcomes played an important role in religious, political, scholarly and everyday life in ancient Mesopotamia. In this course we will study Mesopotamian omen literature from textual, scientific, philosophical and cultural viewpoints in order to understand how divination operated and what it was used for. WRIT

ASYR 1800. Scribes and Scholarship in the Ancient Near East.
This course will explore the development of written traditions among the scribes of the Ancient Near East. Topics covered include the mechanics of writing on clay tablets, the training of scribes and the school curriculum, the status of scribes in society, the development of literary and scholarly traditions, the creation of tablet archives, and the range of scholarship (eg science, medicine, ritual, literature) found in the ancient near east. WRIT

ASYR 2120. Historiography of Exact Sciences.
Introduces graduate students to the sources, problems, and methodologies of the history of astronomy and mathematics from Babylon to Kepler. Prerequisite: AWAS 0200. Open to graduate students only.

ASYR 2130. Historiography of Exact Sciences.
Introduces graduate students to the sources, problems, and methodologies of the history of astronomy and mathematics from Babylon to Kepler. Prerequisite: AWAS 0200 or 0210. Open to graduate students only.

ASYR 2310A. Ancient Scientific Texts: Akkadian.
Readings and analysis of a major scientific text in Akkadian. Prerequisite: AWAS 0200 or instructor's permission. WRIT

ASYR 2310C. Assyriology II.
The kings of Babylonia and Assyria took every opportunity to boast about their military victories, successful hunts, the completion of new cities, and the building and decoration of temples and palaces. But is theirs the only possible version of Mesopotamian history? This course examines episodes in the history of Babylonia and Assyria (ca. 2400-500 BCE) by looking at the political and social relationships among kings, political elites, entrepreneurs, and commoners; emphasis is placed on reading Akkadian texts both in the original and in translation, with a focus on letters, royal inscriptions, and astrological reports. Prerequisite: AWAS0210 or instructor's permission. WRIT

ASYR 2310D. Ancient Scientific Texts: Cuneiform Literature.
This seminar will focus on selected topics of Neo-Assyrian history (1000-612 BC), including: the royal family; the queen and her influence; celebrating New Year's festivals; hunting lions; conquering a city; constructing and decorating palaces and temples; urban renewal and the founding of new cities; the substitute king ritual; and scholarly life. Assyria in the first millennium BC will be examined principally from Assyrian texts in translation. WRIT

ASYR 2310D. Ancient Scientific Texts: Cuneiform Literature.

ASYR 2400. Akkadian Literary and Religious Texts.
Readings in Akkadian literary and religious texts in the original language and script. Possible genres include myths, proverbs, and literary miscellanea as well as prayers, hymns, incantations, rituals, prophecies, and divinatory texts. This course is intended primarily for graduate students and may be repeated for credit. A reading knowledge of Akkadian cuneiform is required. A reading knowledge of both German and French is recommended but not required.

A survey of Akkadian letters focusing on periods and corpora that are significant for historical research. This course will introduce the essential research tools and methods necessary for the study of Babylonian and Assyrian epistolary texts from various periods and sites. We will read significant and/or representative letters in the cuneiform script (copies, photographs, and, when possible, actual tablets) and work to place the letters in meaningful historical, social, and cultural contexts. Knowledge of Akkadian cuneiform required.

ASYR 2420. Akkadian Divinatory Texts.
This course offers focused study of the most significant Akkadian divinatory texts from the second and first millennia BCE. Readings will come for the major genres of Mesopotamian divination found at sites throughout the ancient Near East. Emphasis will be placed on matters of textual transmission, reconstruction, and interpretation. We will read texts in the cuneiform script (copies, photographs, and, when possible, actual tablets) and work to place the material in meaningful historical, social, and cultural contexts. Knowledge of Akkadian cuneiform required.
ASYR 2500. Readings in Sumerian.
Advanced readings in Sumerian cuneiform texts in the original script and language. Readings will be selected from a particular genre, historical period, or site. This course is intended primarily for graduate students and may be repeated for credit. A reading knowledge of Sumerian cuneiform is required. A reading knowledge of both German and French is strongly recommended but not required.

ASYR 2600. Topics in Cuneiform Studies.
Advanced readings in Akkadian and Sumerian cuneiform texts in the original script and language(s). The focus of this course will be on the close reading of a specific genre, period, and/or dialect. A rotating cycle of topics to be covered may include the following with a synchronic and/or diachronic approach: historical texts and royal inscriptions, legal and administrative texts, letters, literary and religious texts, medical texts, or scholastic texts. May be repeated for credit. Prerequisite: AWAS 0210 or instructor permission. Open to juniors, seniors, and graduate students.

ASYR 2700. Special Topics in Ancient Sciences.
This course will be a topics course containing a detailed technical and cultural study of an area of science in a culture of the ancient world. Although intended for graduate students, undergraduate students who have taken EGTY 1600 or AWAS 1600 or a similar course may be admitted at the instructor’s discretion.

ASYR 2750. Art and Visual Culture in the Ancient Near East.
Peoples of the Ancient Near East from prehistory to the Hellenistic period produced a unique corpus of production technologies and visual culture. Cultures from Anatolia to the Iraqi southern alluvium, from the Levant to Iran and the Caucasus shared this common pictorial language in a variety of ways. In this seminar, we will investigate bodies of archaeological, architectural and pictorial evidence from the Near East while also debating relevant art and architecture historical methodologies and discourses in direct relationship to that material. Conceptual issues such as narrative, representation, perspective, agency, technology, style, symbolism, landscape, space, and power will be explored. Enrollment limited to 15.

ASYR 2800. Archaeologies of Text.
An interdisciplinary seminar that examines the interplay between ancient texts and archaeology in the study of the ancient world. Emphasis will be placed on articulating and analyzing the research methods and assumptions found in case studies set in the ancient Near East, Mediterranean, East Asia, and the Americas. Topics will include: canons of literature as/versus ancient inscriptions; materiality of text; texts on display, in deposits, in archives, in libraries, as refuse; literacy and education; practices of documentation and analysis; writing, language, and ethnicity; historical geography; fakes and forgeries; ancient texts and archaeological ethics. No prerequisites. Intended primarily for graduate students.

ASYR 2900. Introduction to Hittite Language and Literature.
This course is an introduction to Hittite language, literature, and culture. Hittite, the earliest attested Indo-European language (thus related to Greek, Latin, and Sanskrit) was used in Anatolia during the second millennium BCE. It survives in tens of thousands of tablets written in cuneiform script. Students will learn the basic grammar of the language and read in the original or in translation specimens from the fascinating textual legacy of the Hittites, which includes myths, prayers, laws, diplomatic texts as well as formal and informal letters. They will also become familiar with the cultural environment in which those texts were composed.

ASYR 2980. Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ASYR 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

ASYR XLIST. Courses of Interest to Concentrators in Egyptology and Assyriology.

EGYT 0300. In the Beginning: Cosmos and Creation in the Ancient World.
As in every human society, the people of ancient Mesopotamia (Iraq) and Egypt wondered about the universe, their world, and how it came about in the first place. Preserved for us in ancient texts and images, their ideas share some things in common with more familiar ancient traditions, such as the creation account in the Bible. In this course, you will look at these ancient texts and images and learn how to dissect them to find what their authors were thinking. In the process, you will discover some surprisingly sophisticated concepts that are still present in our own culture. DPLL FYS

EGYT 1200. Archaeology of Ancient Egypt.
A general survey of the archaeology of ancient Egypt in prehistoric and Pharaonic times. Covers such areas as the development of private and royal funerary monuments, private and royal dwellings, and temples. Attention is also paid to the principles of Egyptian art and architecture and, where appropriate, to archaeological connections with the surrounding cultures. Offered in alternate years.

EGYT 1210. Archaeology of Ancient Egypt.
See Archaeology of Ancient Egypt (EG0120) for description.

EGYT 1310. Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian I).
Much of this two-semester sequence is spent learning the signs, vocabulary, and grammar of one of the oldest languages known. By the end of this introductory year, students read authentic texts of biographical, historical, and literary significance. The cornerstone course in the Department of Egyptology-essential for any serious work in this field and particularly recommended for students in archaeology, history, classics, and religious studies. No prerequisites.

EGYT 1320. Introduction to Classical Hieroglyphic Egyptian Writing and Language (Middle Egyptian II).
Continuation of a two-semester sequence spent learning the signs, vocabulary, and grammar of one of the oldest languages known. By the end of this introductory year, students read authentic texts of biographical, historical, and literary significance. The cornerstone course in the Department of Egyptology - essential for any serious work in this field and particularly recommended for students in archaeology, history, classics, and religious studies. Prerequisite: EGYT 1310.

EGYT 1330. Selections from Middle Egyptian Hieroglyphic Texts.
Readings from the various genres of classical Egyptian literature, including stories and other literary texts, historical inscriptions, and religious compositions. Students will be expected to translate and discuss assigned texts. Prerequisite: EGYT 1310, 1320.

EGYT 1340. Selections from Middle Egyptian Hieratic Texts.
Introduction to the hieratic script and readings from a variety of hieratic documents, including literary compositions, letters, and religious texts. Students will be expected to translate and discuss assigned texts. Prerequisite: EG 131, 132 (EGYT 1310, 1320).

EGYT 1410. Ancient Egyptian Literature.
A survey of one of the most intriguing aspects of ancient Egyptian culture. Readings (in translation) of many of the most significant literary documents that survive from Egypt. Presentation of a reasonable amount of historical perspective. Class discussions concerning the nature, purpose, quality, and effectiveness of the works read. Two term papers. No prerequisites. Offered in alternate years. WRIT

EGYT 1420. Ancient Egyptian Religion and Magic.
An overview of ancient Egyptian religion from both a synchronic and diachronic perspective. Examines such topics as the Egyptian pantheon, cosmology, cosmogony, religious anthropology, personal religion, magic, and funerary beliefs. Introduces the different genres of Egyptian religious texts in translation. Also treats the archaeological evidence which contributes to our understanding of Egyptian religion, including temple and tomb architecture and decoration. Midterm and final exams; one research paper.
EGYT 1430. History of Egypt I.
A survey of the history and society of ancient Egypt from prehistoric times to the end of the Eighteenth Dynasty (ca. 5000-1300 BC). Readings include translations from the original documents that serve as primary sources for the reconstruction of ancient Egyptian history.

EGYT 1440. History of Egypt II.
A survey of the history and society of ancient Egypt from the Ramesside Period to the Roman conquest (ca. 1300-30 BC). Readings include translations from the original documents that serve as primary sources for the reconstruction of ancient Egyptian history.

Continuation of EGYT 1430, 1440 (not prerequisites). Covers the Third Intermediate and Late Periods (ca. 1000-332 B.C.E.), from the end of the New Kingdom to Alexander's conquest. Characterized by internal conflict and long intervals of foreign domination, this era, is often described as a period of decline, but closer study shows it to be eventful and rich in documentation. Offered in alternate years.

The course will cover Egypt's 25th Dynasty (728-657 BC), when rulers of Nubia, located in the region of modern Sudan, added Egypt to their territories. Using a wide range of textual and archaeological evidence, students will learn about the history of famous 'black pharaohs' such as Taharqa and study some of Africa's most impressive archaeological remains. This fascinating period is not well understood and has often been afflicted in the past by racist, colonialist scholarship; using primary sources and recent theory on ethnic identity, this class will re-examine the complex and changing relationship between Egypt and Nubia.

EGYT 1460. History of Egypt IV. The Age of Cleopatra.
Continuation of EGYT 1430, 1440, and 1450 (not prerequisites). A survey of the history and society of ancient Egypt from Alexander's conquest to the Arab Conquest, ca. 332 B.C.E.-A.D. 600. Covers the Ptolemaic (323-30), Roman (30 B.C.E.-ca. A.D. 300), and Byzantine (ca. A.D. 300-640) periods. Focal point and pivot is the Ptolemaic period, from Alexander the Great to Cleopatra (332-30 B.C.E.). Offered in alternate years.

EGYT 1465. Daily Life in Ancient Egypt.
Ancient Egypt is remembered for its grand temples and enduring tombs. Histories too often favor these examples of grandeur, forgetting the daily lives of non-royal ancient Egyptians. This class will investigate the daily lives of these underrepresented ancient Egyptians - craftsmen, servants, women, children - and address concerns such as illness, status, economy, magic and death. Additionally, we will look at the individual and discuss sexuality, love, style and fashion, religious practice and the family. Class format will include lectures and discussions, presentations, and tours through virtual temples which will enable us to reconstruct the daily lives of Ancient Egyptians.

EGYT 1470. Egypt After the Pharaohs: Archaeology and Society in the Coptic and Early Islamic Periods.
The history of Egypt may be famous for the tombs, pyramids and mummies of the Pharaonic periods. This course, however, offers a vision of a different Egypt, a later Egypt: one that evolved from the traditions of the past but was infused by Christianity, Islam, Arabic, and the emergence of one of the world's great cities: Cairo. Students will experience the heritage of Egypt that is contained in the mosque of al-Azhar, the monasteries of the Egyptian desert, and the pageantry and ritual of a new set of ruling elites. At the same time they will understand the continuities of this land which Egyptians refer to as Umm al-Duniya "Mother of the World".

EGYT 1480. Egypt in the Global World.
From the 4th to the 2nd millennium BC we see Ancient Egypt as part of a wider world in the Eastern Mediterranean. Egypt had diplomatic and trade contacts with the major powers and smaller political entities of this period as well as armed conflicts. These contacts left an abundance of material evidence in Egypt in the archaeological and epigraphical records such as foreign luxury items and pottery, and depictions of foreigners in Egyptian tombs and temples. The course will shed light on the varying intensity and character of the relationship between Egypt and her neighbors in the Levant, Nubia and Libya and wider Eastern Mediterranean world.

The course explores medical practices and beliefs, including healing magic, in ancient Egypt, from the beginning of the Old Kingdom to the end of the Roman period, drawing evidence from both ancient texts (in translation) and archaeological sources. In addition to surveying ancient Egyptian medical practices, the course investigates the social world of the physicians and their patients, and their views on their bodies and illnesses. Topics surveyed include medical handbooks and recipes, physicians' equipment and training, gods, demons and disease, pregnancy and childbirth, veterinary medicine, the health effects of the ancient Egyptian diet, and later myths about Egyptian medical knowledge.

EGYT 1490. Calendars and Chronology in Ancient Egypt and the Ancient World.
Time is the dimension of history. Chronology studies how we know when events happened. Chronology is much more important to "BC history" than to "AD history." History books state that the great Ramses II ruled around the thirteenth century B.C.E. But how do we know this? The focus of this class is on the answers to such questions through the study of the foundations of the history of Egypt specifically and of the ancient world in general. Some prior knowledge of Egyptian language or civilization might be handy but is by no means required.

EGYT 1500. Ancient Egyptian Art and Architecture.
Ancient Egyptian art and architecture had a remarkably long history, and much that was produced is amazingly well preserved. This course will focus on the inception and development of these material expressions of high culture through detailed studies of monumental buildings and decorated private tombs, as well as the sculpture, painting, and minor arts from the Predynastic period through the end of the Middle Kingdom (c. 3700-1790 BC). Enrollment limited to 20.

EGYT 1510. Ancient Egyptian Art II.
Considers the art of ancient Egypt's New Kingdom or Empire Period (1500-1100 B.C.). The relief carving and painting of Theban temples from the 4th to the 2nd millennium BC we see Ancient Egypt as part of a wider world in the Eastern Mediterranean. Egypt had diplomatic and trade contacts with the major powers and smaller political entities of this period as well as armed conflicts. These contacts left an abundance of material evidence in Egypt in the archaeological and epigraphical records such as foreign luxury items and pottery, and depictions of foreigners in Egyptian tombs and temples. The course will shed light on the varying intensity and character of the relationship between Egypt and her neighbors in the Levant, Nubia and Libya and wider Eastern Mediterranean world.

EGYT 1520. The Archaeology of Ancient Egyptian Household and Settlement.
Survey of the primary settlement remains from the Pharaonic Period of ancient Egypt, addressing the practices and problems in settlement and household archaeology. Not open to first year students.

EGYT 1525. Living, Creating, Believing and Dying in the Village of the Royal Tomb Builders.
The site of Deir el-Medina was home to a community of skilled workmen in charge of digging and decorating the tombs of both the Valley of the Kings and Valley of the Queens during the New Kingdom (ca. 1550-1069 B.C.). Deir el-Medina is usually considered the paradigmatic site-witness for studies of Egyptian daily life and benefits from a substantial material record. Through a multi-perspective analysis drawing on both tangible (archaeological structures) and intangible (textual/iconographical) sources, ancient and modern (excavation diaries and new discoveries recently made on the spot!), this course aims at discovering the lifestyle, practices and culture of this community.
EGYT 1550. Ethnic Identity in Graeco-Roman Egypt.
Egypt under Greek and Roman rule (from c. 332 BC) was a diverse place, its population including Egyptians, Greeks, Jews, Romans, Nubians, Arabs, and even Indians. This course will explore the sometimes controversial subject of ethnic identity and its manifestations in the material and textual record from Graeco-Roman Egypt, through a series of case studies involving individual people and communities. Topics will include multilingualism, ethnic conflict and discrimination, legal systems, and gender, using evidence from contemporary texts on papyrus as well as recent archaeological excavations and field survey projects.

EGYT 1910. Senior Seminar.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EGYT 1920. Senior Seminar.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EGYT 2210. Introduction to Coptic.
Coptic, the last stage of the ancient Egyptian language, was written with essentially Greek alphabetic characters. An introduction to Sahidic, which is perhaps the best represented of the Coptic dialects. Sahidic grammar is explained, and some texts, mainly of a biblical and patristic nature, are read. Open to undergraduates with the consent of the instructor. No prerequisites, but a knowledge of Middle Egyptian or Greek would be helpful.

EGYT 2300. Readings in Ancient Egyptian.
Advanced readings in ancient Egyptian texts in the original script and language. Readings will be selected from a particular genre, historical period, or site. This course is intended primarily for graduate students and may be repeated for credit. A reading knowledge of ancient Egyptian is required. A reading knowledge of both German and French is strongly recommended but not required.

EGYT 2310. History of the Ancient Egyptian Language.
Diachronic survey of ancient Egyptian from Old Egyptian through Coptic, covering changes in phonology and grammar and analyzing the processes through which these changes took place. Course requirements are short research papers to be presented in class and a final examination. Previous course work in at least one stage of the Egyptian language required; knowledge of Late Egyptian, Demotic (grammar) or Coptic preferable. Prerequisites: EGYT 1310 and EGYT 1320, plus either EGYT 2210, EGYT 2410 or EGYT 2610.

EGYT 2410. Late Egyptian.
Introduction to the grammar of the third historical phase of ancient Egyptian and readings from its various genres, including literary texts, letters, historical inscriptions, and tomb-robbing papyri. Students will be expected to translate and discuss assigned texts. Prerequisites: EGYT 1310, 1320.

EGYT 2510. Social Life in Ancient Egypt.
This course will provide a valuable opportunity to link theory and data innovatively. Taking the lifecycle as its structure, it covers Egyptian life from conception to death and the afterlife, drawing together a range of data sources, such as material culture, iconography, textual data, and human remains. WRIT

EGYT 2530. The Perception of Time and Space in Ancient Egypt.
This seminar aims to explore how ancient Egyptian perceived time and space, how they described them, and how they experienced them. Topics covered will include, inter alia, the notion of eternity, the mechanisms of time counting and space organization, the issue of awareness of history, the question of gender-differentiation in the domestic sphere, and the creation of a place.

EGYT 2610. Introduction to Demotic.
Beginns with discussions and exercises in the grammar and peculiar script of this late stage of the Egyptian language, followed by readings of actual ancient texts, including The Instructions of Inkhesheshonkhy, The Petition of Petiese, and The Story of Setne Khaemwas. Knowledge of Demotic remains essential for a proper understanding of Egypt during the Saite, Persian, Ptolemaic, and Roman periods. Open to undergraduates with consent of instructor. Prerequisites: EGYT 2410 or 2210.

EGYT 2810. Old Egyptian.
Introduction to the grammar of the first historical phase of ancient Egyptian and readings from its two primary genres, the Pyramid Texts and autobiographical inscriptions. Students will be expected to translate and discuss assigned texts. Prerequisites: EG 131, 132 (EGYT 1310, 1320).

EGYT 2970. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

EGYT 2980. Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

EGYT 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

EGYT XLIST. Courses of Interest to Concentrators in Egyptology and Assyriology.

English
Chair
Philip Gould

Our department fosters the open understanding of the study of British, American, and Anglophone literature. We promote original work on new questions of criticism, theory, and analysis. We invite practices of reading and writing that challenge the ongoing creation of knowledge in our fields. English is a large concentration at Brown, and graduates of our Ph.D. program are recognized for their scholarship across the globe. Our nonfiction writing program includes a broad range of genres, styles and modes of writing. 

For additional information, please visit the department's website: http://www.brown.edu/academics/english/

English Concentration Requirements

We study how literature works, how we understand it, and how we write about it. We examine closely matters of language, form, genre, and critical method. We invite you to new practices of reading and writing that promote the understanding of literatures and cultures in English through history, criticism, and theory. We are committed to the understanding of literature from a transnational perspective, emphasizing the movement of texts and peoples across borders of nation, race, gender, and sexuality, now and in the past. And we encourage students to commit themselves to the creation of original knowledge in their reading and writing.

In addition to the English concentration, we offer an English concentration track in the practice of Nonfiction Writing. The concentration in English and the English/Nonfiction track follow the same core requirements, and students in the English concentration may elect Nonfiction Writing courses as electives. We invite applications from qualified juniors to the honors programs in both English and Nonfiction. One of the largest humanities concentrations at Brown, English provides a strong foundation for a liberal education and for work in many sectors of employment, especially in the many areas where new media creates demand for transformative writing: the press, publishing, advertising, visual media, public relations, public service, teaching, finance, government, corporate research and administration. English concentrators routinely go on to law, medical, and professional schools as well as to graduate education in literature and the arts.

About the Concentration

We encourage students interested in concentrating in English to come into the department offices at 70 Brown Street and speak with a concentration advisor. Students in English courses who are considering an English concentration are welcome to make an appointment to speak with their instructor. Concentration programs must be approved by a concentration advisor. To declare a concentration, students must fill out an online
Concentration form via ASK and enter their plan of study indicating the requirements that each course fulfills.

### Concentration Requirements (10 courses):

1. **ONE "How Literature Matters" course (ENGL0100):**
   - ENGL 0100D Matters of Romance
   - ENGL 0100F Devils, Demons, and Do Gooders
   - ENGL 0100G The Literature of Identity
   - ENGL 0100P Love Stories
   - ENGL 0100R American Histories, American Novels
   - ENGL 0100S Being Romantic
   - ENGL 0100T The Simple Art of Murder
   - ENGL 0100U Serial Fictions
   - ENGL 0100V Inventing Asian American Literature

2. **ONE course before 1700:**
   - These are courses that focus on the early modern period, i.e. medieval and renaissance literatures.

3. **ONE course after 1700:**
   - These are courses that focus on the 18th-century and beyond.

4. **ONE course in "Literature Across Borders":**
   - ENGL 0100G The Literature of Identity
   - ENGL 0100V Inventing Asian American Literature
   - ENGL 0150U The Terrible Century
   - ENGL 0150X The Claims of Fiction
   - ENGL 0510Q Unstable Subjects: Race and Meaning in Contemporary (African) American Literature
   - ENGL 0700S American Literature and Political Radicalism
   - ENGL 0710B African American Literature and the Legacy of Slavery
   - ENGL 0710E Postcolonial Tales of Transition
   - ENGL 0710L Ishiguro, Amongst Others
   - ENGL 0710Q American Literature in the Era of Segregation
   - ENGL 1310H The Origins of American Literature
   - ENGL 1360U Europe in the Vernacular
   - ENGL 1561D Writing and the Ruins of Empire
   - ENGL 1711I Harlem Renaissance: The Politics of Culture
   - ENGL 1711J Modern African Literature
   - ENGL 1711P The Literature and Culture of Black Power Reconsidered
   - ENGL 1711E African American Literature After 1975
   - ENGL 1761V The Korean War in Color
   - ENGL 1900D Literature and Politics

5. **ONE theory course:**

6. **FIVE electives**

   Total Credits: 10

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1. Each course may fulfill ONE requirement. Five courses must be 1000-level courses. With advisor approval, two of the ten required courses may be taken in departments other than English.
2. Only TWO courses dealing primarily with the practice of writing at the 1000-level may be counted as electives.
   - One ENGL0200 may be counted toward the 10-course requirement only as an elective.
   - All substitutions and/or exceptions must be approved by the concentration advisor in consultation with the Director of Undergraduate Studies. A substitution or exception is not approved until specified in writing in the student’s concentration file housed in the English Department.

### English Concentration -- Nonfiction Writing Track (10 courses)

The English concentration also includes a Nonfiction Writing Track. The requirements are the same as 1 through 6 above, but three of the five electives must be 1000-level Nonfiction Writing courses (only ONE of which may be intermediate). Only THREE Nonfiction courses may count toward the concentration.

### Honors in English

The English Honors program is intended for students who have been highly successful in their English concentration coursework and who want the opportunity to pursue a research project in more depth than is possible in an undergraduate seminar. The program is intended for those students with a strong desire to conduct independent research under the supervision of a thesis advisor and culminates in the writing of a thesis during the senior year.

#### Admission

Students apply to the Honors Program early in the second semester of their junior year. Interested concentrators are encouraged to speak to the Honors Advisor early in their junior year to discuss their plans. Specific deadlines for admission are announced annually and are available in the department office. Students who are studying off campus are expected to meet the application submission deadline.

**Admission to the English Honors Program depends on evidence of ability and promise in the study of literature. To be eligible for admission, students must have received more As than Bs (and no Cs or below) in concentration courses completed. Students must complete an application; supply a brief writing sample, and request two letters of recommendation from English faculty with whom they have taken courses. If necessary, letters may come from faculty in related departments. Letters from teaching assistants may only serve as supporting recommendations.**

Candidates must also submit a one-page project proposal signed by the faculty member who has agreed to serve as the thesis advisor. See procedures and application [here](http://brown.edu/academics/english/english-honors-procedures) for more details.

#### Requirements

The course requirements for the English Honors Program are the same as those for the regular concentration, with the following additions:

As part of regular coursework, and counting toward the concentration requirements, honors candidates must complete at least three upper-level seminars or comparable small courses in which students have the opportunity to do independent research, take significant responsibility for discussion, and do extensive scholarly and critical writing. Students are encouraged to include at least one graduate seminar in their program. (Permission to take a graduate course must be obtained from the instructor.) Honors candidates should discuss their proposed course of study with the Honors Advisor.

During the Fall and Spring of the senior year, honors candidates must complete two additional courses beyond the ten courses required by the regular concentration: ENGL 1991 and ENGL 1992. ENGL 1991 is the Senior Honors Seminar, in which students begin to research and write their theses, as well as meet to discuss their work. This is a mandatory S/NC course. ENGL 1992, the Senior Honors Thesis is an independent research course that must be taken for a grade.

**December graduates take the following sequence of additional thesis courses instead:**

In the 7th semester (Spring), students must take one of the following courses, within which they begin to research and write their theses:

--An Independent Study with their thesis advisor

--or ENGL 1140A: The Literary Scholar

Either course must be taken S/NC.

In the 8th semester (Fall), students must take ENGL 1992 for a grade, as they complete their theses.

Half-year graduates should consult with the Honors Advisor for information about deadlines.

Honors candidates must continue to receive more As than Bs in courses taken as part of the concentration. Courses completed with a grade of C will not count toward an Honors concentration. A student who receives such a grade and wishes to continue in the program must complete a comparable course with a grade higher than C.

#### The Honors Thesis

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The Honors thesis is an extended essay, usually between 50 and 80 pages, written under the supervision of a department faculty advisor and second reader. (Where appropriate, the advisor or the reader, but not both, may be in another department.) The thesis may be an interdisciplinary or creative project, but it is usually an essay on a scholarly or critical problem dealing with works of literature in English. The specific topic and approach of the thesis are worked out between the student and the thesis advisor, with assistance from the student’s second reader. This process should begin in the latter part of the student’s junior year. A good way to get an idea of what sorts of projects are possible is to visit the Hay Library, which stores theses from previous years, or to meet with the Honors Advisor.

A prospectus describing the project and endorsed by the faculty advisor must be submitted to the Honors Advisor at the beginning of the senior year. At the end of the senior year fall term, a student must submit approximately 25 pages of draft material toward the thesis. Full thesis drafts are due by mid-March; final bound copies of the thesis are due in mid-April. Late theses will not be accepted for honors after the April deadline; students who hand in theses after the deadline but before the end of the term will receive a grade for the thesis course, but they will not be eligible for departmental honors. The completed thesis will be evaluated by the student’s advisor and a second reader, each of whom provides written commentary and suggests a grade for ENGL 1992.

**Evaluation**

The English Department reviews the academic record as well as the thesis evaluations for each senior completing the Honors Program. Following a successful review, the student will be eligible to graduate with Honors in English.

**Honors in Nonfiction Writing**

The Nonfiction Writing Honors Program is intended for students who have been highly successful in their English concentration work. Specifically, it allows those who have an expressed and proven interest in nonfiction writing to pursue more completely a single project under the supervision of a first reader. The intention is to help students to complete work worthy of publication. The program culminates in the writing of a thesis during the senior year.

**Admission**

Students apply to the Nonfiction Writing Honors Program in the second semester of their junior year at the latest. Interested students should already have made contact with at least one member of the Nonfiction Writing faculty and should meet with the Honors Advisor to discuss their proposed project.

Admission to the Honors Program in Nonfiction Writing depends upon a student’s demonstrated superior ability in nonfiction writing. Students must have taken either one intermediate and one advanced writing course, or two advanced writing courses by the end of their sixth semester and completed each of them with an S. To be eligible for admission, students must have earned more As than Bs (and no Cs or below) in other courses in the concentration plan. See procedures and application (http://brown.edu/academics/english/nonfiction-honors-procedures) for more details.

**Requirements**

Students in the Nonfiction Writing Honors Program take two additional courses beyond the ten courses required by the Nonfiction Writing Track — ENGL 1993 Seminat in Nonfiction Writing (with the Honors Advisor) and ENGL 1994 Senior Honors Thesis in Nonfiction Writing; the Honors track will bring to twelve the total number of required courses. The ENGL 1993 grade option must be S/NC; ENGL 1994 must be taken for a grade. Honors candidates should discuss their proposed course of study with the faculty member they choose to direct their thesis.

Honors candidates must continue to receive more As than Bs in courses taken as part of the concentration. Courses completed with a grade of C will not count toward an Honors concentration. A student who receives a "C" after admission to Nonfiction Honors and wishes to continue in the program must complete an additional course in a comparable subject area, with a grade higher than C.

**The Honors Thesis**

The Nonfiction Writing Honors thesis is an extended project, usually of between 50 and 80 pages, written under the supervision of one of the Nonfiction Writing faculty and a second reader (who can be from literature or another department). The specific topic and approach of the thesis are worked out between the student and the first reader, with assistance from the student's second reader. A good way to get an idea of what sorts of projects are possible is to visit the Hay Library, which stores theses from previous years, or to meet with the Honors Advisor. The work typically is in a genre chosen from Nonfiction Writing's spectrum: critical analysis, literary journalism, memoir, lyric essay, or narrative based on travel, science, history, or cultural critique.

Full thesis drafts are due by mid-March; final bound copies of the thesis are due in mid-April. Late theses will not be accepted for honors after the April deadline; students who hand in theses after the deadline and before the end of the term will receive a grade for the thesis course, but they will not be eligible for departmental honors. The completed thesis will be evaluated by its first reader and second reader, each of whom provides written commentary and suggests a grade for ENGL 1994.

Half-year graduates will take ENGL 1200 in the spring of their final year and ENGL 1994 in the fall. (Half-year graduates should consult with the Honors Advisor for information on deadlines.)

**Evaluation**

The English Department reviews the academic record as well as the thesis evaluations for each senior completing the Nonfiction Writing Honors Program. Following a successful review, the student will be eligible to graduate with Honors in Nonfiction Writing.

**English Graduate Program**

The Department of English offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree. For more information on admission and program requirements, please visit the following website:

http://www.brown.edu/academics/gradschool/programs/english

**Courses**

**ENGL 0100A. How To Read A Poem.**

It is difficult to get the news from poems: yet men die miserably every day/ for lack/ of what is found there. William Carlos Williams’s words begin to articulate this course’s focus on the power of poetic language to represent and to give shape to human experience. Designed for concentrators and non-concentrators, the semester’s work consists of both conceptual and practical matters conducive to understanding, analyzing, and writing about poems. The reading draws freely on texts from across historical and geographical boundaries, including works by Spenser, Shakespeare, Lanyer, Donne, Keats, Dickinson, Frost, Auden, Whitman, Eliot, cummings, Bishop, and Heaney. LILE

**ENGL 0100B. Literature, Trauma, and War.**

This course surveys many genres and periods in order to consider and think about two traditional kinds of literary responses to war—glorifying it, and representing its horrors. We’ll examine texts by Homer, Shakespeare, Milton, Wordsworth, Byron, Whitman, Hardy, Crane, Freud, Levi, Pynchon, and Sebald, among others; we may also screen one or two films. Limited to undergraduates. Students should register for ENGL 0100B S01 and may be assigned to conference sections by the instructor during the first week of class.

**ENGL 0100C. Altered States.**

A course about ecstasy, rapture, transport, travel, mysticism, metamorphosis, and magic in pre- and early modern verse, drama, and prose, including: Ovid (Metamorphoses), Shakespeare (A Midsummer Night's Dream; Othello), Marlowe (Dr. Faustus), Mandeville's Travels; the writings of the medieval female mystics Julian of Norwich and Margery Kempe; the ecstatic verse of Crashaw, and the erotic, at times pornographic, verse of Donne, Herrick, Carew, Rochester, and Behn.
ENGL 0100D. Matters of Romance.
Narratives (1100-1500) of men, women, and elves seeking identity on the road, in bed, and at court. Readings (in modern English) include Arthurian romances, Havelok, Isidore of Seville, and Chaucer's "Wife of Bath's Tale." Primarily for freshmen and sophomores. Students should register for ENGL 0100D S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100E. Catastrophic Communities.
What becomes of communities and individuals in a catastrophe? This course considers the different literary, social and ethical formations that arise or are destroyed in disaster, and examines what it means to be both an individual and part of a collective in times of unprecedented upheaval. Readings by Blanchot, Camus, Sebald, Duras, Freud, Arendt, Jaspers, Orwell, and Eggers. WRIT

ENGL 0100F. Devils, Demons, and Do Gooders.
Who hasn't struggled with the problem of good and evil? Who hasn't wondered what lurks in the dark recesses of the soul? We will investigate how Milton, Mary Shelley, Melville, Poe, and Hawthorne, among others, grapple with these fundamental questions of judgment.

ENGL 0100G. The Literature of Identity.
This course will explore various conceptions of personal identity, with an emphasis on Romanticism. We'll read Anglo-American philosophical and literary texts (mostly poetry) from the Renaissance through the 19th century, taking some excursions into contemporary theory (queer, postcolonial, post-structuralist). Writers may include Shakespeare, Montaigne, Locke, Hume, Rousseau, Wordsworth, Keats, Emerson, Browning, and Wilde. DPLL LILE

ENGL 0100H. Fictions and Frauds: Literature and the Historical Imagination.
How does fiction reinvent history? What makes autobiography "true"? Readings focus on the slave narrative, Hawthorne, historical novels, and Jack Kerouac's "On the Road." Limited to undergraduates.

ENGL 0100I. American Fiction and the Sea.
This class examines one of the most distinctive of literary genres: the sea tale. These narratives are interested not only in how we know what we know, but in the ways we imagine what we don't know. Novels and films to be discussed will include Moby-Dick, Lord Jim; Aguirre, the Wrath of God; Apocalypse Now; The Witness.

ENGL 0100J. Cultures and Countercultures: The American Novel after World War II.
A study of the postwar American novel in the context of the intellectual history of the 1950s, 1960s, and 1970s. We will read the postwar novel in relation to the affluent society, the vital center, the lonely crowd, the power elite, the one-dimensional man, the post-industrial society. How does fiction reinvent history? What makes autobiography "true"? Readings include Baldwin, Ellison, Highsmith, McCarthy, O'Connor, Petry, Pynchon, and Roth. Two lectures and one discussion meeting weekly. Students should register for ENGL 0100J S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100K. The Dead and the Living.
Explores ethical, historical, and personal dilemmas in modernism through the relation between the dead and the living. What claims do the dead have on the living? How do the living shape the lives of the dead? Readings in literature, psychoanalysis, and philosophy, including Henry James, Virginia Woolf, Walter Benjamin, Sigmund Freud, James Joyce, W. G. Sebald, and Julian Barnes. Students should register for ENGL 0100K S01 and may be assigned to a conference section by the instructor during the first week of class. LILE

ENGL 0100L. What Was Postmodern Literature?
How compatible is the idea of the postmodern with the idea of a historical period? This course looks at recent British and American literature through the optic of postmodern theory, discussing how the theoretical problematization of both history and politics has an impact upon the very possibility of fiction. Readings include Doctorow, Pynchon, Amis, Jameson, Lyotard, Baudrillard. Students may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100M. Writing War.
Examines the challenges that war poses to representation and, particularly to language and literary expression in the modern era. We will focus primarily on the First and Second World Wars, exploring the specific pressures war puts on novels and poetry, as well as on history, psychology, and ethics. Works by Sassoon, Owen, Hemingway, Woolf, Rebecca West, Graham Greene, Pat Barker, Tim O'Brien, Georges Perec. Students should register for ENGL 0100M S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100N. City Novels.
This course examines 20th and 21st century novels to consider how these narratives envision the city, its possibilities and limits. How does the city shape how we think, wander, grow up, see and know each other? How does the city divide people? How does the novel imagine ways to bridge those divisions? Readings by Woolf, Chandler, Wright, Cisneros, Smith, Calvino, Adiga, Whitehead.

ENGL 0100P. Love Stories.
What do we talk about when we talk about love? We will see how writers have addressed this question from Shakespeare's day to the present. Writers may include Shakespeare, Austen, Eliot, Flaubert, Graham Greene, Marilynne Robinson, and/or others. Students should register for ENGL 0100P S01 and may be assigned to conference sections by the instructor during the first week of class. LILE WRIT

ENGL 0100R. American Histories, American Novels.
How do novels make readers experience such traumatic American historical events as war, slavery, and race riots? What kind of political or ethical perspective on such divisive and violent events do literary narratives encourage their readers to take? This course explores these questions by examining a number of influential post-1945 works that offer powerful examples of how novels make us think and feel in particularly resonant ways about the histories they depict. The reading list will include works by such authors as: William Faulkner, Ralph Ellison, Toni Morrison, N. Scott Momaday, Jeffery Eugenides, Chang-rae Lee, Mohsin Hamid and Junot Diaz. DPLL LILE WRIT

ENGL 0100S. Being Romantic.
"Romantic literature" and "Romantic art" are familiar concepts in the history of culture. But what does "Romantic" actually mean? Were Coleridge and Keats especially dedicated to writing about erotic love? Why would "Romantic" literature emerge during the period of the French Revolution and Industrial Revolution? What does early 19th-century "Romanticism" have to do with the meaning and status of the "Romantic" in our culture today? Readings in British and American writing from Blake and Mary Shelley to An DiFranco and Rage Against the Machine.

ENGL 0100T. The Simple Art of Murder.
A survey of the history of criminal enterprise in American literature. Authors to be considered include Poe, Melville, Hawthorne, Twain, Chandler, Wright, Petry, Highsmith, Millar, Harris, and Mosley. Students who have taken ENGL 0560D may not register for this course. Students should register for ENGL 0100T S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0100U. Serial Fictions.
A study of serial and serialized fictional narratives from the nineteenth century the present-- dime novels, serial genre fictions, literary novels comprised of chapters initially published as short stories, radio and film serials, television programs old (The Naked City, Hawaii-Five 0), newer (The Wire, Sex in the City), and new (Americans), podcasts, and video games (Legend of Zelda).

ENGL 0100V. Inventing Asian American Literature.
What insights can literature provide into the complicated workings of race in America? What role can the invention of a literary tradition play in illuminating and rectifying past and present injustices? We explore these questions by examining how the idea of an Asian American literary tradition came into being and by reading influential works that have become part of its canon. Students should register for ENGL 0100V S01 and may be assigned to conference sections by the instructor during the first week of class. DPLL LILE WRIT
ENGL 0150A. Elizabeth I: The Queen and the Poets
Queen Elizabeth I, a poet herself, adorned her aging body as the symbolic object of desire for a circle of ambitious male poets. Considers the poetic means by which Sidney, Spenser, and Shakespeare overcome the obvious obstacles to desire presented by her uncertain health and imperious temperament and court their Virgin Queen. FYS

ENGL 0150B. Objects of Beauty in Renaissance Culture.
What made a poem or a play as beautiful in 16th-century England as a hat or the right pair of shoes? Literary history and aesthetics from Wyatt, Surrey, and More, through Sidney, Shakespeare, Jonson, and Donne. FYS

ENGL 0150C. The Medieval King Arthur.
Where did stories of King Arthur come from and how did they develop in the Middle Ages? We will read the earliest narratives of King Arthur and his companions, in histories and romances from Celtic, Anglo- Norman, and Middle English sources, to examine Arthur's varying personas of warrior, king, lover, thief. Enrollment limited to 20 first-year students. FYS WRIT

ENGL 0150D. Shakespeare's Present Tense.
Shakespeare in Love suggests how Shakespeare was cued in to elite and popular cultures. Current adaptations like O and 10 THINGS I HATE ABOUT YOU demonstrate how Shakespeare provides anachronistic clues to issues of the present. This course will trace such clues by examining the cultural origins and ongoing adaptations of Romeo and Juliet, Hamlet, Othello, Twelfth Night, Henry V, and the sonnets. Enrollment limited to 20 first-year students. FYS

ENGL 0150E. Love and Friendship.
What do we talk about when we talk about love? This course poses this question in various ways. How, for instance, can we tell the difference between love's various forms—between love that is friendly and love that is romantic? How do the different forms of love differently shape people? How does love work when it involves sex, or marriage, or children, or divinity? And what must love involve to be called "good"? Why? Materials will range from Plato and St. Augustine to Leo Bersani and Allen Bloom and will also include popular filmic representations of love. Limited to 20. FYS

ENGL 0150F. Hawthorne and James.
An introduction to a pair of writers whose work continues to shape our understanding of American literature and American identity. Focusing on much of their most important work, our aim will be to understand how their conceptions of the relationship between writing and history both complicate and complement each other. Limited to 20 first-year students. FYS LILE WRIT

ENGL 0150G. Lincoln, Whitman, and The Civil War.
An introduction to the literature of the American Civil War: Whitman, Lincoln, Melville, Stowe, and other autobiographical and military narratives. FYS

ENGL 0150H. Literature of The American South.
The South is as much a state of mind as a place on the map, and some of the major figures in American literature have contributed to the making of what we think of when we think of "the South." Explores the sometimes contradictory but always important meanings of the American South. Authors include Poe, Douglass, and Faulkner. FYS

ENGL 0150I. The Simple Art of Murder.
This course surveys the history of criminal enterprise in twentieth-century American culture. Drawing from a broad range of sources ("literary" novels and pulp fiction, B-movies and auteurs), we will assess the role of crime as object of aesthetic attention and attend to the questions that can arise about the idea of the criminal when one takes it up outside of its usual home in courts. Authors: Poe, Hammett, Fitzgerald, Chandler, Wright, Petry, Hughes, Butler. Directors: Hitchcock, Wilder, Huston, Truffaut, Pakula, Lupino. Limited to 20 first-year students. FYS

ENGL 0150J. Inventing America.
One of the distinguishing features of American literature may be its seemingly constant struggle with the idea of America itself. For what, these authors wonder, does/should America stand? We will examine the rhetorical battles waged in some major works over the meaning and/or meanings of America's national identity. Authors may include Franklin, Hawthorne, and Fitzgerald. Limited to 20 first-year students. Instructor permission required. FYS LILE WRIT

ENGL 0150K. The Transatlantic American Novel.
This course reads American literature across national boundaries, focusing on the novel genre and the question of "American" identity as a problem in itself. The course takes up this problem in a wide array of novels spanning the period between the late eighteenth and twentieth centuries. Writers include Crevecoeur, Susanna Rowson, Poe, Melville, Twain, and Nella Larsen. Limited to 20 first-year students. FYS

ENGL 0150L. The Sensational and the Real in Victorian Fiction.
This course will explore two modes through which Victorian novels engaged the turbulent experience of their time: realism and sensation. We will examine how these different genres tackled issues of gender, sexuality, class, and personal and community identity. Enrollment limited to 20 first-year students. FYS

ENGL 0150M. "Model Minority" Writers: Cold War Fictions of Race and Ethnicity.
How have writers of fiction responded to recent developments in British political culture? How has the category of Englishness changed during that period? This course offers an overview of some of the most important British writers of the last twenty years and an introduction to theories of culture and ideology. Readings include Ishiguro, Kelman, Caryl Phillips, Morrison, and Derek Walcott. FYS

ENGL 0150N. Englishness and Britishness in Contemporary Fiction.
How have writers of fiction responded to recent developments in British political culture? How has the category of Englishness changed during that period? This course offers an overview of some of the most important British writers of the last twenty years and an introduction to theories of culture and ideology. Readings include Ishiguro, Kelman, Caryl Phillips, Morrison, and Derek Walcott. FYS

ENGL 0150O. Elizabeth I: The Queen and the Poets.
Queen Elizabeth I, a poet herself, adorned her aging body as the symbolic object of desire for a circle of ambitious male poets. Considers the poetic means by which Sidney, Spenser, and Shakespeare overcome the obvious obstacles to desire presented by her uncertain health and imperious temperament and court their Virgin Queen. FYS

ENGL 0150P. Is There a Theory of the Short Story?
This course considers the question in the title by looking at works of short fiction by Melville, Conrad, Bierce, Joyce, Lawrence, Kafka, Wicomb, Paley, O'Connor, Beckett, White, and literary theories by figures such as Lukacs, Bakhtin and Deleuze. Enrollment limited to 20 first-year students. Banner registrations after classes begin require instructor approval. FYS

ENGL 0150Q. Realism and Modernism.
The novel as a genre has been closely identified with the act of representation. What it means to represent "reality," however, has varied widely. This seminar will explore how the representation of reality changes as modern fiction questions the assumptions about knowing, language, and society that defined the great tradition of realism. English and American novels will be the primary focus of our attention, but influential French, German, and Russian works will be studied as well. Limited to 20 first-year students. Banner registration after classes begin requires instructor approval. FYS LILE

ENGL 0150R. The Problem of Women's Writing.
Combines a survey of British and American women writers with an interrogation of the concept of women's writing. Authors will include Austen and Bronte, Walker and Viramontes; theoretical topics will include the figure of the author, subjectivity and ideology, the concept of a separate women's canon or tradition, and the complex differences within "feminine" writing and "feminist" reading. FYS
ENGL 0150S. The Roaring Twenties.
The 1920s helped solidify much of what we consider modern in 20th-century U.S. culture. This course reads literature of the decade in the context of a broader culture, including film and advertising, to think about the period's important topics: the rise of mass culture and of public relations, changes in women's position, consumerism, nativism and race relations. Writers include Fitzgerald, Hemingway, Larsen, Toomer, Parker. Enrollment limited to 20 first-year students. Instructor permission required. FYS

ENGL 0150T. Arms and the Man.
"Mother Green and her killing machine!" So enunciates a grunt in Full Metal Jacket about the Marine Corps. This seminar explores the romance of man and machine: the individual man's body as a machine and group relations with each man as a cog in a larger body/machine. We'll also consider other sites—including the gym—infilitrated, at least figuratively, by militarism. Texts: Crane, The Red Badge; Herr, Dispatches; Swofford, Jarhead; Paul Fussey, The Great War and Modern Memory; Samuel Fussey, Muscle. Films: Full Metal Jacket; The Hurt Locker; GI Jane; Three Kings; Pumping Iron. Enrollment limited to 20. Instructor permission required. FYS

ENGL 0150U. The Terrible Century.
Although the term "terrorism" was coined in the 18th century, and although its contemporary resonance has reached an unprecedented pitch, the truly terrible century was arguably the 20th. This course introduces 20th century literature in English through a historical and philosophical examination of terror and terrorism. We will focus on several historical contexts, including: British colonialism in Ireland and Africa, South African apartheid, and the post 9/11 world. Readings include Conrad, Bowen, Farrell, Gordimer, Coetzee, Foulds, Walters, Hamid. Enrollment limited to 20 first-year students. FYS

ENGL 0150V. James and Wharton.
Friends, rivals, fellow ex-pats, and close correspondents for 15 years, Henry James and Edith Wharton had much in common. Their names are often coupled together in much the manner as Hemingway and Fitzgerald, since their fiction has often thought to deal with the same set of concerns: the societal and emotional ups and downs of well-to-do people in London, Paris, and New York. This class will read James and Wharton side by side in order not only to see in what ways they shed light on each other, but in what ways they differ. Limited to 20 first-year students. FYS

ENGL 0150W. Literature and the Visual Arts.
How do words and images represent? Are the processes by which literature and the visual arts render the world similar or different? Is reading a novel or a poem more like or unlike viewing a painting, a sculpture, or a film? This seminar will analyze important theoretical statements about these questions as well as selected literary and visual examples. Limited to 20 first-year students. FYS

ENGL 0150X. The Claims of Fiction.
This course explores the interplay of tropes of strangeness, contamination, and crisis in a range of novels and shorter fiction, in English or in translation. We will ask why social misfits and outsiders somehow become such fascinating figures in fictional narratives. How do these fictions entice and equip readers to reflect on collective assumptions, values, and practices? Writers will likely include Baldwin, Brontë, Condé, Conrad, Faulkner, Greene, Ishiguro, Lessing, Morrison, Naipaul, Salih. Limited to 20 first-year students. DPLL FYS

ENGL 0200A. All Eyes On You: Voyeurism and Surveillance Culture.
Can one both fear and delight in the knowledge of being watched? How is desire produced in voyeurism or exhibitionism? This course will explore the importance, danger and seduction of voyeuristic observation and surveillance culture through the lens of several 20th century American novels and films. Authors include Nobbykov, James and Pynchon. Films include "Lolita," "Rear Window" and "Brokeback Mountain." Enrollment limited to 17.

ENGL 0200B. Queer and Feminist Poetics: Hybrid Forms, 1969 to Present.
How do queer and feminist text engage formal experiment? This course will explore the political, conceptual, and rhetorical uses of queer and feminist discourses in contemporary hybrid-genre writing. William S. Burroughs, Cathy Acker, Allen Ginsberg, Sylvia Plath, Gloria Anzaldúa, Jack Spicer, Alice Notley, CAConrad, Christian Hawkey, and Ronaldo Wilson. Enrollment limited to 17. WRIT

ENGL 0200C. The Art of Catastrophe: Crisis and Collapse in the American Literary Landscape.
How have contemporary thinkers grappled with great crises -- environmental, economic, spiritual, terrorist -- in the 20th century? From catastrophic events like 9/11 to volatile conflicts involving race and gender, this course assesses contemporary literary and cinematic representations of crisis by probing their political and aesthetic significance. Authors may include: West, Ward, DeLillo, Hamid, Ozeki; Films include Soylent Green, Dawn of the Dead, The Reluctant Fundamentalist. Enrollment limited to 17. WRIT

ENGL 0200D. Intimate Horrors: Encountering the Uncanny in Literature and Film.
The horrifying is often times uncomfortably close, even familiar. Alongside theoretical discussions of Gothic literature, psychoanalysis, media, and genre, this course examines the unsettling effects and affects of what makes our skin crawl. We will discuss crazed limbs, possessed voices, evil mothers, creaking houses, ghostly doubles, and creepy children. Works by: Freud, Shelley, Poe, Hawthorne, Melville, Wilde, Lovecraft, Cronenberg, Hitchcock, Kubrick, Lynch. Enrollment limited to 17. WRIT

ENGL 0200E. Fictional Brains: Reading Artificial Intelligence and Cognition.
Reading high and popular literature (e.g. detective fiction and science fiction), this course investigates how we think about and construct fictional characters. This course will introduce students to applying classical and recent philosophical, psychological, and neuroscientific research to the study of literary texts. Possible authors/works: Poe, Melville, Kafka, Asimov, Blade Runner, and Sherlock. Enrollment limited to 17. WRIT

ENGL 0200F. The Spectacle of War in 20th-Century American Literature and Film.
This course examines the mediated experience of war from Vietnam forward in light of traditional representations beginning with the Civil War. We will consider the ways in which war is made visible (or invisible), and the position of the reader/spectator as voyeur, consumer, and citizen. Authors: Crane, Herr, O'Brien, Huong, Iraq War veterans, Guantanamo detainees. Directors: Griffith, Kubrick, Coppola, Scott. Enrollment limited to 17. WRIT

ENGL 0200H. Writing the Black Diaspora: Speaking Truth to Power.
What can slave narratives tell us about speech, power, and truth? What are the relationships between self-expression, genre, and questions of truth under conditions of disempowerment? This course introduces contemporary thinking about race and colonial encounters alongside fiction and life-writing by African-American, Canadian, and Caribbean authors from a range of historical periods. Authors: Harriet Jacobs, Audre Lorde, Toni Morrison, Dionne Brand, Lawrence Hill. Enrollment limited to 17. WRIT

ENGL 0200J. Violence and Secrecy in Victorian Fiction.
How is violence actually depicted in Victorian fiction? Often these novels are oriented around violence but are structured by the figure of the secret, a figure that invites and refuses knowledge. This course examines the relation between violence and secrecy in Victorian fiction and its afterlife. Authors: Brontë, Stevenson, Dickens, Collins; Wilde. Films: The Prestige, Psycho, A History of Violence. Enrollment limited to 17. WRIT

ENGL 0200K. Race, Dystopia, and Contemporary Fiction.
What happens to race after the end of the world as we know it? We will study dystopian literature written by black and Asian North American authors to investigate how they (re)imagine race in relation to questions of the human, citizenship, and state violence. Authors include Colson Whitehead, Chang-rae Lee, Octavia Butler, Karen Tei Yamashita, Nalo Hopkinson, and Larissa Lai. Enrollment limited to 17. WRIT
ENGL 0200L. Trial and Error: Law in American Literature and Film.
What does our cultural fascination with law suggest about the limits of justice in America? From crime to capital punishment, this course investigates law’s fragile relation to personhood and citizenship, examining tensions between the human body and the terms by which it is legislated and disciplined. Authors: Capote, Eggers, Faulkner, Lee, Morrison, Twain. Films/TV: Dead Man Walking, Milk, The Wire. Enrollment limited to 17. WRIT

ENGL 0200N. Obscenity.
The term “obscene” describes the extreme, the offensive, but also gestures toward that which is “offstage.” How can something offend if it takes place out of sight? Courting potential discomfort, we will tarry with obscenity in various guises and try to cope with its effects. Texts by Catullus, Shakespeare, Sade, Baudelaire, Henry Miller, Beckett, Delany, Jelinek. Films by Fassbinder, Breillat. Enrollment limited to 17. WRIT

ENGL 0200P. Monsters in America.
Monsters reveal our deepest fears and our greatest insecurities, and every society creates the monsters that it needs. Probing the shifting terrains of sexual, racial, and cultural otherness that monsters represent, this course examines depictions of monstrousity in 19th- and 20th-century American literature and film. Possible authors/films include: Hawthorne, Lovecraft, Stephen Crane, Octavia Butler, Asimov, The Elephant Man, and Alien. Enrollment limited to 17. WRIT

ENGL 0200R. Reading With Feeling.
How do we feel with our bodies? Starting from the Enlightenment and moving to romanticism this course examines various literary and philosophical accounts of sympathy and sentimentiality as modes that complicate the self and its relation to society. Authors include: Adam Smith, Goldsmith, Sterne, Austen, Wordsworth, Joanna Baillie, Keats. Films include Bridget Jones’s Diary and Atonement. Enrollment limited to 17. WRIT

ENGL 0200T. To Be Young, Gifted, and Black.
This course will consider various expressions of African-American childhood and adolescence across literature and film. We will contemplate notions of joy, sorrow, love, shame, and pride and strive to better understand the influence of these feelings on modes of representation, perception, and experience. Authors/filmmakers will include: Wright, Baldwin, Morrison, Spike Lee, and Antoine Fisher. Enrollment limited to 17. WRIT

ENGL 0200V. Shakespeare Rewrites Shakespeare.
How did Shakespeare’s drama develop thematically, rhetorically, and historically over the span of his literary career? This course offers students a representative introduction to Shakespeare’s work, paying particular attention to how later plays reinvent linguistic, historical, and theatrical materials worked out in earlier plays. Plays include Othello and The Winter’s Tale; Romeo and Juliet and Two Gentlemen of Verona; and Titus Andronicus and Hamlet. Requirements include critical essays, an in-class presentation, and a final examination.

ENGL 0201B. Rebels with a Cause: The Figure of the Rebel from Marlowe to Milton.
Examines representations of the rebel in early modern literature as a figure who is fundamental to definitions of social order. To what extent is the rebel integral to the social, political, and sexual structures s/he challenges? What do God and Satan, king and traitor, Puritan and sodomite have in common? Readings include Marlowe, Kyd, Shakespeare, Middleton, Webster, Marvell, Hobbes, and Milton. Enrollment limited to 17 undergraduate students. Instructor permission required. WRIT

ENGL 0201C. Birds, Beasts, and Bots: American Literature between the Wild and the Wired.
19th- and 20th-century American writers have often contemplated the relation of human beings to nature and machinery. This course examines the diverse ways American writers of this period have represented human interactions with natural elements (animals, wilderness) and artificial components (robots, factories, cities). We will focus especially on the question of whether human life is characterized in these texts as increasingly natural or programmed. Readings include works by Thoreau, Dickinson, Crane, London, Sinclair, Stevens, Eliot, Bradbury, Dick, and Dillard. Enrollment limited to 17 undergraduate students. WRIT

ENGL 0201D. Feeling Queerly.
Explores “ queerness” in all of its connotations in American and European literature from the late nineteenth to the mid-twentieth century. Analyzes the ways that a range of embodied feelings and emotional states (like shame, disgust, envy, embarrassment, and passivity) shapes formal aspects of literary works and effectively hinders speech, action, and self-expression. Authors include Melville, Woolf, Stein, Beckett, Baldwin, Crane, Genet. Enrollment limited to 17 undergraduate students. WRIT

ENGL 0201E. World Wide: Globalization from Shakespeare to Rushdie.
Explores the idea of globalization and its resonances with 17th and 18th century conceptions of a global network. How did early modern authors treat the ideas of cosmopolitanism, competing loyalties between home and the world, conflicts between self and other? How do contemporary authors take up or respond to these issues? Readings include Shakespeare, Milton, Dryden, Swift, Kant, Amin, Ghosh, and Salman Rushdie. Enrollment limited to 17 undergraduate students. WRIT

ENGL 0201F. Ravishing Verse: The Lyric and Spiritual Crisis.
This seminar explores the tension between the language of the spiritual and the language of the sensual in lyric poetry. How does a poet’s inner struggle over questions of belief engage the individual with the larger community; how does this struggle confront the lyric tradition? Poetry and prose readings will include Spenser, Donne, Herbert, Marvell, Milton, Hopkins, Mahon, and Longley. Enrollment limited to 17 undergraduate students. WRIT

ENGL 0201G. Killing them Softly: Satire and Stereotype in African-American Literature.
Examines the possibilities and limitations of satire within the field of 20th-century African-American literature. We will consider the ways in which the satirical form is deployed by writers seeking to examine questions of authenticity, community, and stereotypical representation. Authors include Schuyler, Ellison, Killens, Reed, Beatty, and Everett. Screenings of works by Spike Lee and Dave Chappelle. Enrollment limited to 17 undergraduate students. WRIT DPLL

ENGL 0201H. Green Shakespeare: Literature, Ecology, and the Nonhuman.
How did Renaissance writers conceive of nature, human autonomy, and the nonhuman agencies of the environment? What ecological futures might they invite us to imagine? This course seeks to address these and other questions by exploring the strange and paradoxical writings of some of English literature’s earliest ecological thinkers. Readings will include a variety of materials from plays (The Tempest, Titus Andronicus, The Winter’s Tale) to poetry (Donne, Milton, Marvell), history, and theory (eco-criticism, animal studies, science studies). Enrollment limited to 17 undergraduate students. WRIT

ENGL 0201J. Shakespeare’s Secret Agents.
Whether it’s women playing men or kings playing paupers, Shakespeare’s characters frequently use the art of disguise to right wrongs and wield authority in critical situations. But how far is “too far” for a disguised maiden pursuing her true love’s hand in marriage, or for an undercover ruler seeking to unify his fractured country? When do their well-intentioned deceptions blur into reality, and at what personal and political cost? Using a combination of historical and critical approaches, this course will explore how secret identities test the boundaries between public good and private deception across Shakespeare’s dramatic genres.
ENGL 0201K. Mad in America.
Examines the figure of madness in nineteenth and twentieth century American literature. Mad characters and mad writers raise questions about the vexed relation between self and society, desire and excess, form and disorder, and liberty and the institution. Authors include Poe, Brown, Melville, Gilman, Nabokov, Kesey, Plath, and films by Forman, Kubrick. Enrollment limited to 17. WRIT

An examination of novels and other works of literary prose from American protest novels concerned with the struggle of groups defined in terms of race or class to postmodern narratives characterized by formalist attempts to transcend the unbridgeable gap between politics and writing. Authors may include Stowe, Sinclair, Hammett, Agee, Ellison, Pynchon, and Reed. Enrollment limited to 17. WRIT

ENGL 0201M. No Futures: Extinction and the Nation in American Literature.
American literature often narrates the achievement of national identity as an organic process that will be realized in the future. Yet many authors obsess over broken blood lineages, atavism, lost property, and various forms of extinction. This course examines this tension, and asks why the disruption of "futurity" provokes such persistent aesthetic reflections. Readings include Whitman, Hawthorne, Cather, Faulkner, McCarthy. Enrollment limited to 17. WRIT

ENGL 0201N. Reading Against the Grain in Nineteenth-Century Literature.
Examines literature that leads the reader to identify and empathize with what the text says, yet also to be suspicious and distrustful about what the text leaves unsaid. How do we reconcile these two conflicting ways of reading? We will explore how nineteenth-century works use this tension to express anxieties of industrial modernity. Works include Coleridge, James, Hardy, Dickens, Melville, Freud, Hitchcock. Enrollment limited to 17. WRIT

ENGL 0201O. Kids on the Run: Literary Outcasts and Outsiders.
How do we grow, and when do we "grow up"? This seminar focuses on uneasy transitions from childhood into adulthood in literature. From paupers to punks, we will rethink alienation, gender and normalcy through changing conceptions of adolescence across two centuries. Authors will include Dickens, Bellow, Nabokov, Welsh, Clowes, Haddon and Aina. Screenings of The 400 Blows, Ratcatcher and Dogtooth. Enrollment limited to 17. WRIT

ENGL 0201P. Disabling Desire: The Erotics of Impairment in Literature and Film.
By alternatingly demonizing, sentimentalizing, and fetishizing the disabled body throughout modern history, has Western society misrepresented the erotic desires of the physically impaired? Could these desires, if represented, in turn disable "normal" desire? Authors include Milton, Shakespeare, Tennessee Williams, and Ursula LeGuin. Screenings include John Cameron Mitchell's Hedwig and the Angry Inch and Mark and Michael Polish's Twin Falls Idaho. Enrollment limited to 17. WRIT

What formal possibilities were available to poets working after the experimental period of High Modernism? How do their departures from the Modernist definition of the lyric encourage us to re-think the idea of "the poetic"? This course will examine late modern texts that blur the lines between poetry, fiction, and non-fiction. Texts include Berryman, Plath, Merrill, Ashbery, Howe, contemporary writers. Enrollment limited to 17. WRIT

ENGL 0201R. Weird Sisters and Fairy Queens: Women in Shakespearean Drama.
How does Shakespeare write women? To what extent do his plays destabilize or reify conventional assumptions about gender? And how do modern productions and adaptations interpret (or even re-write) his female characters? Texts will include Taming, Midsummer, Hamlet, Macbeth, and several modern adaptations. Film screenings likely to include Hamlet 2000, Midsummer Nights Dream, 10 Things I Hate About You. Enrollment limited to 17. WRIT

ENGL 0201S. Dragon Ladies, Curry and Kung Fu: Readings in Asian American Film and Literature.
Tracing the contours of Asian America through literature, slam poetry, and pop culture, we will examine how racism has defined East and South Asian American bodies, sexualities, and identities in terms of invisibility, illegitimacy, homelessness, and exoticism—and how artists have responded. Readings include Kingston, Lahiri, Kobawa, Hwang, Fanon, Said, and the films, Better Luck Tomorrow and The Namesake. Enrollment limited to 17. WRIT

ENGL 0201T. Strangers in a Strange Land: traveling bodies, traveling tales.
What role does the traveler play in the western imagination? How do the encounters and experiences of the traveling body map onto the larger body politic or its colonial projects? In answering these questions, this course examines hybridity, conversion, identity constructions—racial, religious, and national—and the politics of place. Authors include Shakespeare, Fletcher, Milton, Behn, Defoe, Swift, Melville, Achebe and Coetzee. Enrollment limited to 17. WRIT

ENGL 0201U. Songs of the Self: Poetry as a Way of Life.
How does poetry create the self? In this course, we shall engage this vast question by encountering the past, present, and future of poetic expression on and off the page. Using the resources of poetry as a creative and critical tool for academic writing and beyond, we will engage poetry from antiquity to the contemporary as well as the poetry in/of popular music, film, and television. Responding to poetic language, we rethink the language we use (and misuse) all the time. Self-making is full-time business. However, this class will be more than mere work, will be an inspiration and a delight.

ENGL 0201V. Queering Modernism.
What role does modernist literature play in queer history? How might queer sexuality inflect modes of poetic and narrative expression? Reading American and Western European literature from the 1920s on, this course explores the literary shifts that we have come to call "the modernist turn" and mines poems and novels for bodies, identities and emotions that push against the forms that contain them. Along the way, we will complicate and challenge the descriptive capacity of the terms "queer" and "modern." Enrollment limited to 18.

For American authors, the crime novel has provided a critique of capitalism, a vision of queer desire, a record of racial violence and an experiment in modernist form. This course uses the detective genre to examine major movements in American literary and political history, ranging from prohibition to postmodernity. Authors: Hammett, Chandler, Highsmith, Himes, Nabokov, Auster. Films: Rear Window, Chinatown. Enrollment limited to 17. WRIT

ENGL 0201Y. The Great American Campus Novel.
Attracting some of the finest authors of 20th-century American literature, the "campus novel" presents a vision of university life, by turns comic and tragic, that also critiques society beyond its walls. The course explores how the genre is bound up with questions posed by liberalism, the Cold War, and popular culture. Authors include Fitzgerald, Nabokov, DeLillo, Roth, Bellow, Chabon, and Eugenides. Enrollment limited to 17. WRIT

ENGL 0201Z. Dark Matter: Black Literature in the 20th Century.
We live in the "afterlife of slavery," an age in which Black lives remain terrorized by slavery's specter. Reading works by Cornelius Eady, Dionne Brand, Toni Morrison, Ralph Ellison, Richard Wright, and others, this course examines how 20th century African-American writing and thinking about blackness struggle within and against a world haunted by the afterlife of slavery. Enrollment limited to 17. DPLL WRIT
ENGL 0202A. Poetry and Things: From Romanticism to the Contemporary
Poetry often deals with the private human self, but it also depicts inanimate objects that spring to life in the background. We will study poetic backdrops from the Romantic lyric to the contemporary avant-garde, exploring the aesthetic, social, and ecological modes through which poets have envisioned the nonhuman world. Authors include Wordsworth, Keats, Byron, Poe, Thoreau, Dickinson, Stein, and Beckett. Enrollment limited to 17. LILE WRIT

ENGL 0300B. The Romance of Travel.
Considers the role of the strange, new, and fantastic in travel accounts of the Medieval period and Renaissance. If travel writers offered their stories as "windows to the world," we will treat them as representations that expose, reinforce, and subvert the author's cultural, political, and social attitudes. Works by Marco Polo, Chaucer, Columbus, Raleigh, Shakespeare, Defoe, and Swift. Enrollment limited to 30.

ENGL 0300C. English Drama 1350-1700.
This course presents great plays not written by Shakespeare, from the mystery plays of the late Middle Ages through Restoration drama. We will address these questions: What kinds of plays spoke to what kinds of audiences? How do changes in theatrical style relate to social change? How do genre, convention, staging, and acting style shape a dramatic text? Enrollment limited to 30.

ENGL 0300E. Three Great Poets: Shakespeare, Donne, Milton.
We will study these premier Renaissance poets from all angles possible, to understand the historical situations and political issues that shaped their writing, the authors and ideas that influenced them, the traditional forms they appropriated for new purposes. Most of all, we will study them to appreciate the power of poetry as a source of knowledge and inspiration. Enrollment limited to 30.

ENGL 0300F. Beowulf to Aphra Behn: The Earliest British Literatures.
Major texts and a few surprises from literatures composed in Old English, Old Irish, Anglo-Norman, Middle English, and Early Modern English. We will read texts in their historical and cultural contexts. Texts include anonymously authored narratives like Beowulf and Sir Gawain and the Green Knight, selected Canterbury Tales by Chaucer, and texts by Sir Thomas Malory, Spenser, Shakespeare, and Aphra Behn. Enrollment limited to 30.

ENGL 0300G. Angels and Demons, Heavens and Hells: The Otherworld from the Middle Ages to the Early Modern Era.
Wonder about what happens after death is among the most fascinating and gripping subjects of human inquiry. We will explore concepts of heaven, hell, purgatory, Satan, angels, ghosts, the soul, virtue and vice, the poetry of salvation, and the power of melancholy. Texts will include Old and Middle English Otherworld narratives, and writings by Dante, Milton, Browne, Marlowe, and others. Enrollment limited to 30.

ENGL 0300H. New Selves, New Worlds.
How did pre-modern and early modern writers imagine the self? How were these notions of the self transformed when individuals traveled to unfamiliar places? How do these new selves imagine certain fundamental questions, such as the power one has to control one's emotions, social environment, and ultimate fate. Authors may include Chaucer, Shakespeare, and Milton. Enrollment limited to 50.

ENGL 0300L. The Arrival of English: Medieval, Renaissance, Early Modern.
In these literary periods, something arrives in England, whether it is the Anglo Saxon invaders, Christianity, French medieval romance, or the continental example of renaissance. Readings include Beowulf, Wanderer, Dream of the Rood, Chaucer's Canterbury Tales, Spenser's Shepheardes Calendar and Faerie Queene, and Milton's Paradise Lost. Enrollment limited to 30. LILE WRIT

ENGL 0310A. Shakespeare.
We will read a selection of Shakespeare's plays with attention to both formal and historical questions. Issues to be addressed may include genre, the Shakespearean text, gender, sexuality, consciousness, status and degree, politics and nation. Written work may include a midterm and two short papers. Students should register for ENGL 0310A S01 and may be assigned to conference sections by the instructor during the first week of class. LILE WRIT

ENGL 0310D. Violence, Sacrifice, and Medieval Narrative.
This course will introduce students to medieval prose and poetry that centralize the problematic nature of violent conflict and its attendant horrors. We will study literature from medieval England, Wales, Ireland, and Iceland, including Beowulf, two Old Icelandic sagas and Eddic poetry, Irish and Welsh texts, and part of Malory's Morte Darthur. Topics will include sacrifice, religion, chivalry, horror, and contemporary critical approaches. Open to undergraduates only.

ENGL 0310E. Shakespeare: The Screenplays.
It's been said that if Shakespeare were alive today he'd be working in Hollywood. We will read five or six plays (including at least one representative of each of Shakespeare's genres: comedy, history, tragedy, romance) and then study film adaptations of them. The course is especially concerned with various approaches to the Shakespeare film: not just the straightforward adaptation, but also the Shakespeare spin-off ("10 Things; "My Own Private Idaho"), the Shakespeare film as a star-turn (Helen Mirren as "Prospera" in Taymor's "Tempest"), and the Shakespeare film as an auteur-turn (Orson Welles's "Chimes at Midnight"; Polanski's "Macbeth").

ENGL 0310F. Prose Sagas of the Medieval North.
In this course, we will read long prose fiction from medieval Iceland, Ireland, and Wales, considering how it is similar to and different from the modern novel. We will consider plot, characterization, and style in each linguistic tradition. Texts may include The Cattle Raid of Cooley, The Mabinogi, Njai's Saga, Eglí's Saga, Grettir's Saga, and Gísli's Saga.

ENGL 0500A. Literature and the Fantastic.
Considers the changing ways Renaissance, Romantic, Victorian, and late-nineteenth-century authors incorporate non-realistic and fantastic themes and elements in literature. Special attention to the relationship between realism and fantasy in different genres. Readings include stories (gothic, ghost, and adventure), fairy tales, short novels, plays, and poems. Shakespeare, Swift, Brothers Grimm, Blake, Wordsworth, Coleridge, Keats, Tennyson, Robert Browning, Christina Rossetti, Stoker, Lewis Carroll, Dickens, Henry James. Enrollment limited to 30. LILE

ENGL 0500B. Introduction to British and American Romanticism.
An exploration of "Romanticism" in literature written and read on both sides of the Atlantic between 1775 and 1865. Poetry, fiction, and essays by writers such as Blake, Wollstonecraft, Wordsworth, Coleridge, Byron, Percy Shelley, Mary Shelley, Keats, Thoreau, Emerson, Fuller, Hawthorne. Enrollment limited to 30.

ENGL 0500C. Inventing America.
Even before there was a United States, American authors argued over just what distinguished "America" from other communities. For what, they wondered, did or should America stand? Examines the rhetorical battles waged in some key pre-Civil War American literary texts over the meaning and/or meanings of America. Authors studied may include Bradstreet, Franklin, Douglass, and Melville. Enrollment limited to 30.

ENGL 0500E. Foundations of the Novel.
Introduces students to the first stages of novel writing in England and to historical and theoretical issues relating to the novel's "rise" to the dominant genre of the modern era. Eighteenth-century works of fiction are long; however, texts selected for this course are less long. They include Defoe's Moll Flanders, Richardson's Pamela and Fielding's Joseph Andrews. Enrollment limited to 30.
ENGL 0500G. Literature and Revolutions, 1640-1840.
Key developments in British and American literature understood in relation to the historical and cultural forces that produced the English Revolution, the American Revolution, the French Revolution, and the Industrial Revolution. Readings in major writers such as Milton, Paine, Blake, Wollstonecraft, Emerson, Barrett Browning, and Dickens, and in some of their non-canonical contemporaries. Focus on the emergence of a transatlantic literary culture. Enrollment limited to 30. WRIT

ENGL 0500H. Mariners, Renegades, and Castaways: American Fiction and the Romance of the Sea.
Examines one of the most distinctive of literary genres: the sea novel. Ostensibly stories of mystery and adventure, these texts are also meticulous accounts of working life at sea. Reads a number of well-known and lesser known American tales of the sea, including Poe's The Adventures of A. Gordon Pym, Melville's Moby-Dick, London's The Sea-Wolf, and Crane's "The Open Boat." Enrollment limited to 30.

ENGL 0500I. The Literature and Politics of Friendship.
Considers changing concepts of friendship as a key to major developments in British and American literature from the Renaissance through the 19th century. Special attention given to the ways the literary history of friendship intersects with leading political questions of the day. Shakespeare, Donne, Milton, Defoe, Wordsworth, Keats, Percy and Mary Shelley, Dickens, Poe, Melville, and Henry James. Enrollment limited to 30.

ENGL 0500K. The Transatlantic Novel: Robinson Crusoe to Connecticut Yankee.
How does the "American" novel change if we read it across national borders? This course reads novels written in/about America with this question in mind, focusing on such topics as slavery, exploration, seduction, and cosmopolitan ideals. Readings range from Aphra Behn to Mark Twain. Enrollment limited to 30. Students should register for ENGL0500K S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0500L. Literature, Trauma, and War.
This course surveys many genres and periods in order to consider and think about two traditional kinds of literary responses to war--glorifying it, and representing its horrors. We'll examine texts by Homer, Shakespeare, Milton, Wordsworth, Byron, Whitman, Hardy, Crane, Freud, Levi, Pynchon, and Sebald, among others; we may also screen one or two films. Enrollment limited to 30. Open to undergraduates only.

ENGL 0510A. Literature and Print Culture.
The cultural impact of widely circulating printed material -- books of poetry, essays, and fiction but also newspapers, stock certificates, and advertisements -- makes the period 1660-1740 the first technologically enabled information age. The production and consumption of published texts changed the world for the restored monarch and his licentious court, for the rising bourgeoisie, and for the newly literate classes. We will follow several controversies, experiments, and innovations of the print revolution in works as apparently diverse as Milton's epic poetry, Manley's erotic secret histories, and the ads in The Spectator. Other canonical and non-canonical writers include Rochester, Behn, Dryden, Swift, Manley, Haywood, and Defoe.

ENGL 0510B. The Gothic.
The course will investigate the origins and development of Gothic literature from its invention during the eighteenth century to its postmodern forms. We will consider conventional figures (monsters, distressed heroines, moldering castles), common themes (fear, horror, the supernatural, the irrational, the transgressive), and the cultural work they do. Readings include Walpole, Lewis, Radcliffe, Shelley, James, and King.

ENGL 0510C. The Victorian Novel.
Considers the Victorian novel with an emphasis on its many forms, including the social-problem novel, bildungsroman, sensation novel, detective novel, and multiplot novel. Topics covered include the nature of realism, serial publication, empire, the "new woman," industrialization, the "condition of England," science and technology, and the role of the artist. Novels by Charlotte Brontë, Charles Dickens, Elizabeth Gaskell, George Eliot, Wilkie Collins, Thomas Hardy, Anthony Trollope. Students should register for ENGL 0510C S01 and may be assigned to conference sections by the instructor during the first week of class. Banner registrations after classes begin require instructor approval.

ENGL 0510D. Mark Twain's America.
A course for all kinds of readers of Twain and his contemporaries. Close readings of fiction and essays that focus on race, slavery, capitalism, and the development of "modern" literature. Works include Puddinhead Wilson, Huck Finn, and Connecticut Yankee.

ENGL 0510E. Victorian Self and Society.
This multi-genre course is an introduction to literature and culture of the Victorian period, looking at the changing ideas of society and the individual's place within that larger community in an age of empire, industrialization, urbanization, class conflict, and religious crisis. Topics include conceptions of the role of art and culture in society, the railway mania of the 1840s, the "great stink" of London, women's suffrage and the condition of women, and the Great Exhibition of 1851. Readings will include Carlyle, Charlotte Brontë, Ruskin, Robert Browning, Dickens, Tennyson, Christina Rossetti, George Eliot, and Lewis Carroll.

ENGL 0510F. Madness and Enlightenment: Literature 1660-1800.
The term "enlightenment" has been used to emphasize the power of reason in the development of intellectual freedom, democracy, capitalism, class mobility, and other aspects of 18th-century experience. However, the period's major writers were fascinated by unreason, by aberrant states of mind from love melancholy to outright madness. Readings include Swift's Tale of a Tub, Pope's Dunciad, Johnson's Rasselas, Sterne's Tristram Shandy, Boswell's Hypochondriack, and Godwin's Caleb Williams.

ENGL 0510N. Victorian Modernity: Literature 1880-1900.
"Modernity" in the fin-de-siècle period meant progress, the "march of the intellect," technological innovation, urban growth, female emancipation, but it also meant fears of degeneration, moral decline, the rise of the crowd, and the degradation of the individual. This course considers how these contradictions come to a climax in the literature, art, and culture of the 1880s and 1890s. Authors include G. B. Shaw, Oscar Wilde, Thomas Hardy, Charles Algernon Swinburne, H. G. Wells, Olive Schreiner, George Egerston.

ENGL 0510P. Fiction from Dickens to James.
An introduction to nineteenth-century fiction in English by eight major authors--four British and four American. Emphasis will be placed on the careful reading and interpretation of the novels and short stories in historical context. Issues to be addressed include the rise of the mass media, transatlantic literary relations, literature and ethics, and aestheticism. Works by Dickens, Poe, Eliot, Melville, Stevenson, Twain, Wilde, and James. Students should register for ENGL 0510P S01 and may be assigned to conference sections by the instructor during the first week of class.

What are the stakes involved in defining (African) American literature through a racialized authorial framework? Should we adhere to this prescribed and contentious categorization when considering writers who only incidentally identify as "black," and whose works challenge any critical or aesthetic alignment based upon racial affiliation? More broadly, this course seeks to question the lingering persistence of race as an ontological marker within the literary arts. Writers include but are not limited to Fran Ross, Darryl Pinckney, Andrea Lee, David Henry Hwang, Maurice Manning, and Colson Whitehead. DPLL
ENGL 0700D. Inventing Asian American Literature
Through a focus on works by Asian Americans, this course examines how the concept of literature has evolved across the twentieth century. We address how different genres and literary modes shape the way readers view experiences depicted in literary works, paying attention to how works "theorize" their own interpretation. We also take up the issue of how canons get formed. Enrollment limited to 30. DPLL LILE WRIT

ENGL 0700E. Postcolonial Literature
Examines fiction, drama, poetry, travel writing, and cultural theory by contemporary writers from former colonies of the British Empire. We study works by Anglophone African, Caribbean, and South Asian writers. Issues include: nationalism and globalization; cultural identity and diaspora; individual interiority and collective aspirations; literary form and the very idea of "postcolonial" literature. Authors include: J. M. Coetzee, Amitav Ghosh, V. S. Naipaul, Michael Ondaatje, Caryl Phillips, Derek Walcott, Zoë Wicomb. Enrollment limited to 30. DPLL

ENGL 0700F. Introduction to Modernism: Past, Future, Exile, Home
An introduction to European Modernism with an emphasis on British Literature. We will address ideas of personal and national history through literary and aesthetic innovations of the first half of the 20th century, as well as the relationship—literary, cultural, historical and psychological—between constructions of home and abroad. Texts include James, Conrad, Forster, Joyce, Proust, Woolf, Faulkner, Waugh, and Freud, as well as films by Sergei Eisenstein and Fritz Lang. Enrollment limited to 30. 

ENGL 0700G. American Fiction and Mass Culture
How have American fiction writers responded to the growing national influence of mass culture industries such as recorded music, film, and television? This course will consider this question by assessing both how writers have imagined the impact of mass culture on American life and how the style of literary writing has evolved in relation to popular media. Authors include F. Scott Fitzgerald, Nathanael West, Toni Morrison, Colson Whitehead, and Don Delillo. Enrollment limited to 30. 

ENGL 0700J. Contemporary British Fiction
This course is an introduction to the study of 20th century literature in English. We consider central terms of and approaches to literary criticism by reading some of the most important British writers of the last fifty years. We will also take into account theories of culture, ideology and nationhood, and attempt to bring into focus a Britain defined as much by its ways of looking as by historical and geopolitical situation. Readings include Kingsley Amis, Greene, McEwan, Zadie Smith, Spark, Kelman, Banville, Naipaul and Sebold. Enrollment limited to 30. 

ENGL 0700K. 20th-Century Literatures in English
This course offers a broad introduction to a range of literatures written in English, tracing shifts in the formal conventions of fiction and poetry. We examine ongoing debates about what literature is and what social role it plays. We consider how these debates respond to historical changes such as industrialization, the collapse of global empires, and movements for social equality. Writers include Dreiser, Woolf, Eliot, Hughes, Toomer, Cather, Morrison, Hwang, Rushdie. Enrollment limited to 30. Students should register for ENGL 0700K S01 and will be assigned to conference sections by the instructors during the first week of class. DPLL LILE

ENGL 0700L. Make It New: American Literature 1900-1945
Introductory survey of a major—perhaps the major—period of American literature. Genres include poems, plays, short stories, and novels, as well as film. Writers include Willa Cather, Raymond Chandler, T. S. Eliot, William Faulkner, F. Scott Fitzgerald, Robert Frost, Ernest Hemingway, Eugene O'Neill, Gertrude Stein, and Wallace Stevens; filmmakers include Charlie Chaplin and Orson Welles. Enrollment limited to 30.
ENGL 0700P. Reading Practices: An Introduction to Literary Theory.
What is it to read? This course is an introduction to theories of reading that have shaped literary interpretation and definitions of literature from the early twentieth century to the present, with particular attention to the relation between "literary theory" as a discipline and the broader reading practices it engenders and from which it emerges. We will read the New Criticism, structuralism, post-structuralism, and new historicism, critical race theory and feminist critiques, and recent work in aesthetics. Topics include literariness and textuality, the reader and subjectivity, narrative, rhetoric, and the problem of representation, and "new formalism.
Enrollment limited to thirty.

ENGL 0700Q. Poetic Cosmologies.
This course will examine how various traditions within modern and contemporary poetry have addressed the question of materiality. Readings will range from poetic explorations of the archaeologies of place by William Carlos Williams and Charles Olson, to the investigations of non-human materialities of crystals, clouds and bacteria by writers such as Clark Coolidge, Christian Bök and Lisa Robertson. Enrollment limited to 30.

ENGL 0700R. Modernist Cities.
In the early twentieth century, modernist writers headed for New York, Paris, London and other cities, and based their literary experiments on forms of metropolis life. We will discuss chance encounters, cosmopolitan and underground nightlife, solitary wandering, and bohemian communities. Writers may include Barnes, Dos Passos, Eliot, Hemingway, Hughes, Larsen, Joyce, McKay, Rhys, Woolf. Enrollment limited to 30.

ENGL 0700S. American Literature and Political Radicalism.
This class examines American literature in relation to key radical social movements in the twentieth century. The interplay between American authors and Socialism, the New Left, and Black Power nationalism will be at the forefront of the course. The class will focus on works by both committed activists and writers less directly involved in these social movements. Authors include John Steinbeck, Richard Wright, E.L. Doctorow, and Huey Newton. Enrollment limited to 30.

ENGL 0700T. American Literature and the Cold War.
A study of American literature in the decades following World War II, with a view toward specifying the role of culture in the United States' ongoing conflict with the Soviet Union from the 1940s through the 1980s. Authors to be considered include Hersey, Ellison, Wright, Morrison, Bellow, O'Connor, Reed, Pynchon, Updike, Roth, and Didion. Enrollment limited to 30.

ENGL 0710B. African American Literature and the Legacy of Slavery.
Traces the relationship between the African American literary tradition and slavery from the antebellum slave narrative to the flowering of historical novels about slavery at the end of the twentieth century. Positions these texts within specific literary, historical, and political frameworks. Authors may include Frederick Douglass, Harriet Jacobs, Charles Chesnutt, Octavia Butler, and Toni Morrison. DPLL

ENGL 0710D. Postcolonial Tales of Transition.
This course focuses on postcolonial British, Caribbean, and Southern-African works that exemplify, complicate, or refashion the category of the bildungsroman, the "novel of education." Issues to be considered include the ways the texts rework archetypal tropes of initiation, rebellion, development, and the interplay of contradictory passions. We will also think about ways in which issues of race, gender, and sexuality emerge in the texts, and the connections or disjunctions between literature and the "real world." Writers will likely include Dangarembga, CLR James, Ghosh, Ishiguro, Joyce, Kincaid, Lamming, Naipaul, Rhys, Wicomb. DPLL

ENGL 0710F. Being There: Bearing Witness in Modern Times.
What is the significance of one who says, "I was there"? This course explores the ethical, literary and historical dimensions of witnessing in an era when traumatic events are increasingly relayed secondhand or recorded in sound and image. Texts include Forster, Woolf, Camus, Freud, Celan, Coetzee; films by Hitchcock and Kurosawa; and readings in law and psychology. WRIT

ENGL 0710H. Global South Asia.
This course provides an introduction to contemporary fiction by South Asia and its diaspora. We will read novels written in North America, the Caribbean, Australia, Africa, the United Kingdom, and of course South Asia, paying particular attention to issues of identity, ethnicity, and transnational circulation. Authors include Adiga, Hanif, Lahiri, Meeran, Mistry, Naipaul, Roy, Rushdie, Selvadurai, and Sinha. DPLL

ENGL 0710J. Introduction to Asian American Literature.
This course is intended to familiarize students with key issues that have shaped the study of Asian American writings and to provide a sense of the historical conditions out of which those works have emerged. As a literature course, it will focus on textual analysis—on how particular texts give representational shape to the social, historical and psychological experiences they depict. Readings consist primarily of works that have a canonical status within Asian American literary studies but also include newer works that suggest new directions in the field. It also strives to provide some coverage of the major ethnic groups. DPLL

ENGL 0710L. Ishiguro, Amongst Others.
Kazuo Ishiguro is one of the most distinctive and enigmatic voices in contemporary fiction. He has few obvious precursors, and there is little consensus among literary critics about the meanings of his works. This course will try to establish principles for reading Ishiguro's works by seeking alliances for his writing in works of philosophy, literature and cinema. Such interlocutors will include Ozu, Kiarostami, Kierkegaard, Sartre, Hadžihihić, Dostoevsky, Pasolini.

ENGL 0710M. Impressionism, Consciousness, and Modernism.
This course explores the role of the "literary impressionists" (Crane, James, Conrad, and Ford) in the transformation of the novel from realism to modernism (especially the "post-impressionists" Stein, Joyce, and Woolf). "Impressionism" is defined by its focus on consciousness, the inner life, and the ambiguities of perception. What happens to the novel when writers worry about whether the way they tell their stories is an accurate reflection of how we know the world? Attention will also be paid to how the literary experiments of impressionist and post-impressionist writers relate to simultaneously occurring innovations in the visual arts.

ENGL 0710Q. American Literature in the Era of Segregation.
This course examines how American literature intersects with the legal, ethical, and racial discourses that defined the system of racial segregation. The class will assess literary works in relation to the discourses employed historically to rationalize segregation. In addition the course will explore the ways that literary style and genre became inseparable from the culture of segregation. Authors include Mark Twain, Nella Larsen, William Faulkner, and Ralph Ellison. DPLL

ENGL 0710S. The Eighties: Earnestness to Irony.
From "White Noise" to "Working Girl," Duran Duran to Public Enemy, this course explores the culture, rhetoric, and politics of the 1980s through literature, film, music, and television. What kind of counterculture, if any, emerges from a decade of conservatism, greed and the AIDS epidemic? What, in short, made the 80s unique—and what is the decade's afterimage? Students should register for ENGL 0710S S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 0710T. Reading New York.
How have people imagined New York City from the early 20th century to the present? We will discuss immigration, mobility, nightlife and the neighborhood, downtown, underground and gentrified spaces, 9/11. May include work by John Dos Passos, Nella Larsen, E.B. White, Frank O'Hara, Patti Smith, Nan Goldin, Ernesto Quinones, Jonathan Safran Foer.

ENGL 0900. Critical Reading and Writing I: The Academic Essay.
An introduction to university-level writing. Students produce and revise multiple drafts of essays, practice essential skills of paragraph organization and development, and techniques of critical analysis and research. Readings from a wide range of texts in literature, the media, and academic disciplines. Assignments move from personal response papers to formal academic essays. Enrollment limited to 17. Banner registrations after classes begin require instructor approval. S/N/C.
ENGL 0930. Introduction to Creative Nonfiction.
Designed to familiarize students with the techniques and narrative structures of creative nonfiction. Reading and writing focus on personal essays, memoir, science writing, travel writing, and other related subgenres. May serve as preparation for any 1000-level nonfiction writing course. Writing sample may be required. Enrollment limited. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030A. "ONLINE" The Thoughtful Generalist.
This "ONLINE" section of "ENGL1030: Critical Reading and Writing II: Research" will prepare you for academic and real-world discourse. In Canvas, you will discuss essays demonstrating deep research distilled into engaging intellectual journey. You will research and revise four explanatory, analytical, persuasive essays, using varied sources to explore subjects or issues of your choice. Mandatory peer reviews and conferences ONLINE and in person. Enrollment limited to 17. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030C. Writing Science.
This course explores how science, as an academic way of thinking and a method, affects our critical thinking and expression of culture. Readings examine the various dialects of scientific discourse. Students write three major research essays on self-selected scientific topics from both within and outside their fields of study. Enrollment limited to 17. Writing sample may be required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030D. Myth and the Modern Essay.
A writing and research focused course, in which students read a small selection of ancient texts (including The Epic of Gilgamesh and Ovid's Metamorphoses) and use the myths retold to illuminate the contemporary world and to inform the essays they write. Enrollment limited to 17. Writing sample may be required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030E. Testaments of War.
Discovery is at the heart of research. In this course, we will discover how and why literary texts reflect and illuminate the intellectual and social worlds around them. We will use a variety of primary and theoretical sources and research tools, identify powerful research problems, and craft questions and sophisticated thesis statements. The course will also enable you to refine a critically sensitive, informed, and persuasive writing style that will be key to the success of your scholarly work. Enrollment limited to 17. Writing sample may be required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1030F. The Artist in the Archives.
While artists can benefit greatly from archival work, they are not typically given the tools to make use of these institutions. This writing intensive course takes a two pronged approach to the problem: embedding students in archives both at Brown and RISD to produce creative, lyrical, and multimedia essays; and exploring how artists have used these institutions for information and inspiration. Enrollment limited to 17. Writing sample may be required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050A. Narrative.
This course offers a broad exploration of the many kinds of essays you can write in creative nonfiction. We will be looking at how authors structure their pieces and the range of narrative techniques they often use. You can expect workshops, in-class prompts and readings by Jamaica Kincaid, John McPhee, David Foster Wallace, Annie Dillard, David Sedaris and others. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050B. True Stories.
This class will allow confident writers to explore and develop their creative nonfiction writing. We'll focus on two structures--nonfiction narratives and essays--with occasional forays into other forms. Students will work simultaneously on several small assignments and two larger, self-directed pieces. Readings will include cultural reportage, lyric memoir, science and nature writing, standard and hybrid essays. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050C. Creative Nonfiction: Practice and Criticism.
What is Creative Nonfiction? It has a long history and recently writers have flocked to it: scholars have questioned it; Academic enough? What was heard and what was experienced. Music writing asks that we take readers across a space not entirely tangible. To listen—with care—and then articulate, with words written, what was heard and what was experienced. Music writing is a big genre, encompassing journalism (especially criticism), memoir (by listeners and by direct participants), long-form essay, and lyric forms. This course will touch upon these categories. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050D. Lifewriting.
We explore writing's various forms—memoir, diary, essay, graphic narrative, film, and autobiography—while crafting personal narrative. Students read sample texts, view films, and keep an electronic diary. Projects include a memoir, personal critical essay, and final autobiography, as well as shorter assignments. This is a writing workshop, so students read & critique each others work. Individual conferences with the instructor also provide feedback. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050E. Sportswriting.
This course introduces students to the practice of sportswriting, including writing sports news, features, and columns. Readings will include works by Rick Reilly, Bill Simmons, Frank Deford, Karen Russell, Allison Glock, Tom Wolfe, Hunter S. Thompson, W.C. Heinz, and others. Students will develop skills in analyzing, researching, writing, revising, and workshopping in the genre. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050G. Journalistic Writing.
This course teaches students how to report and write hard news and feature stories. Students learn to gather and organize material, develop in-depth interviewing techniques, use public records to report stories and become better observers of everyday life. The first half of the semester focuses on hard news and investigative reporting — crime, government and court news. The second half is devoted to feature writing -- profiles and the art of narrative storytelling. Class list will be reduced to 17 after writing samples are reviewed. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050H. Journalistic Writing.
This course teaches students how to report and write hard news and feature stories for newspapers and online. Students learn to gather and organize material, develop interviewing techniques, and hone their writing skills — all while facing the deadlines of journalism. The first half of the semester focuses on "hard" news: issues, crime, government, and courts. The second half is devoted to features, profiles, and narrative story telling. Writing sample required. Class list will be reduced to 17 after writing samples are reviewed in first week of classes. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050J. Multimedia Nonfiction.
In this class students will write and explore essays that focus on the meaningful integration of images, videos, and web tools with traditional nonfiction subgenres. No previous digital experience is necessary. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1050M. Music Writing.
Music writing asks that we take readers across a space not entirely tangible. To listen—with care—and then articulate, with words written, what was heard and what was experienced. Music writing is a big genre, encompassing journalism (especially criticism), memoir (by listeners and by direct participants), long-form essay, and lyric forms. This course will touch upon these categories. Enrollment limited to 17. Writing sample required. Banner registrations after classes begin require instructor approval. S/NC.
ENGL 1140A. The Literary Scholar.
"Literary detective work" aptly describes English literature scholarship. We pick up clues and chase down leads to meet the demands of scholarly yet personally engaged interpretation. We will develop methods of reading sufficiently diverse to read, credibly and richly, a range of literary texts from Susan Howe to Beowulf. Theoretical interpretation will be informed by cognitive poetics. Writing centered. Enrollment limited to 12. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. S/NC.

ENGL 1140B. The Public Intellectual.
This course offers advanced writers an opportunity to practice sophisticated, engaged critical writing in academic, personal, and civic modes. Emphasis will be on writing "public" essays (general audience essays that do intellectual work or academic essays that address public topics), ideally in fluid, "hybrid," audience-appropriate forms. Areas of investigation will include (but are not limited to) the review essay, the cultural analysis essay, literary documentary, and the extended persuasive/analytic essay. It will include some brief "touchstone" investigations into rhetorical theory, with the aim of helping to broaden our concepts of audience, analyze the constitutive and imaginative effects of language, increase the real-world effectiveness of our own language practices, and situate our writing within current political, cultural, aesthetic and intellectual debates. Students must have sophomore standing or higher in order to be admitted to the class. A writing sample will be administered on the first day of class. Prerequisite: ENGL 0930, 1030, or 1050. Class list will be reduced to 12 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160A. Advanced Feature Writing.
For the advanced writer. Nothing provides people with more pleasure than a "good read." This journalism seminar helps students develop the skills to spin feature stories that newspaper and magazine readers will stay with from beginning to end, both for print and on-line publications. Students will spend substantial time off-campus conducting in-depth interviews and sharpening their investigative reporting skills. The art of narrative storytelling will be emphasized. Prerequisite: ENGL1050G or 1050H, or published clips submitted before the first week of classes. Class list reduced to 17 after writing samples are reviewed. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160B. Editors/Producers.
On-site workshop for editors/producers of campus or local journalism that aspires to professional standards. Students must be chosen by peers to edit a campus publication such as the BDH, or to produce a radio show at WBSR or WBRU; or they must have an internship at a local newspaper, radio or TV station. Required: Minimum 20 hours a week editing/producing; participation in skill-building workshops for staff. All issues/shows evaluated. Enrollment limited to 17. Instructor permission required. S/NC.

ENGL 1160C. Radio Nonfiction.
For advanced writers only. Introduction to radio writing and producing. Students find and research stories, interview, draft, edit and fine-tune for radio presentation. Genres include news, profile, feature and personal narratives, editorial and review. Weekly labs focus on recording equipment, digital editing and mixing, and music use. Final project: half-hour radio feature ready for broadcast. Preference given to students who have taken ENGL0160, advanced nonfiction writing courses. English concentrators, or students who have worked at WBSR or WBRU. A writing sample will be administered on the first day of class. Class list will be reduced to 12 after writing samples are reviewed. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160D. The Common Critic.
For the advanced writer. Aimed at the cultivated consumer of books, magazines and newspapers—what has traditionally been called the common reader. Students will attend films, plays, art shows, concerts or dance performances and write weekly reviews based on these experiences. Readings include Orwell, Woolf, Shaw, Kael, Tynan, Clive James, Zbigniew Herbert, and current reviews. Writing sample submitted at first class; also a previous sample, if possible, submitted at the same time. Class list will be reduced to 12 after writing samples are reviewed during the first week of classes. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160E. Advanced Journalism: Investigative and Online Reporting.
The goal of this class is to rigorously test and improve the reporting and nonfiction writing abilities of students seriously considering a career in journalism. By reading award-winning articles; reporting and writing five nonfiction pieces on campus or in Providence; and rigorously critiquing each other's writing, students will gain a sense of the promise and perils of journalism. Prerequisite: ENGL 0160. Enrollment limited to 17.

ENGL 1160F. Reporting Crime and Justice.
Crime and justice stories are people stories. The drama of everyday life is played out every day in courtrooms. This advanced journalism course will get students into the courtrooms, case files and archives of Rhode Island's judicial system and into committee hearings at the State House where they will report on stories that incorporate drama, tension, and narrative storytelling. Prerequisite: ENGL 1050G, ENGL 1050H or ENGL 1160A (Advanced Feature Writing). Enrollment limited to 17. Instructor permission required. Preference will be given to English concentrators. S/NC.

ENGL 1160G. Literary Journalism: Writing about Politics and Culture.
Students are introduced to procedures and techniques of cultural journalism through reading and discussing work of notable practitioners and writing their own reviews, profiles, and reportage. Enrollment limited to 12. Prerequisites: ENGL0900, ENGL0930, or any intermediate or advanced nonfiction course. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160H. Social Justice Journalism.
Students will investigate perceived injustices and write carefully crafted nonfiction pieces that present complex stories in a fair, balanced, and accurate way. Students will complete several short pieces and a full-length article suitable for publication. Class list will be reduced to 17 after writing samples are reviewed during first week of classes. Preference will be given to English concentrators. Prerequisites: ENGL0930 or any 1000-level nonfiction writing course. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1160J. Advanced Journalistic Nonfiction.
For experienced writers. We will study and emulate the works of journalists who write across genres. We will focus on observational skills, narrative arc, the capturing of critical detail, scene setting, character, anecdote, thematic development, precision with words, and voice. Because all such writing is dependent upon quality reporting, we will explore the relationship between fidelity to fact and creativity. Class list will be reduced to 12 after writing samples are reviewed during first week of classes. Preference will be given to English concentrators. Prerequisites: ENGL0930 or any 1000-level nonfiction writing course. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180A. Crime Writing.
This course offers students the opportunity to study crime reportage. We will read and analyze excerpts from classics in the genre, magazine articles, and newspaper accounts. Students will develop semester-long individual writing projects covering a particular crime, and will work either with Providence and Brown University police on a local incident, or research a case through secondary source material.
ENGL 1180B. Digital Nonfiction
Digital Nonfiction is an opportunity to explore the fundamental differences between print and digital narratives. Focusing on three short assignments and one longer project, this class encourages students to learn by doing. Additionally, students develop their digital fluency by exploring a variety of platforms and readings. Digital Nonfiction is an advanced creative nonfiction class that requires ENGL 0930 or any 1000-level nonfiction writing course. Enrollment is limited to 17. Instructor permission required. S/NC.

ENGL 1180C. Advanced Creative Nonfiction: Writing with Food
This course examines writing about food and how writing affects food and food culture. We shall explore the relationship of food to the pen through reading classic texts, writing in and out of class, guest lectures, and touring culinary archives. The goal is to polish personal voice in menus, recipes, memoir, history, reportage, and the lyric essay. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180D. Concealing and Revealing: Writing the Unsaid
We'll read and write works that voice what often goes unvoiced, challenge taboos or build silence into their structures. Creative and critical writing assignments, class discussions reading responses and in-class writing will allow us to enter and question these texts, their motives, and their methods. Prerequisite: ENGL 0130, 0160, 0180, or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180E. Lifewriting
Features theoretical and practical study of life-writing's various forms--memoir, diary, essay, and autobiography--and the crafting of personal narrative. Students read books, view films, and keep an electronic diary and paper notebook. Requirements include a personal critical essay and autobiography. Writing sample required. Prerequisite: ENGL 0130, 0160, 0180, 1140, 1160, 1180, or 1190. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180F. Literary Journalism
Focusing on the craft of literary techniques in a range of journalistic modes, we will read John McPhee, Diane Ackerman, Ian Frazier, Susan Orlean and Tracy Kidder, among others. Workshops and conferences on student work, which can include personal essays, immersion journalism, researched argumentative essays and magazine-style feature articles. Complete and polish several shorter pieces and one longer feature-length article.

ENGL 1180G. Lyricism and Lucidity
For the advanced writer. This course will explore two subsets of the personal essay that blur or cross boundary lines—the lyric essay and the photographic essay—in both traditional and experimental formats. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Not open to first year students. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180H. Satire and Humor Writing
For the advanced writer. This course will introduce students to the practice of writing satiric and humorous essays. Readings will include works by Jonathan Swift, Mark Twain, Garrison Keillor, Bill Bryson, David Foster Wallace, David Sedaris, and others, and students will develop skills in analyzing, writing, and workshopbing in the genre. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180I. Writing Medical Narrative
This class will examine the recent turn toward the use of narrative in medicine and the recent trend of published medical narrative. We'll look at literary and cultural narratives of sickness and health and how they shape perceptions and treatments, while keeping the science and politics of health care—and its public discourse—in view. Writing sample required. Prerequisite: ENGL0900, ENGL0930, or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1180J. Tales of the Real World
For the advanced writer, this section offers a chance to practice the pleasures and challenges of nonfiction story-telling in the forms of literary journalism, personal essay, and audio narrative. Inspirations include Gay Talese, James Baldwin, Joan Didion, David Foster Wallace, and This American Life. Intensive practice in researching, interviewing, revising, and audio editing. Writing sample required. Prerequisite: ENGL 0130, 0160, 0180, 1050, 1140, 1160, 1180, or 1190. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180K. The Art of Literary Nonfiction
For the advanced writer. Based on Roland Barthes' notion of the fragment, this workshop features an incremental, literary approach to writing nonfiction, in both traditional and experimental formats. In response to daily assignments, students will produce numerous short pieces and three extended "essays," to be gathered into a chapbook at the end of the course. Writing sample required. Prerequisite: ENGL0930 or any 1000-level nonfiction writing course. Not open to first year students. Class list reduced to 17 after writing samples are reviewed during first week of classes. Preference given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180L. Travel Writing: In the Domain of the Other
For the advanced writer. Huck Finn's intention "to light out for the Territory" reflects a pervasive desire to be somewhere else. Restless curiosity about the Other affects travel, writing about travel, and reading about travel. Will concentrate on contemporary travel writers (Heat-Moon, Didion, Chatwin, numerous others) and experiment with various types of narrative structures. Writing sample required. Prerequisite: EL 13, 16, 18, 114, 116, 118, or 119 (ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190). Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1180M. Special Delivery: Letters and Diaries
For the advanced writer. While letters and diaries are constrained by "dailiness"--the writer's informal situation in time—they often form the basis of more formal communications, including the novel. We will keep diaries as self-conscious intellectual enterprises and write letters to address their roles in various literary modes. The final project will be an epistolary essay incorporating structures and motifs from both sub-genres. Writing sample required. Prerequisite: ENGL 0130, 0160, or 0180, or instructor permission. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1180N. The Longer Literary Essay
We will focus on reflective essays and researched investigations for the non-scholarly reader, like those in The New Yorker, Science Times, and Harper's. Students learn to develop lengthier pieces, translate technical information, and sustain reader interest. Class consists of discussion of readings, workshops, and occasional visits by professional writers. Writing sample required. Prerequisite: EL 13, 16, 18, 114, 116, 118, or 119 (ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190). Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.
ENGL 1180P. Further Adventures in Creative Nonfiction.
For the advanced writer. A workshop course for students who have taken ENGL 0180 or the equivalent and are looking for further explorations of voice and form. Work can include personal essays, literary journalism and travel writing. Readings from Ian Frazier, Joan Didion, David Sedaris, John McPhee and others. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180Q. Narrating History.
For the advanced writer; the protocols of historical narrative and essay for a general audience. Using the archives of Brown, the Rhode Island Historical Society, and the student's family (if feasible), each writer will research primary and secondary sources, use interviews and oral histories, to help shape three engaging, instructive true stories of the past. Intensive library work, revisions, and peer editing. Writing sample required. Prerequisite: ENGL0930 or any 1000-level nonfiction writing course. Class list reduced to 17 after writing samples are reviewed during first week of classes. Preference given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180R. Travel Writing: Personal and Cultural Narratives.
For the advanced writer. Helps students build skills in the growing genre of travel writing, including techniques for reading, composing, and revising travel pieces. Students will read the best contemporary travel writing in order to develop their own writing in areas like narrative, setting, characters, and voice. The course will feature interactive discussions, instructor conferences, and workshops. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1180S. Memoir, the Modern Novel.
Memoir is an ancient form (Augustine, Rousseau) and an American literary standby (Thoreau, Henry Adams) which has exploded in popularity in the past twenty years. We will study its political implications and experiment with this controversial form whose dimensions have barely been explored. We will write new kinds of memoir, stretching our stories towards biography, fiction and historical narrative. Prerequisite: ENGL 0130, 0160, or 0180. Writing sample required. Enrollment limited to 12. Instructor permission required. S/NC

ENGL 1180T. A Slice of Life: Writing the Full Length Memoir.
This course, intended for advanced nonfiction writers, will focus on reading and writing successful book-length memoirs. By studying masters of the form, students will develop a sense of what makes a compelling memoir work and how to approach their own. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1190A. "The Arrangement of Words": Liberating Fiction(s).
We read fiction because we enjoy stories. As critical or astute readers, we are often drawn into something more than the story itself: into the way it is told, into the inflections and constructions of language. Concentrating on American fiction writers 1918-1945 (Hemingway, Faulkner, Welty, O'Connor, others), we will examine their fiction and non-fictional prose to see what they do and how and why. Writing will range from critical exposition to annotated fictional experiments. Prerequisite: ENGL 0130, 0160, 0180, 1140, 1160, 1180, or 1190. S/NC.

ENGL 1190B. Real Language: Poetics, Romantics, Writing.
For the advanced writer. Concentrates on the first generation Romantics (Wordsworth and Coleridge) and their poetic/aesthetic experiments to correlate "the real language of men" with poetic perception. Along with primary sources (prose and poetry), we read scholarly, critical, and theoretical texts to construct ways of reading English Romantic poetry and then work on different kinds of writing that derive from those readings. Writing sample required. Prerequisite: ENGL 0130, 0160, or 0180, or instructor permission. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor permission. S/NC.

ENGL 1190C. Advanced Creative Nonfiction: Biography.
Biography, one of the oldest forms of creative nonfiction, tells the life story of a person, idea, place, or thing. We consider old and new forms of biography, experiment with those forms, and practice them as a method of inquiry as well as presentation of self. We also explore biography's connection to journalism, autobiography, memoir, and history. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1190D. Writing About Sports in America.
For the advanced writer. Writing about any sport involves one in complex cultural issues that transcend the sport itself. We'll examine work by such authors as Bissinger, Halberstam and Maraniss for voice, craft, and research methods. Students will be required to produce their own pieces of sports writing that explore, through critical research and analysis, the place of sports within the larger culture. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Prerequisite: EL 13, 16, 18, 114, 116, 118, or 119 (ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190). S/NC.

ENGL 1190E. My So-Called Life: The Art of the Literary Memoir.
The literary memoir offers students inspiration and warning as to the possibilities and limits of using their own experience as text. We study personal essays, narratives, and prose poems by a variety of writers. Advanced writers only. Writing sample required on first day of class.

ENGL 1190G. Science as Writing, Scientists as Writers.
For the advanced writer. Investigates the ways science, scientists, and science-related issues have been represented in fiction and nonfiction written for general audiences. Writing assignments include an informal online journal, literary/cultural analyses, fiction or personal essay, and scientific journalism. Readings from literary, journalistic, and scientific writers. A background in science is useful but not required. Science and humanities students welcome. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Prerequisite: ENGL 0130, 0160, or 0180. Banner registrations after classes begin require instructor permission. S/NC.

ENGL 1190H. Writing Science, Writing the Sacred.
Explores the relationships between two dominant intellectual paradigms-science and religion-and asks students to respond by writing their own "sacred" and science-related texts. Genres to read and write will be poetry and critical/religious nonfiction. Writing sample required. Prerequisite: EL 13, 16, 18, 114, 116, 118, or 119 (ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190). Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.
ENGL 1190I. Writing the Southeast Asian War
It was the Vietnam War, the American War, the Southeast Asian diaspora. By reading varied genres responding to the experience of the war in Southeast Asia and its aftermath, we will study how any experience is multitudinous and how genres manipulate experience in different ways. Analysis and practice of memoir, fiction, poetry, and oral history.
Writing sample required. Prerequisite: EL 13, 16, 18, 114, 116, 118, or 119 (ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190). Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190J. Narrative Poetics
A study of literary language from the writer's perspective that draws on Chomsky's universalist linguistics to refresh structuralist poetics and narratology. Small written experiments with literary word choice and literary sentence structure prepare for a final experiment with narrative structure. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Prerequisite: EL 13, 16, 18, 114, 118, or 119 (ENGL 0130, 0160, 0180, 1140, 1160, 1180, or 1190). S/NC.

ENGL 1190K. Literary Biography
For the advanced writer. How does one narrate the twists and turns of a life while simultaneously doing justice to whatever literature the subject managed to produce as he or she plodded through each day? We will examine examples of literary biographies for, among other things, voice, form, and research methods. Students will be required to produce their own pieces of literary biography. Prerequisite: ENGL 0130, 0160, or 0180. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Prerequisite: EL 13, 16, 18, 114, 118, or 119 (ENGL 0130, 0160, 0180, 1140, 1160, 1180, or 1190). S/NC.

ENGL 1190L. Creative Nonfiction: Practice and Criticism
For advanced writers. What is Creative Nonfiction? Writers have flocked to it; scholars have questioned it. Does it harm the truth? Is it narrative with too much "I" and too little "Eye"? What makes it significant? To help us explore persistent questions about form, point of view, method, and ethics, readings will include historical examples, recent practitioners, editors, and critics. Intensive reading responses, research, drafting, and revision. Two critical essays; one piece of creative nonfiction. Prerequisite: ENGL0130, 0160, 0180, 1140, 1160, 1180, or 1190. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Writing sample required. Prerequisite: EL 13, 16, 18, or any 1000-level nonfiction writing course. Class list will be reduced to 12 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190M. The Teaching and Practice of Writing: Writing Fellows Program
For students accepted as Writing Fellows, this course offers the study of literary essays and composition theory to help develop their own writing with a critical awareness of the elements of an essay. Students will write essays throughout the semester and will confer with each other for every paper, thereby gaining experience in peer tutoring and becoming better writers through the help of an informed peer. They will also respond to the writing of a cohort of students in another designated Writing Fellows class. Enrollment is restricted to undergraduates who have been accepted into the Writing Fellows Program in the preceding July. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1190N. Brown: Writing the Archive
The archives at and around Brown are primary sources for discovering stories—institutional, historical, personal—of our life across time through local history, personal memory, biography, and cultural critique, combining scholarship, media, and the arts. What opportunities for new writing lie behind doors to be opened across the street? Writing sample required. Prerequisite: ENGL0130, 0160, 0180, or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. Banner registrations after classes begin require instructor approval. S/NC.

ENGL 1190P. The Art of Memoir in Theory and Practice
The course introduces students to the historical and theoretical nuances of memoir. You will critically engage with a variety of readings and develop an appreciation of your creative role as a memoirist. In the process of crafting a portfolio of work you will explore the complexities of remembering and experiment with the style of narrative voice and structure. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190Q. The Essay
This course offers a feel for the essay and its versatile range, from the informative to the personal to the philosophical. We will study tone and style, meaning, beginnings and endings, and use of historical and personal information. Our focus will be on the craft of writing rather than on literary criticism. Readings include essays by two dozen accomplished writers. Writing sample required. Prerequisite: ENGL 0130, 0160, or 0180, or any 1000-level nonfiction writing course. Class list will be reduced to 12 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190S. Poetics of Narrative
Narratives are everywhere, simply there, like life itself, Roland Barthes says; we structure our experiences with narratives that we either infer or create. We will read different literary genres to see how narratives work and what makes them poetic and read theoretical texts to understand narrative function and performance. We will write experimentally to experience how stories are constructed. Pre-requisites: ENGL 0900, 0930, or any 1000-level nonfiction writing course. S/NC.

ENGL 1190T. Writing the Mythic Life: The Use of Traditional Narrative
This course explores the theory and practice of traditional narrative structures such as fairy-tale, myth, and legend in creating stories about ourselves. We will read fiction and nonfiction by Tolkien, C.S. Lewis, A.S. Byatt, and others, engaging critically with the texts as well as creating new ones modeled on them. Writing assignments will include several short papers and a longer end-of-term project. Writing sample required. Prerequisite: ENGL 0900, 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1190U. Nature Writing
This course seeks to develop your skills as a sensitive reader and writer of the natural world. You will build a portfolio of revised work through a process of workshops, tutorials, and conferences, and engage in discussion of a range of written and visual narratives with reference to their personal, political, and ecological contexts. Writing sample required. Prerequisite: ENGL 0930 or any 1000-level nonfiction writing course. Class list will be reduced to 17 after writing samples are reviewed during the first week of classes. Preference will be given to English concentrators. S/NC.

ENGL 1200. Independent Study in Nonfiction Writing
Tutor instruction oriented toward some work in progress by the student. Requires submission of a written proposal to a faculty supervisor. Section numbers vary by instructor. Instructor permission required.

ENGL 1310A. Firing the Canon: Early Modern Women's Writing
Rediscovery and reconsideration of works by early modern women have changed the literary canon; these once-neglected works are becoming mainstream, and they are changing the way we read 'traditional' texts. The reading in this course includes poetry, letters, drama, essays, fiction, and life-writing by authors including Lanyer, Wroth, Cavendish, Behn, Manley, Haywood, Scott, and Montagu.

Brown University
ENGL 1310B. American Degenerates. 
Colonial British-Americans were called, among other names, monstruous, wild, impotent, and grotesque. They could not, it was said, produce writing worth reading. We will explore the ways in which American writers embraced and/or challenged these charges of cultural and bodily degeneracy. In the process, we will examine the development of modern notions of literature and identity. Students should register for ENGL 1310B S01 and may be assigned to conference sections by the instructor during the first week of classes. WRIT

ENGL 1310C. Arguments of Form in Renaissance Poetry. 
In the literatures of the European Renaissance, stylistic innovation is a marker of cultural change. The production of sonnets, of neoclassical epigrams, and of poems aspiring to be Ovidian or Vergilian opens up a theoretical space for arguments about faith, thought, words, the self, and society. Readings from Wyatt, Surrey, Gascoigne, Spenser, Sidney, Shakespeare, Donne, Jonson, Milton, and others.

ENGL 1310D. Between Gods and Beasts: The Renaissance Ovid. 
Ovid’s Metamorphoses, an epic compendium of classical myths, narrates with wit and pathos the transformations of body and mind wrought by sexual passion. Central to Renaissance conceptions of the human, it inspired drama, poetry, and narrative. Readings: Shakespeare, Marlowe, Donne, Spenser, Milton.

ENGL 1310E. Border Crossings in Renaissance Drama. 
Investigates how distant peoples and places, from Ireland to the West Indies, from East to West, are constructed for the English stage. We will read Marlowe’s Tamburlaine, Fletcher’s Island Princess, Heywood’s Fair Maid of the West, the anonymous Stukeley play, Shakespeare’s Othello, and Daborne’s A Christian Turn’d Turk to observe what dangers and freedoms these plays ascribe to specific geographies.

ENGL 1310F. Early Modern Utopias. 
Why does the early modern period witness a flourishing of utopias from More to Milton? We will explore this question, in reading a range of utopias by writers such as Montaigne, More, Raleigh, Bacon, Hall, and Cavendish, engaging them not just as visions of ideal societies, but as efforts at reform of England and Englishness.

ENGL 1310H. The Origins of American Literature. 
Where does American literature begin? Can it be said to have a single point of origin? Can writings by people who did not consider themselves American be the source of our national literary tradition? Does such a tradition even exist and, if so, what are its main characteristics? How does one understand the various diverse traditions that constitute American literature, including African-American, Native American, and many others, into a single object of study—or does one even need to? Authors may include de Vaca, Anne Bradstreet, Benjamin Franklin, and Phillis Wheatley. WRIT

ENGL 1310J. Imagining the Individual in Renaissance England. 

ENGL 1310N. Renaissance Drama. 
An introduction to the great classics and some lesser-known gems of a stellar period in English drama. Plays by Marlowe, Jonson, Webster, Middleton, and Ford, in the context of urban culture, English nationhood, gender and sexuality, playhouses and playing companies, and forms of theatricality.

ENGL 1310O. Restoration and Early Eighteenth-Century Literature. 
A survey of writing and cultural history in England between 1660 and 1750, emphasizing innovation and experimentation in drama, satire, poetry, and fiction. Readings include work by Behn, Rochester, Swift, and Defoe.

ENGL 1310S. Women and the Book in the Middle Ages. 
We will read texts authored by medieval women such as Marie de France, Marjorie Kempe, Julian of Norwich, and Christine de Pizan, and we will explore other textual roles of women, including book ownership and patronage, translation and scribal transmission. The result? A complex picture of mediated and mediating female participants in manuscript culture. Some readings in Middle English.

ENGL 1310T. Chaucer. 
Texts in Middle English by Geoffrey Chaucer including the romance Troilus and Criseyde; dream vision poems Book of the Duchess, House of Fame, and Parliament of Fowls; Chaucer’s translation of Boethius’s Consolation of Philosophy; his shorter poems; and two Canterbury Tales. Prior knowledge of Middle English not required. Not open to first-year students.

ENGL 1310U. Monsters, Giants, and Fantastic Landscapes in Early American Literature. 
Monsters, giants, “exotic natives,” and unknown continents fill the pages of early American writing. Examines how the well-known and obscure writers of early America used the strange and the fabulous to suggest new ways of being normal.

ENGL 1310V. Chaucer: The Canterbury Tales. 
Middle English narratives by Geoffrey Chaucer’s band of fictional pilgrims, read in their 14th-century historical and literary contexts. Prior knowledge of Middle English not required. Not open to first-year students.

ENGL 1310W. English Poetry and the Renaissance. 
The names of Spenser, Sidney, Shakespeare, Donne, Jonson, Milton, and other poets inscribe a golden age of poetry in the cultural mythography of English-language literature. Who are these poets and what stories are told about them? In their time? During the long eighteenth century? By Wordsworth and Browning? By Eliot, the high modernists, and postmoderns?

ENGL 1310Y. Besides Paradise Lost: Milton’s Other Poems. 
A study of Milton’s lyric and dramatic poetry, including the sonnets, Latin poems, L’Allegro, Il Penseroso, the Nativit Ode, Lycidas, Comus, the verse epistles and Samson Agonistes.

ENGL 1310Z. Three Great Poets: Shakespeare, Donne, Milton. 
We will study these premier Renaissance poets from all angles possible, to understand the historical situations and political issues that shaped their writing, the authors and ideas that influenced them, the traditional forms they appropriated for new purposes. Most of all, we will study them to appreciate the power of poetry as a source of knowledge and inspiration. It is recommended that students should have already taken a course in reading poetry, such as ENGL0910A How to Read a Poem or ENGL0400A Introduction to Shakespeare. Students who have taken ENGL0210E may not register for this course. LILE

ENGL 1311A. Milton’s Paradise Lost: Poetry and Belief. 
Milton, Blake wrote, was of the devil’s party without knowing it, and this course offers close reading of the language of Paradise Lost as poetry of belief: how does the poetry of Milton’s major poem embody belief and doubt for him, in history, and for his readers?

ENGL 1311B. Medieval Zoographies and the Origins of the Human. 
This course engages with medieval texts and contemporary theory to attempt to understand the shifting boundaries between humans and animals, as we examine the premodern roots of the discussion over what it has historically meant to be human, and what might come next. Topics will include beast fables and epics, nature and artifice, emotions, the soul, simulacra, sacrifice, and hunting.

ENGL 1311C. Milton. 
A close examination of the poetry and prose of John Milton, from the early lyrics to the polemical prose writings of the 1640s and 50s, to the masterpieces Paradise Lost, Paradise Regained, and Samson Agonistes. Not open to first-year students.
ENGL 1311E. History of the English Language.
Provides an introduction to the study of the English language from a historical, linguistic, and philological perspective, and an overview of the study of the "Englishes" that populate our globe. While providing students with the ability to identify and explain language change through historical periods, also examines language as a social and political phenomenon.

This course traces evolutions of the hero in Old English, Norse, Welsh, and Irish narratives within and around early medieval England. Introduction to genres of saga, romance, and the short poetic lai, as students consider how the nature of the hero changes in specific cultural and linguistic moments. Texts in modern English translation. Essays will focus on close textual readings. Not open to first-year students. LILE

ENGL 1311L. From Mead-Hall to Mordor: The Celtic and Germanic Roots of Tolkien's Fiction.
This course traces the sources used by J.R.R. Tolkien in writing The Hobbit and The Lord of the Rings, which include tales drawn from Old English, Norse, Welsh, and Irish literature. You will be introduced to different medieval genres as you consider how the nature and gender of the hero changes in specific cultural and linguistic moments.

ENGL 1360A. The Stage as Globe in Renaissance Drama.
Investigates how distant peoples and places, from Ireland to the West Indies, from East to West, are constructed for the English stage. We will read Marlowe's Tamburlaine, Fletcher's Island Princess, Heywood's Fair Maid of the West, the anonymous Stukeley play, Shakespeare's Othello, and Daborne's A Christian Turned Turk to observe what dangers and freedoms these plays ascribe to specific geographies. Enrollment limited. LILE

ENGL 1360B. Inventing Britain.
Focuses on the internal colonization of the British Isles as represented by chronicle histories, drama, masques, and epic and lyric poetry: How do the English define themselves as a center striving to incorporate the British periphery? Authors may include Spenser, Shakespeare, King James I, Bacon, Jonson, Milton, and Marvel.

ENGL 1360C. Language and Form in Shakespearean Studies.
Shakespeare's poems and plays are a working dictionary of early modern English and an inventory of the possibilities of formal invention in early modern culture. How can we reach a historically informed awareness of form and formality in Shakespeare? What is the history of formalism in Shakespearean studies? What new modes of inquiry issue from questions of form?

ENGL 1360D. Medieval Manuscript Studies: Paleography, Codicology, and Interpretation.
How to read a medieval manuscript. Students will learn to transcribe and date 9th- through 16th-century scripts in Old and Middle English and some Latin texts, and will learn about interpretive methods. Prior course work in Middle English recommended, and acquaintance with Latin and/or Old English and/or Old French and/or medieval Spanish helpful.

ENGL 1360F. Quest, Vision, Diaspora: Medieval Journey Narratives.
Medieval texts explored ideas of self, love, rite-of-passage, spirituality, and group identity through narratives of travel, both imagined and real. We will read romance quests that foray to fairylands and wastelands, visionary journeys to hell, pilgrimages of self discovery, an epic exodus that founds King Arthur's nation, and a 14th-century round-the-world travelogue. Chaucer, Malory, Kempe, Mandeville, Layamon, Anonymous. Middle English readings. Not open to first-year students. Enrollment limited.

ENGL 1360H. Introduction to the Old English Language.
This course offers a thorough introduction to the earliest period of English language and literature. We begin with an extensive coverage of grammar and syntax before reading short texts and a few Old English poems, including The Battle of Brunanburh and Judith. Enrollment limited to 20.

ENGL 1360J. Middle English Literature.
In the age of Chaucer, literature in Middle English ranged from lyrics to romance narratives to mystery plays and medieval genres like dream visions and debate poems. This course will introduce students to reading texts like Sir Gawain and the Green Knight and The Owl and the Nightingale in their original Middle English. No prerequisites. Open to first-year students. Enrollment limited to 20. LILE

ENGL 1360K. Shakespeare and Company.
Shakespeare belonged to a community of actors and playwrights who competed for audiences in a fledgling entertainment industry. How do his plays compare to those of Marlowe or Jonson, Middleton or Webster? Reading Shakespeare in tandem with his contemporaries, we will consider the genres, sources, styles and conventions they shared, the issues that concerned them, and their differing artistic perspectives. Prerequisite: ENGL 0310A or equivalent. Enrollment limited to 20 juniors and seniors. WRIT LILE

ENGL 1360M. Spenser, Milton, and the Politics of the English Epic.
We will read the literary and political writings of England's two major authors of epic -- Spenser and Milton -- assessing their investment in contemporary debates about nation and conquest, rule and liberty, and sexuality and selfhood. Along with the major poems, we will read these authors' shorter literary and political writings.

ENGL 1360N. Shakespeare and European Culture.
How do Shakespeare's works embody and transform the cultures of Europe? What is his relationship to ancient Greece and Rome? To the moral and political philosophies of the sixteenth century? To contemporary literary fashion?

ENGL 1360O. The Ties that Bind: Renaissance Revenge Plays.
From revenge plays to domestic tragedies, family is a value to kill and die for in Renaissance drama. This course considers the cultural pressures such violence responds to, the contaminations it guards against, and explores the political life of these violent domestic affairs. Works by Kyd, Shakespeare, Heywood, Webster, and Middleton. Not open to first-year students. Enrollment limited to 20.

ENGL 1360P. Shakespearean Tragedy.
We will read in depth early, middle and late tragedies by Shakespeare, attending to the genre as understood in the Renaissance and as Shakespeare developed it, along with critical readings that explore tragic form. Oral presentations, short papers, and a final research paper. Prerequisite: ENGL 0310A or equivalent. Enrollment limited to 20 juniors and seniors. WRIT LILE

Did human nature become modern in the seventeenth century or did modern people just think so? This course will study style, science, politics and cultural transactions in this period of revolution and restoration, examining such texts as Donne's satires and epistles and Eliot's high modernist essays on the division of human nature in this period. Enrollment limited to 20.

ENGL 1360S. Between Gods and Beasts: The Renaissance Ovid.
Ovid's Metamorphoses, an epic compendium of classical myths, narrates with wit and pathos the transformations of body and mind wrought by sexual passion. Central to Renaissance conceptions of the human, it inspired drama, poetry, and narrative. Readings: Shakespeare, Marlowe, Donne, Spenser, Milton. Students who have taken ENGL 1310D may not register for this course. Enrollment limited to 20. LILE WRIT

ENGL 1360T. Eco-Shakespeare.
Do Shakespeare's plays register and respond to the ecological crises of his day, including deforestation, land enclosure, climate change, and animal exploitation? Or, are they implicit in the ideologies that instated these practices? What kind of relation do Shakespeare's plays envision as underpinning the natural and the cultural realms and how does this differ from modern conceptions? We will seek answers to such questions by considering the plays' use of pastoral tropes and green worlds, but also by analyzing the inter-animating dynamics they stage between subject and environment. Enrollment limited to 23. Not open to first-year students. LILE
ENGL 1360U. Europe in the Vernacular.
Why did a few early medieval European authors write not in Latin or Arabic but in vernacular languages like Castilian, Early Middle English, Old Icelandic, or Old French? We will read primary texts by Layamon, Alfonso X, Dante, troubadours and anonymous others, and assess previous claims about the "rise of the individual" and various proto-nationalisms as we rewrite the story of how, why, and for whom multilingual vernacular writings came to be. Readings in modern English supplemented by medieval languages. Enrollment limited to 20 students. Not open to first-year students. Sophomores require instructor permission to register.

ENGL 1360Z. Shakespeare and Embodiment.
Consideration of a number of Shakespearean texts including the erotic narrative poem "Venus and Adonis," the early revenge drama Titus Andronicus, the history Henry IV, pt. 1, the tragedy of Othello, among others, and their various representations of the body: as subject to violence, gender and desire, sovereignty and history. Attention to Shakespeare's rewriting of Ovid, novelle, and chronic history. Enrollment limited to 20. Not open to first year students.

ENGL 1361A. Fantasies of Milton.
Paradise Lost has served as the basis for numerous fantasy novels. Even Comus has become a (supposedly inappropriate) children's story. How can a seventeenth-century poet's treatment of temptation, disobedience, reason and self-regard come to seem relevant in the present? What do contemporary writers feel compelled to preserve and to change? How might we reimagine Milton? Enrollment limited to 20. LILE

ENGL 1361B. Women's Voices in Medieval Literature.
This course explores literary works from the early medieval period, both literature by women and literature that represents women's voices and desires. Traditions examined will include the Old and Middle English, Norse, Welsh, and Irish. The course provides insight into the construction of premodern sexualities as well as into the cultural and social histories of multiple national traditions.

ENGL 1361F. Spenser and Shakespeare.
A comparative study of theme, form, and genre based upon pairings of major works: Shakespeare's Sonnets/Amorelli; Faerie Queene /King Lear; Faerie Queene /Twelfth Night and Winter's Tale; Shepherdes Calendar / As You Like It. Weekly short interpretative exercises; final essay —3000 words. Enrollment limited to 20. LILE

ENGL 1361G. Tolkien and the Renaissance.
This course explores the work of J.R.R. Tolkien alongside Renaissance forbears such as Shakespeare, Spenser, Milton and others. Topics to include love and friendship, good and evil, violence and nonviolence, and how literature offers distinctive forms of life. Enrollment limited to 20. LILE

ENGL 1380. Undergraduate Independent Study in Medieval and Early Modern Literatures.
Tutorial instruction oriented toward a literary research topic. Section numbers vary by instructor. Instructor permission required.

ENGL 1510A. Jane Austen and Her Predecessors: The Other History of the Novel.
This course focuses on the novels of Jane Austen — from Sense and Sensibility to Persuasion. The course first establishes some familiarity with the earlier women writers of narrative fiction, in order to gain a deeper understanding of the development of the novel and of Austen's place in that rich tradition. Additional readings include work by Aphra Behn, Eliza Haywood, Charlotte Lennox, Elizabeth Inchbald, and Mary Wollstonecraft.

ENGL 1510B. Liberalism and American Culture.
A course in the relationship between the rise of liberalism and American literary history. Readings from Franklin, Jefferson, Emerson, Fuller, Rowson, Twain, and Charlotte Perkins Gilman. LILE

ENGL 1510D. The Literature of the American South.
The South is as much a state of mind as a place on the map, and some of the major figures in American literature have contributed to the making of what we think of when we think of "the South." Explores sometimes contradictory but always important meanings of the American South. Authors include Poe, Douglass, and Twain.

ENGL 1510E. American Renaissance.
An intensive reading in American literature between 1820 and 1860, with special attention to Romanticism, race and slavery, and the historical novel.

ENGL 1510H. Why the Novel Happened.
Readings in "early" novels of 18th-century England and in more recent explanations of the novel's rise to dominance as a popular modern genre. How have changing ideas of truth, virtue, gender, money, politics, history, or the human subject interacted with the practices of narrative fiction? Writers to be considered include Behn, Haywood, Defoe, Richardson, Fielding, Sterne, Lewis, Watt, Lukacs, McKeon, and Bakhtin.

ENGL 1510I. The Novel from Defoe to Austen.
How and why did the novel become the dominant literary mode? This course considers the "rise" of the novel during the "long" eighteenth century. Beginning with Behn and Defoe, readings include works by Richardson, Fielding, Sterne, Smollett, Lewis, and Godwin.

ENGL 1510J. Eighteenth-Century Women Writers.
Rediscovery and reconsideration of works by women during the eighteenth century are changing the literary canon: works by women are becoming mainstream, and they are changing the way we read 'traditional' texts. This course includes poetry, drama, fiction, letters, diaries, and essays by writers including Manley, Haywood, Centlivre, Scott, Fielding, Montagu, Sheridan, Burney, Radcliffe, and Wollstonecraft.

ENGL 1510L. Fiction and Mass Media in Nineteenth-Century England and America.
Explores critiques of the mass media from Carlyle and Arnold to Benjamin and McLuhan by way of a reading of important works of popular Anglo-American fiction of the 19th century. Criticism includes essays by Carlyle, Arnold, Benjamin, and McLuhan; literature includes fiction by Poe, Dickens, Melville, Stevenson, and James.

A survey of American fiction in the latter half of the nineteenth century. We will examine the ways narrative form helped shape modern America's increasingly fractured sense of identity, focusing specifically on questions of imitation and authenticity, race and nationalism. Writers will include Twain, Stein, Wharton, Crane, Chopin, and Chesnutt.

ENGL 1510O. Inventing Race in America.
What is "race"? Where does it come from? This course argues that categories of racial difference far from being fixed or natural have emerged from within writing. We trace the emergence of "race" in America from the late 16th century to the present day by reading 17th-century British colonial writing, 18th-century racial scientists, Jefferson, Creweceouer, Melville, Faulkner, Mukherjee, and Silko.

ENGL 1510R. Location and Dislocation in the Late Nineteenth-Century American Novel.
Focuses on the two dominant literary modes of the late 19th century: realism and naturalism. We try to generate working definitions of these two methods in order to understand the ways narrative form shaped Americans' increasingly fractured sense of identity. Writers include Twain, James, Crane, Cahan, Jewett, Chopin, and Chesnutt.

ENGL 1510S. Pre-Raphaelite, Aesthetics, and Decadents.
Looks at both Pre-Raphaelite literature and painting, and the reading includes Browning, the Rossettis, Morris, and Swinburne. The painters include both early hard-edge photographic Pre-Raphaelites and the eclectic medievalism of Rossetti, Burne-Jones, and the followers. The course will focus on the tensions in Pre-Raphaelitism between realism and fantasy, fact and symbol, body and spirit.

ENGL 1510T. Swift and His Contemporaries.
Swift's works are central to this course's investigation of literature, politics, and society, Anglo-Irish relations, and the great outpouring of satire in English in the early 18th century. Irony, parody, and mock-heroes inventively transform genres while challenging "abuses" of learning, government, religion, colonialism, and even love. Other writers include Congreve, Manley, Addison, Steele, Montagu, Pope, and Gay.
ENGL 1510V. Civil Rights and American Literature. An examination of the relations between legal theory and practice and literature, with a particular emphasis on the nature and significance of those relations in the historical development of American discourses of civil rights. Readings include Thoreau, Douglass, Wright, and Perry, and legal theorists such as Dworkin, Unger, Cardozo, and Fish.

ENGL 1510W. George Eliot. The course will study George Eliot's major works, including Adam Bede, Middlemarch, and Daniel Deronda, as well as examples of her essays and criticism. We will consider her experiments with literary realism, which helped secure for the novel form a position as high art. Giving attention to George Eliot's emphasis on conflicting ethical systems, from sympathy, utilitarian economics, and theology, to theories of physiological necessity, we will also examine the question of choice—including personal, women's, social, professional, and marriage choices—that lies at the heart of many of her novels.

ENGL 1510X. The Early American Novel. A reading of diverse genres of the early American novel, between 1790 and 1860, including the seduction novel, frontier romance, historical fiction, and the anti-slavery novel. What was the novel's cultural role? Writers include Susanna Rowson, Brockden Brown, Hawthorne, Stowe, and William Wells Brown.

ENGL 1510Z. The Realist Age: American Literature at the Turn of the Century. What do we mean when we call a novel realistic? When did the term first start being used, and why? This class attempts to answer these questions by studying the emergence of realism as the dominant American literary form at the turn of the century. Writers will include Mark Twain, Henry James, Stephen Crane, Edith Wharton, and Charles Chesnutt.

ENGL 1511A. American Literature of The Civil War. An examination of the way the Civil War is represented in American literature from Reconstruction to the present. Authors to be considered include Grant, Twain, Dixon, Chesnutt, DuBois, Faulkner, Morrison, Ellison.

ENGL 1511B. The Victorian Novel. Challenges the notion of a Great Tradition or mainstream Victorian novel by looking at the proliferation of subgenres—e.g., sensation fiction, crime fiction, thug fiction, colonial adventures stories—for which the period is known. Includes novels by Mary Shelley, the Brontës, Dickens, Mrs. Henry Wood, Eliot, Hardy, Stevenson, Haggard, Stoker, and Wilde.

ENGL 1511C. Lincoln, Whitman, and The Civil War. A literary and cultural history of the Civil War with special emphasis on Whitman’s poetry and Lincoln’s addresses and letters. It focuses on issues of race, democracy, and modernity.

ENGL 1511E. Monsters, Giants, and Fantastic Landscapes. Monsters, giants, and exotic landscapes fill the pages of much writing in English before 1900. We will examine the ways in which a number of writers before 1900 use the strange and the fabulous to suggest new ways of understanding what it means to be normal. Authors may include Columbus, Shakespeare, Mary Shelley, and Poe. WRIT

ENGL 1511G. Dickens and Others. An introduction to the novels of Charles Dickens (1812-1870) that considers these works in relation to other important intellectual, historical, and literary developments of mid-19th-century England. Special attention given to the political, social, and philosophical significance of “others” in Dickens’s writing and in related works from the period. In addition to a set of Dickens’s novels, readings include selections from Mill, Arnold, Marx, Tennyson, Eliot, and others. LIJE

ENGL 1511H. Literature of the American Renaissance. A survey of the major figures of mid-19th-century American literature, with a particular emphasis on how the writers of the period engaged the political and legal issues informing the sectional conflict on the eve of the Civil War. Authors to be considered include Poe, Hawthorne, Melville, Dickinson, Stowe, Douglass, Brown, Jacobs, and Whitman. Students who have taken ENGL 0600F may not register for this course. LIJE
ENGL 1511T. Victorian Inequality.
From “Dickensian” workhouses to shady financiers, Victorian literature has provided touchstones for discussions of inequality today. This course will investigate how writers responded to the experience of inequality in Victorian Britain. Considering multiple axes of inequality, we will explore topics such as poverty and class conflict, social mobility, urbanization, gender, education, Empire, and labor.

ENGL 1511U. Melville, Poe, and American Modernity.
The class will be guided by the premise that the writings of Poe and Melville reflect mid-19th century modernity. To support this claim we will look into their experimentation with narrative structure and ask whether the absence of clearly delineated characters in their stories is related to the emergence of urban crowds, practices of dehumanization employed in New York and Philadelphia prisons and hospitals.

The major works of Victorian poetry, spanning from the end of the Romantic period to the beginnings of Modernist poetry: roughly 1840 to 1890. We will be reading Matthew Arnold, Robert Browning, Thomas Hardy, Gerard Manley Hopkins, and Alfred Tennyson in detail, as well as critical writing and political poetry from the period.

ENGL 1560A. Jane Austen and George Eliot: A survey of the major novels of Austen and Eliot. Readings will also include contemporary reviews and responses, letters, and Eliot’s critical prose, as well as literary theory and criticism addressing questions such as novelistic form, realism and narrativity, the problem of the subject, the politics of aesthetics, and the changing status of the woman writer in the 19th century. Enrollment limited to 20 seniors and juniors. Instructor permission required. LILE

ENGL 1560B. Melville: A seminar looking closely at the relation between the life and literary work of Herman Melville, with an extended reading of his masterpiece, Moby-Dick. The course will look at the history of writing and publishing during Melville’s era and consider some of his contemporaries like Hawthorne and Harriet Beecher Stowe. Enrollment limited to 20.

ENGL 1560E. The Modern Self and Its Others: How do eighteenth-century representations of personal and public identity mark the emergence of the modern ‘subject’ as defined by gender, race, nation, language, and the body? Readings will include selections by Swift, Pope, Montague, Stern, Johnson, and Benney.

ENGL 1560F. Nineteenth-Century American Imperialism: Examines a number of different types of texts—novels, essays, journalism, oral narratives—in order to trace the connections between the internal colonialism of America in the nineteenth century and U.S. colonial ventures in the Caribbean, Asia, and Latin America. Writers to include Melville, Twain, Marti, Black Elk, Crane, Du Bois, and Roosevelt.

ENGL 1560G. Romantic Orientalism: Representations of “the East” in British writing and visual art from 1775 to 1825. Historical and theoretical accounts of “orientalism” and analysis of the political and ideological sources and consequences of “orientalist” representation. Readings in Wordsworth, Coleridge, Owenson, DeQuincey, Byron, Percy Shelley, and Mary Shelley.

ENGL 1560H. The Victorian Novel: What specific historical conditions can be seen to have led to the emergence of the novel as a leading literary form in the Victorian era? What cultural work was it called upon to perform? How does it address broader philosophical, economic, political and social questions of the Victorian era? Authors include Dickens, Eliot, Hardy, Stevenson, and Conrad.

ENGL 1560M. Orientalism and the Place of Literature: Literary representations of “the East” from the Enlightenment through Modernism and their relation to changing conceptions of the meaning and value of “literature” itself. Thinking about “place” in representational, geopolitical, and institutional terms. Readings from the “Arabian Nights,” Mary Wortley Montagu, Oliver Goldsmith, Coleridge, Byron, De Quincey, Kipling, Michael Ondaatje, and others; theoretical and historical perspectives from Said, Williams, Eagleton, and others.

ENGL 1560N. Eighteenth-Century Novel: The 18th century marks the beginning of the novel as we know it. This course considers the “rise” of fiction during the “long” eighteenth century. Beginning with Behn, Haywood and Defoe, readings include works by Richardson, Fielding, Sterne, Smollett, Lewis, and Godwin.

ENGL 1560O. Slavery and American Literature: This course examines the ways in which slavery is represented in 19th-century American literature. We will consider efforts to delineate the social practices and effects of chattel slavery and deployments of slavery as a form of political rhetoric. Readings include works by Douglass, Jacobs, Stowe, Melville, Howells, Twain, and DuBois.

ENGL 1560Q. The Poetry of Politics: Baudelaire, Arnold, Whitman: Explores the special challenge to the traditional form of lyric poetry posed by the post-industrial modern city of the mid-19th century. We will study the poetry and prose of Charles Baudelaire, Matthew Arnold, and Walt Whitman as responses to the urban conditions represented by mid-19th-century Paris, London, and New York. Motifs to be considered include modernity, commodification, and crowds. Priority will be given to junior and senior concentrators in English, Comparative Literature, Modern Culture and Media, and French Studies. First-year students and sophomores may request permission by email to take the course.

ENGL 1560R. From Francisco to Einstein: Literature and Science from 1800 to 1950: Science and literature as interrelated ways of knowing and learning, focusing on questions of language, observation, interpretation, and value. Themes include utopias and dystopias, evolution and degeneration, man and machine, entropy and chaos, and the relationship between literary imagination and scientific creativity. Readings include poems, plays, novels, and essays (Shelley, Arnold, Doyle, Poe, Wells, Kafka, Stoppard) alongside a range of scientific writing (Darwin, Huxley, Freud, Gould, James Watson) and philosophy of science (Popper, Feyerabend, Kuhn). Enrollment limited to 20 juniors and seniors. Banner registrations after classes begin require instructor approval. LILE

ENGL 1560S. Forms of American Realism, 1865-1945: An inquiry into the nature of realism and an examination of its various historical manifestations—literary, legal, political, and aesthetic—between the Civil War and World War II. Authors to be considered include DeForest, Chesnutt, Twain, Howells, Norris, Gilman, Wharton, Hemingway, Steinbeck, Hurston, and Wright. Enrollment limited.

ENGL 1560T. Literature, Religion, and “Culture Wars” in America: This course examines important moments when religious and literary histories converge. It reads “classic” American literary works in context of ongoing conflicts between evangelical and secular forces in American life, and it thinks about literature as an arena where these very categories are contested and revised. Major readings will include works by John Winthrop, Benjamin Franklin, Harriet Beecher Stowe, African American women preachers, Emerson, Mark Twain, and Flannery O’Connor. Enrollment restricted.

ENGL 1560U. Radicals and Conservatives: the later 18th Century: The relationship between literature and society is demonstrated by conservatives like “Dictionary” Johnson as well as by radicals like visionary Blake. Readings include works by Johnson, Boswell, Burke, Gibbon, Sterne, Burney, Wollstonecraft, Godwin, and Blake. Enrollment limited to 20.

ENGL 1560V. The Lives of a Text: Books are composed not merely of concepts. They are material objects whose forms, functions, and value can vary widely. We will make use of rare editions at the John Hay Library to help us explore both the literary content of works and their production and dissemination in various formats and for various audiences. Authors may include Shakespeare, Poe, and Fitzgerald. Enrollment limited to 15. Not open to first-year students.
ENGL 1560W. Getting Emotional: Passionate Theories
This course examines connections between emotion, feeling, and affect in several key texts from 18th-, 19th-, and 20th-century literatures. We will ask how and why affect becomes a central concept for writers and thinkers in the Enlightenment, and chart the ways in which affect productively opens up onto contemporary theorizations of identity, gender, sexuality, and race. Possible authors include: Wordsworth, Austen, Blake, Equiano, Coleridge, Keats, Shelley, Wilde, Pater, Kant, Melville, Hofmannsthal, Hume. Films by Todd Haynes, McQueen, Campion, Frampton. Theoretical readings by Berlant, Ellison, Terada, Deleuze, Stewart. Enrollment limited to 20 juniors and seniors. LILE

ENGL 1560X. Transatlantic America
What was "transatlantic" culture in colonial and 19th-century America? How did American writers continue to engage and respond to English culture? Franklin, Emerson, Sedgwick, Paine, Addison and Steele, Carlyle, and others. Enrollment limited.

ENGL 1560Y. The Ethics of Romanticism
An exploration of the intersections of moral philosophy and Romantic literature and culture. Writers studied may include Smith, Hume, Bentham, Hazlitt, Hegel, Wordsworth, Coleridge, Keats, Shelley, Byron, Godwin, Equiano, Austen. We will consider how writings of the Enlightenment and Romantic period differently reflect upon problems of knowledge, otherness, identity, community, and aesthetics, and how these reflections are related to the ethical imagination. We will also juxtapose our selections with several recent theoretical debates. Enrollment limited to 20. LILE

ENGL 1560Z. Time and Narrative.
This course studies fiction that experiments with the representation of time alongside philosophical and critical texts on the theory of time. We will consider how engagements with the question of time shape the structures, language, characters, plots, themes, and goals of narrative, looking at topics such as time and language, story and narration, memory and history. We will also consider the impact of technological and social developments on the sense of time (the wristwatch, the telegraph, railway timetables). Authors include St. Augustine, Laurence Sterne, John Locke, David Hume, Ambrose Bierce, Charles Dickens, H.G. Wells, Thomas Hardy, Henry James, Virginia Woolf. Enrollment limited. LILE

ENGL 1561C. Swift and His Contemporaries.
Jonathan Swift's works are central to this course's investigation of early 18th-century literature and culture. The reading focuses on the period as an "information age" energized by issues not unlike those of our own time: partisan politics, money, proliferation of new forms of textuality, globalization, changing views on gender and sexuality, love, religion, and war. The emphasis will be on irony, parody, and satire. Other writers include Congreve, Defoe, Manley, Pope, Gay, Montagu, Addison, and Steele. Students who have taken ENGL 1510T may not register for this course. Not open to first-year students or students who have taken ENGL1510T. Enrollment limited.

ENGL 1561D. Writing and the Ruins of Empire.
An exploration of literary representations of "empire" and "imperialism" from the 18th century to the present. Readings in Gibbon's Decline and Fall of the Roman Empire, Volney's Ruins of Empire, and a wide range of 19th- and 20th-century texts. Some consideration of theories of imperialism and of visual representations of cultures of empire. Enrollment limited to 20. Prior coursework in 18th- and 19th-century literature advised. WRIT

ENGL 1561E. The Western.
An examination of the formula Western in American fiction, art, and cinema, with a view toward situating the genre within urban middle-class culture in the late 19th- and 20th-century United States. Authors to be considered include Twain, Harte, Crane, Austin, Cather, Doctorow, Reed, Leonard, and L'Amour. Films: Destry Rides Again, Stagecoach, Rio Bravo, The Seven Samurai, Fistful of Dollars, Dirty Harry, The Man from Laramie, Paint your Wagon, Act of Violence, among others. Enrollment limited to 20.

ENGL 1561F. Sacred Readings: The Bible, Biblical Interpretation, and Victorian Literature.
Bible reading in terms of apocalyptic and other prophecies permeates Victorian literature, coloring ideas of politics, gender, character, and the arts in ways that seem a secret code. The course therefore reads works by Charlotte Brontë, the Brownings, Carlyle, Hopkins, Newman, the Rossettis, Ruskin, and Swinburne in light of once common ideas of typology, prophecy, and apocalypse. Enrollment limited to 20. LILE

ENGL 1561G. Swift, Pope, Johnson.
The course provides in-depth study of three major writers of the eighteenth century and will include cultural contexts. Readings include Gulliver's Travels, The Rape of the Lock, and Rasselas. Enrollment limited to 20.

ENGL 1561H. The Brain and the Book: Thinking and Reading in the Victorian Novel.
Considers two nineteenth-century novels in light of theories of cognition, both nineteenth-century and contemporary. This course proposes to study how some of the foundational questions of literary study—the nature of language, the location of meaning, the experience of reading, the power of metaphor, and the sources of creative thought—can also be studied from the perspective of mental science. We will read two Victorian novels in serial installments simultaneously, alongside shorter readings. Limited to juniors and seniors only. Banner registrations after classes begin require instructor approval. Enrollment limited to 20.

ENGL 1561I. Gender, Narrative, and the 19th-Century Novel.
Like Freud, Victorian novelists tell stories of desire that often center on a female character. This seminar examines some of the contexts, conventions, and tensions that go into the making of a "portrait of a lady" in this novelistic tradition. Texts to be studied include Freud's case history Dora, and novels by Brontë, Collins, Eliot, and James. Enrollment limited to 20.

ENGL 1561J. The Poetics of Confession.
This course explores the theoretical structures and models of confession in various literary and cinematic sources, with a special emphasis on work from the nineteenth and twentieth centuries. Authors might include: St. Augustine, Rousseau, De Quincey, Foucault, Wordsworth, Bronte, Wilde.

ENGL 1561K. Restoration and Eighteenth-Century Drama.
After almost two decades of closure, public theaters re-opened in 1660. This new beginning occasioned new plays, new kinds of performance and production, and new intersections between the stage and society. We will study works by Etherege, Wycherly, Congreve, Dryden, Behn, Gay, Lillo, Sheridan, and others. Not open to first-year students.

ENGL 1561L. Revolution, War, Poetry: Wordsworth in the 1790s.
William Wordsworth's poetic experiments during the 1790s are often said to have invented modern poetry as the poetry of consciousness; they are also efforts to find language adequate to a time of revolution, war, and modernity. This seminar examines texts by various writers of the revolutionary era, but focuses on Wordsworth's poetry from the early 1790s to the 1805 Prelude. Enrollment limited to 20. Not open to first-year students.

ENGL 1561M. American Literature and the Corporation.
A study of the development of the American novel from the Civil War to the present in light of the emergence of the corporation as the principal unit of economic enterprise in the United States. We will survey corporate theory from Lipmann to Collins, and use it to frame the novel's development from realism through modernism into postmodernism. Corporate theorists to be considered: Lipmann, Dewey, Berle, Drucker, Mayo, Demming, Friedman, Coase. Novelist to be considered: Twain, Dreiser, Wharton, Stein, Faulkner, Steinbeck, Wright, Ellison, McCullers, Reed, Gaddis, Morrison. Enrollment limited to 20.
ENGL 1561S. Gender and Sexuality in Victorian Literature.
This seminar explores the constructions and the highly charged cultural significance of gender and sexuality in the literature of Victorian Britain. Readings include a selection of fiction, poetry, and prose writing by authors such as Alfred, Lord Tennyson; Emily Brontë; Elizabeth Barrett Browning; Mary Elizabeth Braddon; Dante Gabriel Rossetti; Christina Rossetti; Robert Louis Stevenson; and Thomas Hardy. Enrollment limited to 20.

ENGL 1561T. The Sensational and the Real In Victorian Fiction.
This course will focus on the Victorian novel, which has been called the period's greatest artistic achievement. In particular we will explore two modes through which novels engaged the turbulent experience of their time: realism and sensation. We will examine how these different novelistic modes tackling the issues of gender, sexuality, class, and personal and community identity. Enrollment limited to 20.

ENGL 1561U. Oedipus in Myth, Tragedy, and Theory.
This course is an intensive study of Oedipus Rex, as well as an introduction to the debates and responses it has occasioned. It spans several disciplines, from the classics to philosophy to psychoanalysis to literary theory, following the trajectory of this single figure. Readings: Sophocles, Aristotle, Hegel, Rancière, Girard, Foucault, Freud, and Bernard Williams. Enrollment limited to 20.

ENGL 1561V. Literature of the American Renaissance.
A study of American literature in the decades surrounding the Civil War, with a view toward registering the ways in which formal literary innovations interacted with a climate of political upheaval and Constitutional crisis. Authors to be considered include: Douglass, Wilson, Lincoln, Emerson, Thoreau, Whitman, Crafts, Melville, Poe, Hawthorne, Alcott, Twain, Stowe, Delaney, and Dickinson. Enrollment limited to 20.

ENGL 1561W. On Being Bored.
This course will explore how and why certain texts and films represent states of non-productivity or non-desire. Beginning with writings from the Enlightenment and Romantic periods, we will move into contemporary theoretical and aesthetic reflections on the links between art and worklessness: narratives with neither progress nor plot, characters that resist characterization, as well as poems and films that resist emphatic assertion and revelation. Enrollment limited to 20.

ENGL 1561X. Dickens.
Charles Dickens is one of the greatest novelists of the nineteenth century and his writings provide a rich resource for understanding both Victorian society and the history of the novel. Novels to be read include Oliver Twist, Little Dorrit, Great Expectations, and Our Mutual Friend. Topics to be explored include comedy, narrative, sexuality and gender roles, capitalism and modernity. Enrollment limited to 20.

Tutorial instruction oriented toward a literary research topic. Section numbers vary by instructor. Instructor's permission required.

Examines Asian American writings that are difficult, complex, and/or experimental-that are, in Kingston's phrase, "extravagant." Explores the issue of what is at stake-politically and aesthetically-in writing that explicitly explores the interplay of ethnicity, nationality, and race. We will also address the issue of "tradition" in contexts where nationalisms of various stripes are becoming stronger, even as the world becomes more interconnected through trade, immigration, and digital technology. Authors include Achebe, Cole, Dangarembga, Farah, Gordimer, Ngugi, Sathiy, Soyinka, Wicomb. Films by Blomkamp, Loreau, Sembéne. DPLL
ENGL 1710K. Literature and the Problem of Poverty.
Explores poverty as a political and aesthetic problem for the American novelist. Examines the ways that writers have imagined the poor as dangerous others, agents of urban decay, bearers of folk culture, and engines of class revolt. Also considers these literary texts in relation to historical debates about economic inequality. Writers may include Crane, Faulkner, Wright, Steinbeck, and Hurston.

ENGL 1710M. Nationalizing Narratives: Race, Nationalism, and the 20th-C. American Novel.
An advanced survey that examines how 20th-century American novels construct the nation as "imagined community" and as "fictive ethnicity." We focus on the central role that conceptions of race—as well as those of gender and sexuality—play in the novelistic visions of America projected by such authors as Ralph Ellison, William Faulkner, Jessica Hagedorn, and Chang-rae Lee. Not open to first year students. DPLL WRIT

ENGL 1710N. Photography and the American Novel.
Traces the impact made by the emerging medium of photography on American fiction from its very beginnings until the present. Our focus will be on the varying strategies adopted by novelists in response to the representational challenges posed by photography. Writers include Hawthorne, Nabokov, Faulkner, Hurston, Citron, Eugenides, and Barthes. Students should register for ENGL 1710N S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 1710O. The Dead and the Living.
Readings in literature, theory, psychoanalysis, philosophy and law examine how the relation between the dead and the living shapes the concerns of modernist narrative and thought. Topics include "Living with the Dead," "Haunting and Knowing," "Writing Lives," "Dreaming and Waking," and "Picturing the Dead." Readings include Joyce, Conrad, Woolf, Forster, and Greene as well as Freud, Lacan, Benjamin, and Barthes.

ENGL 1710P. The Literature and Culture of Black Power Reconsidered.
This course reexamines the Black Power movement as a signal development in American literature and culture. We will read classics from the period with a view toward reassessing the nuances and complexities of their form and politics. At the same time, we will recover less familiar texts that complicate conventional understandings of what defines this movement. Authors include Malcolm X, Huey P. Newton, Angela Davis, Eldridge Cleaver, John Edgar Wideman, Ernest Gaines, and Amiri Baraka. DPLL

ENGL 1710Q. Bloomsbury and Modernism.
The contribution of the avant-garde "Bloomsbury Group" to the development of literary modernism. The focus will be on the central literary figures (Virginia Woolf, E. M. Forster, and T. S. Eliot), but attention will also be paid to the visual arts (Roger Fry, Vanessa Bell, and Post-Impressionism) and to social criticism (Lyttton Strachey, Leonard Woolf, and John Maynard Keynes).

ENGL 1710R. Recent Experiments in American Fiction.
The premise of this course is that 21st-century American literature is undergoing a renaissance, the unifying quality of which is its exploration of a conceptual space located "on the very edge of fiction," as one writer puts it. We will discuss how and why the ideological threads that once served to connect the practice of literature to the world seem to be fraying. Writers discussed include Ball, Cole, Kushner, Lerner, Lin, Nelson, Robinson. Not open to first-year students.

ENGL 1710S. Writing War.
Examines the challenges that war poses to representation, and particularly to language and literary expression in the modern era. We will focus primarily on the First and Second World Wars, exploring the specific pressures war puts on novels and poetry, as well as on history, psychology, and ethics. Works by Sassoon, Owen, Barbusse, Brittain, Woolf, Rebecca West, Graham Greene, Pat Barker, Marc Bloch.

ENGL 1710W. Literary Impressionism.
An examination of the role of "literary impressionism" in the transformation of the novel from realism to modernism. Writers studied include Henry James, Joseph Conrad, Stephen Crane, Ford Madox Ford, and Virginia Woolf. Close analysis of their narrative methods for dramatizing consciousness, with attention to the political and ethical implications of impressionism’s focus on the inner life.

ENGL 1710Y. American Literature and the Cold War.
A study of American literature in the context of the broad intellectual culture—strategic, ideological, philosophical, aesthetic, and economic—engendered by the conflict between the United States and the Soviet Union from 1945 to 1991. We will assess the role of the bomb, McCarthyism, game theory, the military industrial complex, and strategic doctrines of containment and deterrence in the rise of postmodernism in American literature. Authors to be considered include Bellow, Highsmith, Millar, Ellison, McCarthy, Mailer, Pynchon, Wideman, Cooper, Delillo. Students should register for ENGL 1710Y S01 and may be assigned to conference sections by the instructor during the first week of class.

ENGL 1711A. American Poetry II: Modernism.
Study of modernist American poetry. Readings include Pound, Eliot, Stevens, Williams, H.D., Moore, Hughes, and others.

ENGL 1711B. Modernist Fiction.
Readings in British and American fiction and culture in the early 20th century, with particular attention to the relationships between modernist literary experiment and contemporary questions about empire, race, the changing status of women, and the grounds of literary authority. Writers may include Conrad, H.D., Joyce, Larsen, Lawrence, Rhys, Toomer, Woolf. Two lectures and one discussion meeting weekly. Students will be assigned to conference sections by the instructor during the first week of class.

ENGL 1711C. Modernist Henry James.
How consciousness knows the world was a topic of endless fascination to Henry James. By dramatizing the workings of consciousness, James transformed the novel and led the way to modernism. In addition to the aesthetic significance of his experiments with point of view, the course will also analyze the ethical consequences of his insistence on life's ambiguities.

ENGL 1711E. African American Literature After 1975.
This course examines major authors and currents in African American literary writing from 1975 through the present. The class positions these works in relation to historical developments such as the rise of black nationalism, the evolution of a distinctive black feminist tradition, and the growing social divisions within the African American community. Authors include Toni Morrison, Jamaica Kincaid, Colson Whitehead, and John Wideman. DPLL

ENGL 1711G. Refiguring Expression: The Feeling of Voice in Modern and Contemporary Poetry.
This course will examine how various traditions within modern and contemporary poetry have figured the relationship between poetic voice, affect, and expression and how these considerations of subjectivity have been inflected by procedural or conceptual constraints. Readings will include Dickinson, Stein, Olson, Zukofsky, Niedecker, Hejinian, Carson, Howe, Mayer, Cage, Berssenbrugge, Lin, Rankine, Moten, Dworkin, Acconci, Sedgwick, Ngai and Deleuze. Not open to first-year or sophomore students.

ENGL 1760A. Joyce and Woolf.
Intensive study of two of the most innovative and influential modern British novelists, with an emphasis on the relation between their formal experiments and their political engagements. Enrollment limited to 20.
ENGL 1760B. Contemporary African American Literature and the End(s) of Identity.

African American writers and intellectuals have begun to question the wisdom of defining black identity in terms that overemphasize the shared racial and cultural heritage of black people. Course assesses a range of literary and scholarly writing that engages these concerns. Explores such topics as the growing class division among African Americans, the effects of integration, the decline of nationalism, and the visibility of sexual minorities. Likely authors include Johnson, Morrison, Wideman, Beauty, and Senna. Enrollment limited. DPLL LILE

ENGL 1760C. Body and Event in Contemporary Fiction.

Discusses the recent turn to the body and mortality in contemporary fiction, and considers the proposition that episodes of dismemberment in contemporary fiction stand in for the dismantlement of the literary text itself. Readings include Selby, Ellis, Cooper, Acker, Frame, Deleuze, Butler, Blanchot. Enrollment limited to seniors, juniors, and sophomores. Banner registrations after classes begin require instructor approval.

ENGL 1760D. Race and Detection: American Crime Narratives.

We examine American crime narratives, focusing on their representations of race, class, gender, and sexuality. Writers studied may include James M. Cain, Raymond Chandler, William Faulkner, Sue Grafton, Chester Himes, Walter Mosley, and Mark Twain.

ENGL 1760E. Who's Afraid of Virginia Woolf?

We will read novels, essays, diaries, and letters by Woolf in order to ask how and why Virginia Woolf haunts our culture and to consider her status as a cultural icon. The seminar will explore her work in the contexts of history, modernism, and literary influences, and it will examine the dimensions of Woolf's afterlife—a posthumous dynamic that shapes issues in art, politics, and gender. Enrollment limited to 20 seniors and juniors. LILE

ENGL 1760F. City, Culture, and Literature in the Early Twentieth Century.

How did changes in the city shape early 20th-century literature? How does the literature of this period—whether avant-garde or documentary, progressive or conservative—shape the way we imagine the city? Topics may include urban spectacle, mobility and segregation, the neighborhood and the crowd. Authors include Dos Passos, Eliot, Larsen, Orwell, Woolf, Wright. Prerequisite: two previous literature courses. Priority to English and Urban Studies concentrators.

ENGL 1760G. American and British Poetry Since 1945.

Study of poetry after 1945. Readings include Bishop, Plath, Ashbery, Merrill, O'Hara, Heaney, Larkin, Walcott, Rich, Dove. Enrollment limited to 20. LILE

ENGL 1760H. “Terrible Beauty”: Literature and the Terrorist Imaginary.

Why does terrorism fascinate literary writers in the modern period? Is terrorism the figure of something that is unrepresentable in fiction, or is it a type of direct political action that fiction writers aspire to? Can literature's humanistic role of allaying terror survive an age of spectacular politics? How susceptible is terrorism to “aestheticization”? Texts will include works by Conrad, Flannery O'Connor, Naipaul, Dennis Cooper, Frantz Fanon, and Ngugiwa Thiong'o. Enrollment limited to 20 seniors, juniors, and sophomores. Banner registrations after classes begin require instructor approval. LILE

ENGL 1760J. Pynchon and His Precursors.

A study not of how Thomas Pynchon's work has influenced American literature, but of how his novels have influenced the way we read writers who came before him. We will read V and Gravity’s Rainbow, as well as work by Borges, Highsmith, Ellison, Nabokov, Fitzgerald, Kafka, and Rilke. Limited to 20 senior and junior concentrators in English and Comparative Literature. Others admitted by permission only.

ENGL 1760K. Reading New York.

We will explore narratives of New York City, both fictional and nonfictional, from the early 20th century to the present. Topics to be addressed include immigration, segregation and mobility, cosmopolitanism and the neighborhood, celebrity and postmodernism. Authors may include John Dos Passos, Ann Petry, E.B. White, Jane Jacobs, Rem Koolhaas. Registration limited to English and Urban Studies concentrators. Students from other concentrations should attend class on the first day and will be admitted if space is available. Enrollment limited to 20. Not open to first-year students. Prerequisite: two previous literature classes.

ENGL 1760L. Bloomsbury and Modernism.

This course will explore the contribution of the so-called “Bloomsbury Group” to the development of modernism in Britain. The focus will be on the central literary figures (Virginia Woolf, E. M. Forster, T. S. Eliot), but attention will also be paid to the visual arts (especially Roger Fry and Post-Impressionism) and social criticism (Lyttton Strachey, Leonard Woolf, and John Maynard Keynes). A major question will be how the controversies swirling around Bloomsbury exemplify important debates about modernism. Enrollment limited. Not open to first-year students. Banner registrations after classes begin require instructor approval.

ENGL 1760N. Henry James.

James is a pivotal figure in the history of the novel. His explorations of the workings of consciousness and conventions in representation transformed realism and announced the preoccupation of modernism with interpretation, signs, and narrative experimentation. An intensive study of his most important novels from Daisy Miller to The Golden Bowl.

ENGL 1760Q. James Joyce and the Modern Novel.

One measure of James Joyce's achievement as a writer is his influence about modernism. Enrollment limited. Not open to first-year students.

ENGL 1760R. The Roaring Twenties.

The 1920s crystallized much of what we consider modern in 20th-century U.S. culture. This course reads literature of the decade in the context of a broader culture, including film and advertising, to analyze the period's central features: the rise of mass culture and of public relations, changes in women's position, consumerism, car culture, nativism and race relations. Writers include Fitzgerald, Hemingway, Larsen, Toomer, Parker. First-year students and students who have taken ENGL 0650K may not register for this course. Enrollment limited.
ENGL 1760S. Law and Literature: From Response to Responsibility. Explores modernism as it is shaped by the normative and ethical concerns of a rapidly changing world through literary works, legal writing, and legal opinions. Examines the conceptual, psychological and rhetorical connections between literature and law, and considers how both disciplines shape the imagination but also aim to elicit response and responsibility. Authors include Walter Benjamin, Joseph Conrad, Virginia Woolf, Rebecca West, Chinua Achebe; legal texts include Blackstone, Holmes, Bentham, Cover and a number of legal opinions. Enrollment limited to 20 juniors and seniors.

ENGL 1760T. The Texts of Africa. This seminar considers the various ways in which "Africa" has been depicted in fictional and non-fictional writing from the nineteenth-century on. We begin with classic travel writing by European missionaries (Park, Livingstone, Moffat), and their African and black diasporic counterparts (Crowther, Freeman, Sim's, Soga). We then turn to twentieth-century literature and non-fiction (Abrahams, Conrad, Dinesen, Greene, Ndebele, Wright), closely following the rhetorical devices used to evoke the continent as geographical or subjective reality. We will pay particular attention to questions of history, linguistic representation, and the vagaries of intercultural encounter. DPLL

ENGL 1760V. Lying, Cheating, and Stealing. Explores literature's treatment of transgressions large and small, with particular attention to the way in which modernist narratives expose, obstruct, condone, or condemn acts of wrongdoing. What is the relationship between a misdeed and its retelling? Does writing right the story of a wrong? Readings from Rousseau, Graham Greene, Oscar Wilde, Lauren Slater, Nietzsche, Freud, as well as film, television, and select readings from law. Enrollment limited to 20 seniors and juniors. LILE

ENGL 1760X. The Men's Film, c. 2011. It's been said that there's no such thing as "the men's film;" only cinema and the subgenre of "the women's film" (or "weeppy"). This seminar reopens that question by focusing on genres (gross-out, bromance, coming of age, war) addressed to male audiences and concerned with the relationships between a misdeed and its retelling? Does writing right the story of a wrong? Readings from Rousseau, Graham Greene, Oscar Wilde, Lauren Slater, Nietzsche, Freud, as well as film, television, and select readings from law. Enrollment limited to 20 seniors and juniors. LILE


ENGL 1761C. Race, Writing, Manhood: Rhetorics of the "Authentic" in 20th-Cent African + Asian American Literature. Explores the interrelatedness of racial, sexual, and literary identity in works by U.S. black and Asian male writers. Particular interest given to how the issue of homosocial desire frames literary accounts of racial authenticity. Writers and theorists studied may include James Baldwin, Frank Chin, Ralph Ellison, Frantz Fanon, David Henry Hwang.

ENGL 1761L. Reading the Black Masses in Literature and Critical Practice. African American literary and critical practice in the twentieth century was definitively shaped by claims about the linkages between literature and mass politics. We will unpack the continuities and divides that constituted such assertions. Historical nodal points in our investigations will include the Harlem Renaissance, the Black Power Movement, and the post-identity debates.

ENGL 1761M. Asian American Travel Narratives. Examines mobility and movement as key motifs in Asian American fiction. The course will focus on Asian American literary texts that are structured around travel, both in relation to the United States and to Asia. Our approach will draw from Americanist and Asian Americanist cultural theories about narratives of mobility and from postcolonial theories about travel writing. Enrollment limited. DPLL

ENGL 1761N. Natural and Supernatural: Issues in the Study of Science and Religion. Religion has been studied in a number of fields (anthropology, classics, history, philosophy, psychology, sociology) as a complex of human cultural phenomena to be examined and explained naturally or, as it is said, "scientifically." The course focuses on a set of key classic and contemporary texts in this tradition and on the issues they raise for new understandings of science, religion and the relations—historical, intellectual, cultural and political—between them. Enrollment limited to 20 juniors, seniors, and graduate students. LILE

ENGL 1761O. "Everything that is must be destroyed": American Modernism. This class will attempt to discover whether there is such a thing as American modernism, examining the connections between works and movements as different as Gertrude Stein's highly experimental Three Lives, the Harlem Renaissance (Larsen, Hurston), American Gothic (Anderson, Faulkner), social realism (Wharton, Wright), the cosmopolitan fiction of Fitzgerald and Hemingway, and the post-postmodern work of Barnes and West. Enrollment limited.

ENGL 1761P. Yeats, Pound, Eliot. Readings in the poetry and selected prose of Yeats, Pound, and Eliot. Enrollment limited to 20. LILE

ENGL 1761Q. W. G. Sebald and Some Interlocutors. The works of W. G. Sebald have received a huge amount of critical attention since his death in 2001, particularly from critics interested in the question of the ethics of literature after Auschwitz. But what is Sebald's literary heritage, and who are his interlocutors? What internal and external connections does his work establish? Besides Sebald's works, readings will include Stendhal, Kafka, Walser, Borges, Bergson, Resnais, Lanzmann. Banner registrations after classes begin require instructor approval. Enrollment limited to 20. Not open to first-year students.

ENGL 1761R. The Non-Fiction of "Race" in 20th-Century US Culture. This course examines influential autobiographies and other non-fictional literary works about the meaning of race in America across the 20th century. Writers we examine may include W.E.B. DuBois, Sui Sin Far, Maxine Hong Kingston, N. Scott Momaday, Richard Rodriguez, Maxine Hong Kingston, Richard Rodriguez, and Malcolm X. Enrollment limited to 20 juniors and seniors. DPLL LILE WRIT

ENGL 1761S. The Fifties in Color: Race, Empire, and the U.S. Cold War Culture. In this seminar, we examine a range of cultural texts of the 1950s that provide some productive points of entry into the study of U.S. culture in the early part of the Cold War. We give particular attention to issues of race and ethnicity as they were shaped both by domestic and foreign policy concerns. Enrollment limited to 20. DPLL LILE

ENGL 1761T. Conrad and Naipaul: The Supremacy of the Visible?. The reception of Conrad's works turns on a critical quandary: are his commitments primarily sensory, celebratory and imperialist, or conceptual, subdued and self-critical? This course will examine Conrad's works in detail, and the critical and literary responses to them: most notably, the work of his most direct successor, the British-Caribbean novelist V. S. Naipaul. Other readings include Said, Achebe, Jameson, Badiou, Rancière, Deleuze. Enrollment limited. Not open to first-year students. Banner registrations after classes begin require instructor approval. LILE

ENGL 1761V. The Korean War in Color. We examine US and South Korean representations of the Korean War. We look at how this event was depicted in US films of the 1950s with a focus on how it occasioned a transformation of American understandings of race, both domestically and transnationally. We then look at how this event has been memorialized by contemporary American authors as well as in South Korean literature and film. Authors we read include: Susan Choi, Ha Jin, Chang-rae Lee, Toni Morrison, Jayne Anne Phillips and Hwang Sok-yong. Enrollment limited to 20. Not open to first-year students. DPLL LILE WRIT
ENGL 1761W. Modern South Asia: Literature and Theory.
This seminar provides an overview of 20th and 21st century writing from and about South Asia. It will serve, in addition, as an introduction to postcolonial studies. Theoretical readings will focus on issues of diaspora; transnational cultural circulation; and subaltern historiography. Fiction will be primarily Anglophone (Anand, Du Bois, Forster, Naipaul, Rushdie, etc.), with some vernacular texts in translation (Chughtai, Limbale, Premchand, Tagore). Enrollment limited to 20. DPLL.

ENGL 1761Y. Issues in World Literature.
What is world literature? How does it relate to fields like comparative literature and postcolonial studies? We will read fiction and drama usually featured in this canon, including works by Achebe, Coetzee, Homer, Kafka, Rushdie, Shikibu, and Walcott. We will also attend to the critical paradigms that constitute the field, from Goethe’s *Weltliteratur* to more recent theorizations by Casanova, Damrosch, Deleuze, Moretti, Spivak, etc. Enrollment limited to 20. Not open to first-year students. DPLL.

ENGL 1762A. Perverse Cinema.
A seminar on movies that pursue and spectacularize the perverse, as well as on how viewing movies is itself a perverse pleasure. We will study film genres that traffic in what’s sensational, excessive, uncanny, and transgressive, such as the detective film, thriller, melodrama, sex film, horror, and sci-fi. Special emphasis on the movies of Hitchcock, Kubrick, Lynch, and Cronenberg. Enrollment limited to 20 concentrates in English, Comparative Literature, MCC, Gender and Sexuality Studies, and Theatre and Performance Studies. Not open to first-year students.

ENGL 1762B. The Ekphrastic Mode in Contemporary Literature.
Ekphrasis—the extended description of a visual work of art in a work of literature—is as old as Homer and as modern as McEwan; however, in contemporary literary criticism the concept has been eclipsed by terms such as “self-reflexivity” and “metafiction.” This course proposes a rediscovery of ekphrasis as a key feature of contemporary works of literature and film. Includes texts by Sebald, Alan Bennett, Godard, Starnone, Panahi, McEwan. Enrollment limited to 20. Not open to first-year students.

ENGL 1780. Undergraduate Independent Study in Modern and Contemporary Literatures.
Tutorial instruction oriented toward a literary research topic. Section numbers vary by instructor. Instructor's permission required.

ENGL 1900A. "Literature" and the Ideology of the Aesthetic.
Theoretical and historical analysis of the idea of "literature" as writing that has the status of art, in relation to the emergence and elaboration of discourses of the "aesthetic." Readings in 18th- and 19th-century German and British sources (Kant, Schiller, Hegel, Nietzsche; Coleridge, Shelley, Arnold, Wilde) and in 20th-century literary and aesthetic theory (Benjamin, Adorno, Barthes, Foucault, Derrida, Williams, Eagleton). Enrollment limited to 20. Priority given to English concentrators. All other students must obtain instructor's permission.

ENGL 1900D. Literature and Politics.
Literature as a changing historical formation that often represents and is always shaped by the practices of organizing, asserting, and controlling power in society. Sustained focus on writings by Raymond Williams, Leon Trotsky, Michel Foucault, Edward Said, Gayatri Spivak, and Terry Eagleton, and on literary texts read from the perspectives of these six theorists (possibly Shakespeare, Milton, Marvell, Swift, Dickens, Gaskell, the Brontés, Victor Serge, Anna Akhmatova). Enrollment limited to 20. LILE WRIT.

ENGL 1900E. Aesthetics and Politics.
Considers the shifting relationship between art and politics beginning with the formation of aesthetics in the Enlightenment and continuing through such 20th-century historical moments as Nazism, modernism, impressionism, socialist realism, postmodernism, and such thinkers as Kant, Hegel, Marx, Adorno, Lyotard, Cixous, Deleuze. LILE.

ENGL 1900F. Interpretation.
This course will introduce students to the central issues in the theory of interpretation and their implications for critical practice. Topics will include the causes and consequences of interpretive conflict, the availability of tests for validity, the roles of the author and the reader, and the historical, social, and political dimensions of understanding. Readings will include major theoretical statements as well as critical essays and background materials related to three controversial novels.

ENGL 1900I. Critical Methodologies: Contemporary Literary Theory.
A survey of theories of literature from the early 20th century to the present, with particular attention to relations between "literary theory" and the broader phenomena of cultural studies and Critical Theory writ large. We will examine the New Critics; structuralism, post-structuralism and new historicism; cultural theory, including psychoanalysis, marxism, and aesthetic theory. Topics will include literariness and textuality, the reader and subjectivity, narrative and mimesis, and the reemergence of form in contemporary literary studies. Enrollment limited to 20. Not open to first-year or graduate students.

ENGL 1900J. Zoopoetics.
This course will explore the intersections between the depictions of plants and animals in twentieth and twenty-first century poetry and the theoretical conversations about non-human worlds unfolding in emerging fields, such as animal studies and the environmental humanities. Readings will range from poetic texts by Francis Ponge and Marianne Moore to theoretical texts by figures such as Donna Haraway. Please register for the accompanying film section as there will be periodic mandatory film screenings.

ENGL 1900L. The Problem of American Literature.
Considers questions such as: what are the distinctive qualities (if any) of American literature, and how do the various writers from diverse cultural settings fit into a single literary tradition called “American” (or do they fit in)? In order to examine the assumptions and implications of studying literature as a national phenomenon, focuses reading on various critical and theoretical texts.

ENGL 1900M. Twentieth-Century Reconceptions of Knowledge and Science.
Significant critiques of classic and prevailing (rationalist, realist, positivist) ideas of scientific truth, method, objectivity, and progress and the development of alternative (constructivist, pragmatist, historian, sociological) accounts; the dynamics of knowledge; the relation between scientific and other cultural practices. Readings include works by Fleck, Popper, Kuhn, Foucault, Rorty, and Latour. Prerequisite: UC 49 (An Introduction to Science Studies) or college-level work in critical theory, science, or philosophy.

ENGL 1900O. Contemporary Feminist Literary Theory.
An advanced survey of 20th-century feminist literary theory with an emphasis on U.S., British, and French traditions. Topics include canon formation, "resisting readers," and the category of "women's writing," as well as the relation of feminist criticism to problematics such as critical race theory, poststructuralism, psychoanalysis, and postcolonialism.

ENGL 1900P. History of Criticism from Plato to Postmodernism.
A survey of the major theorists of literature in the western tradition, from the Greeks to the contemporary period. Recurrent issues will include the definition of literary value, the distinctiveness of the aesthetic experience, and the moral and social uses of literature. Enrollment limited. Banner registrations after classes begin require instructor approval.

ENGL 1900Q. Women In/And the Novel.
An introduction to the novel through feminist theory, considering social and historical reasons why women read, wrote, and figured in novels, from the 18th century to the 20th. Novels by Defoe, Austen, George Eliot, Rhys, Woolf; readings in feminist theory and criticism. Priority will be given to concentrators in English and Gender Studies. Others will be admitted only with permission of the instructor.
ENGL 1900R. Queer Relations: Aesthetics and Sexuality
A study of the relationship between aesthetic thought and sexuality in a variety of literary and cinematic works. We will supplement our readings with ventures into queer theory, emphasizing how art is related to identity, community, race, gender, and ethics. Authors include Wilde, Pater, James, Winterson, Cole, Guibert, Foucault, Bersani, Edelman. Films by Julien and Jarman. DPLL

ENGL 1900T. The Postcolonial and the Postmodern
Explores the contexts and conceptual implications of theories of postmodernism and postcolonialism. Particular attention to intersections and disjunctions between both concepts as attempts to grapple with the challenges of modernity from the vantage point of the late-20th century. Course will end with two novels that address related issues with the tools of fictional narrative: Coetzee’s Foe and Rushdie’s Midnight’s Children. Readings include: Butler, Hall, Jameson, Laclau, Lyotard, Spivak. Not open to first-year students. Enrollment limited to 20.

ENGL 1900U. Word and Image
How do words and images represent? This course will examine major statements about the relation between verbal and visual representation from Lessing’s classic study Laocoön to contemporary theories of the semiotic and social construction of images. Theoretical readings will be accompanied by analyses of examples from literature and the visual arts, ranging from painting to film and graphic novels. Not open to first-year students. Banner registration after classes begin requires instructor approval.

ENGL 1900V. Camera Works: The Theory and Fiction of Photography
This class focuses both on literature influenced by and theoretical considerations of photography. Texts and films to include Barthes’ Camera Lucida, essays by Benjamin, Kracauer, and Krauss, Cortazar’s “Blow-Up,” Antonioni’s Blow-Up, Fitzgerald’s Tender is the Night, Sebalb’s The Emigrants, West’s The Day of the Locust, Freampton’s Nastalgia, Egoyan’s Calendar, Rancière’s The Future of the Image, and poetry by Rich, Ashbery, and Larkin. Not open to first-year students and sophomores. Open to English concentrators only.

ENGL 1900Y. Medieval Manuscript Studies: Paleography, Codicology, and Interpretation
How do you read a medieval manuscript? This course teaches hands-on methodologies for deciphering the material text, including palaeography (history of scripts) and codicology (archeology of the book); contemporary models of interpreting scribal texts, including editorial theory and analysis of readers’ reception; and medieval concepts of textuality and interpretation, including medieval theories of authorship and the arts of memory. Prior coursework in Middle English or Latin or other medieval language recommended. Not open to first-year students. Enrollment limited to 20. Instructor permission required.

ENGL 1900Z. Neuroaesthetics and Reading
Analysis of the theories of art, reading, and aesthetic experience proposed by neuroscience and cognitive science in light of traditional aesthetics and contemporary literary theory. Enrollment limited to 20. Prerequisite: At least one course on neuroscience or cognitive science and one 1000-level literature course. Instructor permission required.

ENGL 1901E. Literature and the Digital Humanities
We will explore the implications of using digital technologies to study literature. How do our understanding of literature and literary study change—if it does—in light of recently developed digital methods for studying such works? How do such methods compare with traditional ways of studying literature? How might literary studies be reconceived in relation to new media studies? Enrollment limited to 20.

ENGL 1901F. Art of Criticism
This course explores the art of literary criticism through analysis of individual critics as well as larger schools of criticism. Focusing on the twentieth century, we will read works by those affiliated with high theory as well as those who stood outside that influential development. The goal will be to understand literary criticism as a form of thinking, and an art, in its own right, one with philosophical, social, and literary dimensions. Authors include: Oscar Wilde, Kenneth Burke, Mary McCarthy, Lionel Trilling, Raymond Williams, Paul de Man, Eve Sedgwick, D. A. Miller, John Guillory. Enrollment limited to 20.

ENGL 1910A. Dreamworlds: Utopia from Plato to the Present
Can acts of writing change the world? This course looks at a number of famous utopias and dystopias from classical time to the modern period and analyzes how the genre’s literary experiments transform reading into a political act. Works by Plato, More, Montaigne, Shakespeare, Swift, H.G. Wells, and Le Guin. Films will include Blade Runner and Pleasantville.

ENGL 1910B. Great Books and Good Movies
Since the first silent pictures, the film industry has turned to “great books.” This course uses films based on “great books” to examine differences between the genres. Frequent screenings; reading and screen journals; critical essays and screenplays. Films/texts include Sense and Sensibility, Great Expectations, Beloved, and The English Patient.

ENGL 1910E. Lyric Language: Renaissance Forms and Modern Poetry
Tracing poetic forms from renaissance to modern—stubborn models like the sonnet (Shakespeare/Berryman), the ode (Jonson/Creely), and the sestina (Sidney/Bishop); soft forms like blank/free verse (Milton/Wordsworth/Eliot); generic containers like elegy, epigram, and satire (Herrick/Donne/Keats/Auden); low and nonsense verse (Skelton/Carroll/hip-hop); and the functions of repeatable forms like line and stanza (Spenser/Tennyson/Dr. Suess/Hejinian). LILE

ENGL 1950A. Form and Feeling in Renaissance Poetry
Pending Approval. Renaissance poets laid claim to the ethical power of poetry to move people through imagination. How does formal imitation and innovation create fields of feeling in the poetry of Spenser, Sidney, Shakespeare, Donne, Jonson, and Milton? Enrollment limited to 20 seniors.

ENGL 1950B. Literature and the Ideology of the Aesthetic
Pending Approval. Theoretical and historical exploration of the idea of literature understood as writing that has the status of art—and of the relation of this idea to the emergence and elaboration of discourses of the aesthetic. First six weeks: decisive eighteenth- and nineteenth-century developments in the meaning of literature as it relates to the aesthetic. Second six weeks: recent positions (especially poststructuralist and Marxist) that figure prominently in current debates. Enrollment limited to 20 seniors.

ENGL 1990. Senior Honors Thesis in Nonfiction Writing
Independent writing project under the direction of a faculty member. Permission should be obtained from the Honors Director for Nonfiction Writing. Enrollment limited to English concentrators whose application to the Honors in Nonfiction Writing program has been accepted.

ENGL 1991. Senior Honors Seminar in English
Weekly seminar led by the Advisor of Honors in English. Introduces students to sustained literary-critical research and writing skills necessary to successful completion of the senior thesis. Particular attention to efficient ways of developing literary-critical projects, as well as evaluating, incorporating, and documenting secondary sources. Enrollment limited to English concentrators whose applications to the Honors in Nonfiction Writing program have been accepted. Permission should be obtained from the Honors Advisor in English. S/NC

ENGL 1992. Senior Honors Thesis in English
Independent research and writing under the direction of a faculty member. Permission should be obtained from the Honors Advisor in English. Open to senior English concentrators pursuing Honors in English. Instructor permission required.

ENGL 1993. Senior Honors Seminar in Nonfiction Writing
This course is designed for students accepted into the Nonfiction Honors Program. It will be run in workshop format, and will focus on research skills and generative and developmental writing strategies for students embarking on their thesis projects. Weekly assignments will be directed toward helping students work through various stages in their writing processes. Students will be expected to respond thoughtfully and constructively in peer reviewing one another’s work. Open to seniors who have been admitted to the Honors Program in Nonfiction Writing. Instructor permission required.

ENGL 1999. Senior Honors Seminar in English
Independent research and writing under the direction of a faculty member. Enrollment limited to 20. Permission should be obtained from the Honors Advisor in English. Open to senior English concentrators whose applications to the Honors in English program have been accepted. Permission should be obtained from the Honors Advisor in English. S/NC
ENGL 2360A. Renaissance Drama.
This course explores Early Modern drama: its styles of representation, material conditions, and political engagements, in Marlowe, Jonson, Middleton, Webster, Ford, Beaumont and Fletcher, and others. Drawing on current scholarship, it posits the stage as the site of contests over national identity, royal power, gender ideology, social mobility, nascent capitalism, religious and ethnic differences. Enrollment limited to 15 graduate students. Undergraduate English concentrators may request permission of the instructor.

ENGL 2360B. Before Holinshed: The English Brut Chronicle Tradition.
Holinshed's 16th-century history drew from 400 years of manuscript chronicles, most in verse, which founded the "modern" history of England on a Trojan/Celtic ancient Britain. We will read the medieval versions of these historical narratives from Geoffrey of Monmouth, Wace, and Layamon to the popular 15th-century Middle English prose Brut. Critical engagements with manuscript/print cultures and the "Brut" narrative as a vocabulary for nationalism. Enrollment limited to 15.

ENGL 2360C. Beowulf.
This course will consist of a careful reading and analysis of Beowulf in its original language. In addition to developing language competence, we will also discuss the poem through comparison to other Old English poems and Scandinavian analogues. Themes will include the manuscript context, heroism, gender, sacrifice, lamentation and eulogy, the monstrous, material culture, and contemporary theoretical approaches to the poem. Prerequisite: 2000-level Introduction to Old English or its equivalent. Enrollment limited to 15.

ENGL 2360D. Early Modern Drama.
An intensive introduction, for specialists and others, to the great classics and some less-known gems of a stella period in English drama. Plays by Marlowe, Middleton, Webster, Jonson, and Ford, among others. Topics: the popular theatre and its audience; urban culture; English nationhood; boy actors and the representation of gender and sexuality; play texts in print culture. Enrollment limited to 15.

ENGL 2360F. Introduction to Medieval Studies.
Equips students with critical, linguistic, and historical knowledge to interpret Middle English texts (1066-1500). Primary texts by Chaucer and others, to be read in contexts of current critical debates (on topics including textuality, sexuality, and political formations) and medieval conceptual systems (including dream theory, alchemy, arts of memory). Priority to graduate students; no prior Middle English required. Enrollment limited to 15.

ENGL 2360G. Medieval Manuscript Studies: Paleography and Interpretation.
How to read and understand a medieval manuscript text. Methodologies include paleography, codicology, editorial theory. Hands-on analysis and interpretation of specific Middle English texts in their manuscript medium (in microfilm, facsimile, digital representation, and when accessible, actual manuscripts). For students already acquainted with Old English and/or Middle English; Latin helpful. Textual projects in other medieval languages possible with instructor's consent. Enrollment limited to 15.

ENGL 2360H. Race and Place in Renaissance Literature.
Reads early modern English drama, poetry, and prose depicting the migration of groups to foreign places (England, the Indies, the Americas) to consider how such writing defines the connection between space and identity. We will consider how this literature values environment as against blood, soil against seed, as determinants of identity capable of marking people as "strange," "alien," or "natural." Authors will include Marlowe, Shakespeare, Fletcher, Massinger, Drayton, Jonson, and Bacon. Enrollment limited to 15 graduate students. All others will be admitted only with permission of the instructor.

ENGL 2360I. Renaissance Embodiments.
Considers Renaissance representations of self in pre-modern terms—that is, inseparable from the physical conditions of climate and region. How did early modern culture draw the line between culture and nature? Where do these theories connect with or depart from modern paradigms of self in such authors as Elyot, Shakespeare, Calvin, Luther, Burton, Donne, Montaigne, Jonson, and Browne? Enrollment limited to 15.

ENGL 2360J. The Renaissance and Modernity.
Modernism restages 17th-century cultural and political revolution and restoration. An examination of the problem of style and modernity, looking at practices in poetic and prose style and at the emergence of the term "modernity" at the moment of high modernism and after. Enrollment limited to 15.

ENGL 2360K. The Renaissance and Modernity.
Modernism restages 17th-century cultural and political revolution and restoration. An examination of the problem of style and modernity, looking at practices in poetic and prose style and at the emergence of the term "modernity" at the moment of high modernism and after. Enrollment limited to 15.

ENGL 2360L. Shakespeare: a Politics of Love.
This seminar will explore certain of Shakespeare's plays—mainstays such as Romeo and Juliet and Othello but also more marginal texts, such as All's Well and As You Like It—in order to discern a politics of love. Enrollment limited to 15.
ENGL 2380. Graduate Independent Study in Medieval and Early Modern Literatures.
Section numbers vary by instructor. May be repeated for credit. Instructor's permission required.

ENGL 2450. Exchange Scholar Program.

ENGL 2560A. American Exotics.
From the beginning of colonization all the way up to the American Revolution, America is consistently figured as a remote and alien place. We will explore the figurative transformation of "America" by examining the use of images of the "remote" and "exotic" in British American colonial writing, including poems, plays, maps, travel narratives and natural histories. Enrollment limited to 15.

ENGL 2560C. Early American Studies.
A critical introduction for graduate students to the scholarly field of early American studies, from the colonial era to the late 19th century. Enrollment limited to 15.

ENGL 2560E. Liberalism.
An interdisciplinary approach to American culture and literary history through the lens of liberal ideologies. Readings include Franklin, Thoreau, sentimental novel, and Elliston's Invisible Man. Enrollment limited to 15 graduate students. Exceptions with permission by instructor.

ENGL 2560F. Realism.
 Begins with European theories of realism, including Lukacs, Watt, Jameson, and others, who define realism by linking it to a system of modernization. Moves to theories that expose the limits of classical realism in the name of someone as some aspect of history it systematically subordinates or excludes, e.g., women, colonial subjects, minority cultures. Enrollment limited to 15.

ENGL 2560G. Romantic Orientalism.
Representations of the "Orient" in British and transatlantic literary culture during the "Romantic" period (c. 1770-c. 1830). Connections between cultural representation and both assertions of and challenges to British colonial and imperial power. Theoretical, historical and political analysis by Said, Barrell, and others; poetry by Coleridge, Southey, Byron, P.B. Shelley; prose by Sydney Owenson, Charlotte Dacre, Thomas DeQuincey. Enrollment limited to 15.

ENGL 2560H. Romanticism and the Ideology of the Aesthetic.
Historical development of discourses of the "aesthetic" as they relate to the problem of "romanticism" as the name of a distinctive era in British and European literature and culture. Ideas about the autonomy of art in the period of the French and the Industrial Revolutions. Readings in Baumbi, Kant, Hegel, in Coleridge, W. Wordsworth, P. B. Shelley, and Keats. Enrollment limited to 15.

ENGL 2560K. The Transatlantic Enlightenment.
A graduate seminar in literatures and cultures of the long 18th century in transatlantic context. Emphasis on print culture, the Black Atlantic, colonialism and slavery, as well as the American Revolution. Enrollment limited to 15.

ENGL 2560L. The Victorian Novel.
An intensive seminar on the Victorian novel. The aim will be historically contextualized, theoretically informed interpretations of some leading examples of this complex literary form. Will focus on the role of the (British) novel, as distinct from the (American) short story, in rise of mass culture, and on recent formalist, stylistic, and historical approaches to the Victorian novel as a literary form. Enrollment limited to 15.

ENGL 2560N. American Literature and the Corporation.
An examination of 19th-century American literature in the context of the rapid growth of corporate forms in American economic, political, and social life from the mid-1830s through the turn of the century. How does literature participate in the debate this process of incorporation occasioned, and in what ways was it shaped by the process of incorporation occasioned, and in what ways was it shaped by the process? Readings include Hawthorne, Melville, Harper, Grant, Alcott, Crane, and Chestnutt. Enrollment limited to 15.

ENGL 2560Q. Victorian Fictions of Consciousness.
Victorian novels, Bronté through James, with an emphasis on the ways in which novels engage 19th-century theories of mind and psychology, looking at such central concepts as memory, will, sensation, and perception. Examines the importance of form and the subgenres of Victorian fiction (Bildungsroman, sensation novel, multiplot novel) in the construction of concepts of selfhood and consciousness. Attention also to the place of consciousness in Victorian and 20th-century theories of the novel. This course will also serve as an introduction to working on topics in science and literature. Enrollment limited to 15.

ENGL 2560R. Romantic Dispossession: Subjectivity and Agency.
This course examines the diverse arguments made by critics of the Romantic era concerning nonidentity, and focuses on the kinds of ethical, political, and aesthetic considerations that arise when identity is forfeited and dispossession is perceived as either a matter of self-discipline, the negative result of sympathy, a characteristic of literary culture, or a sign of melancholic loss. Enrollment limited to 15 graduate students. Undergraduate seniors will be admitted only with the permission of the instructor.

ENGL 2560T. The Realist Imagination.
A study of American literary realism. We will situate realism in the context of the realist turn in American artistic, political, legal, and economic enterprise from the Civil War to World War II, and measure the realist novel's relations to alternative aesthetic ideologies such as transcendentalism, regionalism, naturalism, and modernism. Authors to be considered include Emerson, DeForest, Grant, Twain, Cable, Chesnutt, Dreiser, Wharton, Cather, Anderson, Dos Passos, Faulkner, and Hurston. Enrollment limited to 15.

ENGL 2560U. Romanticism and the Ruins of Empire.
Representations of the ruins of ancient empires (Babylonian, Assyrian, Roman) in relation to British and French imperialism during the period we call "Romanticism." Enrollment limited to 15.

ENGL 2560V. Transatlantic Studies.
This course offers a theoretical and historical examination of "transatlantic" models of literary analysis as an alternative to traditionally national ones. It will look at a recent criticism theorizing the field, including both literary and historical scholarship. Primary readings will be from Rowson, Equiano, Franklin, Emerson, and Twain, among others. Enrollment limited to 15.

ENGL 2560W. The Figure of the Artist in the Nineteenth Century.
This course considers the changing representations of the artist in the 19th century, as prophet, intellectual, professional, critic, genius, madman, aesthete, and social celebrity. Readings will focus on 19th-century novels, with select essays, reviews, and other nonfiction prose. Authors include George Eliot, Charles Dickens, Anthony Trollope, Arnold Bennett, George Gissing, H. G. Wells, George Bernard Shaw, Oscar Wilde. Enrollment limited to 15.

ENGL 2560X. The Rise of the Novel.
The seminar will combine the study of eighteenth-century novels [some canonical, like Robinson Crusoe, Clarissa, Tom Jones, and Tristram Shandy; some less so, like amatory fiction and revolutionary fiction of the 1790’s] with important theories of and debates about the novel — its origins, rise, and discourses. Enrollment limited to 15.

ENGL 2560Y. Writing the Ruins of Empire: Romantic Cultural Property.
British literary responses to the shifting significance and value status of ancient artifacts and works of art in the period of the French Revolution and Napoleonic Wars. Ruins as "cultural property," "cultural capital," and "aesthetic object"—then and now. Effects of colonial expansion and imperial rivalry on collecting, connoisseurship, the advent of public museums, the marketing of antiquities, the marketing of literature. Primary readings in Gibbon, Volney, Byron, P.B. Shelley, Mary Shelley, Anna Barbauld, Felicia Hemans, Hazlitt, Keats.

Brown University
ENGL 2560Z. Global Early American Literature.
What does American literature before 1860 look like viewed from a global perspective? Our goal will be to see what specifically literary problems and questions came into focus when we read American literature in terms of economic, social, philosophic, and ideological issues that extend across the globe. Authors may include John Smith, Anne Bradstreet, Charles Brockden Brown, and Herman Melville. Enrollment limited to 15 graduate students.

ENGL 2561A. Manifest Destinies: Liberalism and Expansion in American Literature, 1820-1920.
An investigation of the relations between American literature and the territorial expansion of the United States from the early 19th century through World War I. Topics include the role of liberalism in the rise and operation of American expansion, the relationship between colonialist and imperialist visions of America's manifest destiny, the ideological implications of literary genres of open space (the western, the sea narrative), race and the patterns of internal migration in the United States, and the connection between the Turner thesis and literary form (Hollswellian realism, Whitman's poeticisms and Dickinson's anti-poetics, Jewett's regionalism). Authors include Cooper, Poe, Melville, Douglass, Craft, Whitman, Dickinson, James, Jewett, and Twain. Enrollment limited to 15 graduate students.

ENGL 2561B. Things Not Entirely Possessed: Romanticism and History.
This course explores how Romanticism thinks through the historical, and in particular, it engages Romantic mediations of historical knowledge through aesthetic form. What is the relationship of the aesthetic to the historical? How is subjectivity an effect of a poem's negotiation of the past? And what role does the "future" play in Romanticism? Authors will include Liu, Pfau, Levinson, McGann, Goodman, Chandler, Ferris, Pyle.

ENGL 2561C. Intellectuals and the Public Sphere.
Considers the relationship of the artist to the public sphere, focusing on the late nineteenth century. We will look back from debates today over the "public intellectual" to Victorian debates over the "intellectual." Attention to how narratives of intellectual decline in the late nineteenth and twentieth centuries portray the figure of the artist: as prophet, intellectual, professional, critic, genius, woman, madman, aesthetic, and social celebrity. Readings will include literary writers and essayists (such as Dickens, Trollope, James, Pater, Shaw, Wilde, Wells), alongside theorists (Humboldt, Weber, Brecht, Benjamin, Habermas, Bourdieu, Latour, Kettle), Enrollment limited to 15 graduate students.

ENGL 2561L. Nature and Law in American Literature.
This course will explore how American authors registered the transformation of natural history into the sciences of life. It will pay special attention to how new sciences of life influenced the legal and political practices that constitute our understanding of personhood. It will explore how sciences and emerging experimental medicine competed with discourses of the supernatural in deciding who has the right to live and die.

ENGL 2561N. Studying American Literature in a Digital Age.
How might scholars navigate the digital technologies increasingly used by humanists to access, archive, and study literary and related material in the information age? We'll consider how our understanding of literature and literary study changes—if it does—in light of the digital turn and investigate how literary studies might be reconceived in light of the digital revolution. Enrollment limited to 15.

ENGL 2561O. The Romantic Detail.
This course reads texts from the Romantic archive that provide a staging ground for the ethics, aesthetics, and politics of the detail. We will explore how a detail can move from part to whole, inconsequentiality to consequence, revelation and reticence, as well as become a sign of gender difference, sexual disidence, and racial ambiguity. Enrollment limited to 15.

ENGL 2561P. Secret History.
During the rise of print culture, an extraordinary number of texts presented themselves as secret histories. These texts, which promise disclosure and truth along with scandal and partisanship, establish a new relationship between literature, politics, and the knowing subject. They contribute significantly to the development of new kinds of writing, such as the novel. Recent scholarship (Aravamudan, Ballaster, McKeon, Bullard, Bowers) will accompany the study of representative texts including work by Behn, Manley, Defoe, Haywood, Steele, and Swift. Enrollment limited to 15.

Section numbers vary by instructor. May be repeated for credit. Instructor's permission required.

ENGL 2760A. American Modernist Poetry and Poetics.
Study of the poetry and prose of Eliot, Pound, Stevens, Williams, H.D., Moore, and Hughes, with additional readings in criticism and theories of modernism. Enrollment limited to 15 graduate students.

ENGL 2760B. City, Culture, and Literature in the Early Twentieth Century.
Examines the way the city structures early 20th-century culture and history. Through novels, poetry, and cultural criticism, considers a range of topics that include the relation between the city, consciousness, and ideology; the effects of changing urban immigration; and the effects of mobility. Authors include Simmel, Benjamin, Harvey, Williams, Rotella, James, Woolf, Wright, and Eliot. Enrollment limited to 15 graduate students.

ENGL 2760C. Intellectuals and the Public Sphere.
Investigates the controversies surrounding the claim that the late 20th century marks the end of nationalist and essentialist paradigms in the scripting of black identity. Readings from a range of literary and theoretical works dealing with this intricate problem, including Stuart Hall, Hortense Spillers, Reginald McKnight, Trey Ellis, Octavia Butler, and Paul Beatty. Enrollment limited to 15.

ENGL 2760D. Contemporary African American Literature and the End(s) of Identity.
Examines the way the city structures early 20th-century culture and history. Through novels, poetry, and cultural criticism, considers a range of topics that include the relation between the city, consciousness, and ideology; the effects of changing urban immigration; and the effects of mobility. Authors include Walter Benjamin, Joseph Conrad, Virginia Woolf, Rebecca West, Chinua Achebe, and others; legal texts include Holmes, Bentham, Cover and a number of legal opinions. Enrollment limited to 15.

ENGL 2760E. Law and Literature: From Response to Responsibility.
Explores modernism as it is shaped by the normative and ethical concerns of a rapidly changing world through literary works, legal writings, and legal opinions. Examines the conceptual, psychological, and rhetorical connections between literature and law, and considers how both disciplines shape the imagination but also aim to elicit response and responsibility. Authors include Walter Benjamin, Joseph Conrad, Virginia Woolf, Rebecca West, Chinua Achebe, and others; legal texts include Holmes, Bentham, Cover and a number of legal opinions. Enrollment limited to 15.

ENGL 2760F. Metaphoric Expression: Emerson, James, Stein.
According to William Carlos Williams, metaphoric vision continually blinds Americans to the actual conditions of their world. In an attempt to answer this charge, we will read these three densely metaphorical writers against their varied historical backgrounds, hoping in the process to better understand the role played by figurative language in the shaping of American society, culture, and identity. Enrollment limited to 15.

ENGL 2760G. Modernist Fiction and Theories of Modernism.
Examines a range of modernist fiction—including work by Conrad, Dos Passos, H.D., Joyce, Larsen, Rhys, Toomer, Woolf—alongside selected theories of modernism. Considers approaches ranging from theories of reification and the aesthetic to more recent consideriations of modernism's relation to gender, nation, race, empire, and professionalism. Enrollment limited to 15 graduate students.

In this seminar, we will examine a number of important 20th-century U.S. novels for the ways in which they conjure the nation both as "imagined community" and "fictional ethnicity." Particular focus will be given to how the category of national identity becomes intertwined issues of race, gender, sexuality, and region as well as with ideologies of the aesthetic. Enrollment limited to 15.
ENGL 2760I. Possession and Dispossession in the Modern Novel. Examines modernist sentimentality as it is figured in notions of property. By exploring the legal and literary relationship between owning and being, we will consider how writers such as Forster, Woolf, Joyce, and Lawrence use property to conceive of human relationships--and by extension, social justice--in dramatically new ways. Enrollment limited to 15.

ENGL 2760K. Postcolonial Theory and Africanist Discourse. Explores central questions in current Anglo-American postcolonial theory, and examines how related questions emerge with specific inflections in writings by Africanist philosophers, historians, and creative writers. Issues include: varied connotations of the very idea of "Africa"; ideology and subjectivity; constructivism and essentialism; nationalism and globalization; aesthetics and politics. Texts by Amilcar Cabral, Frantz Fanon, Stuart Hall, Paulin Hountondji, Fredric Jameson, Ernesto Laclau, Ngugi wa Thiong'o, Wole Soyinka, Gayatri Spivak, Yvonne Vera. Enrollment limited to 15 graduate students. Undergraduate seniors may be admitted with instructor's permission.

ENGL 2760L. Literature and Photography. Since the invention of photography in 1839, novelists have often claimed the camera as an important model for their work. We will endeavor to investigate this claim, asking in the process what the links between modernism and the visual arts have to tell us about the nature of fictional representation. Readings to include a number of theoretical discussions of photography. Enrollment limited to 15.

ENGL 2760M. Globalism and Postcoloniality. This seminar focuses on two currents in contemporary literary and cultural criticism: postcolonial theory and theories of world literature. We will read theoretical texts alongside literary works by influential figures associated with concepts of postcoloniality and transnationalism. Our aim is to explore the varied idioms, genres, and philosophical perspectives that the authors make available. Themes include: nationalism and "national consciousness"; biopower and modernity; history and temporality; and the claims of "literature" on the arena of the present. Authors include: Arac, Coetzee, Damrosch, Fanon, Farah, Ghosh, Gordimer, Hall, Jameson, Moretti, Naipaul, Robbins, Spivak, and Walcott. Enrollment limited to 15 graduate students.

ENGL 2760N. The Politics of Modernism. An exploration of the controversies that have surrounded the political implications of modernist form. Topics will include the Brecht-Lukács debate, surrealism and the politics of the avant-garde, the so-called "great divide" between innovative and popular art, and the relation of modernism to postmodernism. In addition to examining important theoretical statements, we will test their arguments against selected literary examples. Enrollment limited to 15.

ENGL 2760O. Shame, Colonialism, Ethics. This course constructs a dialogue between debates on post-Holocaust aesthetics ("Is poetry possible after Auschwitz?") and the central questions of postcolonial theory ("Can the Subaltern Speak?"). We will consider the ethical and aesthetic salience of shame. It is organized around three writers whose work suggests that the novel form itself might require decolonization: Naipaul, Coetzee and Caryl Phillips. Enrollment limited to 15.

ENGL 2760P. The Fifties in Color: Race, Empire, and U.S. Cold War Culture. Examines U.S. cultural texts of the 1950s in relation to both domestic race politics and foreign policy concerns. Explores issues of assimilation, conflict, containment, development, and integration in a transnational as well as a national framework. Writers we study may include Ralph Ellison, Jack Kerouac, Philip Roth, John Okada and Jade Snow Wong. This course is limited to 15 graduate students.

ENGL 2760Q. Ways of Seeing: Modern American Fiction and Photography. Readings by some of the most important modernist novelists alongside the work of early 20th-century American photographers, focusing on what this fiction's engagement with photography has to teach us about the reproduction and circulation of American identity and history. Writers include James, Dos Passos, Hurston, Agee, Welty, and Ellison; photographers include Stieglitz, Strand, and Weston. Enrollment limited to 15.

ENGL 2760R. Realism and the American Novel. An inquiry into the form, purpose, longevity, and afterlife of American realism. In what way did it differ from its British counterpart? In what ways was it different from naturalism, modernism, and romanticism? What was its aesthetic and political legacy? How has it been read by critics? Writers to include Melville, Dreiser, Norris, James, Chestnut, Wharton, J. Wright. Enrollment limited to 15.

ENGL 2760T. Postmodernism and Literary Form. Intended for graduate students interested in the relationship between socio-historical conditions and literary form, and for those interested in thinking beyond a narrowly periodized notion of the postmodern. Beginning with Lukács's The Theory of the Novel, considers the problematic of literary representation as it emerges in the modern age. Readings include Beckett, Nabokov, Burroughs, Amis, Rushdie, McEwan, Lyotard, and Moretti. Enrollment limited to 15.

ENGL 2760U. Reading the Black Masses in Literature and Critical Practice. For more than a century, African American literature and criticism have been definitively shaped by claims about the linked fate of the black masses and the world of letters. These contested assertions provide occasions for rethinking the traditional ends of black literary production. Class conflict, the waning of black nationalism, and diasporic identity politics, are among the topics examined under this rubric. Likely literary writers include Washington, Larsen, Ellison, Brooks, and Wideman. Enrollment limited to 15 graduate students.

ENGL 2760V. Neo-Victorianism: Rewriting the Long Nineteenth Century. This seminar examines recent novelists rewriting canonical 19th-century texts by Dickens and others, playing with matters of postcoloniality and gender. Jack Maggs, for example, answers the questions, "Can the subaltern speak?" and "Does the empire write back?" while Fingersmith offers a lesbian version of the Victorian sensation novel. Patchwork Girl rewrites Frankenstein, stitching together fiction, gender, and identity. Enrollment limited to 15.

ENGL 2760W. American Literature and the Visual Arts. With the publication of several recent studies of cinema and modernism, interest in the relation between literature and the visual arts has never been higher. We will chart the forms this relation takes in the modern era by reading both theoretical attempts to diagnose it (Benjamin, Barthes, Derrida, Rancière) and literary attempts to enact it (James, Stein, Ellison, Williams, Agee). Enrollment limited to 15 graduate students.

ENGL 2760X. After Postmodernism: New Fictional Modes. What happens when the "postmodern," the period that did away with periodization, is over? This class will discuss issues such as contemporaneity, materiality, subtraction, subjectivity, the event, and the framework in approaching British and American literature at the turn of the 21st century. Readings include Ishiguro, Cooper, Toussaint, Seth, Coetzee, Chatwin, Danielewski, Deleuze, Bergson, Badiou, Lukács, Voloshinov, Adorno, Pasolini, Nancy. Enrollment limited to 15 graduate students. Banner registrations after classes begin require instructor approval.

ENGL 2760Y. American Orientalism and Asian American Literary Criticism. We examine critical studies of American Orientalism, influential works of Asian Americanist cultural criticism, American Orientalist texts by white and black authors, and literary texts by Asian American authors. Critics, cultural historians and writers we read may include: Christina Klein, Vijay Prashad, Elaine Kim, Frank Chin, Lisa Lowe, W.E.B. DuBois, Susan Choi, Nam Le, Karen Tei Yamashita. Enrollment limited to 15 graduate students.

ENGL 2760Z. African American Literature After 1965: Nationalism and Dissent. Since the late 1960s, major theoretical and literary currents in African American letters have been profoundly influenced by black nationalism. This seminar examines the persistence of nationalist thought in ongoing debates about racial authenticity, gender inequality, black aesthetics, and diasporic politics. In so doing we will attend to both the complexity of nationalist ideology and the dissent generated by it. Authors include Baraka, Cruse, Giovanni, Morrison, Senna, Whitehead, and Gilroy. Open to graduate students only.
ENGL 2761B. Temporalities.
Centered on modernism and the early 20th century, this course will investigate the varied models of time pulsing through literary and theoretical texts, and consider a range of issues, including memory and forgetting, historical progress and decay, utopian futurity, and queer temporalities. Readings include work by Freud, Bergson, Nietzsche, Benjamin, Joyce, Woolf, Barnes, Stein, Faulkner. Enrollment limited to 15.

ENGL 2761K. Poetics of Liveliness: Materiality and Change in Modern and Contemporary Poetry.
This seminar will draw on emerging conversations in "new materialisms," animal studies, queer theory and environmental literature to consider the problem of describing the variegated rhythms of change occurring within material worlds. Placing emphasis on how poetic texts stage a set of lively entanglements between materiality and temporality we will consider writing by Stein, Olson, Smithson, Hejinian, Robertson, Grosz, Barad. Enrollment limited to 15.

ENGL 2761L. The Post-Slavery Imagination.
This course excavates nineteenth-century literary and political discourses for their positive accounts of a post-slavery US, and it examines how the category of "post-slavery" shaped postwar efforts to articulate the grounds of racial equality in the US. Authors to be considered Brown, Wilson, Emerson, Stowe, Thoreau, Melville, Whitman, Twain, James, Wright, Hurston, Ellison, Baldwin, Williams. Enrollment limited to 15.

ENGL 2780. Graduate Independent Study in Modern and Contemporary Literatures.
Section numbers vary by instructor. May be repeated for credit. Instructor's permission required.

ENGL 2900A. Contemporary Feminist Theory: Feminist Address.
Recent feminist theory addresses identity politics and the critique of the subject; problems of race, class and gender; the challenge of queer theory; the demand for materialist analysis. We consider these topics in light of the problems of address. What are the forms of feminist address? How are they received or refused? Who are the subjects of contemporary feminisms? Enrollment limited to 15.

ENGL 2900C. Theories of Literature: From Classical Antiquity to Postmodernity.
Investigates theories of literature in two self-conscious historical epochs: classical antiquity, represented by figures such as Plato, Aristotle, and Horace, and by practices such as marginal notation of texts, literary commentaries, and performance techniques; and the 20th century, represented by figures such as Adorno, Barthes, and Bakhtin, with special attention to the intersections between philosophy and literature and poststructuralist conceptions of textuality. Enrollment limited to 15.

ENGL 2900D. Walter Benjamin and Modern Theory.
Intensive study of Walter Benjamin's essays on modern culture and literature (in particular Goethe, Baudelaire, Proust, and Kafka). Explores the consequences of his thinking for problems in contemporary literary and cultural theory. German and/or French helpful but not required. Enrollment limited to 15.

ENGL 2900E. Deleuze: Literature and Aesthetics.
How does Deleuze help us read modern culture? This course will focus on Deleuze's writings on literature, painting and cinema as a point of entry to the work of one of the most original and intriguing thinkers of the late 20th century. We will look at the reasons for Deleuze's fascination with Anglo-American literature, and discuss the extent to which Deleuze's model of literary analysis breaks with -- while remaining fundamentally indebted to -- Marxism and psychoanalysis. Other readers include Melville, Kafka, T. E. Lawrence, as well as films by Antonioni, Godard and Sembene. Enrollment limited to 15.

ENGL 2900F. Form and Content.
Readings in aesthetics, literary theory, structuralism-poststructuralism, and cultural studies that address the form/content distinction in one of its many avatars. Topics will include the sign, themes, formlessness, formalism and historicism, tenors and vehicles, structure, and defamiliarization, among others. Previous work in literary or cultural theory strongly recommended. Enrollment limited to 15.

ENGL 2900G. History and Form.
An exploration of the relation between historical and formalist approaches to literary interpretation, from the New Critics to the so-called "New Formalism." What is the role of form in historically and politically oriented criticism (examples will be taken from Marxism, the New Historicism, feminism, cultural studies, and post-colonial theory)? What happens to history when form takes center stage (for example, in structuralism and deconstruction)? Is it possible (and desirable) to avoid a pendulum swing between the poles of historicism and formalism and to mediate the conflicting claims of history and form? Or is a focus on one at the expense of the other the necessary cost of an incisive interpretive strategy? In addition to theoretical readings that exemplify the conflict between history and form, attention will be paid to the history of reception of one or more literary works in order to articulate the practical implications of their opposition and interdependence. Enrollment limited to 15.

ENGL 2900H. Queer Passivity.
A study of the concept of passivity in queer theory, literature, and film. Subjects will include AIDS and temporality; the senses and dissolution; ascesis and chastity; pornography and sovereignty. We will explore post-structuralist theories and continental philosophies (Agamben, Cavarero, Deleuze, Derrida, Marion, Nancy) that resonate with the kind of queer receptivity that will be the object of study. Enrollment limited to 15.

ENGL 2900K. Nietzsche, Foucault, Latour.
The seminar will trace a line of radical thought about truth, language, knowledge and power—and their interrelations—in the writings of Friedrich Nietzsche, Michel Foucault and Bruno Latour. Particular attention will be given to the significance of their work for poststructuralist language theory, constructivist epistemology and science studies, and current issues involving the relations between science and religion. Enrollment limited to 15 graduate students.

ENGL 2900M. The Reading Effect and the Persistence of Form.
This course examines the "reading effect" as it emerges in work on the question of form and contemporaneous scholarship on the problems of reading. We will trace the ways in which these related but distinct critical idioms negotiate concepts of mutual concern (interpretation, representation, the reading subject/reading brain). Topics include "new formalism," cognitive studies, symptomatic reading. Theorists from Althusser and deMan to Marcus, Wolfson and Sunshine. Enrollment limited to 15 graduate students; undergraduate seniors may enroll with instructor permission.

ENGL 2900N. Ethical Turns.
Examines the relationship between literature and ethics through the notions of responsibility, conviction, obligation, knowledge, ignorance, and complicity. Readings by Barthes, Benjamin, Arendt, Freud, Lacan, Winnicott, Derrida, de Man, Miller, Butler. Enrollment limited to 15 graduate students.

ENGL 2910D. War and the Politics of Cultural Memory.
Examines British, European, and American cultural texts and sites that engage in the work of remembering in relation to four conflicts: the Second World War, the Korean War, Vietnam, and the so-called War on Terror. Works by Woolf, Georges Perec, Chang-rae Lee, Phil Klay, and Mohamedou Ould Slahi; Agamben, Arendt, Hirsch, Lacoue-Labarthe and Nancy; films by Lanzmann and Coppola. Enrollment limited to 15.

ENGL 2910E. Literary Phenomenology.
An exploration of phenomenology's theories of consciousness, the body, language, and time and their implications for aesthetics, hermeneutics, and the theory of literature. In addition to major figures in the phenomenological tradition (Husserl, Heidegger, Merleau-Ponty, Gadamer, Ricoeur, Iser), the course will explore such recent developments as embodied cognition, affect theory, kinesthetics, and the new materialism. Enrollment limited to 15.
ENGL 2901F. Around 1948: Interdisciplinary Approaches to Global Transformations.
This seminar will look at the year 1948 across international locations and from an interdisciplinary perspective. An array of new nations states, institutions, political and cultural formations and styles emerged at this moment, with the movements of decolonization, the spread of global socialism, and aftermath of the Second World War. We will analyze these events through documents, images, philosophical texts, archives, literary texts from the era.

ENGL 2950. Seminar in Pedagogy and Composition Theory.
An experimental and exploratory investigation into writing as a preparation for teaching college-level writing. Reviews the history of writing about writing, from Plato to current discussions on composition theory. Against this background, examines various processes of reading and writing. Emphasizes the practice of writing, including syllabus design. Priority given to students in the English Ph.D. program. Undergraduates admitted only with permission of instructor.

ENGL 2970. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

ENGL 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

ENGL XLIST. Courses of Interest to Students Concentrating in English.
Fall 2016
These courses, offered in other departments, are cross listed with the English Department and do not require advisor approval to count toward the concentration for English concentrators. Please refer to the primary department for registration details.

Comparative Literature
COLT 2830I Histories of the Early Modern Body
Cogut Center for Humanities
HMAN 2970W Ethics/Politics
Judaic Studies
JUDS 0830 The Bible as Literature

Spring 2017
These courses, offered in other departments, are cross listed with the English Department and do not require advisor approval to count toward the concentration for English concentrators. Please refer to the primary department for registration details.

Comparative Literature
COLT 14200 Proust, Joyce and Faulkner
Modern Culture and Media
MCM 2100Q Lacan vs. Foucault
MCM 2110Q Reading Remains

Institute at Brown for Environment and Society

Director
Amanda Lynch

Deputy Director or Education
Dov F. Sax

Deputy Director of Research
Leah K. Vanwey

The Institute at Brown for Environment & Society supports research to understand the interactions between natural, human and social systems. Our teaching programs prepare future leaders to envision and build a just and sustainable world. Our engagement programs take research from the lab to the statehouse, the hospital and the public sphere.

Undergraduate and graduate students can study conservation science and policy, water and food security, environmental health, climate science and meteorology, biogeography and evolution, and more. Research is conducted in laboratories, on supercomputers and at field sites around the world.

For additional information, please visit the Institute’s website: http://www.brown.edu/academics/institute-environment-society/

Environmental Studies Concentration Requirements
Many of the most pressing challenges of the 21st Century are environmental ones. We must find ways to feed a growing human population while maintaining the natural life support system provided by the Earth’s ecosystems; to make built environments more efficient as urban areas continue to grow dramatically in size; and to meet the challenges posed by rising sea-level and increasing global temperatures. These challenges are complex, multifaceted and can best be solved with expertise from multiple, relevant disciplines. To prepare students to meet these challenges, the Institute at Brown for Environment and Society (IBES) offers two undergraduate degrees: an A.B. in Environmental Studies and a Sc.B. in Environmental Science. The two degrees vary primarily in the number of course requirements; the Sc.B. is a more in-depth treatment of a single field. Both degrees provide interdisciplinary exposure to the natural and social sciences, as well as public policy.

Both degrees also develop depth in a primary field by requiring students to select one of four tracks of study. Through a rigorous set of core courses, track requirements, and a course or project-based capstone experience, our students are primed to make meaningful contributions to environmental scholarship and outreach at local, national and global scales.

If you have administrative questions regarding theses concentrations or wish to be added to the email directory listing upcoming events, then please contact Jeanne Loewenstein (jeanne_loewenstein@brown.edu), the administrative manager.

Standard program in Environmental Studies and Environmental Science:

The Institute at Brown for Environment and Society administers two concentrations, one offering an A.B. degree in Environmental Studies (requires 14-15 courses) and the other a Sc.B. degree in Environmental Science (requires 19-20 courses). Below are a set of course offerings arranged into four tracks:

1. Air, Climate & Energy
2. Conservation Science & Policy
3. Land, Water & Food Security
4. Sustainability in Development

Requirements for the A.B. in Environmental Studies:

Core Requirements
- ENVS 0490 Environmental Science in a Changing World
- ENVS 0495 Introduction to Environmental Social Science
- BIOL 0210 Diversity of Life
- or GEOL 0240 Earth: Evolution of a Habitable Planet

Methods - one course
- ENVS 1920 Methods for Interdisciplinary Environmental Research

Electives - three courses
- You may choose among any ENVS course, any course shown on one or more of the tracks, and any prerequisites listed for a required course.

Capstone - one or two courses

Requirements for the Sc.B. in Environmental Science:

Core Requirements
- ENVS 0490 Environmental Science in a Changing World
- ENVS 0495 Introduction to Environmental Social Science
- BIOL 0210 Diversity of Life
- or GEOL 0240 Earth: Evolution of a Habitable Planet

Methods - one course
- ENVS 1920 Methods for Interdisciplinary Environmental Research

Electives - three courses
- You may choose among any ENVS course, any course shown on one or more of the tracks, and any prerequisites listed for a required course.

Capstone - one or two courses

Software Engineering in a Changing World
This requirement can be met with a two-semester thesis (ENVS 1970 and ENVS 1971), one or two semester practicum (ENVS 1970 and/or ENVS 1971), one-semester research project (ENVS 1970 or ENVS 1971), or an approved capstone course. Approved capstone courses are project-based senior seminars.

**Track Specific Requirements**

### Track 1 - Air, Climate, and Energy

**Climate:** Select One  
- GEOL 1350 Weather and Climate  
- GEOL 1430 Principles of Planetary Climate  

**Physics:**  
- PHYS 0050 Foundations of Mechanics  
- ENGN 1930U Renewable Energy Technologies  
- PHYS 0114 The Science and Technology of Energy  

**Energy Technology:** Select One  
- ENVS 1410 Environmental Law and Policy  
- ENVS 1415 Power, Justice, and Climate Change  
- ENVS 1530 From Locke to Deep Ecology: Property Rights and Environmental Policy  
- ENVS 1575 Engaged Climate Policy at the UN Climate Change Talks  

**Policy:** Select One  
- ENVS 1615 Making Connections: The Environmental Policy Process  
- ENVS 1755 Globalization and the Environment  
- ENVS 1925 Energy Policy and Politics  

**Sustainable Infrastructure:** Select One  
- ENVS 1400 Sustainable Design in the Built Environment  
- ENVS 1580 Environmental Stewardship and Resilience in Urban Systems  

### Track 2 - Conservation Science and Policy

**Ecology:**  
- BIOL 0420 Principles of Ecology  
- BIOL 1470 Conservation Biology  

**Ecology & Conservation Topics:** Select One  
- ENVS 0455 Coastal Ecology and Conservation  
- BIOL 1450 Community Ecology  
- BIOL 1480 Terrestrial Biogeochemistry and the Functioning of Ecosystems  

**Policy:** Select One  
- ENVS 0510 International Environmental Law and Policy  
- ENVS 1410 Environmental Law and Policy  
- ENVS 1530 From Locke to Deep Ecology: Property Rights and Environmental Policy  
- ENVS 1575 Engaged Climate Policy at the UN Climate Change Talks  

**Energy Policy and Politics:**  
- ENVS 1615 Making Connections: The Environmental Policy Process  
- ENVS 1925 Energy Policy and Politics  

**Statistics:** Select One  
- APMA 0650 Essential Statistics  
- APMA 1650 Statistical Inference I  
- BIOL 0495 Statistical Analysis of Biological Data  
- ECON 1620 Introduction to Econometrics  

### Track 3 - Land, Water & Food Security

**Climate:** Select One  
- GEOL 1350 Weather and Climate  
- GEOL 1430 Principles of Planetary Climate  

**Biology:** Select One  
- BIOL 0210 Diversity of Life  
- BIOL 0190H Plants, Food, and People  
- BIOL 0420 Principles of Ecology  
- BIOL 0430 The Evolution of Plant Diversity  
- ENVS 0455 Coastal Ecology and Conservation  

**Environmental History:** Select One  
- ENVS 1530 From Locke to Deep Ecology: Property Rights and Environmental Policy  
- HIST 1820A Global Environmental History  
- HIST 1976E The Anthropocene: Climate Change as Social History  

**Policy:** Select One  
- ENVS 0510 International Environmental Law and Policy  
- ENVS 1350 Environmental Economics and Policy  
- ENVS 1410 Environmental Law and Policy  
- ENVS 1530 From Locke to Deep Ecology: Property Rights and Environmental Policy  
- ENVS 1555 Urban Agriculture: The Importance of Localized Food Systems  
- ENVS 1575 Engaged Climate Policy at the UN Climate Change Talks  
- ENVS 1615 Making Connections: The Environmental Policy Process  
- ENVS 1925 Energy Policy and Politics  
- POLS 1740 Politics of Food  

**Tools:** Select One  
- GEOL 1320 Introduction to Geographic Information Systems for Environmental Applications  
- GEOL 1330 Global Environmental Remote Sensing  
- SOC 1340 Principles and Methods of Geographic Information Systems  

### Track 4 - Sustainability in Development

**Environment and Development:** Select Two  
- ECON 1410 Urban Economics  
- ECON 1530 Health, Hunger and the Household in Developing Countries  
- ENVS 1415 Power, Justice, and Climate Change  
- ENVS 1555 Urban Agriculture: The Importance of Localized Food Systems  
- ENVS 1580 Environmental Stewardship and Resilience in Urban Systems  
- ENVS 1755 Globalization and the Environment  

**Policy:** Select Two  
- ENVS 0510 International Environmental Law and Policy  
- ENVS 1350 Environmental Economics and Policy  
- ENVS 1410 Environmental Law and Policy  
- ENVS 1530 From Locke to Deep Ecology: Property Rights and Environmental Policy  
- ENVS 1575 Engaged Climate Policy at the UN Climate Change Talks  
- ENVS 1615 Making Connections: The Environmental Policy Process  
- ENVS 1925 Energy Policy and Politics  

**Analysis Tools:** Select One  
- ECON 1620 Introduction to Econometrics  
- ANTH 1940 Ethnographic Research Methods  
- EDUC 1100 Introduction to Qualitative Research Methods  
- GEOL 1320 Introduction to Geographic Information Systems for Environmental Applications  
- GEOL 1330 Global Environmental Remote Sensing  
- SOC 1100 Introductory Statistics for Social Research  
- SOC 1117 Focus Groups for Market and Social Research
Science:

Requirements for the Sc.B. in Environmental Earth/Life Systems: Select Three

Math: Select One

Track 3 - Land, Water & Food Security

Tools: Select One

Env. Econ: Select One

Organismal Diversity: Select One

Evolution: Select One

Math: Select Both

Advanced Climate: Select One

Thermal/Chem: Select One

Environmental Economics: Select One

ENVS 1350 Environmental Economics and Policy

GEOL 1350 Introduction to Atmospheric Dynamics

GEOL 1520 - Ocean Circulation and Climate

ENGN 0720 Thermodynamics

GEOL 1370 Environmental Geochemistry

ENVS 0070D. The Misuse of Scientific Information in American Life

Track 4 - Sustainability in Development

Sociology and Politics: Select One

Critical Perspectives on Development: Select One

Economic Perspectives: Select Two

ENVS 0490. The Application of Science to Public Policy

ENVS 1355 Environmental Issues in Development Economics

ENVS 1350 Economic Growth

ENVS 1350 Weather and Climate

Total Credits 14-15

1 Students with AP scores of 4 or 5 in Macroeconomics plus a 4 or 5 in Microeconomics may place out of ECON 0110. Students who place out of ECON 0110 must substitute this course with an additional environmental elective.

2 Concentrators with an AP score of 5 in Environmental Science may waive out of ENVS 0490. Students who place out of ENVS 0490 must substitute an additional environmental elective.

3 Students pursuing the Sc.B. must take ECON 1620.

Requirements for the Sc.B. in Environmental Science:

Requires ALL 14-15 course requirements as listed in the A.B. Program

Additional Track specific requirements for the Sc.B. 5

Track 1 - Air, Climate, and Energy

Math: Select Both

MATH 0090 Introductory Calculus, Part I 1

MATH 0100 Introductory Calculus, Part II 1

Environmental Economics: Select One

ENVS 1350 Environmental Economics and Policy

Advanced Climate: Select One

GEOL 1510 Introduction to Atmospheric Dynamics

GEOL 1520 - Ocean Circulation and Climate

Thermal/Chem: Select One

ENGN 0720 Thermodynamics

GEOL 1370 Environmental Geochemistry

ENVS 0070D. The Misuse of Scientific Information in American Life

Track 2 - Conservation Science and Policy

Math: Select One

MATH 0090 Introductory Calculus, Part I 1

Evolution: Select One

BIOL 0480 Evolutionary Biology

Organismal Diversity: Select One

BIOL 0410 Invertebrate Zoology

BIOL 0430 The Evolution of Plant Diversity (BIOL 0460 - Insect Biology)

BIOL 0940C Sophomore Seminar: Insect Biology

BIOL 0940D Rhode Island Flora: Understanding and Documenting Local Plant Diversity

BIOL 1880 Comparative Biology of the Vertebrates

BIOL 1880 Comparative Biology of the Vertebrates

Environmental Economics and Policy

Tools: Select One

GEOL 1320 Introduction to Geographic Information Systems for Environmental Applications

GEOL 1330 Global Environmental Remote Sensing

SOCI 1340 Principles and Methods of Geographic Information Systems

Track 3 - Land, Water & Food Security

Math: Select One

MATH 0090 Introductory Calculus, Part I 1

Chemistry: Select One

CHEM 0330 Equilibrium, Rate, and Structure

Earth/Life Systems: Select Three

BIOL 1470 Conservation Biology

BIOL 1475 Biogeography

BIOL 1480 Terrestrial Biogeochemistry and the Functioning of Ecosystems

BIOL 1480 Terrestrial Biogeochemistry and the Functioning of Ecosystems

Total Credits 19-20

1 Students with an AP exam of 4 or 5 on Calc AB may place out of MATH 0090. Students with an AP exam score of 4 or 5 on Calc BC may place out of MATH 0090 and MATH 0100. Students who place out of these courses must substitute an additional environmental elective.

Honors

Candidates for honors must have a minimum GPA of 3.3 in their concentration courses at the end of their 6th semester, and must have completed a successful thesis or practicum proposal. Students may apply during the first month of their 7th semester. Honors will be conferred upon the successful completion of the thesis or practicum.

Courses

ENVS 0070C. Transcending Transportation Impacts

ENVS 0070D. The Misuse of Scientific Information in American Life

Many important political issues hinge on matters of science or technology. But most Americans are ill-equipped to assess these matters. As a result, we are vulnerable to spin when scientific information is distorted, cherry-picked or otherwise misused to advance financial, political or even religious goals. This course examines ways these phenomena skew public discussion of climate change, vaccine safety, the teaching of evolution, cancer screening, GM food and a host of other issues. Enrollment limited to 20 first year students. Instructor permission required. FYSE LILE WRIT
ENVS 0070E. What Does It Mean To Be Green?
What does it mean to be green? From saving energy to recycling to eating organic food, in recent years the idea of going green has gained increasing attention. But green is not solely a proxy for environmentalism: it encompasses competing, and at times contradictory meanings. This seminar places contemporary green debates in historical and cross-cultural contexts. We'll examine multiple paradigms of greenness in the Global South as well as the Global North. Topics range from imperial visions of tropical landscapes to the green revolution emphasis on agrochemicals, from conservation to climate change. Enrollment limited to 20 first year students. DPLL FYS

Offers a survey introduction to contemporary environmental issues and is a "gateway" class for those interested in concentrations in environmental studies/sciences. It is a required course for concentrators. We explore the relationships between human societies and the non-human environment through a survey of topical cases, including: human population growth and consumption, global climate change, toxins, waste streams, water resources, environmental justice and ethics, and agro-food systems. This course also analyzes various solutions—social, political, technical, and economic—put forth by institutions and individuals to address questions of environmental sustainability. One 90-minute weekly discussion group required. WRIT

Interested students must register for BIOL 0190E.

ENVS 0121. Plants, Food, and People (BIOL 0190H).
Interested students must register for BIOL 0190H.

ENVS 0220. Physical Processes in Geology (GEOL 0220).
Interested students must register for GEOL 0220.

ENVS 0240. Earth: Evolution of a Habitable Planet (GEOL 0240).
Interested students must register for GEOL 0240.

ENVS 0241. Climate and Climate Change (GEOL 0030).
Interested students must register for GEOL 0030.

Interested students must register for RELS 0260.

ENVS 0300. Environment and Society in Africa (SOC 0300L).
Interested students must register for SOC 0300L.

ENVS 0410. Environmental Stewardship.
Challenges students to address the economics and logistics of implementing strategies to conserve resources and reduce the negative impacts of the built environment. The goal is to learn the rationale, process and technical aspects of the practice of environmental stewardship. Topics include sustainable design, institutional change, and corporate environmental responsibility. Students collaborate in interdisciplinary teams on applied projects. Permission by instructor by application process prior to enrollment in the class.

Interested students must register for BIOL 0420.

Enables students to master fundamental ecological concepts and explore how this knowledge can be used to inform conservation and management. Students will develop scientific skills and experience the challenges of coastal conservation science through both case studies and field trips, including a mandatory overnight trip. Suitable for students with at least some biology background; the course is aimed at first and second year undergraduates. Expected background: BIOL 0200 or equivalent. Enrollment limited to 15; instructor permission required. WRIT

ENVS 0460. Restoration Ecology.
This intermediate-level, writing intensive course will enable students to master fundamental ecological concepts and understand how this knowledge can be used to inform ecological restoration and stewardship, particularly in urbanized coastal areas of New England. Through case studies, discussions and field trips to active restoration sites, students will deepen their scientific knowledge and experience the challenges and opportunities of ecological restoration. This course is particularly appropriate for students interested in engaged research as they will meet and collaborate with environmental professionals. Course capped at 15 - application only. Pre-requisite: BIOL 0200 or equivalent. WRIT

Introduces students to environmental science and the challenges we face in studying human impacts on an ever-changing earth system. We will explore what is known, and not known, about how ecosystems respond to perturbations. This understanding is crucial, because natural systems provide vital services (water and air filtration, climate stabilization, food supply, erosion and flood control) that can not be easily or inexpensively replicated. Special emphasis will be placed on climate, food and water supply, population growth, and energy.

ENVS 0495. Introduction to Environmental Social Science.
This course introduces students to core areas of theory and research in the environmental social sciences. It also challenges students to think carefully about what we learn and don’t learn when we apply different disciplinary lenses to interdisciplinary environmental challenges.

Introduces students to principles of international environmental law and examines how international organizations, national governments and non-state actors interact to address human impacts on the global environment. Considers effects of treaties, trade agreements and foreign aid on resolution of trans-boundary environmental problems including climate change, marine governance, biodiversity loss and trade in endangered species and hazardous waste. Students negotiate a mock treaty (NEWORLD) to mitigate some aspect of human impact on global change from the perspective of different state and non-state actors. Introductory coursework that addresses some aspects of environmental studies or environmental science is recommended. WRIT LILE

ENVS 0520. Wild Literature in the Urban Landscape.
Combines deep study of ecological poetry, fiction, essays and other writing with service to schools in the community through exploration of local ecological challenges through both creative and more discursive expressions. The field-work or community component to this course will involve students in conducting workshops that combine literature and ecology in order to better elucidate and understand local issues related to, for one example, eco-industrial histories associated with Gorham Silver in Providence and the current state of Masphaug Pond on the Reservoir Triangle, where a public high school, Alvarez, now sits on contaminated soil. Enrollment limited to 22 undergraduates. S/N/C.

ENVS 0580. Foundations of Physical Hydrology (GEOL 0580).
Interested students must register for GEOL 0580.

ENVS 0700A. New England Environmental History.
Explores the environmental history of New England from the arrival of people circa 10,000 years ago to the present day. Topics include Native American and colonial environmental interactions and 20th century environmental transformations. From abandoned textile mills to Northern forests, understanding the history of a place can help us plan for its future.

In the past five centuries, about 800 species of animals and plants have gone extinct, the majority of them in the last one hundred years. Recent estimates suggest that 1 percent of described amphibians, 26 percent of mammals, and 13 percent of birds currently face the threat of extinction. We will examine the current global extinction crisis as a biological, historical, cultural, economic, and political phenomenon. This course adopts an interdisciplinary approach by examining the issue of extinctions from the perspectives of the humanities and environmental sciences.
ENVS 0900. Quantitative Methods in Psychology (CLPS 0900)
Interested students must register for CLPS 0900.

ENVS 0930A. Appropriate Technology (ENGN 0930A)
Interested students must register for ENGN 0930A.

ENVS 1000. Fieldwork in the Urban Community (URBN 1000)
Interested students must register for URBN 1000.

ENVS 1070. The Burden of Disease in Developing Countries (PHP 1070)
Interested students must register for PHP 1070.

ENVS 1110. Estuarine Oceanography (GEOL 1110)
Interested students must register for GEOL 1110.

ENVS 1260. Indigenous People and Nature: Birds (ANTH 1260)
Interested students must register for ANTH 1260.

ENVS 1270. From Magic Mushrooms to Big Pharma: Anthropology of Drugs (ANTH 1880)
Interested students must register for ANTH 1880.

ENVS 1330. Global Environmental Remote Sensing (GEOL 1330)
Interested students must register for GEOL 1330.

ENVS 1331. Weather and Climate (GEOL 1350)
Interested students must register for GEOL 1350.

ENVS 1350. Environmental Economics and Policy
Economic analysis of environmental issues in industrialized countries with an emphasis on the implications for designing appropriate policy measures. Topics include: the valuation of environmental goods; the basic theory of economic markets, market failure, and the sources of any failure; private and government solutions to market failure; the role of uncertainty in policy-making; and open trade environments and trans-boundary pollution, on a national and global scale. Applications to issues such as climate change, land use, air and water pollution, and alternative energy. Prerequisite: ECON 1110 or 1130.

ENVS 1355. Environmental Issues in Development Economics
Examines environmental issues in developing countries, including air and water pollution, land use change, energy use, and the extraction of natural resources. Uses microeconomic models of households and firms, linking household/firm decision-making on environmental issues to choices in labor, land, and product markets. Develops basic empirical techniques through exercises and a project. For readings, relies exclusively on recent research to illustrate the roles of econometrics and economic theory in confronting problems at the nexus of the environment, poverty, and economic development. Suggested background: ECON 1630, and ENVS 1350 or ECON 1480. Prerequisites: ECON 1110 or 1130; and ECON 1620.

ENVS 1356. Health, Hunger and the Household in Developing Countries (ECON 1530)
Interested students must register for ECON 1530.

ENVS 1370. Environmental Geochemistry (GEOL 1370)
Interested students must register for GEOL 1370.

ENVS 1400. Sustainable Design in the Built Environment
Provides students with an in-depth understanding of sustainability, as it relates to planning, engineering, architecture, landscape architecture and green buildings. Students conduct economic and environmental analyses to examine planning, design and building problems and opportunities holistically. Interdisciplinary teams work on applied design projects. LILE

ENVS 1410. Environmental Law and Policy
Introduces students to environmental law in the United States. Uses legal decisions and policy frameworks to consider the roles of non-governmental actors in formation and implementation of environmental policy. Students will become familiar with major federal environmental laws and regulatory databases and see how legal precedent, differing understandings of risk and alternative regulatory and market-enlisting strategies have shaped solutions to environmental problems. Provides opportunity to apply legal skills to local environmental legislation or legal problem. Intermediate coursework in Environmental Studies, Political Science, Community Health, Urban Studies or other environmentally-related coursework is recommended. First year students need instructor permission.

ENVS 1415. Power, Justice, and Climate Change
Climate change creates injustices in who caused the problem, who is suffering worst and first, and who is taking action. Power differences between nations and social groups drives unequal disaster risks and "compounded vulnerabilities" for poor peoples and nations, and has led to gridlock in United Nations negotiations. The course reviews social and political dimensions of climate change, including local and national adaptation and mitigation efforts, media dynamics, collective and individual denial, negotiations, and the rise of climate social movements. Enrollment limited to 40. WRIT

ENVS 1440. Conservation Biology (BIOL 1470)
Interested students must register for BIOL 1470.

ENVS 1450. Ecosystem Analysis
Develops ability to measure and characterize important biological and physical parameters of terrestrial ecosystems. Weekly field trips to explore measurement techniques and develop testable questions and/or hypotheses about different forested ecosystems. Qualitative and quantitative writing exercises explore how to describe the patterns and processes associated with the ecosystems visited. One Saturday field trip to central Massachusetts and one weekend field trip to New Hampshire are required. A background in environmental issues, as evidenced by taking BIOL 0420, is strongly recommended.

ENVS 1455. Marine Conservation Science and Policy
Students will develop an interdisciplinary understanding of ocean ecosystems and how humans are connected to them socially, economically, and ecologically. Integration of the scientific and human dimensions of marine conservation will be achieved through analysis of the current status, trends, and threats to ocean ecosystems, and the range of solutions to mediate these threats. This course is designed for advanced juniors, seniors and graduate students; participating students are expected to have background in at least one related field (e.g., biology, geosciences, sociology, economics, or political science) beyond the intermediate level. Suggested prerequisites include ENVS 0490, BIOL 0420 or 1470.

ENVS 1460. Microbial Diversity and the Environment
This is a lecture and discussion based course that focuses on the role of microbes in biological, geological, and environmental processes. This includes: introductory concepts, origin of life, bacterial evolution, role in climate change, metabolic diversity of biogeochemical cycles, microbial communities and interactions, habitat specific examples, and applications in the environment and human health. Recommended background courses: BIOL 0200, CHEM 0330 and an intermediate science course (e.g., BIOL 0280, GEOL 0240, or ENVS 0490). WRIT

ENVS 1490. SES-Independent Study/Science Writing
The culmination of the Semester in Environmental Sciences at the Marine Biological Laboratory is an independent research project that builds on the topics covered in the aquatic and terrestrial ecosystem analysis core courses. In addition students participate in a seminar designed to help improve their ability to tell a lay reader about science. Enrollment is limited to students in this program. Instructor permission required.

ENVS 1491. SES-Terrestrial Ecosystem Analysis
Team-taught course examining: the structure of terrestrial ecosystems fundamental biogeochemical processes, physiological ecology, impacts of environmental change on the landscape; the application of basic principles of ecosystem ecology to investigating contemporary environmental problems. Part of the Semester in Environmental Science at the Marine Biological Laboratory; enrollment is limited to students in this program. Instructor permission required.

ENVS 1492. SES-Aquatic Ecosystem Analysis
Team-taught course examining the structure of freshwater, estuarine and marine ecosystems; impacts of environmental change on the landscape at local regional and global scales; the application of basic principles of ecosystem ecology to investigating contemporary environmental problems such as coastal eutrophication, fisheries exploitation. Part of the Semester in Environmental Science at the Marine Biological Laboratory; enrollment is limited to students in this program. Instructor permission required.
ENVS 1493. SES-Environmental Science Elective
Two environmental science electives are offered each fall semester as part of the Semester in Environmental Science at the Marine Biological Laboratory, including: aquatic chemistry, mathematical modeling of ecological systems and microbial ecology. Enrollment is limited to students in this program. Instructor permission required.

ENVS 1500. Environmental Justice and Climate Change in Rhode Island TRI-Lab Engaged Research.
The TRI-Lab (Teaching, Research, Impact) on Climate Change and Environmental Justice in Rhode Island will be taught by a team including two experts from the RI state Department of Health. It will investigate ways to reduce the climate change-related public health risks to vulnerable individuals in three targeted neighborhoods in Providence, and increase the capacities of these neighborhoods to respond to climate change threats. Content topics to be covered include: projected climate change impacts in RI; public health risk assessment; risk outreach and communications strategies; state and federal policies, design and evaluation of adaptive responses; community-based research methods.

ENVS 1510. Environmental Theory and Philosophy
Each student develops his or her own concept of "socially better." The task is to understand conceptions of "socially better" belonging to various authors and others in the class, to put one's own concept in context with the readings and class discussion, and explain why that concept is sensible and should be taken seriously by others. Prerequisite: ENVS 1350 or permission of the instructor.

ENVS 1530. From Locke to Deep Ecology: Property Rights and Environmental Policy
Examines the evolution of property law and tenure in land, water, the atmosphere and natural resources, and the consequences of these property rights regimes for environmental protection. Readings drawn from the scientific, legal, public policy and popular literature are used to consider the development of American attitudes about the relationship between people and nature; the relationship between public and private rights in the land, sea, freshwater, atmosphere and wildlife; and the use of innovative property rights regimes in environmental policy.
Intermediate coursework in Environmental Studies, Urban Studies, American Civilizations or other environmentally-related coursework is recommended. WRIT

ENVS 1540. Technology and Material Culture in America: The Urban Built Environment (AMST 1520)
Interested students must register for AMST 1520.

ENVS 1555. Urban Agriculture: The Importance of Localized Food Systems.
Urban agriculture and community gardens have a critical function in a small but increasing movement toward more localized and sustainable food economies. This course will explore research and readings from multiple disciplines on the role of urban agriculture in world development and sustainability practices. Further, we will explore current U.S. farm policy, labor practices, and institutions impacting agricultural systems. More importantly, students will learn organic practices and be involved in planning and developing local urban agriculture projects. Enrollment limited to 40. Instructor permission required. E-mail Prof. King to request override (Dawn_King@brown.edu).


ENVS 1570. Guts of the City: Perspectives on Urban Infrastructure and Environmental Planning (URBN 1570). Interested students must register for URBN 1570.

ENVS 1575. Engaged Climate Policy at the UN Climate Change Talks.
Twelve undergraduate students will study a group of core readings, conduct independent and group projects, and attend the United Nations Framework Convention on Climate Change's (UNFCCC) 21st Conference of the Parties (COP21) in Paris, France in early December, 2015. Students will critically analyze contemporary political events; develop and address pertinent research questions; engage with and interview experts in the field; craft policy-relevant and empirically grounded publications; and develop experience in using social media. Team-based research may be presented at the climate negotiations in Paris at an official side event. Contact J. Timmons Roberts for an application - j_timmons_roberts@brown.edu.

This course investigates current environmental impacts and risks related to urban infrastructure systems. Students analyze efforts to minimize negative environmental, health and economic impacts of the built environment. The course explores urban initiatives to increase sustainability and resiliency of infrastructure systems in anticipation of increased risks related to climate change. The goal is to learn the rationale, process and technical aspects of the practice of environmental stewardship and resilience planning in an urban context. Students will develop competence in technical analysis, policy analysis, and program implementation through case studies and systems analyses.

The diminishing quantity and quality of the resources of the Earth carries profound implications for the fulfillment of human rights and aspirations. But even as we understand better the intrinsic interdependencies between humans and the environment, policy gridlock persists. Indeed, the findings of fundamental environmental science are regularly contested on political grounds. The purpose of this course is to learn how to apply knowledge to map the relevant policy context in environmental issues, and to develop the tools and approaches to address any problem of decision in the environmental arena more creatively, effectively, and responsibly. Enrollment limited to 20. WRIT

ENVS 1650. Statistical Inference I (APMA 1650).
Interested students must register for APMA 1650.

ENVS 1660. Instrumental Analysis with Environmental Applications (GEOL 1660).
Interested students must register for GEOL 1660.

ENVS 1700B. Watershed Policy + Management: Governance Beyond Borders.
Changes in land use at parcel and landscape scales have altered water cycles, water quality and water-dependent ecosystems. Governance Beyond Borders examines the management of water, land use and aquatic life in coastal watersheds. We will consider the accomplishments of the top-down, expert-driven federal laws of the 1960s and 1970s. However, we will focus on integrated, trans-boundary approaches to governance of land, water, pollutants and aquatic life and become immersed in thinking like a watershed. ENVS1410 is desirable but not required. Other relevant courses could include BIOL1470, ENVS1350, ENVS1530, ENVS1615. Enrollment is limited to 18 students. Instructor's approval is required. WRIT

ENVS 1710. Environmental Health and Policy.
Provides an overview of environmental health methods and their application to policy and regulation. Students will learn the basic tools of environmental health sciences, including toxicology, epidemiology, and risk assessment, as well as the scientific basis for regulation. Traditional environmental health concerns will be discussed, as well as emerging discussions on environmental health issues, including urban pollution and its concomitant health concerns, climate change, issues of health disparities and environmental injustice, and the interrelationship between humanitarian crises and environmental degradation. Open to both undergraduate and graduate students of all fields, space permitting. Prerequisite: ENVS 0110 or instructor permission.

ENVS 1711. Current Topics in Environmental Health (PHP 1700).
Interested students must register for PHP 1700.
Provides an overview of environmental justice history, theory and definitions. Students will review quantitative, qualitative, and theoretical approaches for understanding the origins and persistence of environmental discrimination. Examines the regulatory, institutional, structural, political, and economic forces that underlie patterns of race and class-based discrimination and their implications for environmental health among diverse communities. Case examples of environmental justice organizing will inform students of positive efforts by people of color in protecting their communities. Not open to first year students. Prerequisite: ENVS 0110.

ENVS 1725. Political Economy of the Environment in Latin America (INTL 1450).
Interested students must register for INTL 1450.

What are the effects of globalization on the environment? Can globalization be greened? Corporations, civil society, international organizations and states are in a race to globalize their rules, sometimes working together, and others times in bitter conflict. This course seeks to understand this set of issues through a mix of examining concrete social/environmental problems and studying theories of globalization and social change. While addressing global issues and the impacts of wealthy nations, this course focuses most on the developing countries, where the impacts of these global issues appear to be worst, and where resources are fewest to address them. Enrollment limited to 20 juniors and seniors. WRIT

Interested students must register for HIST 1790.

Interested students must register for HIST 1977T.

ENVS 1820. Environmental Health and Disease (BIOL 1820).
Interested students must register for BIOL 1820.

Interested students must register for HMAN 1972F.

ENVS 1890. Native American Environmental Health Movements (ETHN 1890J).
Interested students must register for ETHN 1890J.

ENVS 1900. Introduction to Geographic Information Systems for Environmental Applications (GEOL 1320).
Interested students must register for GEOL 1320.

This course provides an introduction to a wide range of research approaches in the social and environmental sciences. We will cover the epistemological and theoretical foundations of various research approaches and discuss implications of these foundations for what research questions are answerable and what evidence one can bring to bear to answer such questions. By the end of the semester, students will be able to write a clear and answerable research question, and know what methods are appropriate to use to answer such a question. Enrollment limited to ENVS Juniors. ENVS seniors must receive instructor override from Professor VanWey. leah_vanwey@brown.edu. WRIT

From coal power to solar power, energy drives economies and increases quality of life world-wide. However, this same energy use can, and often does, lead to severe environmental destruction/pollution and global warming. This course serves as an introduction to energy policy in the United States and also explores global attempts to solve energy problems. This course examines different types of energy sources and uses, different ideological paths driving energy policy, the environmental impacts of energy use, current global and domestic attempts to solve energy problems, and the role of renewable and alternative forms of energy in future energy policy.

ENVS 1929. The Fate of the Coast: Land Use and Public Policy in an Era of Rising Seas.
For the last few decades, there has been a land-rush on the ocean coasts of the United States. Unfortunately, this swamps the coast at a time when sea levels are on the rise. In some places the rise is natural, in some places the rise is exacerbated by human activities and everywhere it is fueled by climate change. This course will examine the causes of sea level rise, the effects it produces on land, the steps people have taken to deal with these effects and their consequences, and possible remedies. Enrollment limited to 20. Preference given to juniors and seniors. WRIT

ENVS 1930. Land Use and Built Environment: An entrepreneurial view (ENGN 1930S).
Interested students must register for ENGN 1930S.

Interested students must register for ENGN 1930U.

ENVS 1965. Engaged Environmental Scholarship and Communication.
This upper level seminar will enable students to place their research in the context of environmentally relevant policy and practice. Development of an environmentally-focused thesis or independent research project is a prerequisite. Students will hone practical professional skills, e.g. how to communicate scientific findings to the media and policy audiences; oral presentation skills, and tips on professional interactions. Required of all Brown Environmental Fellows (http://blogs.brown.edu/bef/), and open to others engaged in environmentally relevant projects from the natural and social sciences and humanities. Enrollment is limited to 15 seniors and graduate students, by application only (available Fall 2011). Instructor permission required. Contact Heather Leslie@brown.edu for more information. WRIT

First semester of individual analysis of environmental issues, required for all environmental studies concentrators. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required prior to registration.

Second semester of individual analysis of environmental issues, required for all environmental studies concentrators. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required prior to registration.

ENVS 2010. Special Topics in Environmental Studies.
A mandatory seminar for graduate students in environmental studies. This course develops group problem-solving skills by addressing a current local, national or global environmental issue. We will work on problem definition, identifying options for addressing the problems, and crafting potential solutions. In all stages we work closely with non-profit groups, government agencies, or firms, who have the capacity to implement solutions. Students learn basic research design and begin the process of developing a research question and possible methods for conducting their Master's thesis research.

ENVS 2110B. Radical American Romanticism:Democratic, Environmental,+ Religious Traditions in America(RELS 2110B).
Interested students must register for RELS 2110B.

ENVS 2420. The Structure of Cities (ECON 2420).
Interested students must register for ECON 2420.

ENVS 2450. Exchange Scholar Program.

ENVS 2980. Reading and Research.
First semester of thesis research during which a thesis proposal is prepared. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required prior to registration.

ENVS 2981. Reading and Research.
Second semester of thesis research. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor override required prior to registration.
Center for Fluid Mechanics, Turbulence and Computation

‘Fluids at Brown’ as the Center is known serves to promote research at Brown University in fluid mechanics, through the development of research collaborations, seminars, the sharing of intellectual knowledge and the coordination of graduate courses. Participating members of the Center include faculty from the Division of Applied Mathematics, School of Engineering, Department of Earth, Environmental & Planetary Sciences and the Department of Physics. The Center organizes regular seminars on topics relating to fluid mechanics.

Fluid mechanics is an enabling science that describes dynamics over a wide spectrum of scales, ranging from the global scales of climate and ocean dynamics to the transport of suspended proteins through nanopores. New fundamental research challenges involving fluid dynamics continue to emerge in engineering, the physical or biological sciences, mathematics and scientific computation.

Current information on activities and research may be found at the Center’s website at http://www.brown.edu/research/projects/fluids.

French Studies

Chair
Lewis C. Seifert

The Department of French Studies at Brown promotes an intensive engagement with the language, literature, and cultural and critical traditions of the French-speaking world. The Department offers both the B.A. and the PhD in French and Francophone Studies. Courses cover a wide diversity of topics, while placing a shared emphasis on language-specific study, critical writing skills, and the vital place of literature and art for intellectual inquiry. Undergraduate course offerings are designed for students at all levels: those beginning French at Brown, those continuing their study of language and those undertaking advanced research in French and Francophone literature, culture and thought. Undergraduate concentrators and non-concentrators alike are encouraged to avail of study abroad opportunities in their junior year, through Brown-sponsored and Brown-approved programs in France or in another Francophone country. Graduates in French and Francophone studies go on to pursue careers in a number of fields, including translation, public service, college and secondary education, publishing and the media. For additional information, please visit the department's website: http://www.brown.edu/Departments/French/

French and Francophone Studies Concentration Requirements

The concentration in French and Francophone Studies is committed to the pursuit of an interdisciplinary, linguistically rigorous, and textually informed understanding of French and Francophone literatures and cultures. Concentrators engage actively through their coursework with a wide range of texts and critical perspectives, pertaining to multiple literary genres and media (the novel, theater; poetry, cinema; special topics in contemporary politics and culture). They have opportunities to study different periods of French literature and intellectual history (from the Renaissance to the present) as well as Francophone cultures beyond France (West Africa, the Maghreb and the Caribbean). Courses cover a wide diversity of topics, while placing a shared emphasis on language-specific study, critical writing skills, and the vital place of literature and art for intellectual inquiry.

The concentration program is designed to encourage and support language-specific study. Literary texts and cultural documents are read principally in the original. Likewise, in most courses, French is the language of class discussions, presentations and research/critical papers. All French Studies courses are designated writing-intensive (WRIT).

Concentrators in French and Francophone Studies are strongly encouraged to spend one or two semesters (usually in their junior year) in France or in a Francophone country to derive the richest benefits of linguistic and cultural immersion. Information on Brown in France and approved alternative programs in French-speaking countries is available from the Office of International Programs (http://www.brown.edu/Administration/OIP) office and the OIP website. Other summer programs can be found on the French Embassy website.

Students who have performed outstandingly in their concentration courses, have completed at least six concentration courses by the first semester of their senior year, and are highly recommended by two professors are eligible to apply for admission to the Honors program (http://www.brown.edu/academics/french-studies/undergraduate/honors-program).

Concentration Requirements

A minimum of 10 courses is required for the concentration in French and Francophone Studies. Concentrators must observe following guidelines when planning their concentration. It is recommended that course choices for each semester be discussed with the department’s concentration advisor.

Note: A maximum of four courses from study in France or a Francophone country may count toward the concentration, from either a single semester or an entire year. A year or semester of study abroad in France or a Francophone country is considered an integral part of the concentration and is therefore highly recommended. Our concentrators are strongly encouraged to spend one or two semesters (usually in their junior year) in France or in a Francophone country to derive the richest benefits of linguistic and cultural immersion. Through the Brown-in-France program (http://brown.edu/academics/french-studies/undergraduate/brown-france-program), administered by OIP and departmental faculty, students can enroll directly in French institutions.

FREN 0600 Writing and Speaking French II (is accepted for concentration credit)

Required Courses

One (and no more than two) of the following 0720,0750,0760 series gateway courses:

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<th>Course</th>
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<tr>
<td>FREN 0720A</td>
<td>De l'Amour courtois au désir postmoderne</td>
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<td>FREN 0720B</td>
<td>The French Novel Today</td>
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<tr>
<td>FREN 0750B</td>
<td>Au carrefour des sciences sociales: introduction à l'interprétation de la fiction littéraire</td>
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<tr>
<td>FREN 0750C</td>
<td>Cinéma et histoire</td>
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<tr>
<td>FREN 0750D</td>
<td>Nous et les autres: les Français et le monde de la Renaissance à la Révolution</td>
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<tr>
<td>FREN 0750E</td>
<td>Lost in Translation: Representations of America by French Writers</td>
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<tr>
<td>FREN 0750F</td>
<td>L'Idée de l'empire dans l'imaginaire français</td>
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<tr>
<td>FREN 0750G</td>
<td>L'animal dans la culture contemporaine</td>
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<tr>
<td>FREN 0760A</td>
<td>Introduction à l'analyse littéraire</td>
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One of the following:

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<tr>
<td>FREN 1510A</td>
<td>Advanced Oral and Written French: Traduction</td>
</tr>
<tr>
<td>FREN 1510F</td>
<td>Advanced Written and Oral French: Regards sur la France actuelle</td>
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<tr>
<td>FREN 1510C</td>
<td>Advanced Oral and Written French: A table!</td>
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At least one course a post-Revolutionary period

Electives

At least one course must cover a pre-Revolutionary period

Total Credits

Honors

Courses

FREN 0100. Basic French.

FREN 0200. Basic French.

FREN 0220. Reading French in the Arts and Sciences.

FREN 0300. Intermediate French I.

A semi-intensive elementary review with emphasis on all four skills (listening, speaking, reading and writing). Class activities include drills, small group activities, and skits. Class materials include an audio CD, videos, a French film, short stories, and various other authentic documents. Prerequisite: FREN 0200 or placement (Previous experience with French is required to take this class). Four meetings per week plus a 50-minute conversation section with TAs.
FREN 0400. Intermediate French II.
Continuation of FREN 0300 but may be taken separately. A four-skill language course that stresses oral interaction in class (five meetings per week plus one 50-minute conversation section). Materials include audio activities, film, and a novel. Short compositions with systematic grammar practice. Prerequisite: FREN 0300, FREN 0200 with permission, or placement.

FREN 0500. Writing and Speaking French I.
A four-skill language course that stresses oral interaction in class. Thematic units will focus on songs, poems, a short novel, a graphic novel, films and a longer novel. Activities include a creative project using Comic Life, and a systematic grammar review. Prerequisite: FREN 0400, FREN 0200 with written permission, or placement.

FREN 0520. Introduction to the Literary Experience.
Pre-requisite: FREN 0400; equivalent to FREN 0500 in language sequence. Language course in which discussions and writing exercises are based on readings in French and Francophone literature and film, focusing on geographic displacement and the relationship between place and identity. With grammar review and short papers. Texts include: Baudelaire, Maupassant, Eberhardt, van Cauwelaert, Ernaux.

FREN 0600. Writing and Speaking French II.
Prerequisite for study in French-speaking countries. Class time is devoted mainly to conversation and discussion practice. Writing instruction and assignments focus on essays, commentaries, and to a lesser degree, on story writing. Apart from reading assignments for discussion (press articles and literary excerpts), students select two novels to read. Prerequisite: FREN 0500 or placement. Enrollment limited to 18.

FREN 0610. Writing and Speaking French II: International Relations.
Prerequisite for study in French-speaking countries. Continuation of FREN 500. Class time is devoted mainly to conversation and discussion practice. Same level as FREN0600. This course is designed for students who are interested in international relations. Discussions and writing assignments are related to global politics from French and Francophone perspectives and introduce students to the discourse of international relations in French. Prerequisite: FREN 0500. Enrollment limited to 18.

FREN 0620. Writing and Speaking French II: Literature.
Prerequisite for study in French-speaking countries. Continuation of FREN 500. Class time is devoted mainly to conversation and discussion practice. Prerequisite: FREN 0600. This course is designed for students who are interested in literature. Discussions and writing assignments are based on a selection of literary texts from the Francophone world and introduce students to the discourse of international relations in French. Prerequisite: FREN 0500. Enrollment limited to 18.

FREN 0720A. De l’amour courtois au désir postmoderne.
From twelfth-century courtly literature to contemporary film, this course explores the enduring romance between French culture and Eros. The ambiguities of desire are brought to the fore across changing religious and social contexts. Readings include Duras, Flaubert, Freud, and Baudrillard. Open to students who receive a 5 (AP test), 700 and above (SAT II) or with instructor’s permission. First Year Seminar, open to first year students only. Please email Virginia_Krause@brown.edu if you have questions. Taught in French. FYS WRIT

What does today’s French novel look like? Reading ten prominent short novels (in English translation) from the last 20 years, students will be acquainted with the novelistic landscape of contemporary French, while also learning to approach through analysis and narrative theory the novel as genre. We will consider what kinds of questions these novels pose and how - be it regarding conditions specific to our time (human/inhuman, identity, technology, the globalized world, the everyday, dystopia...) or those unceasing questions of life, time, love, predication, that every novel must ask, even while sometimes seeming not to. Taught in English. FYS WRIT

FREN 0720C. Down and Out in Paris.
This freshman seminar focuses on the culture and literature of the Parisian underbelly from the 19th century to the present. It looks at representations of the laboring, marginal, and criminal classes from both high and low literary perspectives, taking pains to anchor these readings in lived contexts. Authors studied will include Hugo, Baudelaire, Zola, Orwell, Dabit, Carco, Hemingway, Genet, Vargas. Taught in English. WRIT FYS
FREN 0760A. Introduction à l'analyse littéraire.
On what terms and with what tools can we "read" a literary text? This class aims to provide the historical context, vocabulary, and tools for textual analysis by comparing traditional and innovative examples of the major genres (short story, novel, poetry, theater) and by introducing students to a range of analytical approaches to literary texts, including narrative theory, poetics, sociocriticism, and gender studies. Authors studied include Baudelaire, Apollinaire, Racine, Genet, Maupassant, Duras. WRIT

FREN 0980. Becoming French: Minorities and the Challenges of Integration in the French Republic (HIST 0980B).
Interested students must register for HIST 0980B.

FREN 1000A. Littérature et intertextualité: du Moyen-Age jusqu'à la fin du XVIIIème s.
A chronological survey of French literature from the Grail romance to neo-classical tragedy. Topics will include the birth of courtly love, the Crusades, lyric poetry, and Humanism. Course discussions will be devoted to the close reading of texts by writers such as Marie de France, Chrétien de Troyes, Ronsard, Louise Labé and Montaigne.

FREN 1000B. Littérature et culture: Chevaliers, sœurs, philosophes, et poètes.
From the Middle Ages to the Age of Versailles, this course examines 6 foundational moments in French civilization: the Crusades, courtly love, humanism, the witch hunts, Cartesian reason, and the emergence of the autonomous self. Close scrutiny of literary texts and films will provide a window onto French civilization before the Revolution. Readings include medieval epic, Montaigne, and Descartes. In French. WRIT

FREN 1010A. Littérature et culture: Margins of Modernity.
A survey of French and Francophone works from the 18th century to the present that reflects on a number of cultural shifts, of challenges but also resists to hierarchies (social, sexual, political); the urban context; legacies of colonization. Various figures of marginality to be studied: vagabonds and parvenus, dandies and courtesans, outcasts and pariahs. Authors to be studied include Prévost, Marivaux, Balzac, Baudelaire, Maupassant, Duras, Camara Laye and Rachid O. Taught in French.

FREN 1010B. Modernités Littéraires: Du 18ème siècle jusqu'à nos jours.
A chronological survey of French literature introducing seminal texts from the last 300 years. Classes devoted to discussion and to the development of skills in close textual analysis. Authors to be studied include Grattigny, Balzac, Baudelaire, Zola, Apollinaire, Duras, and Ben Jelloun.

A study of the evolution of the French language from the Middle Ages to the present. We will trace the main periods of this linguistic, social, historical and political development. Among topics to be explored: France’s encounter with English from the Norman conquest to the current so-called English invasion, the French Revolution’s destruction of dialects (gatois), and the status of French in France’s former colonial empire. Through a variety of French and francophone texts we will investigate the transformations brought about by Feminists and by youth from the banlieues and examine the status of French outside of France. In French.

FREN 1030A. L’univers de la Renaissance: XVe et XVIe siècles.
An exploration of the cultural cosmos of Renaissance France through literature, visual culture, history, and film. What projects, fantasies, and nightmares characterize this stormy period in French history, from the birth of Humanism to the Wars of Religion? Other topics include the trial of Martin Guerre, court life, madness, and the New World. Readings in Montaigne, Louise Labé, among others.

FREN 1030B. The French Renaissance: The Birth of Modernity?
This class will read works from the French Renaissance in historical and cultural context. Did the Renaissance mark the birth of what we call the modern period? So much of twentieth and twenty-first-century thought relies on the notion that our modern paradigm came into being with the Renaissance. We will read literary works by writers such as François Rabelais, Louise Labé, Marguerite de Navarre and Agrippa d’Aubigné in relation to both medieval and Renaissance writers and philosophers such as Jean Calvin, Martin Luther, Marsilio Ficino and Erasmus and political actors such as Francis Ist, Charles IX and Henry IV. Enrollment limited to 40.

FREN 1040A. Civilité et littérature.
How should one burp, pass gas, and spit in public? Should people use utensils when eating? How should a young woman react when a man speaks to her without her parents consent? Questions such as these preoccupied 17th-century France, which defined much of what we understand today to be civility (a.k.a. courtesy, good manners, politeness). In this course we will examine how literature makes civility seem either natural or normal or artificial and deceptive. We will see that civility became a powerful means of constructing the body and social categories (such as gender and class), but that it also led to far-reaching critiques of its own norms. Readings will include selections from conduct manuals (Faret and Courtin), letters (Corneille and Molière), letters (Voiture and Sévigné), fairy tales (d’Aulnoy and Perrault), "moralist" writing (Pascal, La Rochefoucauld, La Bruyère), and cultural history (Chartier, Elias, and Foucault).

FREN 1040B. Pouvoirs de la scène: le théâtre du XVIIe siècle.
This course examines how 17th-century theater both reinforces and undermines the ideologies of absolutism, national identity, the nuclear family, and emerging bourgeois consciousness, among others. Special consideration will be given to the theory and performance of theater in the 17th century and the present. Readings will be supplemented with screenings of videos for the plays studied (as available). In addition to papers and oral presentations, students will stage selections from some of the plays studied. Plays by Rotrou, Corneille, Molière, Racine, and an opera by Quinault/Lully. Taught in French.

FREN 1040C. Le Grand Siècle à l’écran.
Why is the "Grand Siècle" depicted so frequently in contemporary French film? To answer this question we will explore the roles 17th-century culture plays in French identity through readings in history and literature and recent films focusing on 17th-century texts, personalities, or events. We will highlight both continuities and discontinuities between the 17th century and our own time. Readings by Corneille, Cyrano de Bergerac, Lafayette, Maintenon, Molière, Pascal, Racine, Sévigné. 10 films. Two short papers, two oral presentations, a weekly blog, and a final project (paper or multimedia project).

FREN 1040D. Molière et son monde.
In-depth study of Molière's theater and its cultural contexts. We will examine how Molière uses a variety of theatrical forms to portray the monarchy, social class, religion, medicine, and gender relations of seventeenth-century France. Plays by Molière will be studied alongside other literary texts and documents of the period as well as films (performances of plays, historical fiction).

FREN 1050A. "Family Values": Représentations littéraires de la famille au 18ème siècle.
This course will study the "invention" of the bourgeois family in 18th-century literature. It will examine particularly the ideological construct that supports this literature. Special attention will be given to the way in which this literature defines and orders family relationships around the notions of state, hierarchy, nature, and gender. Readings in Prévost, Diderot, Rousseau, Mme de Chardin, and Sade.

FREN 1050B. Fictions de l'individu.
Explores various expressions of the self in the 18th century, especially with regard to conflicts with social constraints, hierarchical gendering, the ordering of class structures, and the effort to normalize sexuality. Notions of autonomy, freedom, and happiness, the chief pursuits of the Enlightenment, are examined. Authors studied include Manvieux, Voltaire, Rousseau, Casanova, Diderot, and Mme de Châtelet.
FREN 1050C. Le Siècle des Lumières: Culture, Pensée, Société. A presentation of various aspects of the Age of Reason through its most representative texts. This course examines the period in its diversity, from its preoccupation with philosophy to its discovery of sensibility, from the development of libertinism to the affirmation of women and claims of liberty. Readings in Voltaire, Montesquieu, Rousseau, Beaumarchais, Diderot, Denon, Françoise de Graffigny, and Bernardin de Saint-Pierre.

FREN 1050D. The Age of Voltaire: Culture, Pensée, Société. A presentation of various aspects of the eighteenth century through its most representative texts. This course examines the period in its diversity, from its preoccupation with philosophy to its discovery of sensibility, from the development of libertinism to the affirmation of women and claim of liberty. Authors to be read include Montesquieu, Rousseau, Sedaine, Beaumarchais, Diderot, and Françoise de Graffigny.

FREN 1050E. French Lovers: Séduction et libertinage sous l'Ancien Régime. A study of love and relationships in the Old Regime. The course will concentrate on the major actors (the libertine, the fop), on the spaces (the boudoir, the salon, the garden), on social practices (conversation). Authors will include Molière, Mme de Lafayette, Crébillon fils, Laclos and film adaptations by Frears and Forman.

FREN 1050F. Espace public; espace privé. This course will study the interpretation of spaces in the 18th century, the domination of the public space but the emergence of the private. We will attempt to draw the frontiers of these spaces in a variety of texts. We will explore social spaces (the salon, the café), the domestic space (cabinet, bedroom), places of leisure and exteriority (gardens). Readings in Crébillon fils, Denon, Baside, Diderot, Mme de Charrière, Rutilidge, Palissot.

FREN 1050G. Le corps des Lumières. This course will examine various representations of the body during the Age of the Enlightenment. We will study how these representations are influenced by notions of race and nation, discipline (Foucault), and by the Revolution. Texts by Montesquieu, Graffigny, Voltaire, Foucault, and historical context provided by Foucault, Outram and Hunt.

FREN 1050H. The Age of Voltaire: Lumières et modernité. A presentation of various aspects of the eighteenth century through its principal representative texts. This course examines the period in its various preoccupations: with philosophy, its discovery of sensibility, the development of libertinism, and the pursuit of liberty. Authors to be read include Voltaire, Marivaux, Rousseau, Sedaine, Diderot, and Françoise de Graffigny.

FREN 1060A. Décadence. Study of the notion of decadence in fin-de-siècle French culture. From scientific theories of degeneration to literary representations of sexual perversion, writers of the period were consumed by the specter of moral decay and social disease. This course will analyze fictional and non-fictional texts of the period by authors such as Peladan, Lorrain, Rachilde, Mendès, and Nordau.

FREN 1060B. Gender and the Novel. This course explores how major authors represented gender and sexuality. Obsessed with unlocking the mystery of femininity, novelists attempted to represent truths about sexual difference while new scientific discourses (psychoanalysis, sexology, criminology) aimed to analyze gender and sexual deviance in objective terms. Authors include: Balzac, Flaubert, Zola, Rachilde, Foucault, and 19th-century scientific texts.

FREN 1060C. La texte réaliste. This course will focus on realism, both as a literary movement of the second half of the 19th century and as a style present during other eras (such as romantic realism) and in other "non-realist" genres (poetry, science fiction, literature of the fantastic). How does a literary text convince its readers that it accurately copies reality? Does the realist novel have privileged themes (sexuality, the modern city, corruption)? Readings by Stendhal, Balzac, Gautier, Jules Verne, Flaubert, Coppée, Zola, Maupassant.

FREN 1060D. L'Orient littéraire. This course is a study of the representations of the Orient (Turkey, Arabia, Persia) in the imaginary of classical French writers of the nineteenth century. Through the analysis of the phantasms pertaining to the representations of Sexuality and Power, this course will also study a series of figures associated with the Orient like travestissement, melancholia, nostalgia, etc. in the novels of Montesquieu, Chateaubriand, Flaubert, Gautier, and others.


FREN 1060G. Boulevard du crime. We will analyze criminality and its representations in nineteenth-century France in order to gauge the fears, aspirations, and ideologies of the period. We will read literature by such canonical authors as Balzac, Maupassant, and Zola, as well as popular detective novels. Non-fictional sources include criminological treatises, trial transcripts, and memoirs by prisoners. Secondary sources by Barthes, Foucault, Todorov.

FREN 1070A. Avant-Gardes. We examine avant-garde groups and movements, including surrealism, Collège de Sociologie, Oulipo, existentialism, Tel Quel, situationnisme, Théâtre du Soleil, politique et psychanalyse, while trying to assess their aesthetic/political platforms and their performative strategies. Readings include (poetic) manifestoes, novels, plays and essays by Breton, Callois, Bataille, Colette Peignot, Queneau, Satre, Sollers, Kristeva, Guy Debord, Cixous, Wittig, Irigaray, Catherine Clémence.

FREN 1070B. Emergent literature: Postcolonial Nations and Cultural Identity. Does a writer belong to a "nation"? To which nation does one belong when one writes in the language of one's former colonizer? Does political independence warrant the existence of a new nation? Finally: How does literature contribute to the emergence and consolidation of a new nation? Many writers faced these questions after the independence of their countries from French colonial rule. Analyses the answers Francophone writers offered to these perplexing questions in their novels and essays. Two short papers and a final essay.

FREN 1070C. Figures du roman français au XX siècle. We analyse novels by Marcel Proust, Jean Giono, Julien Gracq, Samuel Beckett, Marguerite Duras, Nathalie Sarraute, Le Clézio, Philippe Sollers, Annie Ernaux and Marie Redonnet while trying to assess the main tendencies of the contemporary French novel and the cultural evolution that led to it.

FREN 1070D. Le roman français au présent. Reading and discussion of postmodernist novels of all kinds and shapes-lyrical or essayistic, minimalist or baroque, centered upon female or male subjectivities, or simply bringing an echo of inner debates, lost legends and eternal quests. Novelists include Le Clézio, Sollers, Ernaux, Germain, Rio, Redonnet, Savitzkaya, Chevillard, and Mauvignier. Two short essays and a final paper.

FREN 1070E. Littérature, appartenance et identité. In this course, the analysis of a series of significant literary and critical texts written by French and Francophone contemporary writers will allow us to study the meaning of the emergence of new forms of identity and belonging in 20th-century modern French and Francophone writers. Three short papers.
FREN 1070F. Nations of Writers.
Does a writer belong to a “Nation”? How does literature contribute to the emergence and consolidation of a new Nation? These are two of the kinds of questions which will guide our reading of major contemporary French and Francophone writers. Works or excerpts of works by Bouraoui, Sebbar, Memmi, Derrida, Farès, Khatibi, Diouf, Béji, Cixous, Roumain and others. Two short papers and an oral exam.

FREN 1070G. Writing the Self: Memory, Childhood and the Novel.
The course will focus on autobiographical writings by Colette, Proust, Sarratte, Robbe-Grillet, Roche, Condé, and Barthes.

FREN 1070H. Literature and Social Thought: Le Roman Policier.
What does the popular genre of the roman policier teach us about modern French culture and society? What does it show about French political and social institutions? What does it reveal about French history? Readings of works by Boileau-Narcejac, Frédéric Dard, Sébastien Japrisot, J.P. Manchette, G. de villiers, Yasmina Khadra and others. Two short papers and an oral presentation.

FREN 1070I. Histoires d’animaux.
From fables and fairytales to postmodern pastiche, the presence of the animal, whether literal or allegorical, has worked as a critical counterpoint to that of the human. In this course we will consider some ways in which modern prose, poetry and film “think” - and increasingly mould - humans’ disappearing others. Authors include Michaux, Cendrars, Poncet, Bresson, Chevillard, Marker, Derrida.

FREN 1100F. Contes et nouvelles du Moyen Age.
Storytelling in medieval French courts, villages, and towns. Works read (in modern French translation) include love tales, fables, chivalric adventures, comic escapades, earthy anecdotes, stories of warfare and politics. Class discussions investigate the tales and consider how medieval listeners and readers responded to them. Brief lectures on questions of cultural context.

FREN 1100G. Old French Language and Literature Seminar.

FREN 1100H. Histoires et contes du Moyen Age.
Stories told from 1100 to 1500 to instruct and entertain audiences in courts and towns. We read modern French translations of medieval legends, romances, chronicle accounts of warfare and politics, comic yarums, and earthy anecdotes. We relate each of those narratives to medieval social conditions, politics and culture.

FREN 1100I. Hostages and Prisoners of War in Medieval French Literature.
In the Middle Ages, being taken as a hostage or prisoner of war was a relatively common occurrence, depicted often in literature of the period. Through this theme, the course will examine some of the great works of the French Middle Ages, from Chrétien de Troyes’s Lancelot to the lyric poetry of Charles d’Orléans. The representation of captivity will allow us to investigate the era’s historical and political realities, its cultural and linguistic conflicts, and its conceptions of personal identity. The course will include instruction in reading medieval French.

FREN 1110A. Fictions of Greatness.
F. Scott Fitzgerald’s The Great Gatsby is an American example of a persistent tendency in the modern novel—the dramatization of variously heroic, ironic, comic, tragic, corrupt, and even criminal quests for human achievement. This course provides a close study of a series of major French novels, from Balzac to Malraux, against the background of theoretical formulations from the German Bildungsroman to Lukács’ Theory of the Novel, including feminist revisions.

FREN 1110B. Gender, Sexuality and the Novel.

FREN 1100C. Le Roman Français de puis 1990.
Reading and discussion of postmodern novels of all kinds and shapes, lyrical or essayistic, minimalist or baroque, centered upon female or male subjectivities, or simply bringing an echo of inner debates, lost legends and eternal quests. Novelists include Duras, Sarrate, Sollers, Le Clézio, Ermann, Germain, Rizo, Redonnet, Savitzkaya, Chevillard, and Mauvigner. Two short essays and a final paper.

FREN 1110D. Lire le roman.
A close look at narrators, fictional characters, and readers in 19th- and 20th-century novels to see how ideological and psychological insights, emotions, and memory shape the reading of narrative fiction. Pays special attention to how empathy, sympathy, and persuasion make for an engaged, interested, and possibly resistant reader. Writers studied include Balzac, Flaubert, Stendhal, Proust, Colette, and Sarratte.

FREN 1110E. Mémoire, oubli, histoire.
The role of memory, forgetting, and the past and their repercussions on the present as depicted in film and works of French narrative fiction, including La Princesse de Clèves, Le Rouge et le noir, Le Temps retrouvé, Mémoires d’Hadrien, La Migration des coeurs. The focus will be on personal and cultural identity, ethical questions, and literary aesthetics--informed by readings on narrative, philosophy, and psychology.

FREN 1110F. Le Roman contemporain.
In this course we will read a selection of French and Francophone novels from 1985 to 2015. Authors include Patrick Modiano, Marie NDiaye, Lydie Salvayre, Marie Redonnet, Emmanuel Carrère and François Bon. Placing these novels in dialogue with key voices from critical theory (Cixous, Barthes, Derrida, Kristeva), we will pursue through the semester a sustained reflection on major contemporary “problematics” including identity, subjecthood, hospitality, history, genealogy, gender, memory and ghosts. Taught in French. WRIT

FREN 1110G. En Marge: Exliés et Hors-la-Loi au Moyen Age.
Through a close reading of medieval texts from a diverse selection of genres and voices, this course will seek to understand not only those excluded from medieval society, but also their relationship to that society. The thematic focus will be on the condition of marginality itself—the way in which the margins belong fully neither to the outside nor to the inside, but describe a meeting point between them. In this course, students will be asked to consider the marginal space as it provides a dual perspective on excluded individuals and on the world that excludes them.

FREN 1120A. Le théâtre de la Belle Epoque.
The civic festivities, universal expositions, bohemian gaiety, and commercial entertainments of the Third Republic are matched by a lively confrontation between vaudeville, naturalist comédie rosse, symbolist theater and the emerging absurd comedy of the anti-théâtre. We’ll study representative plays by Claudel, Maeterlinck, Feydeau, Courteline, Rostand, and Jarry, comparing them with paintings and prints by Degas, Seurat, or Toulouse-Lautrec.

FREN 1120B. Le théâtre des femmes au XIXe siècle.
We will discuss French and Francophile female playwrights and directors among whom Marguerite Yourcenar, Marguerite Duras, Nathalie Sarratte, Ariane Mnouchkine, Hélène Cixous, Marie Redonnet; Claire Lejeune, Suzanne Lilar, Pascale Tison; Antonine Maillot, Anne Hébert, Carole Frédette, Jeanne-Mance Delisle, Louise Roy; Simone Schwartz-Bart, etc. Two short essays, one class presentation and a final paper.

FREN 1120C. Scenes of Passion and Reason: Théâtre et culture au XVIIIe siècle.
A survey of the major works and dramatic essays that span the 18th century from the Rococo to the Revolution. Readings in Marivaux, Diderot, Voltaire, Mercier, Beaumarchais, Maréchal, Chénier.

FREN 1120D. L’Impromptu.
What is an impromptu and when did it appear as a theatrical genre? What are the personal/professional circumstances in the life of a playwright that are addressed in impromptus? We will answer such questions while discussing clusters of impromptus; impromptu plays; plays incorporating impromptu components; and impromptu films. Readings from Molère, Marivaux, Rostand, Giraudoux, Ionesco, Beckett, Obalid and Duras.
FREN 1130A. Introduction à la poésie.
In this course we will read poetry from the major movements of the 19th and 20th centuries (romanticism, symbolism, surrealism, contemporary poetry) and explore poetic productions that have been deemed marginal to the dominant tradition (including poetry of the négritude and women's poetry). Poets read will include Lamartine, Musset, Vigny, Hugo, Desbordes-Valmore, Baudelaire, Verlaine, Rimbaud, Mallarmé, Laforgue, Vivien, Valéry, Apollinaire, Eliard, Senghor, Césaire, Ponge, Char.

FREN 1130B. Résolution poétique - à la française: Baudelaire, Rimbaud, Mallarmé.
Primary emphasis: intensive study of the poetic production and theoretical texts of three writers who substantially contributed to the radical transformation of modern Western poetry. Additionally: attention to historical contexts and to influences on later writers and theories. Enrollment limited to 20.

Baudelaire's writing in Marxist, feminist and post-colonial perspectives.

FREN 1130D. Le monde moderne et le poète.
What kind of language, what sort of act, is a poem? How might poetry invent the conditions of a modern world? In this course on 20th century French and Francophone poetry, we shall think about space, fragmentations, the everyday, the subject, the object, reading works by Apollinaire, Cendrars, Michaux, Césaire, Ponge, Du Bouchet, amongst others.

FREN 1130E. Le Poétique et le quotidien.
In this course on the relationship between the poetic and the ordinary, unremarkable or otherwise apparently "non-lyrical" matters and textures of modern living, we will consider formal and conceptual innovations in French poetry through the last 100 years as it has responded to a changing world, and continually reimagined the place of poetry in it. After situating certain coordinates of our investigation in the early decades of the 20th century (Apollinaire, Cendrars, Char, technology, war, speed, time) we will read works by later and contemporary poets including Francis Ponge, Jacques Roubaud, Michelle Grangaud, Sabine Macher. Taught in French. WIRT

FREN 1150A. Literature and Cinema.
Introduces the fertile relationships that exist between literature and cinema. The study of several cinematographic adaptations of novels helps to answer the following questions: How does a novel translate into a film? What characterizes each medium? What kind of aesthetic impact did cinema have on literary works? Novels by Cocteau, Balzac, Zola, Maupassant, Flaubert, and Gide and films by Renoir, Truffaut, Chabrol, Rivette, and others.

FREN 1150B. Introduction to French Cinema.
French Cinema: The First 50 Years. This course explores the history of French cinema and its relation to politics, history, technology and art during the first half of the 20th Century. Readings, discussions, and lectures in French and English. Films with English and French subtitles.

FREN 1150C. French Cinema: The First Fifty Years.
This course explores the history of French cinema and its relation to politics, history, technology and art during the first half of the 20th century. Readings, discussions, and lectures in French and English. Films with English and French subtitles. (FREN 1150B is recommended but not a prerequisite.) Screenings outside of class.

FREN 1150D. French Cinema from 1945 to Today.
This course explores the history of French cinema and its relation to politics, history, technology and art from 1945 up to the present. Readings, discussions, and lectures in French and English. Films with English and French subtitles. (FREN 1150B is recommended but not a prerequisite.) Screenings outside of class.

FREN 1210A. Chrétien de Troyes.
Author of some of the earliest and best Arthurian romances, Chrétien de Troyes is the central figure of 12th-century French literature. He still delights us with his clever storytelling, his sense of humor, and the playful irony of his psychological observations. We will study his five major romances, relating them to the court culture and the intellectual world in which he lived. The romances will be read in modern French prose translation, with close-up work on selected passages in the original Old French verse.

FREN 1210B. Marcel Proust.
The focus will be on Proust's enduring masterpiece A la recherche du temps perdu, and the different perspectives this compelling novel invites, including the most intimate and personal (emotions, dreams, sexuality) as well as the communal and cultural (family, society, history and the arts.) The pervasive role of time, memory, and affect will be central to our discussion. Open to undergraduate and graduate students.

FREN 1210C. Reading Proust at the Turn of the Century.
Proust's enduring masterpiece A la recherche du temps perdu, viewed from different perspectives: philosophical, psychological, and cultural. Open to undergraduate and graduate students interested in the rich rewards of reading this complex novel and in considering the impact of narrative fiction on our lives.

FREN 1210D. Marguerite Duras.
A course devoted to the novels, plays, films, essays and interviews of Marguerite Duras. Two short essays and a final paper.

FREN 1310A. "French Lovers"; Séduction et libertinage sous l'Ancien Régime.
A study of love and relationships in the Old Regime. The course will concentrate on the major actors (the libertine, the fop), on the spaces (the boudoir, the salon, the garden), on social practices (conversation). Authors will include Molière, Madame de Lafayette, Crébillon fils, Laclos and film adaptations by Honoré, Frears, and Forman.

FREN 1310B. Altérités sexuelles, perversions littéraires.
Traces nearly 100 years of male and female homosexuality in literature. Examines new discourses on sexual deviance, whose emergence coincided with the "invention" of homosexuality in the mid-19th century and which then exploded with the Decadent movement at the turn of the century. Also considers some medical texts that helped define the terms of sexual deviance. Authors include Baudelaire, Verlaine, Huysmans, Rachiide, Eekhoud, Zola, Vivien, Margueritte, Colette.

FREN 1310D. L'Orient littéraire.
Examines the representations of the Orient (Turkey, Arabia, Persia) in the imagery of French and Francophone writers of the 19th and 20th centuries. Through the analysis of the fantasms pertaining to the representations of Sexuality and Power, this course will study the dominant figures associated with the Orient. Two short papers and an oral presentation.

FREN 1310E. Paris, ville des Lumières.
Representations of the city; the crowd; the rise of the individual; the narrator as spectator and promeneur; narratives of social mobility; speed and circulation; sex and the city; Paris as a cultural place. Various authors to be studied: Marivaux, Fougerot de Monbron, Rousseau, Diderot, Mercier, Restif de la Bretonne. Taught in French.

FREN 1310F. Penser la France et l'Europe.
We will read philosophers (e.g. Levinas, Irigaray, Lipovetsky, Ferry, Renaut, and Le Doeuff), anthropologists (Dumont and Favret-Saada), and historians (Duby and Perrot) while debating such issues as individualism versus holism, modernity versus postmodernity, autonomy versus freedom, democracy, feminism, violence, fashion, and France versus Europe.

FREN 1310G. War, Image, Text.
This course treats literary and film narratives of war from the 19th-century to the present (Franco-Prussian War, WWI, WWII, colonial wars, the Gulf war.) Topics include the uses and limits of realism in war narratives; issues of nationalism, patriotism, collaboration, resistance, civil rights, and the politics of gender in wartime. Students will research non-fictional sources to supplement class readings.
FREN 1310H. Contes et identités francophones.
How do folktales define national and ethnic identities in France, Sénégal, the Caribbean, Louisiana, and Canada? Have the study and rewriting of these traditions redefined such identities? We will consider these questions by studying tale-types from all of the above regions, tales specific to each, and literary reworkings of folktales by writers, including d’Aulnoy, Perrault, Pourrat, Diop, and Chamoiseau.

FREN 1310I. Femmes écrivains.
This course will both introduce students to important female-authored texts from the 19th century to the present, and address theoretical issues pertaining to women and writing. Topics include: the relation of gender to genre; development of feminist thought; women’s relation to masculine literary traditions. George Sand, Rachilde, Colette, Simone de Beauvoir, Marguerite Duras, Annie Ernaux.

FREN 1310J. Special Topics in French Studies I: Ecritures du Moi: Disclosures of the Self.
A study of autobiographical writings beginning with the classics (Rousseau, Stendhal) and continuing with the legacy of the genre by contemporary writers. They will include Marguerite Duras, Annie Ernaux, Jean-Claude Charles, François Weyergans, Catherine Cusset. Notions to be covered include memory and forgetting, fiction and reconstruction, writing, desire, and loss.

FREN 1310K. Short Stories.
What sort of story is the short story? What kinds of possibilities and pressures distinguish it from other forms? Attentive to its contained – and constrained – narrative economy, we shall study a range of examples of the genre, from 19th century realist and fantastic literature (Maupassant, Flaubert, Nerval) to modern French and Francophone texts (Camus, Sartre, Djebbar, Condé, Ndiaye).

FREN 1320A. Apocalypses and Millennia.
A multidisciplinary investigation of figures such as Rimbaud, Van Gogh, the Surrealists, Simon, Blanchot, and Duras in the perspectives of history, philosophy, mysticism, literature, and the visual arts.

FREN 1320B. Du côté de la passion.
Focuses on the representation of emotions and passions in French novels from the 17th century to the present. In working out a new approach to characters in narrative fiction, the emphasis will be on perception and affect. In addition to novels, students read short essays on the nature of narrative, on emotions, and on aesthetic response. Novelists include Madame de Lafayette, Rousseau, Balzac, Flaubert, Proust, Colette, and Sarrate.

FREN 1320C. Ecriture au feminin II: littérature des femmes 18eme siècle jusqu’a nos jours.
This chronological survey of writing by women in France from the 18th century to the present day has two goals. The first is to introduce students to important poetry and prose texts by French women authors. Secondly, we will pose theoretical questions pertaining to women and writing, including the relation of gender to genre, the existence of gendered writing, the historical development of feminist thought, women’s relation to masculine traditions, and the place of women’s writing in the literary canon. Texts by Graffigny, Charrière, Duras, Stael, Desbordes-Valmore, Sand, Vivien, Rachilde, Noailles, Colette, Beauvoir, Ernaux, Chérid, Cixous.

FREN 1320D. Ecriture au feminin: Women Writing in France.
Both introduces students to important female-authored texts from the 18th century to the present, and addresses theoretical issues pertaining to women and writing. Topics include: the relation of gender to genre; the écriture feminine debate; development of feminist thought; women’s relation to masculine literary traditions and the canon. Readings include Graffigny, Gouges, Stael, Desbordes-Valmore, Sand, Colette, Beauvoir, Duras, Bâ, Wittig, and Cixous.

FREN 1320E. Femmes écrivains.
French women writers from the 19th-century to the present. Topics include: hetero- and homosexualities, class and gender, the role of the mother, visibility in the public space. Texts by Sand, Rachilde, Colette, Beauvoir, Duras, Ernaux, Garreta.

FREN 1320G. Contes et identités francophones.
How do oral traditions define national and ethnic identities in France, Sénégal, the Caribbean, Louisiana, and Canada? How have the study and rewriting of these traditions redefined such identities? We will consider these questions by studying tale-types that are found in all of the above regions, tale-types that are specific to each, and literary reworkings of folktales by writers, including d’Aulnoy, Perrault, Pourrat, Diop, and Chamoiseau. Taught in French.

FREN 1320H. Ecritures de l’Ailleur.
This course will examine a range of works from the 20th century, attentive to how motifs of travel and the "elsewhere" have been reimagined in modern literature. Readings will include texts by Michaux, Gide, Sarthe, Camus, Barthes and Toussaint. Some films (by Duras, Malle, Denis) will also be considered.

FREN 1320I. Literature and Social Thought: L’Utopie Littéraire.
For centuries literary utopias have been considered a means to reinvent the world’s ideal desires/values. We will attempt to understand the role utopian texts have played in shaping the imaginary of generations of people in Europe, particularly in France. Entire texts or excerpts from novels, essays, cartoons or films by Campanella, Voltaire, Marivaux, Mercier, and others will be discussed.

FREN 1330A. Fairy Tales and Culture.
Fairy tales, which occur is almost every culture, encapsulate in (usually) succinct form many of the pressing concerns of human existence: family conflict, the struggle for survival, sexual desire, the quest for happiness, etc. This course explores why writers and readers have been attracted to the fairy-tale form through a study of its key elements and its uses in adult and children’s literature, book illustration, and film. Special attention given to French contes de fées, along with North American, English, German, Italian and selected non-Western fairy tales. Discussions and readings in English with French, German, and Italian originals on reserve.

FREN 1330B. Masterpieces of French Literature.
This course will study principally the most accomplished genre of the French literature, the novel. We will analyze the major representative novels from the 17th century to the present, and we will attempt to study their access to canonicity. We will also evaluate their continued interest by focusing on the major contemporary interpretations that have provoked. Readings in Mme de la Fayette, Laclos, Stendhal, Flaubert, Genet, and Duras.

FREN 1330C. French Women Writers.
This class analyzes the relationship between gender and literary genre through the study of texts authored by women from the 19th through the 21st century. We will read novels and poetry by George Sand, Desbordes-Valmore, Colette, Beauvoir, Marguerite Duras, Monique Wittig, Annie Ernaux, among others. Screenings of work by women filmmakers will complement readings. Course taught in English. WRIT.

FREN 1410A. Des monstres et de l’ anormal.
What are monsters and why do they fascinate us so much? How and why have representations of “abnormal” creatures changed over time? We will examine these questions through literary, philosophical, and scientific texts from the 16th century to the present. In addition to films, iconography, and criticism, readings will include: Montaigne, Paré; Perrault, d’Aulnoy; Mendès, Lorrain; Bataille, Foucault, Darrieussecq.

FREN 1410B. Fins de siècles, débuts de millénaires.
We will compare the 19th and 20th centuries fins de siècles with the one available fin de millénaire-what people called in France l’Age de l’Amour- and explore some of the perspectives for the 21st century, as debated in France nowadays. Readings from history, literature, anthropology, sociology, and philosophy combined with explorations of contemporary art, media, film, and press.

FREN 1410C. La culture franco-américaine en Nouvelle Angleterre.
After a period of general training, students choose a specific topic and present partial results of their research for the course on a weekly basis. Projects include collecting oral history in Woonsocket, research on Franco-American institutions from Woonsocket (Mallet Library, American-French Genealogical Society, Union Saint-Jean Baptiste, Les Dames Richelieu du Rhode Island), studies on Franco-American history, onomastics, literature, press, and film.
FREN 1410D. L’identité française.
We discuss different ways of defining French identity across centuries by stressing catholicism, le génie de la langue française, Cartesianism, French Revolution, les droits de l’homme, the French Presidency, Francophonie, and l’exception française, or, in a minor key, l’esprit gaulois, French cuisine, French chanson, cafés philosophiques, and French film.

FREN 1410E. Lire et voir la Révolution française.
Drawing from a wide variety of materials (novels, plays, speeches, pamphlets, caricatures, documentaries, films), this course will analyze the ways in which the Revolution attempted to represent itself and ways in which it has been represented. We will focus on the evolution of the images of the Revolution from the time of the Declaration of the Rights of Man to the Terror. We will read commentaries by prominent cultural historians such as Furet, Hunt, and Baker, but also Chartier and De Baecque.

FREN 1410F. Comment peut-on être Français? L’identité française en question.
This course will examine the transformation of cultural identity in contemporary France. What does it mean to be “French” or étranger today? We will investigate this question by reflecting on some of the major changes that have occurred in French society in the past 30 years in the wake of immigration, the emergence of ethnic identity, racism, the construction of Europe, and globalization. We will study contemporary fiction and non-fiction, essays, films, songs, comedy, as well as theoretical texts. Readings will include works by Leïla Sebbar, Chadhord Djavann, Faïza Guène, Julie Kristeva, Tzvetan Todorov, Philippe d’Iribarne, and Eric Fassin. In French.

History, politics, revolution, urban planning, architecture, literature and the arts, and critical theory, with emphasis on Napoléon III, Hausman, Karl Marx, Adolphe Thiers, Balzac, Baudelaire, Flaubert, Rimbaud, Zola, Delacroix, Daumier, Courbet, the Impressionists, and the criticism, of W. Benjamin and T. J. Clark.

FREN 1410H. Révolutions et opposition en France.
Why are strikes and protest marches more common in France than in the United States and many other countries? A good part of the answer lies in the traditions of social and political opposition that have existed in France since the Revolution. In this course we will examine how this tradition developed by concentrating on four key historical moments: the Revolutions of 1789-1794, the Commune, the Occupation, and the 1968 uprisings.

FREN 1410J. Sorcellerie et Renaissance: le sort de la sorcière.
An interdisciplinary exploration of witches and witchcraft in Renaissance France based on close analysis of primary texts—confessions from trials, iconography, literary texts, and witchcraft theory. Topics include the trial of Joan of Arc, the science of demons, skepticism, and the nature of belief. Readings in Montaigne, Mauss, among others. Enrollment limited to 20.

FREN 1410K. French Culture and Civilization: La pensée française au XXe siècle.
We will address XXth century French thinkers coming from philosophy, aesthetics, semiotics, sociology, and feminism. Readings include works by Henri Bergson, Simone Weil, Luc Ferry and Alain Badiou; Paul Valéry, Roger Caillois, and Paul Ricoeur, Emile Durkheim, Raymond Aron, and Pierre Bourdieu; Luce Irigaray and Michèle Le Doeuff. Two oral presentations and one final paper.

FREN 1410L. La faveur et l’infamie: Being Marie Antoinette.
This course will examine the life of the last queen of France, Marie Antoinette, through a variety of materials: memoirs, pamphlets, and films. We will follow her from her arrival at Versailles to the fires of the Revolution, her trial and her demise. We will read some of the critical literature that has dealt with her legacy in the historiography (Hunt, Thomas, Weber), the fiction (Ch. Thomas) and art history (Mary Sheriff). Taught in French.

FREN 1410M. Liens communautaires et cultures au Moyen Age.
Study of writings and art forms that shed light on the world views, modes of belief, social attitudes, cross-ethnic relations, and collective yearnings that shaped and animated several French-speaking cultures from 1100 to 1500. We will also look at some modern legacies of medieval art works and legends.

FREN 1410N. Présence française en Amérique du Nord au XXe siècle.
We will examine varieties of French spoken in Northern America (Acadian French, chic, joul, creole) as well as the French culture and literature of Quebec, New England and Louisiana. Students will choose between fieldwork in a New England francophone community of their choice or writing a solid essay on North-American francophone culture/literature.

FREN 1410O. Nous et les autres: Les Francais et le monde de la Renaissance à la Révolution.
An exploration of early French encounters with and reactions to non-European cultures from 1500 to 1800. By studying travel narratives, essays, and fictional texts, we will examine the multiple ways that French identity attempts to come to terms with its “Others” during this crucial period of European colonial expansion. Besides secondary texts, readings include travel writings and fictional texts by Cartier, Thevet, Thénèvet, Tavernier, Choisy, Molère, Galland, and Montesquieu.

FREN 1410P. Paris et la province : je t’aime, un peu, beaucoup....
This course examines the relationship between Paris and the provinces of France (including Overseas Departments and Territories) from a variety of perspectives and approaches: Geography, History, Politics, Economy, Education, Languages, Arts... Readings include Pinçon + Pinçon-charlot, Duby & Mandrou, Weber, Bruno, Fanon, Favereau, and Queffélec. Films and documentaries will be shown. Taught in French.

FREN 1410Q. Boulevard du Crime.
A study of crime and criminality in relation to French culture and literature during the 19th and 20th centuries. Readings in a variety of fictional and non-fictional sources including short stories, detective fiction, novels, trials, memoirs, and criminological treatises.

FREN 1410R. Images d’une guerre sans nom: the Algerian War in Literature and Film.
Not officially acknowledged as a war by France until recently, the Algerian War of independence remains, more than a half-century later, a contested battleground in the French national consciousness. Focusing on depictions of the Algerian War in literature and film we will investigate the many taboos that still endure, most notably around the question of violence and torture, and attempt to reassess the relative “invisibility” of this conflict. Readings will include films by Gildo Pontecorvo, Jean-Luc Godard, Alain Resnais, Agnès Varda, and works by Frantz Fanon, Jean-Paul Sartre, Albert Camus, Benjamin Stora, Claire Etcherelli, Assia Djebar, and Leila Sebbar.

FREN 1420B. France at War.
This course treats armed conflict from the Franco-Prussian war to the war in Iraq through readings of essays (Aubrac, Camus), fiction (Maupassant, Duras), press articles, correspondence, and film viewings (Tavernier, Chabrol, Pontecorvo). Topics include: nationalism and patriotism, collaboration, resistance, torture, civil rights, international relations, and the politics of gender in wartime.
FREN 1400. Gender Theory and Politics in France. This course explores thought, activism, and public policy in contemporary France pertaining to issues of gender and sexuality. Attention will be paid to intellectual and cultural differences between France and the US, as well as Franco-American exchanges in critical theory related to these domains (e.g. Foucault, Butler). Topics include Beauvoir's legacy and 1970's feminisms (Cixous, Irigaray, Wittig, Delphy); recent public policy debates (representative parity, marriage equality, surrogacy); sexual violence; feminism and multiculturalism (gender and national identity, anti-sexi sm/anti-racism, French secularism and the headscarf debate). Taught in English. WRIT

FREN 1430. Research Seminar: Franco-American as a New England Minority Culture. After an intensive week of training, students choose a specific topic of research and work independently during the rest of the course. They meet with the instructor and present partial results of their research in the weekly seminar. Projects include collecting oral history in Woonsocket; research on (and in) Franco-American institutions located in the vicinity; and studies on Franco-American history, onomastics, literature, film, and press. While not required for all of the projects, a basic knowledge of French is strongly recommended. Conducted in English.

FREN 1510A. Advanced Oral and Written French: Traduction. An introduction to the theory and practice of translation, this course will be designed to expand students' range and appreciation of written styles and registers and will be based on translation exercises and texts reflecting different types of written and oral communication. Texts will range from literary texts (excerpts from novels, plays, comic books...) to journalistic texts (articles from newspapers...). Class activities will also include comparative studies of translated texts, as well as grammar review and vocabulary work. Course taught in French. Written translations to and from French. Prerequisite: FREN 0600 or equivalent. Enrollment limited to 18. Instructor permission required.

FREN 1510B. Advanced Oral and Written French: Regards sur la Francaise. An exploration of French sociability, this course is designed to expand students’ oral skills through discussions and presentations, as well as to help them develop their writing skills via essays, creative projects, blog entries, and use of Twitter. Students will experience the different modes of sociability through a variety of texts (novel excerpts, comic books, newspaper articles) and films, ranging from 17th-century fairtales to contemporary thinkers (Sartre, Bergson), and will be invited to reflect on their own practice of social networks through essays and debates. Taught in French.

FREN 1510C. Advanced Oral and Written French: La Sociabilité à la Française. An exploration of French sociability, this course is designed to expand students’ oral skills through discussions and presentations, as well as to help them develop their writing skills via essays, creative projects, blog entries, and use of Twitter. Students will experience the different modes of sociability through a variety of texts (novel excerpts, comic books, newspaper articles) and films, ranging from 17th-century fairtales to contemporary thinkers (Sartre, Bergson), and will be invited to reflect on their own practice of social networks through essays and debates. Taught in French.

FREN 1610A. Advanced Oral and Written French: A table! Thematic units with different approaches to French cuisine and the French meal, such as regional cuisine, meals in literature and at the movies, radio-TV culinary shows, political and economical considerations, and, of course, a practical unit on how to compose, prepare and eat a French meal. Follows FREN 0600 in the sequence of language courses. Development of oral skills via presentations, debates, conversation, and discussion based on the various topics. Writing activities: essays, translations, commentaries, journals, creative descriptions and stories, etc. Taught in French. WRIT

FREN 1610B. To Be Determined. No description available.

FREN 1710A. France-Afrique/Afrique-France: Je t'aime moi non plus. Historically, the relationship between France and Africa has been characterized by a permanent tension. We will use literature and film to reflect on the historical events and, socio-political processes that have shaped the encounter between France and Africa. How are African and French novelists/filmmakers responding to this relationship? Topics include: the Colonial Encounter, "World War II", Decolonization, Négritude and Immigration.

FREN 1710B. Black, Blanc, Beur. This course examines how the ethnic make up of contemporary French society challenges its republican ideals of Liberty, Equality and Fraternity. Violent clashes involving teenagers from immigrant desents and the police are recurrent. Anti immigration policies have also become a major component of political discourse. We will use literature; film, newspapers and popular musical forms to reflect on issues such as integration, identity, violence, race and class.

FREN 1720A. Disenchantment and Melancholia in Postcolonial Africa. In the decades following independence, African novels and films were characterized by euphoria. This optimism has since been replaced by narratives of hopelessness. Rather than assuming that disenchantment and melancholia lead inevitably to pessimism, we will explore ways in which artistic forms engage the idea of a better future through a careful examination of the predicaments facing the African continent. In English.
FREN 1720B. Foreign Bodies/Forbidden Sexualities in Africa and the Caribbean.
The practice of homosexuality is a crime in several Caribbean and African countries. In Uganda, it is referred to as "carnal knowledge of another against nature" while Zimbabwe's president Mugabe claimed homosexuals are "worse than pigs and dogs." We will explore ways in which artistic forms engage the LGBT experience within predominantly heterosexual societies. Topics include: psychoanalysis, Black feminism, Black Queer theory, HIV/AIDS, gender role socialization.

FREN 1720C. Black Paris.
This course is a study of Black Paris, as imagined by three generations of Black cultural producers from the United States, the Caribbean and Africa, who lived in Paris. We will investigate how the representation of Paris functions in the construction of black identities from Josephine Baker to Shay Youngblood.

FREN 1720E. Melancholia Africana: Loss Mourning and Survival in Africa and the Diaspora.
Traditional beliefs, historical and cultural circumstances construct how the African understands himself/herself in relation to the world. From this construction resonates a theme of loss - loss of land; of freedom; of language; of self. Melancholia Africana incorporates loss but moreover, grapples with the external world. We will explore ways in which literature, film and music portrayal loss, resilience and survival. DPLL LILE

FREN 1900A. Boulevard du crime.
A study of crime and criminality in relation to French culture and literature from the late-middle ages through the 20th-century. Readings in a variety of sources including poetry (from Villon to Verlaine), theater (Racine), the novel (Zola, Genêt, Duras), trials (Gilles de Rais, the prototype of Bluebeard), memoirs (Lacenaire, dubbed the "elegant murderer"), and criminological treatises. Film screenings will complement readings. Taught in French.

FREN 1900B. Figures de l'étranger dans la littérature française.
From Montaigne to Marguerite Duras, Segalen to Jean Genêt, modern French literature has been haunted by a specter: the figure of the Other (the foreigner, the "immigrant", the "bon sauvage", etc.) Various literary and philosophical texts will help us study the historical status and the various forms of these figures in modern French literature. Two short papers.

FREN 1900C. Fin de siècle, début de millénaire.
This course considers some of the French answers to questions such as: How do peoples and cultures envision the end of a century, especially when it coincides with and is magnified by the end of a millennium? and How do they, afterwards, reposition themselves in order to confront the beginnings of a new century and millennium? We analyze and compare the 19th- and 20th-century fins de siècle with the one available fin de millénaire-what people called in France l'An Mil-trying to discover both their similarities and their unavoidable differences. We then explore some of the perspectives for the 21st century, as debated in France nowadays. Readings from literature, history, anthropology, sociology, and philosophy combine with explorations of contemporary art, media, film, and press.

FREN 1900D. L'Utopie littéraire.
For centuries literary utopias have reinvented the world according to Western desires and values. In Europe, utopias have allowed writers to protect their dreams and fantasies on foreign territories. Utopian texts and films will be studied in order to better understand the role utopias have played in shaping the imaginary of generations in France. Novels, essays, films by Campanella, Voltaire, Marivaux, Mercier, Sand, Verne, Bouille, Topor, and others. Enroll limited to 20.

FREN 1900E. Temps et récit.
Time, memory, and conceptions of the self in narratives from Montaigne to Sarraute. Texts include a variety of genres (fiction and nonfiction): the essay, epistolary and autobiographical writings, the historical novel, and psychoanalytical narratives. Additional readings by Freud, Bollas, Barthes, Genette, Ricoeur, and others provide a framework for inquiry and discussion.

FREN 1900F. Senior Seminar: L'Identité française.
This course examines different ways of defining French identity across centuries by alternately or simultaneously stressing Catholicism, le génie de la langue française, Cartesianism, French Revolution, individualism and les droits de l'homme, France in the European Union, l'exception française, and Francophonie or, in a minor key, l'esprit gaullois, French cuisine, French chanson, cafés philosophiques and French films.

FREN 1900G. French Feminisms.
Analysis of feminist thought, activism, and creative work in France from the middle ages to the present day. Topics include: proto-feminisms, revolution and women's rights, utopian feminism, suffrage, psychoanalysis and other "new French feminisms," reproductive rights, la parité, Islamic and Muslim feminisms. Authors include: Christine de Pisan, Gournay, Poullain de la Barre, Gouges, Sand, Démar, Beauvoir, Irigaray, Wittig, Halimi, Amara.

FREN 1900H. La France en guerre.
This seminar considers the impact of warfare on France and its former colonies. We will study various types of violent conflict (wars of expansion and independence, European conflicts, the world wars, terrorism) at different historical moments while consulting diverse sources (historical, literary, journalistic, epistolary, filmic). We will also address contemporary events relevant to the subject of this course and follow them as they unfold. Other topics include: war and collective memory, virility and violence, extreme situations and crises of representation, resistance and collaboration, colonization and nationhood, jihadism. Taught in French. WRIT

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Instructor permission required.

Independent study in an area of special interest to the student, with close guidance of a member of the staff, and leading to a major paper. Required of candidates for honors, and recommended for all senior concentrators. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

FREN 2030. Quêtes et dépaysements, 1100-1400.
How medieval authors treated cross-cultural encounters. How they interpreted contacts with other societies or worlds -- with an eye to helping their patrons politically, influencing their audiences, and pleasing them all. Texts from several vernaculars: early French, Anglo-Norman, Franco-Venetian, Occitan. Works by troubadours, Chrétien de Troyes, Marie de France, Jean Bodel, Villegardouin, Marco Polo and Froissart, among others.

FREN 2040A. Chroniqueurs du Moyen Age.
Why and how did medieval French chroniclers narrate the events of their age? Political positions, evolving cultural outlooks, and conceptions of history in Villehardouin, La canso de la crozada, Joinville, Froissart, Le journal d'un bourgeois de Paris, and Commynes. Subsequent reception history of these texts; their role in modern nationalism and regionalism.

FREN 2040B. Féminin/masculin et textualité médiévale.
Examines gender theory in medieval texts and their cultures and how gender roles were defined and represented in several important literary genres from the 12th to the 15th century. Readings of major early French texts plus contemporary scholarship concerning gender construction and medieval textuality.

FREN 2040C. Le roman médiéval: poétique du récit.
Focus on works that illustrate the development of verse and prose fiction from the twelfth to the fifteenth century. Issues of narrative aesthetics and ideology will be examined from several theoretical perspectives: rhetorical, socio-political, structuralist, psychoanalytic, deconstructive, and new historicist.
FREN 2040D. Arts du récit, 1100-1400. Readings and interpretations of major texts that illustrate the development of verse and prose narrative in French medieval literature, from the Chanson de Roland and early Arthurian romances to Froissart's Chroniques. Emphasis on relating questions of narrative aesthetics to important frames of political, social and cultural history.

FREN 2110A. La Naissance du roman Français. From the origins of medieval romance in the 12th century, this course traces the history of the genre through the end of the sixteenth century. What was the fate of the knight errant in the modern era and how did the invention of printing transform medieval romance cycles? Did the humanist novel offer a corrective to the vagaries of chivalric romance? Literary works will be read in light of theories of the novel. Readings in Chrétien de Troyes, the prose Lancelot, Rabelais, Bakhtin, Lukács, and others. Taught in French.

FREN 2110B. Pratiques de l'aveu. This course examines Renaissance literature in light of confessional practices in early modern France, focusing on notions of secrecy, sexuality, and guilt as well as on knowledge and the self. The primary corpus includes not only literary texts, but also confessor's manuals, judicial handbooks, and confessions from witch trials. Readings in Foucault, Labé, Montaigne, Marguerite de Navarre, among others.

FREN 2110C. Rhetorique et polémique à la Renaissance. An exploration of the performative modes of literature in light of the Renaissance's rhetorical tradition. Examines the text in a variety of rhetorical situations from poetic seduction, to the courtier's pursuit of royal favor, to the Religious Wars. Also engages contemporary theories of discourse while confronting early modern rhetorical theory with contemporary speech act theory (Austin and others). Writers include les grands rhétoriqueurs, Labé Montaigne, Du Bellay, Ronsard, pseudo-Longinus.

FREN 2110D. Humanisme et Renaissance (humain, inhumain, non-humain). Erasmus famously wrote: "one is not born human, one becomes human." For Renaissance humanists, how does one become human, and what role do the "Humanities" play in this process? This course explores Renaissance understandings of the "human" as well as its antitheses, the inhuman, non-human, and animal. Readings include Rabelais, Marguerite de Navarre, Du Bellay, Montaigne, and La Boétie.

FREN 2110E. "Sorcellerie et Renaissance". Drawing on literary studies, history, and anthropology, this course explores witchcraft from the Late Middle Ages through the Renaissance. What cultural dynamic produced the figure of the witch, caught up in the interplay of power and knowledge? Close readings of works by demonologists and their critics offer a lens for examining the making of witchcraft theory as well as its eventual demise. Other topics include the imagination and dreams, violence and the sacred. Special attention will be paid to the methodological challenges facing the scholar of early modern literary studies. Readings in Montaigne, Rabelais, Ronsard, Foucault, and Mauss, among others.

FREN 2110G. Savoirs et non-savoirs de la Renaissance. How were the lines between the known, the unknown, and the unknowable drawn for the Renaissance? This course examines the period's "will to know" underlying humanism, Natural Philosophy, and demonology (the "science of demons"). It also tracks challenges to positive knowledge through madness and the rediscovery of Greek scepticism. Readings in Erasmus, Marguerite de Navarre, Rabelais, Montaigne, and Foucault, among others.

FREN 2130A. Civilité et subjectivité au XVIIème siècle. This course explores the effect of civilité on subjectivity in 17th-century France. After considering pertinent theories of subjectivity, we examine how civility links the sense of "distinction" to disgust and, more precisely, the "objet," and how this linkage changes over the course of the century under the influence of political, economic, and aesthetic forces. We pay particular attention to the ways civility constructs language, the body, sexuality, gender, and class.

FREN 2130B. Civilité, littérature, et différences sexuelles. How did "politeness" shape gender identities in 17th-century France? What role did civilité play in the period's conceptions of the body, sexuality, and relations between the sexes? How did literature both implement and contest the norms of civility? These questions are explored by examining conduct literature, salons and the art of conversation, "galant" poetry, male melancholy, and female cross-dressing.

FREN 2130C. Fictions du masculin. The aesthetics and politics of masculine identities in seventeenth-century France. Both literary representations and case studies of historical figures are considered. Topics include: the picaresque hero, male melancholy, effeminacy, salons and women's cultural authority, sodomy, the king's body. In addition to critical readings in gender theory and cultural studies, texts by Sorel, Molière, Lafayette; iconography; satirical literature.

FREN 2130D. Studies in French Literature of the Seventeenth Century: Les Modernités du XVIIème siècle. By examining how recent thinkers have used the period to (re)define "classicism," "modernity," "modernism," or the "post-modern" and confronting these interpretations with selected 17th-century texts, we will explore the crucial role the century plays in French cultural, literary and theoretical debates. Readings include Barthes, Bourdieu, Derrida, Foucault and Descartes, Cyrano de Bergerac, Pascal, La Rochefoucauld, Racine, La Bruyère, and Perrault.

FREN 2130E. Corps et esprits libertins. Throughout the 17th century, writers flouted religious, philosophical, political, sexual, and social norms/dogmas, provoking debate, censorship, and even persecution. This seminar will explore the themes and contexts of libertine thought and practice, as well as the attacks it occasioned in both philosophy and literature. We will study debates about skepticism, Epicureanism, sexual freedom, religious and political dissent, and will read, among others, Montaigne, Charron, Viala, Garasse, Gassendi, Cyrano de Bergerac, La Mothe Le Vayer, Ninon de L'Enclos, Pascal, Molière, La Fontaine, Saint-Evremond, and Deshoulières.

FREN 2130F. Façons d'aider: Discourses of Sexuality in Early Modern France. This course will examine both the connections and tensions among the legal, literary, philosophical, medical, and religious discourses of sexuality in early modern France. Topics such as Neoplatonism, erotomania, one-gender theory, conjugal love, cuckoldry, impotence, sodomy, and tribadism will be studied in their historical, social, and literary contexts. In addition to primary sources (selections from edicts, essays, treatises) and secondary readings (theoretical and critical), literary texts by Rabelais, Ronsard, La Boétie, Chene, Vial, Molière, Choisy, among many others. Class discussions in English or French, depending on preparation of students. Enrollment limited to graduate students or advanced undergraduates (with instructor's permission only).

FREN 2150A. Bodies of Enlightenment. An exploration of the body in the eighteenth-century in its multiple guises: foreign and national; disciplined and idle; natural and mechanical; libertine and political. Readings in Prévost, Diderot, Rousseau, Boyer d'Argens, Sade. Critical essays by: Michel Foucault, Lynn Hunt, David Cottom, Dorinda Outram.

FREN 2150B. Foucault et les Lumières. An examination of Foucault's key writings on the French Enlightenment and the confrontation of his criticism with the major works of that period. We will consider how other French theoreticians differ with Foucault in examining the Enlightenment, particularly Lyotard and Ferry. Readings in Histoire de la folie, Les Mots et les choses, Surveiller et Punir and Histoire de la sexualité and texts by Prévost, Rousseau, Diderot, Sade and others. Open to qualified undergraduates.

FREN 2150C. Le Roman libertin: approches critiques. We will attempt to study the evolution of the different genres of the libertine novel in the 18th century: roman de séduction, the conte, roman de la prostituée. We will also examine how current approaches around issues of gender, sexuality, pornography allow for new contextualization of that novel. Authors to be read are Crébillon fils, Duclos, Godard d'Aucour, La Morlière, Boyer d'Argens, Denon and Laclos. Taught in French.
FREN 2150D. Qu'est-ce que les Lumières?
A critical examination of the authors of the French Enlightenment from the point of view of the capital ideas that will forger the century: notions of universalism and otherness, notions of politics (such as reason and violence), notions of gender and race. Examines the critical reception of the Enlightenment by contemporary theorists and historians, principally Foucault, Hunt and Darnton. Readings in Graffigny, Boyer d'Argens, Diderot, Rousseau, and Sade.

FREN 2170A. Courants poétiques du XIXe siècle, Romantisme, Modernisme, Symbolisme.
Special attention to Hugo, Baudelaire, Rimbaud, and Mallarmé.

FREN 2170B. Crimes écrits.
This course focuses on fictional crime, literary criminals, and criminalized literature in 19th-century France. Topics include the romantic murderer, popular literature, the aesthetics of evil, literary trials of the Second Empire, naturalism and legal transgression. Authors to be studied include Balzac, Lacenaire, Sue, Baudelaire, Flaubert, Barbey d'Aurévilly, Zola, Maupassant, Foucault.

FREN 2170C. Sexualités décadentes.
A study of fin-de-siècle literature and ideology. Topics include: degeneration and the new sciences of sexology and criminology; representations of homosexuality, prostitution, and the femme fatale; and masculinity in crisis. Texts by Huysmans, Nordau, Rachilde, Zola, Lorrain, Verlaine, Krafft-Ebing, Lombroso. Secondary sources in literary criticism and contemporary theories of sexuality.

FREN 2170D. Lyrisme et différence sexuelle.
Seminar exploring the relationship between gender and the lyric, often deemed a “masculine” genre. We will read male and female poets of the 19th century (including Desbordes-Valmore, Hugo, Baudelaire, Verlaine, Rimbaud, and Vivien) and examine the gendering of the poem on various levels. Topics include the construction of masculine poetic identity, the possibility of a female lyric voice, homosexual traditions, gender and form.

FREN 2170E. Paris, capitale du dix-neuvième siècle.
History, politics, revolution, urban planning, architecture, literature and the arts, and critical theory, with emphasis on Napoleon III, Haussmann, Karl Marx, Adolphe Thiers, Balzac, Baudelaire, Flaubert, Rimbaud, Zola, Delacroix, Daumier, Courbet, the Impressionists, and the criticism of W. Benjamin and T. J. Clark.

FREN 2170F. Baudelaire et Rimbaud, poète du XIXe siècle et du nôtre.
In-depth study of two major poets of the European 19th century whose work remains especially pertinent today.

FREN 2170G. Decadence.
Study of the notion of decadence in fin-de-siècle French culture. From scientific theories of degeneration to literary representations of sexual perversion, writers of the period were consumed by the specter of moral decay and social disease. This course will analyze fictional and non-fictional texts of the period by authors such as Péladan, Lorrain, Rachilde, Mendès, and Nordau.

FREN 2170H. Baudelaire, Rimbaud et Mallarmé.
No description available.

FREN 2170I. Naturalisme et décadence.
This seminar studies the naturalist literary "method" and its ideological implications in relation to 19th-century positivist thought and the disciplines it informed. Topics include scientism, anti-clericalism, republicanism, gender and social reform, and the birth of sociology. In addition to several novels from Zola’s cycle, Les Rougon-Macquart: Histoire naturelle et sociale d’une famille sous le Second Empire, primary sources include texts by Maupassant, Comte, Taine, Littre, Durkheim. Secondary readings in the sociology of literature and cultural history.

FREN 2170J. Naturalisme et décadence.
In this seminar we will read seminal works associated with these two nineteenth-century literary tendencies. We will explore the antithetical nature of their aesthetic programs and the ideological implications of their differences. Moving beyond the literary text, we will consider corresponding cleavages that divided France along similar lines between the old guard (Catholic monarchists) and the new (republican secularists), between science and the Church, between Dreyfusards and anti-Dreyfusards, among other conflicting viewpoints that polarized France at the end of the century. Works by Zola, Maupassant, Huysmans, Lorrain, Pédalan, Mendès.

FREN 2170L. La Terre.
This seminar explores representations of the agrarian, natural, material world, and the cultural politics at play in relation to region, terroir, and identity, during a rapidly modernizing period. Changing regimes and demographics, industrialization, and new modes of communication and transportation contributed to altering the rural landscape, its inhabitants, and its occupations. This seminar coincides with the annual Nineteenth-Century French Studies colloquium, La Terre, which comes to Brown in October 2016. Students will be asked to attend the conference and encouraged to participate in its organization. Authors studied include Balzac, Sand, Maupassant, Zola, Bazin, Barrès. Taught in French.

Does a writer belong to a “Nation”? To which nation does a writer belong when he or she writes in the language of his or her former colonizer? Does political independence warrant the existence of a new nation? How does literature contribute to the emergence and consolidation of a new nation? How does Francophone literature relate to French literature? Readings of major contemporary Francophone writers.

FREN 2190E. Le sujet en procès.
An engagement with 20th century literature and critical theory through a series of perspectives on the subject, including the narrative, the lyrical, the historical, the feminine, the specular. Reading fiction and poetry (Michaux, Beckett, Ponge, Simon, Djebbar) alongside key theoretical writings (Deleuze, Derrida, Benveniste, Kristeva), we will consider some of the trials/processes (procès) that have marked the fate of the modern subject.

FREN 2190F. L’Honneur des poètes.
This course will focus on 20th century narrative attempts to give form to war, as historical and traumatic event and scene of a protagonism/narrativity in crisis. Starting with the paradigmatic battlefields of Stendhal’s La Chartreuse de Parme and Céline’s Voyage au bout de la nuit, we will then consider major post-1945 novels (and films) dealing notably with the second world war and the Vichy years (Perce, Simon, Duras, Resnais, Modiano, Littel, Jenni, Echenoz), along with theoretical writings on war, representation and the military-industrialized present (Baudrillard, Vifllo, Chamayou, Scarry, Butler). Taught in French.

FREN 2190L. Littérature et écologie.
Recent humanist thinking on nature and environment – including materialist ecocriticism, posthumanist theory, geocriticism, animal studies and deep ecology perspectives as brought to the study of literature – has drawn and continues to draw richly from French Francophone literature and theory. Reading contemporary “ecopoetic” writings (Rolin, Darrieusse, Chevillard, Chamoiseau, Redonnet, Boyer) alongside key texts of critical theory and philosophy (Deleuze, Derrida, Latour, Bailly, Stengers, Despret, Westphal), we will consider what insights they offer for thinking human life ecologically, even as we face the verdicts of destroyed environments, climate change, and species’ vanishing.

FREN 2450. Exchange Scholar Program.

FREN 2600A. À quoi pense la littérature?
In this seminar we will study the relationship between literature and philosophy to clarify the following questions: what kind of relationship does literature have with philosophical discourse? Does literature produce any philosophical knowledge? What kind of thought is produced in literary texts? This course will draw on works borrowed from French and Francophone literary fiction and modern philosophy. One exposé, a mid-term and a final paper.
FREN 2600B. Gender and Sexuality in Contemporary France.
Critical theory in France focusing on changes in the last decade in approaches to feminism, gender and sexuality. Topics include 1970s feminisms (Cixous, Irigaray); history of sexuality (Foucault); contemporary political debates such as le Pacs and la parité (Agasinski, Fraisse, Borrillo, Halimi); masculine domination (Bourdieu); gay and lesbian studies (Eribon, Bourcier).

FREN 2600C. Théories de la littérature.
Theory is perhaps the most over-used term in philosophy, in literature, and in the so-called Social Sciences. The main goal of this seminar is to draw a map of the theoretical landscape which has affected the study and the teaching of modern French and Francophone literature during the past fifty years.

FREN 2600D. Théories du texte.
Examines the major theoretical approaches to the notion of text in literature and cinema. Compares the works of literary critics (Barthes, Starobinski) to those of philosophers and film theorists (such as Deleuze, Derrida, Ropars-Wuilleumier). Significant literary works and films by Blanchot, Duras, Beckett, Godard, and Robbe-Grillet are put to the task.

FREN 2600E. Littérature et philosophie mêlées.
What kind of relationship does literature have with philosophy? Does literature produce any kind of knowledge? What kind of thought is produced in literary texts? This course will draw on a series of works borrowed from the realms of literary theory and philosophy written by Hugo, Sartre, Le Doeuf, Macherey, Riceur, Barthes, Badiou, Deleuze, and others. An oral presentation, one mid-term, and one final paper.

FREN 2600F. French Feminisms meet Queer Theory.
Feminist and GLBTQ thought and activism in contemporary France, their conflicts and compatibilities, and their exchanges with American critical theory. Topics include Beauvoir’s legacy and 1970s feminisms (Cixous, Irigaray, Wittig); Foucault on the history of sexuality; Bourdieu on masculine domination; recent public policy debates (le Pacs and la parité); the impact of US queer theory on GLBTQ studies in France.

FREN 2600J. Modernity, Contemporaneity, Futurity.
How do theorists and writers designate, periodize, and politicize the “now” as an object of critical reflection? What are the philosophical and historical antecedents of current pressures to define the contemporary, and how does this critical urgency generate anxiety about the “future” as an analytic category? Our course will examine the francophone world and global contexts, studying certain key concepts and periodizing impulses (modernism, post-modernism, the anthropocene, sovereignty, futurity, neoliberalism/globalization) in order to make theoretical interventions in debates on the contemporary and its historicity. Readings from Mbembe, Jameson, Benjamin, Césaire, Žižek, and others. Taught in English.

FREN 2600Z. Cinema and Deconstruction.
Though there are only a few texts by Jacques Derrida on cinema, his thought allows us to grasp the contemporary regime of cinematic images. Reading Derrida and other authors with whom he has been in dialogue, we will use such philosophical concepts as auto-immunity or specularity in order to analyze various filmic texts and contexts. How do images circulate, how do they contaminate each other? How can we understand the dissemination and connectedness of screens? Is it possible for a film to testify or be a witness? These are some of the questions we will approach from a deconstructive perspective.

FREN 2610A. Discours amoureux.
Confrontation of literary, philosophical, and psychoanalytical discourses on love in the 20th century. Authors discussed include Claudel, Proust, Bataille, Gracq, Duras, and Sarrasine. Secondary readings from Foucault, Derrida, Barthes, Irigaray, Levinas, and Kristeva.

FREN 2610C. Le récit post-moderne.
‘Postmodernism’ is a word much used and misused in a variety of disciplines, including literature, visual arts, film, architecture, literary theory, history, and philosophy. Drawing from the theoretical work of essayists such as Baudelaire, Jean-Francois Lyotard, Antoine Compagnon, Roland Barthes, and Linda Hutcheon, this course will attempt to analyze defining characteristics of postmodern thought—storytelling, autobiography, anecdote, localism, etc.—in the works of major contemporary French and Francophone writers of fiction.

FREN 2610D. Théories de l’action communicative et de l’intersubjectivité.
Approaches communicative action from the perspectives of literary criticism, pragmatics, political philosophy, feminist criticism etc. and examines the interplay between speech and silence, politeness and directness, reciprocity and domination etc. Authors include Benveniste, Barthes, Kristeva, Merleau-Ponty, Irigaray, Bourdieu, Molère, Balzac, and Duras. Open to qualified undergraduates.

FREN 2610E. Littérature française et cinéma.
This course considers the relationship between cinema and literature from the perspective of adaptation. The passage from writing to screen is most often discussed in terms of fidelity of a film to an original literary work. The study of texts and films will allow us to analyze the theoretical, stylistic, and ideological stakes of adaptation. We will propose a typology in three parts: the desire for fidelity of images to text; creative interpretation and adaptation; the limits, even impossibility, of adaptation. Enrollment limited to 40.

FREN 2620A. Collège de sociologie.
We will examine the legacy of the surrealists, pre-World War II Collège de Sociologie (active during the critical years 1937-39) and the ways in which it tried to answer Goethe’s old question, “What unites men?”, by means of developing a “sacred sociology.” Readings will combine texts by Roger Caillois, Georges Bataille, Michel Leiris, Jean Paulhan, Pierre Klossowski, Denis de Rougemont, and others with pre-Colloge sociological texts by Durkheim, Mauss, and Granet and literary texts by Sartre, Duras, and Sollers that bear the trace of the Collège debates. Discussion will evolve around the oppositions between architecture and literature; festival and vacation; virility and femininity; attraction and repulsion; presacred, sacred and post sacred societies; directors of conscience and directors of unconsciousness; etc., and the significance of those oppositions for our current debates on gender and postmodernist culture.

FREN 2620B. Groupes littéraires et esthétiques communautaires au XXe siècle.
Examines avant-garde groups and movements, including surrealism, Collège de Sociologie, Oulipo, existentialism, Tel Quel, situationnisme, Théâtre du Soleil, politique et psychanalyse, et Féministes révolutionnaires. Attempts to assess their aesthetic and political platforms to evaluate their performative strategies. Readings include (poetic) manifestos, novels, plays, and essays by Breton, Bataille, Sartre, Lacan, Barthes, Derrida, Kristeva, Cixous, Wittig, and Irigaray.

FREN 2620C. Théories de la Production Textuelle et de l’intersubjectivité.
Approaches textual production from the perspectives of literary pragmatics, political philosophy, or feminist criticism and examines the interplay between speech and silence, politeness and directness, reciprocity and domination, etc. Authors include Austin, Wittgenstein, Benveniste, Barthes, Kristeva, Merleau-Ponty, Ducrot, Irigaray, Bourdieu, Molère, Balzac, and Duras.

FREN 2620D. La pensée française au XXe siècle.
We will address XXth century French thinkers coming from philosophy, aesthetics, semiotics, sociology, and feminism. Readings include works by Henri Bergson, Simone Weil, Maurice Merleau-Ponty, Luc Ferry and Alain Badiou; Paul Valéry, Roger Caillois, and Paul Ricoeur; Émile Durkheim, Raymond Aron, and Pierre Bourdieu; Luce Irigaray and Michèle Le Doeuff. Two oral presentations and one final paper.

FREN 2620E. Discours amoureux.
We will discuss love novels/plays (by Proust, Claudel, Breton, Duras, Sollers, Ernaux, Redonnet) and essays on love by Barthes, De Rougemont, Bataille, Kristeva, Cixous, Wittig, and Irigaray.

FREN 2620F. France-Afrique / Afrique-France: Je t’aime moi non plus.
We will address XXth century French thinkers coming from philosophy, aesthetics, semiotics, sociology, and feminism. Readings include works by Henri Bergson, Simone Weil, Maurice Merleau-Ponty, Luc Ferry and Alain Badiou; Paul Valéry, Roger Caillois, and Paul Ricoeur; Émile Durkheim, Raymond Aron, and Pierre Bourdieu; Luce Irigaray and Michèle Le Doeuff. Two oral presentations and one final paper.

FREN 2620G. France-Afrique / Afrique-France: Je t’aime moi non plus.
Historically, the relationship between France and Africa has been characterized by a permanent tension. We will use literature to reflect on the historical events and, socio-political processes that have shaped the encounter between France and Africa. Topics include: the Colonial Encounter, “World War II”, Decolonization, Negritude and Immigration.
German Studies Concentration Requirements

German Studies exposes students to the language, literature, and culture of the German speaking areas of Central Europe. Concentrators combine intensive study of the German language with interdisciplinary studies by complementing courses from the German Studies core program with courses from other departments that deal with topics from the German cultural tradition. The quest for national identity that dominated German history in the nineteenth and twentieth centuries has been augmented by contemporary Germany's efforts to come to terms with its past and create new ways of dealing with diversity. Our curriculum therefore looks back at the German literary, cultural, and historical tradition, examining figures from Goethe or Christa Wolf to Marx, Freud, Nietzsche, and Heidegger, alongside the "texts" of contemporary German media, including television, film, and music. Most concentrators study abroad for one or two semesters.

Standard program for the A.B. degree

Many students elect to complete a double concentration, combining German Studies with one of the above areas, or with fields such as International Relations or Economics, Comparative Literature or History of Art and Architecture.

Knowledge of the German language is not required for declaring a concentration in German Studies. However, since language fluency is the basis for sophisticated understanding of German culture, students must meet a language requirement by the time they graduate.

Concentration Requirements

- Nine courses beyond GRMN 0400 or GRMN 0450;
- At least six of the nine courses must be at the 1000-level (or higher);
- Two of the 1000-level courses must involve writing assignments in German, and students must obtain at least a grade of B in these courses;
- At least five of the nine courses must be taken in the Department of German Studies (or four if a student spends a whole year in Germany on Study Abroad);
- Completion of a Senior Seminar during the senior year (i.e. a course from the German Studies 1900 series) as part of the five courses within the Department of German Studies; and
- If a student studies abroad for one semester, as many as four courses, in the case of two semesters, as many as five courses, from study abroad may count toward the concentration.

Honors

Candidates for honors will be expected to have a superior record in departmental courses and will have to be approved by the Department of German Studies. Candidates must take one additional course at the 1000-level from the German studies offerings and present an acceptable Senior Honors Thesis. The additional course may be used for preparation of the honors thesis. Students are encouraged to discuss their thesis topics with the concentration advisor no later than the third week of classes in Fall of their Senior year.

German Studies Graduate Program

The department of German Studies offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.)
degree. The A.M. degree is only awarded as a transitional degree for Ph.D. candidates and is not open for admission for non-Ph.D. applicants.

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/german-studies

Courses

German Studies

GRMN 0100. Beginning German.
A course in the language and cultures of German-speaking countries. Four hours per week plus regular computer and listening comprehension work. At the end of the year, students will be able to communicate successfully about everyday topics. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade submitted at the end of the course work in GRMN 0200 covers the entire year and is recorded as the final grade for both semesters.

GRMN 0110. Intensive Beginning German.
Students who wish to complete the GRMN 0100-0200 sequence in one semester may do so by enrolling in GRMN 0110 for two semester course credits. There are six hours per week in small drill sections conducted by fluent undergraduate teaching apprentices. Another three hours of class will be conducted by the faculty instructor. Students must register for both the lecture section and one conference.

GRMN 0120. German for Reading.
This course prepares students to read and understand German texts from a variety of disciplines and in various genres. This intensive introduction to German grammar and syntax is for students without prior knowledge of German, but also for those students with some background in German who wish to review and master German grammar. The student who successfully completes this course will have the necessary foundation for reading and translating texts from German into English.

GRMN 0200. Beginning German.
A course in the language and cultures of German-speaking countries. Four hours per week plus regular computer and listening comprehension work. At the end of the year, students will be able to communicate about everyday topics and participate in the annual film festival. This is the second half of a year-long course. Students must have taken GRMN 0100 to receive credit for this course. The final grade for this course will become the final grade for GRMN 0100.

GRMN 0300. Intermediate German I.
Focuses on deepening students' understanding of modern German culture by reading texts and viewing films pertinent to Germany today. Intended to provide a thorough review of German grammar and help students develop their writing, reading, listening, and speaking skills. Frequent writing assignments. Four hours per week. Recommended prerequisite: GRMN 0200.

GRMN 0400. Intermediate German II.
An intermediate German course that stresses improvement of the four language skills. Students read short stories and a novel; screen one film; maintain a blog in German. Topics include German art, history, and literature. Frequent writing assignments. Grammar review as needed. Four hours per week. Recommended prerequisite: GRMN 0300. WRIT

GRMN 0450. Intensive Intermediate German.
Open to students participating in Brown in Berlin or Tübingen, this is an intensive intermediate course which meets 20 hours per week for one month in Berlin. Students work on all four language skills through daily reading, writing and speaking assignments. The course introduces students to contemporary German literature, culture and politics. Prerequisite: GRMN 0300 or equivalent. May not be taken for credit by students who have completed GRMN 0400.

GRMN 0500A. Cold War Germany and the Aftermath.
The year 1990 unifies Germany and divides two decades in German history. The course investigates how self identification and the experience of present time were depicted in German literature and film in East and West in the 80s and 90s. Oral and written skills in German are furthered while deepening participants' understanding of Germany's cultural and social situation. In German. Prerequisite: GRMN 0400 or permission. WRIT

GRMN 0500B. From Zero Hour to the Wende.
An exploration of postwar German culture through the study of literary and film texts. Oral and written skills in German are furthered while deepening participants' understanding of the prehistory of contemporary Germany. In German. Prerequisite: GRMN 0400 or permission. WRIT

GRMN 0500E. The Presence of the Past: German Literature and Film (1945-present day).
Exploration of ways in which the German past, through cultural materials, including literature and film, played a role in the construction and deconstruction of the Berlin Wall, the two Germanys, and contemporary Germany. German oral/written skills are furthered while deepening participants' understanding of present-day Germany. In German. Prerequisite: GRMN 0400 or permission. WRIT

GRMN 0500F. Twentieth-Century German Culture.
A broad exploration of twentieth-century German culture using many kinds of written and visual texts (e.g. literature, journalism, film, art). While continuing to work on all four language skills (speaking, listening, reading, writing) students will gain more intensive knowledge about German culture, society, and history. In German. Recommended prerequisite: GRMN 0400. WRIT

GRMN 0600B. Was ist Deutsch?
In this course we will examine some of the ideas and myths that became entangled with the emerging notion of a "German" identity in the eighteenth and nineteenth centuries. Some of the terms that we will discuss include 'Kultur,' 'Bildung,' 'Freiheit' and 'Gesellschaft,' all of which have rich semantic histories. Conducted in German. Recommended prerequisite: one course in the GRMN 0500 series. WRIT

GRMN 0600C. From Faust to Freud: Germany's Long 19th Century.
In the 19th century, a fundamental renegotiation took place about what it means to be German. Literary, aesthetic, and philosophical discourses played a decisive role in these deliberations on German identity. We will study seminal texts from these fields and discuss how they shaped German self-understanding in the 20th century and beyond. Readings by Goethe, Büchner, Stifter, Wagner, Nietzsche, Raabe, Fontane, George, Freud, among others. In German. Prerequisite: GRMN 0500. LILE

GRMN 0750A. Faust and the Faust Legend.
Variations on the Faust theme focus on the role of knowledge in modern society. How do we define what we know? How do we accommodate knowledge with belief? What are the limits of human knowledge and can they satisfy us? Texts from the Reformation to the present: Marlowe, Calderon, Goethe, Turgenev, Mann, Bulgakov, Kerouac, Havel. In English. Enrollment limited to 20 first year students. FYS LILE

GRMN 0750B. Tales of Vampirism and the Uncanny.
This course compares literary texts of horror and haunting in English and German Romanticism. The psychoanalytic foundations of vampirism are discussed to enable students to boldly go beyond mere fandom and engage these texts on a more sophisticated level. Readings by Walpole, Coleridge, Poe, Tieck, E.T.A. Hoffmann and others. In English. Enrollment limited to 20 first year students. FYS WRIT

Twenty-five percent of all new literary books worldwide are crime fiction. As a means of a society to reflect upon itself, crime fiction reflects how certain cultures deal with the dialectics of threatening and securing civic order, how they depict mentalities, traditions, topographies, or cultural chance. In English. FYS
GRMN 0750D. The Poetics of Murder: Crime Fiction from Poe to the Present
In this course, we will trace the literary and cinematic depiction of mystery and mayhem from the earliest manifestations of the genre to the present. Texts will include examples from the “Golden Age,” the hard-boiled mode, the police procedural, and historical crime fiction. Enrollment limited to 20 first year students. FYS WRIT

GRMN 0750E. Reading Film: An Introduction to German Cinema
What is it that fascinates us about cinema? What desires and drives have held us in thrall to the moving image? This seminar introduces you to writing about film, not just within the specific field of media studies but within the humanities as a whole. We will examine 12 filmic examples (ranging from early silent film to contemporary popular cinema) alongside a selection of theoretical and historical readings. The course will impart the basic skills needed to write in a critical, reflective, and rigorous way about film. For those interested in film in the context of any humanities field. Enrollment limited to 20 first year students. FYS WRIT

GRMN 0750F. Historical Crime Fiction.
There is almost no time period that has not been covered by historical crime fiction. From ancient Egypt and Rome to 18th century China, historical crime fiction has complemented and contested our knowledge of history. In this seminar, we will do some extensive time travel and explore how crime fiction explores the past and challenges our understanding of bygone times. Readings of texts by Ellis Peters, Umberto Eco, Peter Tremayne, Lindsey Davis, Alan Gordon, Robert van Gulik, Laura Rowland, among others. LILE FYS WRIT

GRMN 0900B. Great Works from Germany
Cultural and historical analysis of some of the most significant German texts from the past two centuries. Writers: Lessing, Thomas Mann, Günter Grass, Christa Wolf. Philosophers: Kant, Marx, Nietzsche, Freud. Sections: Enlightenment and its limits, liberation and oppression, and love and death. Students will give one presentation in class and write a final essay. In English.

GRMN 0900C. Introduction to German Literature.
This survey course will give a historical overview of the main periods and genres of literature in German from the eighteenth to the early twentieth century. We will also consider how literature relates and contributes to the cultural, intellectual, and political history of Germany. In English. WRIT

GRMN 0900D. History of the Holocaust (JUDS 0902).
Interested students must register for JUDS 0902.

GRMN 0900B. The German Novel in the 19th and 20th Century.
The modern and postmodern German novel provides some of the most intriguing reading in the history of Western culture. From 19th century realism to 20th century postmodernism, these authors have commented on political events, provided historical hindsight, analyzed the German psyche, and initiated literary innovations that would have a profound impact on world literature and captivate readers worldwide. Works by Fontane, Kafka, Hesse, Mann, Grass, and Sebald, among others. In English. LILE

GRMN 0900C. Introduction to Scandinavian Literature.
An introduction to major works of Scandinavian writers, painters and filmmakers over the past 150 years. Figures include Kierkegaard, Ibsen, Strindberg, Munch, Hamsun, Josephson, Sodergran, Lagerkvist, Vesaas, Cronqvist, August and Vinterberg, as well as children’s books by Astrid Lindgren and Tove Jansson. In English. LILE

GRMN 0900D. The German Novel From Classicism to Realism.
What is a novel, and how did it emerge as such a dominant genre in the course of the 18th and 19th centuries? This course introduces some of the most important German prose works prior to the 20th century, including texts by Goethe, Novalis, Hoffmann, Droste-Hülshof, and Stifter. We will begin with the novel's earliest classical forms, follow its development in tandem with genres such as the fantastic tale and the novella, and end with a discussion of realism. All readings and discussions in English; no German language proficiency required. LILE

GRMN 0990E. The Rhine River: An Aesthetic, Environmental, and Political History.
From Hölderlin to Hugo, cannonballs to canalization, this course examines representations of Europe's most important waterway in the modern period. Although it has long been seen as a "natural" border between France and Germany, the Rhine River has been anything but undisputed. Both the French and German nationalist movements claimed the river as their own, spawning a bi-lingual catalogue of songs, poems, and historical legends. We will approach the Rhine from an interdisciplinary perspective, with readings from economists, environmentalists, historians, and cultural studies scholars. We will be aided by a vast array of primary source material. Taught in English.

GRMN 0999M. Marx and Money in Modern Germany.
No critique of capitalism has been more enduring than Karl Marx's nineteenth-century account of European finance and industry. We will engage Marx's work alongside a close reading of the societies Marx sought to critique. We will also contextualize the work of Marx's contemporaries and successors, including Engels, Simmel, Sombart, as well as look at the continuation of the "capitalism debate" in Weimar and Nazi Germany. Our focus on the societies in which these writings emerged, allows for a less obstructed view onto these economic and social ideas. Issues of religion, gender, politics, militarism, and globalization will be considered. In English.

GRMN 1090. Advanced Written and Spoken German.
Designed to increase the range, fluency, and accuracy of idiomatic expression through written and oral practice, and to improve students' reading skills of progressively more difficult authentic texts from a variety of subject areas. Discussions, group projects, and oral reports. Review of selected grammar topics, systematic vocabulary building. Not to forget: "Deutsch macht Spass!" In German. Recommended prerequisite: one course in the GRMN 0600 series. WRIT

GRMN 1200C. Nietzsche - The Good European.
Nietzsche prided himself on his transnational identity. He loved German literature and was himself a writer of the first rank. Yet he was critical of the culture and the politics of his nation and he loved the literatures and cultures of many other nations. We will study his philosophical works with a view to his criticisms of Deutschthum and his affirmation of other traditions—starting with the Greeks, for by profession he was a classicist. We will also study Nietzsche's journeys—for he was convinced that the places in which he thought and wrote were essential to his thinking and writing. Enrollment limited to 40.

GRMN 1200E. Waiting.
What are we doing when waiting? Is waiting a deed or activity at all? Is to wait the same as to await? And what does it mean to wait (or not to wait) for answers to such questions? This seminar will approach (in order to unfold) the question of Waiting in religious texts (waiting for God or the messiah in the psalmist, the gospels, and letters of Paul); in Samuel Beckett's Waiting for Godot; in Siegfried Kracauer's Die Wartenden.; in literary texts by Hebel, Kafka and Musil; in philosophical essays and aphorisms by Nietzsche, Heidegger and Blanchot. In English.

GRMN 1320A. German Aesthetics from Lessing to Heidegger.
A survey of some of the most important German-language contributions to theories of art. Authors include Lessing, Kant, Schiller, Hegel, Nietzsche, Benjamin, Adorno, and Heidegger. Emphasis will be on how aesthetics intersects with literary theory and the idea of critique, and also how it contributes to discussions about knowledge, subjectivity, and power. All readings in English translation.

GRMN 1320D. Goethe.
Selected readings of Goethe's theater plays, novels, and poetry. Explores the meaning of reading Goethe today, at the 250th anniversary of his year of birth, and investigates the activities around the celebration of this anniversary. Time permitting, we will consider versions of Goethe's texts in film and other media. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1320E. Classical German Literature: Goethe und die Klassik.
The anthropology and aesthetics of Weimar Classicism. Readings of major works by Johann Wolfgang Goethe and Friedrich Schiller, with discussion of selected texts by Herder, Humboldt, and Kant. In German. Pre-requisite: GRMN0600 or permission.
GRMN 1320F. Eighteenth-Century German Aesthetics.
A survey of important aesthetic writings from the period, including some
texts of Winckelmann, Lessing, Schiller, Goethe, and Hamann. Major
questions to be treated include the role of imitation, the concept of form,
the relationship between the beautiful and the good, and formation of
aesthetic judgments. Course will conclude with selections from Kant's
Critique of Judgment. In English.

GRMN 1320G. Drama and Religion.
Lessing used the stage as his "pulpit" when forbidden to publish in
religious disputes. Some dramatists addressed particular religious views
in tragedies or satiric comedies; others staged religious themes more
generally or in metaphysical imagery. We examine the variety, nature and
context of these stagings in texts by major German authors: L. Gottsched,
Gellert, Lessing, Schiller, Goethe, Kleist, and Hölderlin. In English, with a
German section (TBA) for those able and interested.

GRMN 1320M. Die Literatur der deutschen Romantik.
German literature “around 1800” offers complex and fascinating
reading experiences. The texts are haunted by Doppelpfähler, ghostly
appearances, dark secrets, and other forms of the uncanny but also
present images of breathtaking beauty and stories of love and insanity.
We will study these texts in the context of the beginnings of modernity,
with all the uncertainties and upheavals these historical changes brought
with them. Readings by Novalis, Tieck, Eichendorff, Hoffmann, Brentano,
Chamisso, Fouqué, and others. In German.

GRMN 1320N. Children and Childhood in Literature, Philosophy, and
Psychoanalysis.
Children are question marks. They are around, but embody everything
that is not yet: no language, no manners, no education. They are both
a promise and a threat. This seminar follows their traces in Lesesauber
für Kinder by Karl Philipp Moritz; in Jean Paul’s treatise on education,
Levana; in letters between Hamann and Kant about the possibility of a
Kinderphysik; in psychoanalytic essays (by Freud, Ferenczi, and Melanie
Klein); in literary texts by Adalbert Stifter and Franz Kafka; in Clara
and William Stern’s Die Kindersprache; as well as in Walter Benjamin’s
Berliner Kindheit um 1900 and Proletarisches Kindertheater. In German.

GRMN 1330A. The Individual in the Age of Industry.
This seminar discusses the second part of the 19th century, which is
distinguished by nation building, industrial revolution, advance of science,
realism and belief in progress but also nihilism and cultural pessimism.
We investigate how the new age of pragmatism and the “technological
sublime” is reflected in short stories by major German writers such as
Adalbert Stifter, Karl Gutzkow, Theodor Storm, Gottfried Keller, Wilhelm
Raabe, Theodor Fontane, Arno Holz and Gerhart Hauptmann. In German.
Prerequisite: GRMN 0600 or permission.

GRMN 1340A. Crime and Punishment-Introduction to German
Mystery Texts and Films.
This course provides an exploration of German crime, detective
and mystery texts and films ranging from the early 19th century to
temporary fiction. In addition to exercising hermeneutic skills, this
course aims at improving proficiency in oral and reading comprehension,
as well as speaking and writing skills, with an emphasis on vocabulary
expansion, advanced Grammar review and stylistic development. This
course is recommended for students interested in a combined introduction
to literature and high-level language learning. Prerequisite: GRMN 0600 or
permission.

GRMN 1340B. Guilt Management: Postwar German Culture.
The central theme of postwar German Culture, from the so-called “Zero-
Hour” in 1945 to postunification, was dealing with the Nazi past. We
discuss how writers, filmmakers, and critics tried to establish a public
discourse on guilt. Films and readings by Mitscherlich, Syberberg, Reitz,
Müller, Grass, Christa Wolf, Sichrovsky, Biller, Chaim Noli, and others. In
German. Prerequisite: GRMN 0600 or permission.

GRMN 1340C. Jahrhundertwende 1900.
Modernism and its discontents in German literature around 1900.
Examines naturalism, Jugendstil, Dada, and early expressionism. Poetry,
fiction, and drama by Nietzsche, Th. Mann, Stefan George, Rilke, Kafka,
Wedekind, Hofmannsthal, Schnitzler, Hauptmann, and others. Operas
by Wagner and R. Strauss. In German. Prerequisite: GRMN 0600 or
permission.

Since the end of the 1970s, East and West German prose has tended to
concentrate more on everyday life than on the overbearing questions of
memory that were so central to immediate postwar authors. The changing
function of literature in Germany is explored by reading representative
prose fiction by major authors such as Becker, Delius, Hein, Strauss, and
Walsers. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1340L. Kafka's Writing.
Writing—vocation or duty, gift or curse, poison or antidote? This course
provides an introduction to Kafka’s stories, novels, journal entries, and
letters, with a focus on his complicated, tortured relationship to the
idea and practice of writing. We will explore how the difficulties of this
relationship generate an enigmatic, tragi-comic oscillation between hope
and despair that continues to fascinate readers today. This is a writing-
intensive course, and the frequent short assignments will involve drafts,
revisions, and individual consultations, with the aim of getting you to think
critically about your own relationship to writing about literature. In English.
Enrollment limited to 40. First year students require instructor permission.

WRT 1340M. Kafka's Writing.
Writing—vocation or duty, gift or curse, poison or antidote? This course
provides an introduction to Kafka's stories, novels, journal entries, and
letters, with a focus on his complicated, tortured relationship to the
idea and practice of writing. We will explore how the difficulties of this
relationship generate an enigmatic, tragi-comic oscillation between hope
and despair that continues to fascinate readers today. This is a writing-
intensive course, and the frequent short assignments will involve drafts,
revisions, and individual consultations, with the aim of getting you to think
critically about your own relationship to writing about literature. In English.
Enrollment limited to 40. First year students require instructor permission.

GRMN 1340Q. Vergangenheitsbewältigung: German Literature of
Memory.
This course will examine one of the most loaded terms in German Studies,
"the coming to terms with the past" or rather "the mastering of the past",
which concerns German strategies of dealing with the atrocities of World
War II and the Holocaust. Thus, this course will focus on the literary
engagements with issues of trauma, memory, and remembrance. Authors
include Adorno, Celan, Klüger, Grass, Weiss, Wolf, Müller, Timm, Kluge,
and Sebald. The course will also have a closer look at contemporary
debates regarding "Vergangenheitsbewältigung" and the culture of
memory in Germany itself. In German. Prerequisite GRMN 0600.
GRMN 1340R. Literature and Multilingualism.
Has literature ever really been monolingual? Has it not spoken, from the outset, with a split tongue? We will examine a range of authors from the twentieth century in this seminar for whom speaking is always speaking otherwise: speaking about the other, speaking as other, something outside merely speaking. Literary examples might include Franz Kafka, Samuel Beckett, Paul Celan, W. G. Sebald, Yoko Tawada. We will also look at a selection of theoretical writings from Derrida, Deleuze and Guattari, Freud, Benjamin, and others. In English. Reading knowledge of German helpful but not required. DPLL

GRMN 1340S. Eternal Returns and Vicious Circles, After Nietzsche.
The title of this course alludes to Friedrich Nietzsche’s “eternal return of the same,” which he famously called “the highest formula of affirmation,” and which later philosophers and thinkers, such as Pierre Klossowski and Martin Heidegger, would repeatedly return to. Yet Nietzsche’s discovery is not new, for it infects, too, the thinking of the professional revolutionary, Louis-Auguste Blanc, the returns of commodity production in high capitalism, and the poetic figurations of the big city found in nineteenth-century writers such as Charles Baudelaire. In this course, we will examine the problem of returns—temporal, political, economic, and poetic—in modernity.

GRMN 1440A. Dada-Performance and Digital-Interactivity.
This course investigates the invention of performance art in German Dada and its legacy and further development in contemporary interactive art in digital media. Both phenomena are discussed with respect to their aesthetic, philosophical, and social roots and intentions. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1440C. Poetry and the Sublime.
We will examine some theories of the sublime, and read them alongside selected poets who take up certain related questions about representation, perception, and power. The goal will be to come to a better understanding of why the sublime is important as a category in thinking about the relationship between literature, philosophy, and history. Texts may include: Longinus, Schiller, Kant, and Paul de Man on the theory of the sublime, and poetry by Hölderlin, Wordsworth, Rilke, and Celan. In English; reading knowledge of German helpful but not required.

After the failed revolution of 1848, the German bourgeoisie had to curb its desire to control the sphere of politics. At the same time, the effects of modernization started to manifest themselves in full force. We will discuss how the revolutionary changes of the second half of the 19th century in Germany were worked through in literature, and specifically in the realist novella. Readings by C.F. Meyer, Keller, Stifter, Storm, Raabe, Fontane, Mörike, and Heyse. In German. Recommended prerequisite: one course in the GRMN 0600 series. LILE

GRMN 1440E. Märchen.
Fairy tales in German are usually associated with the Grimm brothers, but there is a rich tradition of popular (Volksmärchen) and literary (Kunstmärchen) fairy tales going back further and continuing into the present. We read a representative sample, consider typical features of the genre, and discuss the role of Märchen in shaping ideology. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1440F. Lyric Poetry From the Middle Ages to the Present.
Broad exploration of German lyric poetry, including intersections between poetry/music/art: spiritual/worldly (medieval troubadours, Baroque); classical Greece/modern Germany (Goethe, Schiller, romantics, art songs); poetry/politics (Heine, Brecht), expressions/symbols (Rilke, expressionism), poetry after Auschwitz (Celan, Bachmann), contemporary reflections on history (V. Braun), poetry between cultures (Turkish-German poets, hip-hop). Intensive reading, discussions and vocabulary building. In German. Recommended prerequisite: one course in the GRMN 0600 series.

GRMN 1440H. Projections of America.
Since its discovery, 'America' has served as a projection screen for a variety of images of the 'New World': as utopia, as harbinger of modernity, and as the origin of political, economic, and cultural imperialism. Readings of the changing and shifting image of America in German literary and journalistic texts from the 18th century to the present (Lenau, Goethe, Heine, Sealsfield, May, Frisch, and others). In German. Prerequisite: GRMN 0600 or permission.

GRMN 1440L. German Lyric Poetry: From Goethe to Heine.
A survey of German lyric poetry during what Heine calls "die Kunstperiode." Focus on rhetoric of the lyric: apostrophe, prasopopeia, metaphor, metonymy and allegory. Close reading, frequent writing assignments. Reading in German, class discussion in English.

GRMN 1440N. Kunstmaerchen: the Literary Fairy-tale in the Nineteenth Century.
"Das Kunstmaerchen" or literary fairy-tale occupies a central place in the literature of late romanticism. Focusing on major examples from writers such as Tieck, Eichendorff, and Brentano, we will examine how the content and the representational structure of these texts contribute to debates on categories like the "natural," the "fantastic," and the "moral." In German. Prerequisite: GRMN 0600 or permission.

GRMN 1440P. Modern German Drama.
Explores the fascinating modern German dramatic tradition from the 19th century to the present, emphasizing plays that are still a part of the stage repertory today and authors that have exerted a strong international influence. Authors may include: Büchner, Wedekind, Brecht, Tollner, Dürenmatt, Frisch, Weiss, Heiner Müller. In German. Recommended prerequisite: GRMN 0600 or permission.

GRMN 1440Q. Heroes, Failures and Other Peculiar Characters-The German Novel from Goethe to Kafka.
Readings in the tradition of the German novel, including the Bildungsroman, Realism and modernist fiction. Consideration especially of failed heroes and the failure of the novel genre. Authors include Goethe, Hölderlin, Novalis, Stifter, Fontane, Musil and Kafka. Readings and class discussions in English.

GRMN 1440T. Ding-Gedichte/Thing-Poems.
Thing-poems do not only describe (animated or inanimate) things. They undo the strict separation between (designating) words and (designated) things. The seminar will pursue several aspects and implications of this undoing, for the state of language as well as for the state of things, with poems by Barthold Heinrich Brockes, Eduard Mörke, Conrad Ferdinand Meyer, Rainer Maria Rilke, Stefan George, Paul Celan, Unica Zürn, and Michael Donhauser. In German.

GRMN 1450A. German-Jewish Literature.
From emancipation to anti-Semitism and from the "Golden Age" to the Shoah, Jewish life in Germany has experienced extremes comparable to no other cultural exchange. In this class, we will explore the German-Jewish encounter by reading literary texts written by German-Jewish authors. Readings by Lessing, Mendelssohn, Heine, Kafka, Jurek Becker, and others. In English. LILE

GRMN 1450B. Die Berliner Republik und die Vergangenheit.
The opening of the Berlin Wall and the reunification of Germany brought with them a dramatic rethinking of both the past and the present of the German nation. Literature, film, architecture, visual art, and music have played important parts in this process. This course will consider a range of documents from the contemporary Berlin Republic and the way they negotiate the Cold War and Nazi pasts. All readings and class discussion in German. Prerequisite: GRMN 0600 or equivalent. Enrollment limited to 20. LILE
GRMN 1450C. National Socialism and the Shoah in Recent German Prose.
Since Germany's reunification in 1990, German discourse on National Socialism and the Shoah has changed significantly. With the generation of the eye-witnesses disappearing, the third generation after World War II renegotiated issues such as perpetrator guilt, and responsibility on the one hand, wartime-suffering on the other. During the last decade, German literature represented voices from different generations/groups. This seminar will examine literature by Grass (b. 1927), Küger (b. 1931), Timm (b. 1940), Schlink (b. 1944), Bilter (b. 1960) and Erpenbeck (b. 1967) to situate these literary interventions within the framework of characteristic debates of the last few years. Enrollment limited to 40.

GRMN 1450F. 20 Years After: The End of GDR and German Reunification.
The fall of the Berlin wall heralded the German reunification rather than the reformulation of the GDR as an example of "democratic socialism." The 20th anniversary gives reason to discuss the development of Germany since 1990. Readings of Volker Braun, Christa Wolf, Thomas Brussig, Ingo Schulze, Clemens Meyer, Yadé Kara. Films: Goodbye Lenin, Das Leben der anderen, Willenbrock. Issues discussed: Cold War, Perestroika, Reunification, East-/West-German identity, Migration and Globalization. In German. Prerequisite: GRMN 0600 or permission. DPLL LILE

GRMN 1450G. Love and Death.
The course will examine the theme of love and death in four texts from around 1800: Lessing's Emilia Galotti, Goethe's Werther, Kleist's Penthesilea and Büchner's Woyzeck. We will focus on historical changes in the understanding and theory of emotions. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1450H. Images of America in German Literature.
What was, has been, and is America to Germans? Some believe America to be moving in the right direction, and others imagine America as thoroughly evil from the very beginning. Literature, however, does not say this or that. It displays complex images, plays with prejudices, ideols, ideals, and stereotypes to show their inner mechanisms and conceptual limits. And, of course, it generates images and counter-images. By examining some canonical texts on this topic, the seminar reconstructs the major perceptions, attributions and ascriptions with which German authors over times have envisioned the United States – even without travelling there.

GRMN 1640C. German National Cinema from 1917 to 1989, and Cold War Germanys in Film.
Examines three phases of German national cinema in competition with Hollywood's early dominance of film production, from the founding of the UFA in 1917 through National Socialist Cinema, the "New German Cinema," and the cinema of East Germany. Explores representations of Germanys during the Cold War, 1949-1989, a mythical Germany cast as the locus of "world evil." Weekly screenings. In English.

GRMN 1660F. After Hitler: German Culture and Politics, 1945 to Present.
From the country that produced Hitler and the Holocaust to today's democratic, peaceful Germany, this course explores the enormous cultural and political transformations since 1945 in both German states and reunified Germany. Topics include: responses to the Nazi past, Germany and Europe, protest movements, migration patterns, women, popular culture, socialism in East Germany, political and intellectual debates, recent assertions that Germany is now a "normal" country. In English.

GRMN 1660G. Kafka.
This course will analyze both the uncanny and comical aspects of Kafka's writings. It offers an exercise in literary analysis discussing methodological approaches as diverse as literary theory, media studies, and cultural studies. It also presents an overview of one of the twentieth century's most haunting writers who in many ways determined for our postmodern mind what we call "literature". In German. Prerequisite: GRMN 0600 or permission.

GRMN 1660H. Literary Discourse of Minority Cultures in Germany.
During the last thirty years or so, strong minority cultures have emerged in Germany. Writers from diverse cultural backgrounds have given voice to the problems and challenges of living among a dominant German culture that only reluctantly started to listen to their concerns. Authors discussed include Schami, Oren, Atabay, Dischereit, Monikova, Müller, and others. Focuses on questions of cultural and ethnic identity as expressed in and through literary texts. In German. Prerequisite: GRMN 0600 or permission.

GRMN 1660I. Literature and Other Media
This course focuses on the complex relationships between German literature and other media. It explores how literature intersects with film, television, radio, graphic novels, and the internet. The course examines how these media have influenced literature and vice versa. It also considers the role of the literary industry in shaping cultural identities and social norms. In English.

GRMN 1660J. Thinking After Philosophy.
What does it mean when, after Nietzsche, we speak of the "end of philosophy"? Contemporary critical discourse in many fields of the Humanities and social sciences is profoundly impacted by a skeptical break with philosophical traditions that can be traced back to 18th- and 19th-century Germany. This course will follow the development of this break through a range of major paradigms, schools, and critical methods from the time of Goethe to the twentieth century. All readings and class discussion in English. First year students require instructor permission to enroll. LILE

GRMN 1660K. German Jews and Capitalist Markets in the Long Nineteenth Century.
This course focuses on the commercial lives of German Jews, 1798-1919. While the classic historiographical debates surrounding assimilation, emancipation, and anti-Semitism will not be ignored, our spotlight will remain on capitalist markets, where Germans and Jews most often encountered one another. Our study will begin and end in the Franco-German borderlands, with revolution and warfare. In between, we will traverse the German landscape, meeting, among others, bankers in Frankfurt, wine merchants in the Rhineland, and department store magnates in Berlin, all in an attempt to understand the complexities of cross-cultural (dis)integration. Readings and instruction in English.

GRMN 1660L. German Jews and Capitalist Markets in the Long Nineteenth Century.
This course focuses on the commercial lives of German Jews, 1798-1919. While the classic historiographical debates surrounding assimilation, emancipation, and anti-Semitism will not be ignored, our spotlight will remain on capitalist markets, where Germans and Jews most often encountered one another. Our study will begin and end in the Franco-German borderlands, with revolution and warfare. In between, we will traverse the German landscape, meeting, among others, bankers in Frankfurt, wine merchants in the Rhineland, and department store magnates in Berlin, all in an attempt to understand the complexities of cross-cultural (dis)integration. Readings and instruction in English.

GRMN 1660M. Having Beethoven Ever in 1970.
In 1970, Beethoven arrives in Bonn to visit his birthplace. A tour guide shows him around. It is a journey that begins with the museum one knows, but which gets weirder with each subsequent room. There is a jukebox in the basement. A gully is burning. There are strange utensils on display in the kitchen. As the demarcation between documentary and fiction become blurry, we realize that somebody must have added more rooms to the original floorplan. Our course will analyze TV crime series, Hollywood feature films, the Peanuts, radio pieces, and artworks surrounding Beethoven's bicentennial. Taught in English.

GRMN 1660N. Freud.
Introduction to Freud's theories of the unconscious and its manifestations, Freud's thinking on culture and aesthetics, his theory of sexuality, his view of religion, and of fascism. In English.
Interested students must register for COLT 1813J.

GRMN 1800A. Berlin: Dissonance, Division, Revision (COLT 1813J)

Interested students must register for JUDS 1713.

GRMN 1700A. Introduction to Yiddish Culture and Language (JUDS 1713).

Interested students must register for COLT 1813J.
GRMN 2320A. 1700.
Comparing language (rhetoric, style), literature (poetry, drama, novel), and other cultural phenomena (theater, dictionaries, emblem books, professionalization), we will consider shifts in cultural paradigms from the early modern to the modern period. Grimmelshausen and Gellert; Gryphius and Gottsched; Opitz and Haller. Readings in German. Discussion in German or English.

Kleist's writings continue to pose interpretive and theoretical riddles for the modern reader nearly 200 years after their composition. We will read a selection of his major texts (dramatic, narrative, and journalistic) alongside some modern American and German criticism, covering methodological approaches such as deconstruction, psychoanalysis, and discourse analysis. Readings in German, with discussion in English.

GRMN 2320C. Enlightened Laughter.
We follow the development of German comedy and theory of comedy and laughter from the late Baroque to the Enlightenment, comparing comedies and theoretical texts with foreign examples. What kind of laughter is appropriate for a bourgeois stage? A German stage? Why is laughing important? What kind? Texts by Weise, Prehauser, the Gottscheds, Gellert, J. A. Schlegel, Lessing, also Mollière, Destouches, Farquhar, Graffigny. German texts read in German. Prerequisite: Graduate standing or permission.

GRMN 2320D. Kafka in English.
No description available.

GRMN 2320E. Political Romanticism.
What, if anything, is political about Romanticism? We will read the literary and non-literary writings of British and German romantic authors, with a focus on their complex relationship to political ideas, political practice, and the very concept of "the political." We will also consider why the question of Romanticism's relationship to politics has been re-visited with such insistency in the 20th century. Authors include W. Wordsworth, P. B. Shelley, Coleridge, Friedrich Schlegel, Novalis, and Kleist. All readings and discussions in English.

GRMN 2330A. Vision and Narration in the 19th Century.
Explores the relationship between vision and techniques of linguistic representation in selected literary texts from late romanticism to the fin-de-siècle. Special attention will be paid to the idea of "realistic" representation and to problems that afflict both seeing and speaking in the texts. Authors include Kleist, Stifter, Storm, Keller, Hofmannsthal, Rilke, and Musil. Readings in German, discussions in English. Open to seniors with instructor's permission.

GRMN 2340A. German Literature 1968-1989.
Discussion of major trends in literature in German: New Subjectivity, postmodernism, feminist literature, the role of mythology, post-histoire. Authors to be discussed include Bothe Strauss, Elfriede Jelinek, Thomas Bernhard, W.G. Sebald, among others. In German.

GRMN 2340B. Poetik der AutorInnen.
This course will examine postwar literary aesthetics as put forth in the so-called "Poetikvorlesungen" which several universities in German-speaking countries have instituted since 1959. These lectures have featured important contemporary authors thinking about their work - from poetical practices and aesthetic theories to biographic considerations and the technicalities of writing literature in today's world. In German.

GRMN 2340C. German Modernism.
This seminar will explore German literary modernism from around 1880 to the 1930s. Schools and authors to be studied will include Naturalism (Hauptmann, Holz, Schlafl), Neo-Romanticism and Symbolism (Hofmannsthal, Rilke, George), Expressionism (Toller, Benn, Kaiser, Brecht), and New Objectivity (Kästner, Döblin, Fallada). In German. Required proficiency: GRMN 0600.

GRMN 2450. Exchange Scholar Program.

GRMN 2460A. German Literature 1945-1967.
Examines the literature and the literary debates in postwar Germany, East and West. Authors to be discussed include those of the Gruppe 47 and those excluded from the group in the West, Brecht, Seghers, Becher and the new generation in the East. Emphasis on cultural politics and the role of literature in postwar German society (the work of the mourning, political restauration).

GRMN 2460C. Literature of the German Democratic Republic.
Against the background of the history of socialism in Germany, an intensive study of GDR authors and East German authors since reunification, with opportunities to explore other areas such as film and art. Authors may include: Brecht, Müller, C. Wolf, Reimann, Hein, Braun, Tellkamp. Readings in German, discussion in English or German.

GRMN 2460D. Thomas Mann: Die Romane.
In this course, we will read and discuss Thomas Mann's novels, from Buddenbrooks (1900) to Bekenntnisse des Hochstaplers Felix Krull (1954). Emphasis on narratological analysis and historical contextualization. In German.

GRMN 2500A. Rethinking the Bildungsroman (COLT 2520G).
Interested students must register for COLT 2520G.

GRMN 2660A. On the Sublime.
Survey of major theories of the sublime from antiquity to modern times, with emphasis on German, British, and French texts from the 18th to 20th centuries. Authors to be read include Longinus, Immanuel Kant, Edmund Burke, Jean-François Lyotard, and Neil Hertz. Readings and discussions in English, with optional readings in original languages provided. Open to seniors with instructor's permission.

GRMN 2660C. Socialism and the intellectuals.
The international socialist movement was born in Germany, and many of Germany's most important intellectuals were attracted to its striving for social justice. Against the background of 19th century politics and theory, the course focuses on the Weimar Republic, the cultural politics of the German Democratic Republic and the New Left in the Federal Republic, and developments since reunification. Authors may include Heine, Marx, Hauptmann, Brecht, Müller, C. Wolf. Readings in German, discussions in English and/or German.

GRMN 2660G. Reading (in) German Literature.
What is reading? We will discuss theories of reading from reader-response-theory to performativity and its history. Beginning with Goethe's novel "Werther," we will read German literature since the 18th century. We will focus on the emerging conditions and techniques of reading (extensivity, accessibility, popularity) which still shape text-reader-relations and on the double-bind of reading as a bourgeois model for subject-formation alongside profound ambivalence towards its pleasures. Finally: How is our own experience and performance of reading German literature? In German.

GRMN 2660H. Historicism, Photography, Film.
How does the emergence of photographic media—photography and film— affect concepts of historicity and historical experience? And how do philosophical concepts of history and historicity inform the aesthetics of film and of documentary film in particular? Taking Kracauer's critique of photography and Benjamin's work on film, photography and the philosophy of history as its point of departure and focusing on longitudinal documentaries from the former GDR, West Germany and Switzerland, this course proposes an inquiry into the relationship of photographic media and philosophical concepts of historicity. Readings and discussions in English. Open to graduate students. Juniors and seniors may enroll with instructor's permission.

GRMN 2660L. Torture in European Literature and Aesthetic Theory.
Alongside the history of actual torture runs the history of representations of torture. Throughout the centuries, literature has worked through many of torture's manifestations. Texts range from the biblical scenes of crucifixion and punishment to modern forms of torture. Writers like E.T.A. Hoffmann, Mirbeau, Kafka, Amery and Sarre have reflected on torture. And aesthetic theories have taken various stances towards the depiction of torture in the arts, ranging from Winckelmann and Lessing to Adorno and Elaine Scarry. Our graduate seminar will read and discuss a selection of literary and theoretical texts covering the period from the mid-18th century until today.
GRMN 2600. From Hegel to Nietzsche: Literature as/and Philosophy.
This seminar has two aims. It will scrutinize Hegel's and Nietzsche's respective conceptions of literature, and it will analyze the particular use of literary texts in their writings. The choice of these two authors is based not only on the fact that they qualify as representatives of the trajectory of German philosophy in the 19th century. They also act as antagonists on systematic grounds: While Hegel seeks to outperform literature with philosophy, Nietzsche depicts human life as an "esthetic phenomenon," arguably creating a "literary" mode of philosophy. Enrollment limited to 30.

An essay, Lukács once said, is not yet form, but form on the way to becoming form. It is something in between: between art, science, and philosophy, between reason and intuition, between "precision and soul" (Musil). We will begin with the idea of the essay in Montaigne and Francis Bacon, and trace its development in Germany's intellectual and literary history from around 1870 till 1960. We will try to understand why, during this period, the essay became the preferred medium of thought and one of the dominant forms of reflecting on great Western narratives as well as important contemporary discourses.

GRMN 2600Q. Freud and Lacan (ENGL 2900T).
Interested students must register for ENGL 2900T.

GRMN 261A. "Other Worlds".
This seminar explores the notion of "other worlds" in philosophy and art.

The starting point for this exploration is a personal feeling. One day I realize that I exist in a world no longer there, although it had never crossed my mind that "my" world, as strange and inhospitable as it might have been, could come to an end. I have turned into a ghost without noticing. What shall I do? Adapt to the new world? Pretend nothing has happened? Resist the disintegration of the old world? Readings by Leibniz, Nietzsche, Bloch, Benjamin, Deleuze, Meilllassoux. Films by Visconti and Godard.

GRMN 261G. Frankfurt School Critical Theory.
Careful readings of key texts by members of the Frankfurt School, including Theodor W. Adorno, Walter Benjamin, Max Horkheimer, Siegfried Kracauer, and others. Examination of the ways in which these writers transformed their conceptual roots (provided by such thinkers as Kant, Hegel, Marx, Nietzsche, and Freud) into a new set of concepts, premises, and strategies that came to be known as "Critical Theory" (a term invented by Horkheimer in 1937). Taught in English; students from a variety of disciplines welcome. (Seminar takes place also in conjunction with international conference on the Frankfurt School at Brown during Fall 2016.)

GRMN 261H. Lenz-Legenden/Lenz-Legends.
Jakob Michael Reinhold Lenz is a forgotten writer, yet a most influential and haunting presence throughout the centuries (since he was found dead, at age 41, in a Moscow street, in 1792). We will re-read Lenz' pieces for theater (Der Hofmeister, Die Soldaten) as well as on theater (Anmerkungen übers Theater), including translations of, and writings on, Shakespeare. Readings will also include political and philosophical essays, linguistic and etymological studies from his Moscow years, and letters. The seminar's second half includes remnants of encounters with Lenz in Goethe's writings from 1870 till 1960. We will try to understand why, during this period, the essay became the preferred medium of thought and one of the dominant forms of reflecting on great Western narratives as well as important contemporary discourses.

GRMN 261I. German Romanticism.
An introduction to the key texts of German romanticism, alongside a selection of secondary commentaries. We will focus on the importance of the period for 20th-century developments in literary theory and criticism. Primary readings will include texts by Kleist, Novalis, Schlegel, Tieck, and Hoffmann, and secondary readings will be drawn from authors such as de Man, Jacobs, Hamacher, and Lacoue-Labarthe / Nancy. Reading knowledge of German recommended but not required.

GRMN 2900. Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

GRMN 2900. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the Registration Fee to continue active enrollment while preparing a thesis.

GRMN XLIST. Courses of Interest to Students Concentrating in German Studies.

Swedish
SWED 0300. Intermediate Swedish I.
Continuing Swedish.
SWED 0400. Intermediate Swedish II.
Continuing Swedish. Recommended prerequisite: SWED 0300.

Harriet W. Sheridan Center for Teaching and Learning

The Sheridan Center is a place where faculty, graduate students, postdocs and staff throughout the university come together to inquire about, explore and reflect upon teaching and learning as ongoing and collaborative processes. Our programs, services and resources are available to all members of the Brown community, including full-time and part-time faculty, postdoctoral fellows, teaching fellows and teaching assistants, and staff. To learn more about the Center, see our website: http://brown.edu/sheridan.

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• Support for Research - effective presentations, educational components of grants, grant evaluations, scholarship on teaching & learning
• Professional Development - programs and resources to help instructors launch and develop their professional careers, support for instructors in digital and online pedagogy
• Fellowships & Awards - support for faculty development and recognition for contributions to teaching and learning, course development grants
• Resources for Learners - resources to help undergraduates develop as learners and scholars
• Community - Programs and projects bringing together faculty, graduate students and postdocs from across the disciplines

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Hispanic Studies

Interim Chair
Janet A. Blume

The Department of Hispanic Studies at Brown offers an in-depth introduction to Hispanic culture. At the undergraduate level it offers the possibility of learning the languages and cultures of both Spain and Latin America. At the graduate level, it aims at training students both as generalists able to teach the broadest range of courses and as scholars in their field of specialization. Our approach is distinctly transatlantic, emphasizing the long-standing interactions between Spain and Latin America. The faculty members represent a broad range of approaches to language, literature, and culture, from philology to literary theory and cultural studies. All courses are taught in Spanish, and the development of fluency in reading, speaking, and writing the target language is an important goal in all classes. However, the goals of the department go beyond language instruction, as it seeks to prepare students to be able to understand a completely different national, continental, and global reality in all its complexity.

For additional information, please visit the department's website: http://www.brown.edu/academics/hispanic-studies/

Hispanic Literatures and Culture Concentration Requirements

Spanish is the second most widely spoken language in the world and the second language of the United States. In our society, knowing Spanish is not just an asset; it is increasingly a necessity. The Hispanic Literatures and Culture concentration enables students to develop advanced Spanish skills while acquiring a solid background in the complex history, literature, cultures, and intellectual traditions of Spain, Latin America, and the Latino-U.S. The department offers a variety of courses on topics related to literary history and theory; multicultural contact; linguistics and the history of the language; visual culture, film, and performance studies. Interdisciplinarity is a hallmark of the department, and students in this concentration are encouraged to broaden their perspectives by taking relevant courses in other departments. Most choose to strengthen their academic preparation by participating in a study abroad program in Spain or Latin America and by engaging with Hispanic communities in the United States.

The Department of Hispanic Studies offers a standard concentration program in Hispanic Literatures and Culture, which requires comprehensive work in the Spanish language and in-depth study of Hispanic literatures and cultures. 700 level courses provide basic tools for critical analysis and opportunities for advanced Spanish language skill-development, while upper (1000) level courses offer opportunities to explore a particular author, genre, period, or special topic, and to master diverse analytical approaches. The overall requirement is a minimum of ten courses.

**Prerequisite**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>HISP 0600</td>
<td>Advanced Spanish II (Pre-requisite)</td>
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**Required courses:** one of the following 0700 level courses

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>HISP 0730</td>
<td>Early and Contemporary Writers of Spanish America</td>
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<tr>
<td>HISP 0740</td>
<td>Intensive Survey of Spanish Literature</td>
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<tr>
<td>HISP 0760</td>
<td>Transatlantic Crossings: Readings in Hispanic Literatures</td>
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**Elective Courses**

- HISP 0710 Culture and Advanced Spanish Language (any course in the series)
- HISP 0750 Topics in Hispanic Culture/Civilization (any course in the series)

Select at least three 1000-level courses in Hispanic Studies at Brown. These provide more specialized preparation in major areas of Hispanic Studies, including works and topics from across the centuries and pertaining to both Spain and Latin America. Concentrators must take at least six courses (at either the 0700 or1000 level, with a maximum of three 0700 level courses) in Hispanic Studies at Brown, including one with the WRIT designation.

Concentrators are reminded that up to four related courses from Study Abroad, transfer credit, and other departments at Brown (e.g., Comparative Literature, History, Ethnic Studies, Anthropology) may be applied toward the concentration in Hispanic Studies as long as they deal with Spanish or Latin American themes and/or Peninsular or Latin American culture. While there is a list of acceptable related Brown courses on the Hispanic Studies website, individual courses may be discussed with the Concentration Advisor on a case by case basis.

**Total Credits = 10**

**E-Portfolio:** All Hispanic Studies concentrators will be expected to complete the required sections of the concentration E-Portfolio in ASK. We encourage you to share your written work, your projects, and your reflections on concentration-related experiences (study abroad, community work, internships, etc.) with the wider public at Brown and beyond, **but only as you see fit.**

**Honors Thesis or Project**

Students with an excellent record in their Hispanic Studies courses will be eligible to write an Honors Thesis or write and produce an Honors Project. Typically the Honors Thesis is a major research paper of approximately 40 to 80 pages in Spanish, depending on the topic and treatment necessary. Alternatively, a student may, with prior permission of the Hispanic Studies Concentration Advisor, present a film, gallery exhibition, or other appropriate project, together with a paper that clearly demonstrates the academic foundations and relevance of the project.

Students should begin thinking about an Honors Thesis or Project in their third year at Brown. Those who study in Spain or Latin America in the spring of their junior year may want to write to professors they might want to work with, indicating their potential thesis interests. Ideally, students will begin to research topics and prepare a reading list for the thesis during the summer before their senior year.

The Department expects students to have two readers for their honors thesis or project. Typically, the first reader and advisor for the project will be a faculty member in Hispanic Studies. Both readers and the students will agree on the amount of consultation required and deadlines for submitting drafts and completing readings. It is important that all parties have a clear sense of procedures and deadlines.

Students planning to write an Honors Thesis in Hispanic Studies must submit the titles and abstracts of their project, along with the names and signatures of their advisor and second reader by October 14. If the honors proposal is accepted, students will register in HISP 1980 for the spring semester.

Most students require two semesters to plan and complete an Honors Thesis or Project. Students will complete at least an outline and a bibliography for their project during the fall semester. Optimally, a substantial portion of the writing will also be submitted to the advisor before Winter Break. The second semester is devoted to completing the writing or the project work, and a full draft of the thesis or project must be submitted to the advisor by March 13.

The final, complete version of the thesis or project must be submitted by April 13. Students should submit one copy to each reader and one electronic and one hard copy to the Department.

**Important dates:**

- October 14: Honors Thesis Proposal due
- December 14: Detailed outline and bibliography due
- March 13: Full draft of thesis to Advisor
- April 13: Final, complete version of the thesis due

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**Brown University** 425
Concentration Advisor:
To be confirmed.

Hispanic Studies Graduate Program
The department of Hispanic Studies offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) degree. The A.M. is ordinarily received as a part of the Ph.D. program. For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/hispanic-studies

Courses

HISP 0100. Basic Spanish.
This fast-paced beginning course provides a solid foundation in the development of communicative skills in Spanish (speaking, listening comprehension, reading and writing) as well as some insight on the cultures of the Spanish-speaking world. Individual work outside of class prepares students for in-class activities focused on authentic communication. Placement: students who have never taken Spanish before, or have scored below 390 in SAT II, or below 240 in the Brown Placement Exam. Students who have taken Spanish before and those with an AP score of 3 or below must take the Brown Placement Exam. Students should check Placement and Course Description in the Undergraduate Program section of the Hispanic Studies Website. Enrollment limited to 18; 15 spaces are available for students during pre-registration. 3 spaces will be available at the start of the semester for incoming or re-admitted students who should attend the first class. Pre-enrolled students must attend the first four days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 4th class when the composition of the course section is finalized.

HISP 0110. Intensive Basic Spanish.
A highly-intensive, two-semester sequence in one semester that carries 10 contact hours per week. Primarily for students with knowledge of Spanish, who have scored below 450 in SAT II or below 340 in Brown Placement Exam. Students with little or no preparation in Spanish should consult with the Course Supervisor. Focused on acquisition of communicative skills (speaking, listening comprehension, reading and writing), and development of cultural awareness. With successful completion of the course students will be able to understand simple texts, carry on short spontaneous conversations involving everyday topics (such as modern daily life and its pressures, health, art and culture, nature and the environment, relationships) and write simple texts with good command of grammar and sentence structure. Prerequisite: HISP 0100 or placement: SAT II scores between 241 and 340. Students with an AP score of 3 or below must take the Brown Placement Exam. Students should check Placement and Course Description in the Undergraduate Program section of the Hispanic Studies Website. Enrollment limited to 18; 15 spaces are available for students during pre-registration. 3 spaces will be available at the start of the semester for incoming or re-admitted students who should attend the first class. Pre-enrolled students must attend the first four days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 4th class when the composition of the course section is finalized.

HISP 0200. Basic Spanish.
A continuation of HISP 0100. This course continues to focus on acquisition of communicative skills (speaking, listening comprehension, reading and writing) as well as cultural awareness. With successful completion of the course students will be able to understand simple texts, carry on short spontaneous conversations involving everyday topics (such as modern day life and its pressures, health, art and culture, nature and the environment, relationships) and write simple texts with good command of grammar and sentence structure. Prerequisite: HISP 0100 or placement: SAT II scores between 400 and 450; Brown Placement Exam scores between 241 and 340. Students with an AP score of 3 or below must take the Brown Placement Exam. Students should check Placement and Course Description in the Undergraduate Program section of the Hispanic Studies Website. Enrollment limited to 18; 15 spaces are available for students during pre-registration. 3 spaces will be available at the start of the semester for incoming or re-admitted students who should attend the first class. Pre-enrolled students must attend the first four days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 4th class when the composition of the course section is finalized.

HISP 0300. Intermediate Spanish I.
This course continues to develop and strengthen students' proficiency in the Spanish language, as well as to help them increase their cultural understanding. It seeks to develop both fluency and accuracy and to teach students to express, interpret, and negotiate meaning in context. Through the exploration of themes such as the individual and the community, health issues, traveling, multiculturalism and human rights, students focus on communication and learn to appreciate cultural differences. Pre-requisite: either HISP 0200, HISP 0110, or placement: SAT II scores between 460 and 510, or Brown Placement Exam scores between 341 and 410. Students with an AP score of 3 or below must take the Brown Placement Exam. Students should check Placement and Course Description in the Undergraduate Program section of the Hispanic Studies Website. Enrollment limited to 18; 15 spaces are available for students during pre-registration. 3 spaces will be available at the start of the semester for incoming or re-admitted students who should attend the first class. Pre-enrolled students must attend the first four days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 4th class when the composition of the course section is finalized.

HISP 0310. Spanish for Social Service Applications.
Provides unique language skills for students interested in health care, social service, and community action. It develops speaking skills and cultural awareness through discussions, readings, interviews, oral presentations, and internships. Topics include basic cultural awareness, substance abuse, HIV and STD prevention, sexual abuse, domestic violence, mental health issues, anger management, and medical treatment. Some advanced grammar points reviewed. Prerequisite: 2-3 semesters of college Spanish, placement in HISP 0300 or 0400.

HISP 0400. Intermediate Spanish II.
This course offers an exploration of the Spanish language and Hispanic cultures through a variety of thematic foci: the world of work, the arts, globalization and technology, leisure, and celebrations. It focuses on vocabulary building, the examination of some of the more difficult points of grammar, and moving students towards a more sophisticated level of comprehension and expression. Students work with readings, including literary texts; songs; film; and the visual arts. Prerequisite: HISP 0300 or placement: SAT II scores between 520 and 590 or Brown Placement Exam scores between 411 and 490. Students with an AP score of 3 or below must take the Brown Placement Exam. Students should check Placement and Course Description in the Undergraduate Program section of the Hispanic Studies Website. Enrollment limited to 18; 15 spaces are available for students during pre-registration. 3 spaces will be available at the start of the semester for incoming or re-admitted students who should attend the first class. Pre-enrolled students must attend the first four days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 4th class when the composition of the course section is finalized.
HISP 0490A. Spanish for Health Care Workers.
This course is designed to provide students with the linguistic and cultural competencies necessary to communicate with and help treat Spanish speaking patients with limited English. The course includes a general review of pertinent grammar and vocabulary relating to the health care professions, assessment, and vocabulary useful for establishing patient rapport. Students will practice communicating in common medical situations, conducting patient interviews, and increase their understanding of possible responses from patients. We will broaden knowledge of different cultures, explore health care systems/professions in a variety of settings, and have pertinent speakers invited to class. Please note this course does not qualify as a pre-requisite for study abroad or for HISP 0600. Students who complete 0490A successfully can continue in our program with HISP 0500 as the next level.

HISP 0500. Advanced Spanish I.
Offers comprehensive work in listening, speaking, reading, and writing, with targeted grammar review. Students work with a variety of readings (literature, newspaper articles, etc.) and with art forms such as music and film, in order to develop oral and written expression and to explore issues relevant to the Hispanic world. Students explore topics of their own interest through student-led activities and presentations. Prerequisite: HISP0400 or placement: SAT II scores between 600 and 660, Brown Placement Exam scores between 491 and 570, or AP score of 4 in language or literature. Please check Hispanic Studies website (Undergraduate Programs) for course descriptions and placement information. Enrollment limited to 18; 15 spaces are available for students during pre-registration. 3 spaces will be available at the start of the semester for incoming or re-admitted students who should attend the first class. Pre-enrolled students must attend the first four days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 4th class when the composition of the course section is finalized.

HISP 0600. Advanced Spanish II.
Offers continued, advanced-level work in speaking, listening, reading, and writing skills, with focused review of challenging aspects of Spanish grammar. Course materials include films, music, art works, and a variety of written texts (articles, stories, plays, a novel, etc.) chosen to promote class discussion and in-depth written analysis. There will be individual and group activities, including in-class presentations and creative writing projects. Prerequisite: HISP0500 or placement: SAT II scores between 670 and 740, Brown Placement Exam scores between 571 and 650, or AP score of 5 in language. Please check Hispanic Studies website (Undergraduate Programs) for course descriptions and placement information. Enrollment limited to 18. Pre-enrolled students must attend the first four days of class to maintain their pre-registered status and notify the instructor in advance if they must miss any day before the 4th class when the composition of the course section is finalized. Students with scores of 750 and above on the SAT II, 551 on the Brown Placement Exam, or 5 in AP Literature should consider offerings in the HISP 0730-0740-0750 range.

HISP 0710A. Cultura gastronómica de España.
Spain has a rich and varied culinary culture — both steeped in its multicultural history and at the cutting edge of new culinary movements. In this course, you will learn about la cocina española in all its dimensions and at the same time develop your linguistic skills in written and oral Spanish. Topics include: the Mediterranean diet (and its threat from fast food), the culture of tapas, the wine regions of Spain, Spain’s new star chefs, the olive oil industry, Spanish food products abroad. We will explore these topics through documentaries, recipes, interviews, films, music, short stories, and hands-on cooking.

HISP 0710B. Hispanic Culture Through Cinema.
This course will examine eleven cinematic works of the contemporary Hispanic world (Argentina, Chile, Mexico, Spain, and the USA) from 1999 until 2012. We will focus on the cultural, thematic, technical and aesthetic aspects of the films, as well as on their socio-historical and political context. Every movie will be discussed in class integrating sociological, historical, political and aesthetic contexts, as well as a critical analysis of the film as artistic expression. This is a course also designed to improve students’ speaking abilities while learning about Hispanic cultures and cinema. FYS

HISP 0710C. Introducción a la lingüística hispánica.
This course introduces students to the study of language and deepens their knowledge of Spanish in its main linguistic components. After briefly considering the nature of language, we will study the sounds of Spanish (phonology and phonetics), word and sentence structure (morphology and syntax), and the elements and mechanics to express and interpret meaning (semantics and pragmatics). We will then turn our focus to linguistic phenomena such as changes in Spanish over time (historical linguistics), variations in the language according to region and social group (sociolinguistics), and bilingualism, with special attention to Spanish in the U.S.

HISP 0710D. History of the Spanish Language.
We will study the development of Spanish from the first manifestations to the present, and the development of the language beyond the Iberian Peninsula (in the Sephardic diaspora and in the Americas). Includes the historical and cultural events that deeply influenced the shaping of Castilian language. We will examine the most relevant contributions as well as other languages (Arabic in particular) in shaping the Spanish language. Taught in Spanish.

HISP 0730. Early and Contemporary Writers of Spanish America.
An introduction to major authors, movements, and themes of Spanish American literature from the Discovery to the present. This course also aims to develop students’ oral and written expression in Spanish. Students are expected to engage in close reading and discussion of texts, as well as to revise their papers. Prerequisite: HISP 0600, or AP score =5, or SAT II (Literature) score of 750 or above, or Brown placement score of 651 or above. WRIT DPLL LILE

HISP 0740. Intensive Survey of Spanish Literature.
An introduction to the major authors and literary movements of Spanish literature from the Middle Ages to contemporary times. Focuses on building critical vocabulary. Also aims to develop students’ written and oral expression in Spanish. Preparatory course for 1000-level courses for students who achieve the highest placement in Spanish. Prerequisite: HISP 0600, or AP score =5, or SAT II (Literature) score of 750 or above, or Brown placement score of 651 or above. WRIT

HISP 0750B. Hispanics in the United States.
Designed to bridge academic learning about Hispanic/Latino culture and volunteer work in agencies serving Hispanics in Providence. Readings, films, and guest presentations focus on issues of concern to these groups. Spanish language learning occurs in the classroom and the community, where students have the opportunity to enrich and test course content. Prerequisite: HISP 0600 or placement: SAT II scores of over 750, 5 in AP Literature or 651 and over in the Brown Placement Exam. Instructor permission required.

HISP 0750C. Love and War in Medieval and Contemporary Spanish Fiction.
Examines presentations of Medieval Iberian culture in literature and film. This subject interrogates the persistent popularity of medieval themes and stories in contemporary film and fiction. It will consider some medieval narratives, such as El Cid, medieval chronicles and ballads, and La Celestina, which inspire a tradition of revisionist rewriting, as well as modern "inventions" of the medieval in a range of cultural forms. Prerequisite: HISP 0600 or placement: SAT II scores of over 750, 5 in AP Literature or 551 and over in the Brown Placement Exam. FYS

With the death of General Francisco Franco in November of 1975, Spain began the period of transition from a forty-year dictatorship to a modern democracy. This course focuses on cultural production of the transition period, including literature and other high art forms as well as popular culture, in order to assess the way in which these discourses worked simultaneously to both reflect and effect change. Prerequisite: HISP 0600 or placement: SAT II scores of over 750, 5 in AP Literature or 551 and over in the Brown Placement Exam.
HISP 0750G. Wildeyed Stories.
From the 12th century to the 1500s. Tales of heroism, fables, stories of deception and revenge, and humorous narratives of bawdy content were transmitted orally and in manuscript first, and then, after 1472, also in print. Such narratives will help us to explore the social, cultural, and political forces that affected behavior and motivated change in Medieval and Early Modern Spain. For first year students only. Prerequisite: HISP 0600 or placement: SAT II scores of over 750, 5 in AP Literature or 551 and over in the Brown Placement Exam. FYS

Spanish film has experienced a total renewal after Franco's death. In this course we will analyze recent developments in Spanish film paying special attention to the way film directors have exploited a very rich and well established literary tradition from Luis G. Berlanga, and Carlos Saura, to Victor Erice and Pedro Almodovar. Prerequisite: HISP 0600 or placement: SAT II scores of over 750, 5 in AP Literature or 551 and over in the Brown Placement Exam. FYS

HISP 0750M. The Spanish Civil War: Image, Text, and Memory.
The Spanish Civil War (1936-1939) has inspired a vast trove of scholarly and artistic production. In this course, we will analyze documentary and feature-length Spanish films in order to understand the social and political causes of the war and its central players. We will complement our film discussions with relevant poetry, novels, and art works to expand our critical perspectives on ways of representing and remembering the Civil War. In Spanish for first-year students with SAT II of 750 or above, a 5 on the AP Literature exam, or a Brown Placement Test score of 651 or above. Enrollment limited to 20 first year students. FYS

HISP 0750N. Muslims, Jews, and Christians in Medieval Iberia.
The cultural diversity of medieval Spain and Portugal is proclaimed by their Christian cathedrals, Islamic palaces, and Jewish synagogues. The three distinct cultures that produced these buildings lived together for centuries in medieval Iberia, sometimes in peace, sometimes not. This convivencia of Jews, Muslims, and Christians will be examined from the perspectives of literature, art, architecture, archaeology and history. FYS WRIT

HISP 0750O. Cultural Studies in Spanish America.
This is a culture class, taught in Spanish, in which we will explore the origins and meanings of the terms “culture” and “cultural studies,” a particular approach to culture, as it is manifested in a Spanish American context. This critical approach crosses conventional disciplinary boundaries and so will we, examining a variety of texts, phenomena, and themes that extend traditional concepts of “culture.” Topics considered will include: sports-- fútbol and lucha libre-- music in literature, melodrama and the telenovela, manifestations of Indian and mestizo identities in the late 20th-21st centuries, tourism, and contemporary urban existence.

HISP 0760. Transatlantic Crossings: Readings in Hispanic Literatures.
This course provides students a comprehensive introduction to literature and culture of the Spanish-speaking world, through exploration of a wide range of genres (short story, poetry, theater, novel, and film) and periods of production. The course not only gives students a contextualized historical panorama of literature in Spanish, it also equips them with strategies for reading, thinking, and writing about texts and films in Spanish, preparing them for more advanced literature and culture courses in Hispanic Studies. The course is conducted entirely in Spanish. WRIT

HISP 1020A. Spanish Civil War in Literature and the Visual Arts.
The Spanish Civil War (1936-39) would culminate with the military overthrow of the Republican government and the beginning of Francisco Franco's long dictatorship. This course examines artistic representations of the war, from film (documentary and fictional), through painting (Picasso to the written works of both Spanish and foreign authors including Orwell, Hemingway, Neruda, Cela, Sender, Rodoreda. Readings and discussion in English. HISP 1020B. The Spanish Realist Novel in Translation.
The course will include the two major Spanish novels of the 19th-century in fine recent translations—Leopoldo Alas's 'The Regenta' and Galdós's 'Fortunata and Jacinta'—and other supporting texts. In both novels the problematical situation of women in society is especially important. They will therefore be studied in relation with the overall themes of the subordination of women and the novel of adultery. Parallels will be drawn with such classical texts as Madame Bovary and Anna Karenina.

HISP 1210A. Judeo-Spanish Literature and Culture.
Focuses on Judeo-Spanish literature from the 10th century to the first years of the Spanish Jewish diaspora (end of the 15th century). Poetry and narrative are read as works of moral instruction rooted in traditional modes of art and thought. Considers also the preservation of Judeo-Spanish culture in the Sephardic diaspora through ballads and songs recorded from oral traditions.

HISP 1210C. History of the Spanish Language.
Introduction to the genealogy and development of the Spanish language. Includes the historical and cultural events that deeply influenced the shaping of the language, the nature of Medieval Spanish, and the development of the language beyond the Iberian Peninsula, especially in the Americas. This course will make the history of Spanish accessible to anyone with a knowledge of Spanish and a readiness to grasp basic linguistic concepts.

HISP 1240A. Fashion and the Fictions of Identity in Early Modern Spain.
In the early modern period, styles of clothing and fabrics were meant to provide visible markers of status, gender, ethnicity, and nationality. Yet, as dramatists, novelists, and poets were keenly aware, clothing could conceal as much as reveal. It could trick the eye and seduce it. It could blur hierarchies of difference even as it constructed them. In other words, clothing often created fictions of identity, and fiction itself frequently made clothing the focus of action and thematic exploration. The purpose of this course is to trace the connections between fashion and fiction in a period of Spanish history of unprecedented social and economic change. Close readings of literary texts will be complemented by studies of visual sources (e.g., portraits and cityscapes), as well as samples of legislation and moral debates related to fashion. Prerequisite: HISP 0730 or 0740.

HISP 1240C. Golden Age Short Stories.
We will examine the spatial itinerary of main literary figures (the picaro or rogue, the morisco, the soldier, the courtesan, the witch, the indiano) and the spaces they inhabited in Spain's short stories throughout the 16th and 17th centuries. Violence, sexual transgression, and social conflicts are themes of inquiry. Emphasis on Cervantes' Novelas ejemplares.

HISP 1240L. Cervantes and Don Quijote in the Context of Golden Age Spain.
This course seeks to understand the first part of Don Quijote (1605) within the context of the social, literary, and political contexts from which it sprang. We will undertake a close reading of the 1605 text supplemented by secondary readings that focus on such topics as the vogue for the romances of chivalry, the role of the oppressed in Spanish Society in the novel and in Cervantes's Spain, the place of books and reading in Golden Age Spain, etc. The point of departure for the course will be an in-depth consideration of Marcelin Defourneaux's book, Daily Life in Spain in the Golden Age (Stanford UP, latest). Taught in Spanish. LILE

HISP 1250A. Madrid: History, Literature, and Culture.
This course explores cultural production in and about Madrid during key moments of the city's history from its establishment as the capital of imperial Spain in the 16th century through its reinvention as a major international tourist destination in the late 20th. Multimedia in orientation, the course draws on representations of the Spanish capital in literature, painting, photography, maps, music, and film. Topics include: self-invention in the court city, modernization and its discontents, Madrid and Spanishness, provincialism versus internationalism. In Spanish.
HISP 1290B. Hispanic Culture Through Film. This course examines major trends of Hispanic cinema through a representative selection of culturally diverse films from Spain, Latin America and the USA. Among the course objectives are: to learn about Hispanic history and culture through film, to understand cinema’s strengths and limitations for representing culture and history, to gain an understanding of Hispanic cinema in a broader context of globalization, and to learn to write film analyses in Spanish.

HISP 1260B. The Nineteenth-Century Spanish Novel. Despite its origins in Don Quijote and its European prehistory, the Spanish novel appears as a new genre in the 19th century, when it works to redefine the national literary canon and elaborate a new aesthetic norm. We study its development throughout the century, from the early romantic historical novel, through the mid-century bourgeois novel, and later realism and naturalism. Prerequisite: HISP 0730 or 0740.

HISP 1290C. Art and Literature. The interaction between the arts plays a significant role in 20th-century aesthetics. We discuss from a theoretical and analytical perspective, among others, Picasso and Dalí as writers (and painters), or García Lorca as painter (and writer). We also pay special attention to other cases such as the museum as revered space, and the impact of film on literature.

HISP 1290D. Contra Franco vivimos mejor? Literature and Culture of the Spanish Dictatorship (1939-1975). The end of the Spanish Civil War inaugurated one of the longest dictatorships of the twentieth century. This course will examine the literature and popular culture produced in the period during that period—both the “official” culture allowed and sponsored by the Franco regime, and the voices of resistance that attempted to present alternative political views against a background of repression and censorship.

HISP 1290E. Crime and Detection in Modern Spanish Fiction. XIXth-century urban societies generated unprecedented criminality, as well as sociological, scientific, legislative, journalistic, and literary discourses about it. From realism through postmodernism and recent popular culture, we will explore how these discourses appear in Spain through the present, and how the figures of the criminal and the detective permeate narrative modes from the short story and the novel to television and film.

HISP 1290F. Entre todas las mujeres: Women Writers of Modern and Contemporary Spain. In Spain, organized feminism is a relatively late (20th-century) development, subsequently weakened further by the ideological constraints of franquismo. We will study female authors from the nineteenth century to the present to assess how women entered and fit into the literary and cultural fields, how they changed them, what they wrote about and how it expanded the Spanish literary repertoire.

HISP 1290G. Generación del ’98. To what extent does a national crisis, the Spanish defeat of 1898 by the United States, provoke a movement of patriotic revaluation, the so-called “Generation of ’98”? Or are the symptoms of crisis more in accord with fin de siècle aesthetics, which incites literary experimentation in all the traditional genres? These crucial questions will be studied in such typical authors as Unamuno, Baroja, Azorín, Antonio Machado, and Ramón del Valle-Inclán.

HISP 1290H. Spain on Screen: 80 Years of Spanish Cinema. This course traces major developments in Spanish cinema from silent films of the 1930s to globalized commercial cinema of the 21st century. In this 80-year period, Spain has undergone sweeping political, social, economic, and cultural changes, many of which we see reflected in its cinema. By critically examining films by Spain’s most well-known and influential directors — Rey, Berlanga, Buñuel, Bardem, Saura, Erice, Almodóvar — as well as less canonical filmmakers, we will ask what representations of Spain we see on screen in the last eight decades, interrogating notions of nation, race, class, gender, sexuality, and political ideology, among others. Prerequisite: HISP 0730 or 0740. WRIT

HISP 1290K. The Spanish Novel since 1975. In 1975, the death of General Francisco Franco opened the door to a new democratic Spain. In the novel, the social and political novelties generated a change both thematic and formal. This course pays attention to issues such as the diverse genres that have gained strength, such as the groups that have acquired a literary voice, and the portrayal of current preoccupations. Prerequisite: HISP 0730 or 0740.

HISP 1290P. Federico García Lorca, 1898-1936. Federico García Lorca (1898-1936) embodies Spanish Modernity. While his innovative poetry and drama established him as a crucial figure in the 20th Century Spanish cultural landscape, his brutal murder by Fascist supporters at the beginning of the Civil War made of him a symbol of the lost freedom. This class will study his artistic evolution: from his youth in Granada, and his studies in Madrid—where he met befriended filmmaker Luis Buñuel and painter Salvador Dalí—to his trip to New York and Latin America. The focus of the class will be the study of his poetry, theatre, and essays, but will also explore both the construction of the Lorca myth, and the period of cultural splendor that is encapsulated in his biographical dates: from the loss of the empire in 1898, to the beginning of the Civil War in the summer of 1936. LILE

HISP 1290U. The Spanish Civil War in Visual Culture. No other event marked contemporary Spain as profoundly as the Spanish Civil War (1936-39). This course will study the history of the war itself and trace the multiple ways it has been remembered and represented from its immediate aftermath through to the present. Materials will include films and documentaries, paintings and photography, propaganda posters and newsreels, radio and television, monuments and comics, oral histories and fiction. In addition, we will read critical and theoretical texts on historical trauma and individual and collective memory as well as amnesia. This course will be conducted in Spanish. WRIT

HISP 1330A. Bodies of Resistance. An exploration of sexuality in 19th and 20th century Latin American poetry, fiction and prose. Specifically, we examine how sublimated, vilified or denigrated bodies and sexualities may be read as sites of cultural and political resistance. Topics include: Romanticism and sublimation; Naturalist and Modernist misogyny; contemporary gay literature and its responses to AIDS.

HISP 1330B. Ficciones Argentinas (Argentinian Fictions). This course proposes to study writers who have forged Argentinean literary tradition in the 19th and 20th centuries: Esteban Echeverría, Leopoldo Lugones, Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, and various women and contemporary writers. Through examination of course topics-fiction and violence, fiction and science, the fantastic, national issues-students will become familiar with the Argentinean language, literature, and culture. Course materials include films, documentaries, CD’s, and other interactive media.

HISP 1330C. Indigenous Literatures of Latin America. En este curso estudiaremos la producción literaria, mítica y legendaria de los pueblos latinoamericanos, las redes locales y escenarios globales en que se sitúa esta producción cultural popular. Nos detendremos en textos quechuas, mapuches, mayas y aztecas, tanto de la escrita. Veremos también las formas híbridas, como son las ciudades, negroides y mestizas. Nos interesa seguir las sagas populares, su diálogo con lo moderno, y los grandes autores que han formalizado la conciencia étnica y la política plurinacional. Veremos también documentales y películas que interpretan el mundo indígena. En español.

HISP 1330D. Patriots, Rogues, and Lovers. Nineteenth-century Spanish American writers were committed to educating their readers, yet they delighted in entertaining them with melodrama. We critically examine patriotic novels and stories with a focus on tales of love and/or adventure. We consider the breakdown of this trend in the first quarter of the 20th century as well as feminist critiques of it.
HISP 1330E. Rediscovering New Worlds: The Conquest of the Americas in Contemporary Literature and Film. 
Studies the problematic relation between truth and falsehood, history and fiction, in a broad range of works on the Conquest. We draw from witnesses like Columbus, Cabeza de Vaca, Carvajal, and Lefty to interpret novels like Carpenter's El arpa y la sombra, Posse's El largo atardecer del caminante, and Saer's El entenado, as well as films like Herzog's Aguirre, Joffé's The Mission, and Dreamwork's The Road to Eldorado.

HISP 1330F. The Nineteenth-Century Crisis of Modernity. 
The late nineteenth-century witnessed the intensification of dependent capitalism in Latin America, bringing with it the growth of the city, class tensions and a sense of alienation among artists. We explore how two different movements, Modernismo and Naturalism, framed social criticism. Topics include representations of the middle class, flights of fancy, prostitution, and biological determinism.

HISP 1330G. The Mexican Revolution: Film and Literature. 
The Mexican Revolution is a powerful wellspring of myth and contradiction that has defined Mexico until the present. We focus on the “Golden Age” of Mexican film and its treatment of the Revolution, as well as essays, novels and oral traditions. We also explore the reformulation of the Revolution in Chicano culture and in the current Zapatista movement.

HISP 1330H. Transatlantic Colonial Encounters. 
Studies foundational accounts of the ‘discovery,’ conquest, and colonization of the Americas. We will address their status as ‘historical’ works and, particularly, their problematic representation of indigenous peoples. In addition, we will consider their impact not only on Golden Age literature, but also on contemporary mass culture - from travel advertising and adventure game shows, to Hollywood and Disney.

HISP 1330I. Venezuelan and Caribbean Short Story and Popular Culture. 
This course will focus on the Venezuelan and Caribbean short story and popular culture. Texts and authors will be discussed in the modernization framework, including such topics as the rural and the city, migration, ethnicity, and the popular arts.

An introduction to 16th and 17th century Spanish American lettres through examination of place - from paradisical landscapes to spectacular cityscapes - and its configuration in colonial writings. Special attention to Mexico and its historiography. Authors may include: Columbus, Cortés, Cabeza de Vaca, Las Casas, Inca Garcilaso, Sor Juana. Readings in Spanish.

HISP 1330K. Contemporary Poetry of Latin America. 
An exploration of some representative poets and movements in modern Latin American poetry, with special emphasis on the Latin American Modernists, the Avant-Garde and contemporary trends. Topics include: analytical techniques, historicity, poetry and translation, and a creative writing workshop. For advanced students only. Prerequisites: HISP 0740, or HISP 0600 and HISP 0730. Previous experience in 1000-level Spanish courses desirable.

HISP 1330P. The Philosophy of Borges. 
Jorge Luis Borges devoted several essays during his youth to developing his philosophical understanding of concepts like "personality," "memory," "reality," "narrative" and "style." At some point later in his literary career, he attempted to erase the memory of those years from his public existence, to the extent that most of the books published during the 1920s were never reprinted during Borges' lifetime. Nevertheless, it was in those years that he developed the entire philosophical grounding of his future literary work. We will work to decipher Borges' philosophy through the reading and interpretation of his essays, narratives and poems, including several key texts from his first three suppressed prose volumes (Inquisiciones, El tamaño de mi esperanza, and El idioma de los argentinos). In English, with some Spanish readings. Prerequisite: HISP 0730 or 0740.

HISP 1330Q. Short Forms: Major Works in a Minor Key. 
This course will explore short masterworks by major Latin American writers of the twentieth century and beyond (Borges, Onetti, Cortázar, García Márquez, Bolaño, Aira, Zamba and others) alongside some of their major influences (e.g. Poe, Conan Doyle, Hemingway, Faulkner), with side-trips into the world of contemporary writers on whom they leave their own imprint. Readings will primarily involve short stories, but will also include novellas, poems, films, visual art, and music. Reading in Spanish, with discussion in English.

HISP 1330V. Gender Trouble in Spanish America. 
This course will explore the construction of gendered identities in Spanish American literature and film after 1960. Questioning normative constructions of gender roles, we will see how masculinities and femininities are represented and respond to changing politics and power, often redefining earlier ‘gender contracts.’ Works studied will include novels by Angeles Mastretta, José Donoso, Mario Bellatin and Diamelia Ellit, short stories, theater, poetry, and 2-3 films, as well as pertinent theoretical and critical approaches to the study of gender in Latin America. In Spanish.

HISP 1330W. War, Revolution and Literature in Modern Latin American Literature. 
This course will tackle the literary underpinning of war and revolution in order to scrutinize its powers. The discourse on war does not originate ex nihilo but recycles and appropriates narratives of the nation, the State or a given region depending on the specificities of each given war. Starting with Bolivar’s "Decreto de Guerra a Muerte," passing through literary renditions of civil wars, continuing with guerrilla warfare texts, all the way to narratives on the War on Drugs, this course will question the ways in which war and revolution are made through language and staged in literature. Taught in Spanish.

Throughout history, conquest and colonization have implied different kinds of appropriations: control over new lands, new bodies, new languages. With the appropriation of new languages came the confrontation between different ways of organizing the world and, in particular, alternative ways of understanding humankind's relationship to nature. This course explores the scientific literatures that emerged in the wake of Spanish conquest and colonization of the Americas (1500-1800). These hybrid scientific literatures, written in Spanish but also in Nahuatl, Maya, Quechua and graphic forms, illustrate the lasting cross-pollination between Old and New World notions about American nature.

HISP 1370A. "One Hundred Years of Solitude": Culture and Politics in García Márquez’s Work. 
This course will focus on García Márquez's masterpiece in order to analyze its modes of representation, discursive strategies, and fictional construction as well as its interactions with history, politics, and literary and popular traditions. Other related work by the Colombian Nobel Prize winner will be discussed, as will his journalistic pieces and movies. The novel may be read in Spanish or English; discussion will be mainly in Spanish.

HISP 1370B. Gaborium: Memory, Fiction, and Reading in Gabriel García Márquez. 
Departing from some formats of writing and reading (myth, history, legend, journalism, memoirs) in García Márquez writings, we plan to study the representation (magical, carnivalesque, political) unfolding in his novels, stories, and essays. From this processing of information and exchange, our course will analyze the cultural history of abundance, scarcity, and Utopia in Latin America. Prerequisite: HISP 0730 or 0740. Enrollment limited to 40.

HISP 1370E. La creatividad en América Latina. 
Varias teorías actuales sobre la creatividad se ilustran muy bien con relatos, poemas, películas, música y arte de América Latina gracias a su adaptación de materiales, diversidad de formas, y gusto por la mezcla. Revisaremos las poéticas del dadaísmo, el surrealismo, la literatura fantástica, el realismo mágico, la biografía imaginaria, el utopismo, y el juego verbal. La clase será visitada por algunos autores para discutir sus procesos creativos.
HISP 1370F. Modernity and Memory in Latin America.
Contemporary cultural history proposes that memory is not an archive or a museum of history but a past evoked to amplify the present. We examine the rewriting and transformation of history in texts that illustrate issues of tradition/modernity, countryside/culture, center/margins, migration/exile, feminine/masculine, and popular culture/media culture.

HISP 1370I. The End of the Century and the Idea of the New.
This course will explore the narrative of the end, the culture of crisis, and the literary experiences of the new aesthetics. Departing from a comparison between the "fin de siècle" and the current "end of the century," we will pass to the apocalyptic views of the millennium and focus on current essays on the topic (Calvino, Baudrillard) as well as on new trends, ideas, and narratives related to this subject in the Americas. This could be the first course on the literature of the 21st century.

HISP 1370K. Literatura latinoamericana del siglo XXI.
Estudiaremos las tendencias innovativas de la narrativa latinoamericana reciente. Veremos la literatura como un trabajo sobre la resignificación de lo nuevo. Nuevas voces, nuevos textos y géneros, y nuevas ideas proponen una visión del futuro que buscaremos documentar. Los libros y textos que leemos son un mapa del futuro. Algunos temas: elsicodrama familiar, violencia y crisis del proyecto moderno, la saga de la migración, la conciencia transatlántica, el mundo emotivo y los afectos, la ética de la solidaridad.

HISP 1370L. Gabriel García Marquez and the Politics of Magic Realism.
Estudiaremos las principales novelas del autor, desde El coronel no tiene quien le escriba hasta Cien años de soledad, con especial atención al realismo mágico y las ideas sobre la novela que cultivó el autor. Nuestra discusión se situará en el proceso social y político latinoamericano así como en las mitologías de la cultura popular. Prerequisite: HISP 0730 or 0740.

HISP 1370N. Carlos Fuentes and the New Mexican Narrative.
This seminar will focus on close-readings and conceptualization of Fuentes’ innovative works of fiction and main ideas on Mexico and its cultural history. We will discuss a selection of his short-stories, novels and essays, moving from the political to the Gothic, from history to the Baroque. We will follow with new Mexican fiction writers who renew and debate Fuentes’ practices and ideas. Among them, Carmen Boullosa, Jorge Volpi, Pedro Ángel Palou, Cristina Rivera Garza and Yuri Herrera. The seminar will be in Spanish, and is limited to 40 students.

HISP 1370P. Contemporary Cuban Literature and Visual Culture.
In this course we will read novels, short stories, essays and poetry; examine art work, performances and blogs, and watch films produced in Cuba or in the Cuban diaspora during the "Special Period," or since the 1990s. Authors, filmmakers and artists may include Ena Lucía Portela, Juan Carlos Tabío, Fernando Pérez, Carlos Garcia, Belkis Ayán, Antonio José Ponte, Pedro Juan Gutiérrez, Iván de la Nuez, Reina María Rodríguez, Victor Fowler, Antón Arrufat, Ana Lydia Vega Sergova, Jesús Díaz, Zoé Valdés. LILE

HISP 1370Q. Caribbean Messiahisms and Utopias.
This course explores messianic and utopian thought in and about the Caribbean, broadly construed. We will pair a range of literary and historical readings with philosophical considerations of messianism’s and utopia’s relation to politics and time. Texts may include Columbus’s diaries, Vargas Llosa’s La guerra del fin del mundo; Carpenter’s El reino de este mundo; a novel about Dominican cult leader Olivio Mateo; literature and films from the Cuban Revolution; and by salseros-turned-pentacostals Richie Ray and Bobbie Cruz. Prerequisite: HISP 0740, or both HISP 0730 and 0750, or instructor permission. Taught in Spanish.

HISP 1370R. Peruvian Literature: Historical Memory and Human Rights.
Este curso busca explorar las representaciones de la violencia y la “guerra sucia” en la reciente literatura peruana. Estudiaremos un conjunto de novelas, testimonios de las víctimas de la violencia, y teatro sobre los derechos humanos. Nos interesa analizar el debate sobre la conciencia jurídica, las migraciones y el lenguaje popular, así como los nuevos agentes sociales, y las nuevas formas de expresión y negociación cultural. Estudiaremos novelas, películas y obras de teatro, fotografías y obras plásticas.

HISP 1370S. Tango: A Forgotten History Revealed.
Tango es la original music of the Rio de la Plata countries. It was born and it evolved in Buenos Aires and Montevideo--and other minor cities--from the 1880s on. In this course we will read and interpret tango, considering both its music and its lyrics. We will study the urban atmosphere that provided the context for these lyrics and dancing. Images and music are central resources for this course. This course is aimed at those who are interested in the culture of Latin America and the Rio de la Plata, including tango, immigration, suburban and urban cultures, and connections between literature and music. Analysis and interpretation of tango lyrics will provide an opportunity to learn and understand the "lunfardo" language, a local “rioplatense” slang widely employed by tango singers from Carlos Gardel on.

HISP 1370T. Transatlantic Literature of the XXI Century.
This course will explore new trends and authors from the Hispanophone world: Spanish, Latin American and Latino narratives of migration, bilingualism, globalization and innovative forms and techniques.

HISP 1370U. Cuba: Historia y Literatura.
Este curso constituye un viaje literario a lo largo de la historia de Cuba, desde el siglo dieciseis hasta el presente. Nuestro objetivo central es complejizar la relación entre historiografía y ficción narrativa. Entre los textos que analizaremos se incluyen tres novelas, un testimonio, una docena de cuentos y un número similar de ensayos y poemas.

HISP 1370V. Mujeres Malas.
This seminar will analyze the notion of “bad women” in Pre-modern and Latin American Literature and visual texts. Perception, representation, and stereotyping of these women, both historical and fictional, as Mad, Witch, Femme fatal, Hysterical, and Crazy, will allow us to follow the ideological narrative that produced these characters. Some of them are based on medical, primitive, political, and even psychoanalytic conceptions. We will discuss the primitive Castilian epic cycle, Celestina, Carmen, the novel and the opera; Malinche, Cortez’s translator in the conquest of Mexico; and novels and short stories from contemporary authors as well as Luis Buñuel’s films. Prerequisite: HISP 0730 or 0740.

HISP 1370W. La Cultura Política de la Transición y DDHH en el mundo Hispánico.
This course will discuss literary representations of "transitions" as the social and cultural mechanisms by which a country or region (Spain, Argentina, Chile, Peru, Cuba) moves form tradition to modernity, from the rural to urban, and from authoritarian regimes to democracy. We will also analyze the role of borders, social spaces, political negotiation, mapping and networks in the sagas of migration. Prerequisite: HISP 0730 or 0740.

HISP 1370Z. Puerto Rico: Literatura y Cultura Política.
This course argues for the inclusion of modern and current Puerto Rican literature into the more visible contemporary Latin American writings. We plan to cover some of the issues that have been central to Puerto Rican authors during the XX and XXI centuries: the movement from the island to the U.S., from traditional to modern, colonial and independentista discourses, as well as intersections between popular culture, race, gender, and migration. Some of the authors are Julia de Burgos, Luis Palés Matos, Luis Rafael Sánchez, Rosario Ferré, Edgardo Rodríguez Julliá, Angela María Dávila, Mayra Santos Febres. In Spanish.
HISP 1700. Stylistics and Linguistics: El cuento en América Latina (Taller de Crítica). Este curso está dedicado a estudiar el lenguaje literario y sus estilos en los relatos orales, leyendas y mitos, así como cuentos y microrelatos, de narradores fundamentales en este género: Quiroga, Borges, Rufio, Cortázar, Arreola, Monterroso, Ribeyro, Ampuero, y autores más recientes. El análisis será formal y metódico, y estudiaremos el funcionamiento del estilo y la lengua literaria para ejercitarnos en la creatividad del escritor.

HISP 1700A. Dismantling the Clockwork: Creative Writing and Narrative Techniques. This class focuses on creating literary texts in Spanish, which involves the development of a sensibility to appreciate narrative texts and the skills to employ writing techniques, e.g., use of the first person, free indirect speech or the stream of consciousness. Drawing from theoretical reflections on writing made by Latin American and Spanish canonical writers as well as examples of its use, we will explore the creative possibilities of narrative forms: aphorisms, prose poetry and short stories. Our objective is to strengthen students’ skills as individual and collaborative authors through exercises in literary production and techniques, strategies, and habits of good writing. In Spanish. WRIT

HISP 1700B. Rhythm and Silence: A Creative Writing Workshop. The course focuses on learning the craft of creative writing in Spanish across genres. We will study underlying principles of writing through lectures, readings, discussions, and exercises. As we reflect upon the creative process, we will examine the relationship between author and text and explore narrative techniques used to construct complex characters, dialogue, and imagery. The object will be to expand our creative writing skills and discuss the works of influential contemporary Latin American authors such as Jorge-Luis Borges, Alejo Carpentier, Angelina Muñiz-Huberman, Elena Poniatowska, Ernesto Sabato, Juan Rufio, and Cesar Vallejo. WRIT

HISP 1900A. Ethnicity. We explore the notion of ethnic difference in Hispanic cultural production across periods, movements, media and continents. Possible topics include: the concept of the “other”, gender and ethnicity, violence and marginality, ethnic nationalism(s), exoticism and racism. We begin with theoretical and methodological considerations before proceeding with case studies from all periods. Senior concentrators only.

HISP 1900B. Literature and the Empire. No description available.

HISP 1900C. Muslims and Jews Between the Old and New World. No description available.

HISP 1900D. Transatlantic Explorations: Intercultural Dialogue Between Spain and Latin America. Required of all concentrators in Hispanic studies in their junior or senior year, after they have completed 100-level courses in the department; other students may take the course with written permission. A seminar covering topics of broad relevance to all Hispanic literatures and cultures. Several faculty contribute to the seminar; each student develops and presents a final project on an intercultural topic.

HISP 1900E. Voices of Dissent. No description available.

HISP 1900F. Spanish Myths and Icons. The Spanish culture has often been identified through the centuries by certain myths and icons which reveal a mode of thinking, of behavior and of social status. Such is the case of the go-between (la celestina), the pícaro who lives in the margins of society and becomes its major critic (Lazarillo), or the figure of don Juan. The objective of this course is to study in depth these signs of identity and their rich literary and cultural tradition. Lectures and discussion groups will be conducted in Spanish.

HISP 1900G. Identities, Regions and Nationalities. Spain and Latin America have a rich and complex process of national formation. It was based on regional conflicts and negotiations. Modern literature documents this process in novels and essays. This course is intended for concentrators and senior students in Hispanic Studies.

HISP 1900L. Theories of Literature and Culture in a Hispanic Context. Introduces key contemporary perspectives in the fields of literary and cultural theories from a transatlantic perspective. Emphases will be on definition of literature, theories of the novel and of literary genres, theories of interpretation, Latin American and Spanish theoretic perspectives like hybridism, “transculturacion” and the theory of Baroque, and a revision of modern approaches to culture (critical theory, ecology, gender theory, post-structuralism, etc.). Spanish and Latin American texts will be used as a counterpoint to theory. Offered for senior concentrators in the Hispanic Studies department in their last semester. Readings by Carpenter, Nietzsche, Aristotile, Derrida, Foucault, Deleuze, Simmel, Paz, Borges, Abram, Rama and others. Open to senior Hispanic studies concentrators.

HISP 1980. Independent Study. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HISP 1990. Senior Thesis Preparation. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HISP 2013. Dissertation/Professional Development. This is intended for advanced graduate students in Hispanic Studies at the prospectus or dissertation stages. Its main purpose is to help students conceptualize or refine projects (including corpus of investigation, scholarly approaches, and principal guiding questions) and develop strategies for research and writing. Conducted as a workshop, the seminar provides ample opportunities for participants to give and receive feedback on each other’s work and thus acquire important skills in peer review. While focused primarily on the dissertation (prospectus), the seminar also offers guidance on various aspects of professional development such as preparation for the job market and article publication.

HISP 2030A. Arthurian and Carolingian Romances of Medieval Iberia. Arthurian and Carolingian romances captured the public’s imagination throughout the European Middle Ages. This course explores the theme of separation and reunion in Medieval Iberian romances: its origins, development, and success. Texts studied include Castilian adaptations of Arthurian and Carolingian romances as well as the first indigenous Spanish romances, the Libro del cavallero Zifar, and Amadis de Gaula.

HISP 2030B. History and Fiction: Literature of the 15th Century. The goal of this course is to familiarize students with major literary works of the Fifteenth Century, and their socio-cultural background. Major works of three outstanding poets of this period (Juan de Mena, Hijigo Lopez de Mendoza, and Jorge Manrique), satirical and historical writings, romances, (ballads sung with instrumental accompaniment), Alfonso Martinez de Toledo’s Corbacho and Fernando de Rojas’ Celestina will be presented in the context of the distinct cultural traditions that coexisted in Spain.

HISP 2030C. Medieval Masterpieces. Examines three medieval Spanish masterpieces: Cantar de Mio Cid, Libro de buen amor, and Celestina. Other works are read to explore lines of continuity and discontinuity in these three works and their respective genres.

HISP 2030D. Fifteenth-Century Sentimental Romances and Celestina. The fifteenth-century sentimental romances establish narrative innovations and a literary climate that lead inevitably to the creation of the “novel”. With their insistt portrayal of the sufferings of love, romances by Padrón, Flores, San Pedro, and Rojas represent an essential step in the evolution of the modern novel.

HISP 2030E. Medieval Spanish Epic. A study of the medieval Spanish Epic poems and narratives. This seminar will move through a series of topics or events and texts from the 10th to the 15th centuries, exploring the relation between heroic narratives and history. Four medieval cycles (Castiliano Counts, Cod, Carolingian, and anti-Carolingian) based on oral traditions will be studied and compared with their ballad congeneres printed in the 16th century. We will examine the different contexts and channels in which historical epic narratives were produced, consumed and transmitted.
HISP 2100. Literary Theory and its Relation to Hispanic Studies. 
Provides a basic theoretical foundation in matters relating to the literary act and system (representation, literary change, contextualizations), to the subject (voice, biography, readers), and to the cultural configuration (models, innovation, translation). Texts: Bakhtin, Jakobson, Lotman, Barthes, Derrida, Kristeva, De Certeau, and Eco. Cases and texts from Spain, Latin America, and their interactions. Five short papers. Seminar.

HISP 2150D. Gongora’s Poetry and Poetics: Breaking from Literary Conventions.
Gongora is the greatest revolutionary of Hispanic lyric of all time. He created a style and a school still prevailing. He assimilated a poetic convention (Petrarca, Garcilasso) and, at the same time, violently destroyed it. He has been the most commented on and also the most condemned poet. The course will focus on the great books of the Gongorine corpus (Soledades, Polifemo) and also on the parodic method that systematically carnavalizes and deconstructs its own creations. This is the other hillside of his poetry yet to be explored.

HISP 2160B. Garcilaso’s Poetics.
Spanish poetry has known through its history two great revolutionary movements: the one formulated by Garcilaso and the other, four centuries after, by Rubén Darío. This seminar, based on a close reading of Garcilaso’s works, studies the incorporation and assimilation of the Petrarcan tradition as a source of poetic renewal, consistently reappropriating his work.

HISP 2160F. Questioning the Canon: Golden Age Theatre.
The canonical dramatic texts of the Spanish Golden Age - from Lope de Vega’s El caballero de Olmedo and El castillo sin venganza to Tirso de Molina’s El burlador de Sevilla and Calderón’s La vida es sueño will be opened to new critical inquiry. Dramatic discourse, construction of characters, social and moral issues such as justice versus revenge, reality versus dream, courtly love versus erotic love, chastity versus incest, will be at issue. Each play will also be studied in relation to its social background and as metaphors of power and political crisis.

HISP 2160G. Don Quixote: Contexts and Constructions.
This seminar offers an in-depth study of El ingenioso hidalgo Don Quijote de la Mancha in its “own right” and through an exploration of its afterlives (editions, translations, interpretations, imitations). On the one hand, we will examine the novel in its narrative complexity and engagement with early modern Spanish literature and history. On the other, we will trace its modern critical reception, with particular focus on its paradoxical canonization both as a “universal” masterpiece and a cornerstone of constructions of Spain and the study of Spanish and the Hispanic world.

HISP 2160J. The Poetics and Practice of Space in the Theater of the Spanish Baroque.
This seminar will explore the real and virtual spaces of seventeenth-century Spanish drama. We will examine the diverse spaces in which theatrical performances took place (public playhouses, city streets, court theaters, convents), as well as the various types of spaces represented on the stage (domestic and public, urban and rural, worldly and supernatural, familiar and distant). How did dramatic space articulate the boundaries of the public and private in the Spanish baroque? How did it function in the configuration of social hierarchies, subjectivities, and marginal as well as normative identities? In the theatrical world of seventeenth-century Spain, how did spatial practices on stage shape the experience of space off stage?

HISP 2160N. Antiquity and Innovation in the Hispanic Renaissance.
The artistic and literary florescence of the Siglo de Oro paralleled a broader current of cultural innovation, which extended beyond peninsular Spain to other parts of Europe and the Americas – a movement which can be conceived as a Hispanic Renaissance. After an introductory overview, the seminar will highlight four major tendencies, through close examination of some foundational authors and texts. The course will be organised thematically, but texts will generally be approached in chronological sequence, beginning with Antonio de Nebrija’s investigations in the 1490s and ending with Carlos de Sigüenza y Góngora’s showcasting of New Spain’s complex legacies.

HISP 2160O. City and Country in Early Modern Spain.
By examining the tensions between urban and rural spaces depicted in early modern literature and art, this course illuminates a series of interrelated concerns in Spanish thought and society: the benefits, liabilities and discontents of political life; the appeal of primitive or natural communities and of ideal or imaginary worlds (Utopias and Golden Ages); the conflict between social, moral, political and religious systems of value. Besides works of picaresque and pastoral fiction and poetry, urban comedies and peasant dramas, we will read selections from treatises on agriculture, gardening and urban planning, city histories and chronicles of conquest and exploration.

HISP 2250B. Galdós and the Nineteenth-Century Spanish Literary Field.
Literary history knows Benito Pérez Galdós as the initiator of the modern Spanish novel. Through analysis of Galdós’s theoretical and literary texts, will explore this claim in relation to the preceding state of the novel, to the author’s relationship with contemporary writers, and to his own work in other genres, to assess his contribution to the evolution of the figure of the writer, and of the Spanish literary field.

HISP 2250F. The Construction of Womanhood in Nineteenth-Century Spanish Literature.
In 19th-century Spain, literature, law, medicine, sociology, anthropology, and popular culture came together to institute and consolidate a new ideal of “woman” that would serve as one of the foundations of the modern bourgeois order. We examine the establishment of this gendered model, as well as the challenges to it that begin to appear with the emergence of a nascent feminism.

HISP 2250G. The Eighteenth Century: Neoclassicism and the Enlightenment.
A studies course examining the main features of the development of 18th-century thought and literary expression in the Spanish empire, with special attention to the themes of neoclassicism and enlightenment. Writers discussed include Feijoo, Jovellanos, Cadalso, Meliández Valdés, and Moratin.

From the nineteenth-century causa célebre to the contemporary detective novel and film, crime has fascinated Spanish society. This production brings up cultural anxieties about order and authority, the state and the individual, good and evil; and problems of ontology and epistemology, and high vs. low culture. We will research these problems in their Spanish context through primary works, criticism, and theory.

HISP 2250B. Fictions of Modernity, 1845-1950.
What does it mean to be modern in Latin America? We look for answers in the 19th century, examining Sarmiento’s programmatic voice as well as writers that question the meta-narratives of progress, Topics include historicity, bodies in crisis, literary realism, “Modernismo” and regionalism. We also discuss theories of modernity and explore popular culture, with special attention to early Mexican Film.

HISP 2250C. La nueva novela de América Latina.
Este curso está dedicado a algunos textos fundadores: Rayuela de Julio Cortázar, Pedro Páramo de Juan Rulfo, La muerte de Artemio Cruz de Carlos Fuentes, Los ríos profundos de José María Arguedas, Cien años de Soledad de Gabriel García Márquez; pero también a otros que literaria inician nuevas rutas: La guaracha del macho Camacho de Luis Rafael Sánchez, Un mundo para Julio de Alfredo Bryce Echenique, Los vigilantes de Diomela Eltit, y La ingratitud de Matilde Sánchez.

HISP 2250D. Nineteenth-Century Latin American Prose.
Departing from the national representations of the early fiction and later realism and romanticism, we will focus on the fundamental novels and stories of the nineteenth century. Some of the issues discussed are national formation, the family romance, nature and history, as well as the political dimension of these texts.
HISP 2350E. Novela latínamerica contemporánea.
Estudiaremos la constelación de novelas fundamentales (Pedro Páramo, Los ríos profundos, Rayuela, La muerte de Artemio Cruz, Cien Años de soledad entre otras) que configuran un sistema literario hecho de innovación formal, ampliación de la lectura, y puesta en crisis de la representación.

HISP 2350F. Queering Latin American Literature.
Until the 19th century, homosexuality was vilified in Latin America as the ‘pecado contra natura.’ With the medicalization of sexuality at the turn of the century, homosexuality emerged as a contested identity. We explore the representation of gay themes in relation to power, violence and political resistance. Topics include: archival work, Queer Studies, autobiography, postmodern bodies. For graduate students only.

HISP 2350G. Teoría y Práctica Poética en César Vallejo.
Seminar dedicated to studying in depth the hermetic poetry of Vallejo. We analyze its poetic practice and its theoretical semantic, in the analysis of the poetry.

HISP 2350H. The History of Wonder in Colonial Spanish American Lettres.
The notion of wonder (asombro, maravilla) played a determining role in the Spanish and Creole writings of the Spanish American colonial period. The volatile aesthetic of wonder raises and implicates such important issues as otherness, exoticism, category crisis, and identity formation. A studies course examining the role of wonder in New World historiographic and literary writings of the 16th and 17th centuries.

HISP 2350I. Vallejo y sus contemporáneos.
Este seminario monográfico tiene como finalidad explorar la obra poética de César Vallejo en relación a los contextos del modernismo, la vanguardia, y la poesía contemporánea. Partiremos de un análisis formal del lenguaje poético y su organización semántica, de modo de ejercitarnos en el análisis textual de la poesía.

The figures of the intellectual and the artist in turn of the century Latin America (1880-1910). The difference between the artist and intellectual provides a new point of view for the discussion about modernization. During the years 1880-1910 the concepts of intellectual, cultural autonomy, and a Saxon-Latin divide gained centrality. Those years also witnessed a clash between Positivism and a new Spiritualistic reaction. Reason, Aesthetics, and the Occult were three strong traditions in tension with each other during those years. How did cultural agents deal with this tension? How did they represent it? These questions suggest the importance that the end of 19th century has had on our present discussions within and about Latin America. Readings by Martí, Darío, Herrera y Reissig, Rodó, Lugones, Colmillo, Ingenieros, Ramos Mejía, and others.

HISP 2350L. Romantico y Modernos: un proyecto para el "Individuo" en el XIX latinoamericano.
No description available.

HISP 2350U. Under the Sun: Reading the Tropics in Latin American Literature.
This seminar explores the ways in which tropical nature was conceptualized by Natural History, travelogues, visual culture and “novelas de la selva”. In following this progression, we will discuss conceptualizations of "civilization" undergirding (neo)colonial discourses. Such discourses still represent tropical nature in conflicting ways: a place of leisure and sensuality, but also a space of deprivation and illness. Tracing the endurances of these tropes in Western consciousness, in this seminar we will re-think the "tropical category" from a vantage point different to that of temperate climates.

HISP 2520C. Historia Cultural del Sujeto Hispano-americano.
Investigaremos la genealogía del Sujeto americano a partir de textos contemporáneos. Seguiremos sus huellas en las relaciones, relatos, poemas, y ensayos que documentan el habla, la escritura, la representación, y los saberes de este héroe de la Modernidad. Algunos ejes de esta exploración: la heterogeneidad, la cuestión del Otro, ideologías y nación, marginalidad y migración, memoria y diferencia.

HISP 2520D. La Ciudad Modernista.
Este seminario estudiará las representaciones, funciones y estilos de la ciudad como espacio del Modernismo hispanoamericano. A partir del debate ciudad vs. campo, característico de la instancia formativa de las nacionalidades (Martí y Sarmiento), analizaremos el proceso de la modernidad urbana en la poesía del Modernismo (Darío, Lugones), así como el relato y la crónica que lo propician (Gutiérrez Nájera, Julián del Casal) y la teoría cultural que lo debate (Rodó, González Prada). El arte y la iconografía, la estética del "fin de siglo" y el cosmopolitismo son otros temas.

HISP 2520E. La cultura escolástica Y el debate sobre el indio americano en el encuentro transatlántico.
Este curso examina las estructuras de conocimiento que conectan la tradición medieval con el descubrimiento de América, el debate jurídico sobre los derechos de los indios, y la producción etnográfica de los siglos XVI y XVII. Textos: Códice florentino de Sahagún; Historia de Tlaxcala de Muñoz Camargo; Historia de la nación chichimeca de Alá Iztilxochitl; Relación de Titu Cusi Yupanqui; Comentarios reales de Inca Garcilaso; y Nueva corónica y buen gobierno de Guzmán Poma.

HISP 2520G. Modernismo and Its Discontents.
Spanish-American Modernismo articulated pointed critiques of the nation-state, liberalismo, and middle class values. We explore Modernista prose and poetry with special attention to Rubén Darío, José Martí, and Delmira Agustini. Themes include gender, travel writing, urban life, Art Nouveau, and the rise of the fantastic. Theoretical readings by Benjamin, Said, Hall, and Freud.

HISP 2520I. Sor Juana Inés de la Cruz en Her Literary Context. Intensive study of Sor Juana’s major writings in a variety of genres; comparisons with other writers of her extended literary milieu.

HISP 2520J. Teoría y practica del texto transatlántico.
Este curso propone varios escenarios teóricos sobre el texto transatlántico. Partiendo de modelos de teoría literaria formal trabajaremos sobre un conjunto de textos de ambas orillas del idioma. Revisaremos las cuestiones del género, representación, lectura y recepción, mezcla y heterogeneidad archivo y cambio.

HISP 2520K. La Picaresca Entre Dos Mundos.
Este seminario considera la crisis espiritual, epistemológica, e institucional que acompañó el surgimiento de la picaresca en España, así como las condiciones que dieron lugar a la asimilación y transformación de este género en la América colonial.

HISP 2520L. Latin American Existential Literature.
European existentialism had a strong impact on Latin American literature, though that impact remains under-explored. The course begins with European existentialism and Latin American identity politics. It then explores the particular constructions of European existentialism effected by Argentine, Uruguay, Mexican, and Brazilian writers of prose fiction in the mid-twentieth century. Readings in Spanish and English. Instructor override needed for registration.
HISP 2520M. The Poetry and Discursive Strategies of Spanish American Modernismo.

The development of Modernismo was a turning point in the elaboration of the continental self-image. Modernista poets like Rubén Darío, Leopoldo Lugones, Julio Herrera y Reissig, Julián del Casal, Manuel Gutiérrez Nájera and José Asunción Silva were among the first original Hispanic American creators of literature, but they did not share a common view on continental problems and solutions. The relevance of Modernismo for the shaping of Latin American self image cannot be overstated. Modernista's conceptions on new intellectuals, aestheticism, l'art pour l'art, racism, immigrants, science and the occult, modernization, decadence, dandyismo, the body, sex, feminism, anarchism, cosmopolitanism, pan-Latinism, universalism and nationalism will be discussed.

HISP 2520N. La Reinvenzione de América en la Nueva Novela Hispanoamericana.

Este curso estudia perspectivas recientes de los primeros encuentros entre Europa y América en la nueva novela histórica hispanoamericana. Considera no sólo la relación entre estas ficciones y las fuentes del período colonial, sino también su diálogo con el presente a través de la reconfiguración del pasado. Las lecturas incluyen El arpa y la sombra de Carpentier, Son vacas, somos puercos de Bouilloise y Ursula de William Ospina.

HISP 2520O. The Old Science in the New World: Nature, Culture, and Empire in the Age of Exploration.

Studies how Spain's exploration and conquest of the Americas tested European understandings of the natural world; of nature's bearing on human psycho-physiology and, thereby, on culture; and of the balance between normacy and deviance in natural and human domains. Topics range from changing theories about the distribution of land and life around the globe to "natural" and "moral" histories implicated in a debate over Spain's rights to the Americas and its peoples. Readings: Aristotle, Strabo, Pliny, Ptolemy, Columbus, Vespucci, Oviedo, Las Casas, and Acosta. Students will be able to read primary texts in either Spanish or English. Discussion in English. Undergraduates welcome.

HISP 2520P. Narrativa latinoamericana contemporanea (De Juan Rufio a Diamela Eltit).

Estudiaremos los modos de representación, prácticas de escritura y lectura, redes culturales, tramas sociales y políticas de los relatos de la modernidad critica y diferencia latinoamericana. Autores: Cortázar, García Márquez, Fuentes, Bryce, Rodríguez, Juliá.

HISP 2520Q. Nación, insularismo e identidad en el Caribe hispano.

This course traces the emergence and evolution of nationalistic expression in literary and political texts from Cuba, Puerto Rico and the Dominican Republic. Beginning with early anti-colonial and nation-building writing, we focus particularly on the idea of the island in articulations of national culture. We address key figures in the intellectual history of the Caribbean; essays, novels and poetry from the nineteenth-century to the twenty-first; and recent critical and theoretical work on the Spanish Caribbean. Weekly topics include the intersection of race and nationalism; exile and migration; and transnational ties to the broader Caribbean, the U.S. and Latin America.

HISP 2620A. Entre nosotros: La Familia en la literatura y el cine españoles (1942-2009).

This course reflects on the representation of the family in Spanish literature and film since the Civil War, spanning texts and films from the period 1942-2009. Some of the themes we will explore over the course of the semester include: the family as a space for the formation of identities and subjectivities; the symbolic relationship between family and nation; religion; gender roles and the concepts of maternity, fatherhood, and childhood; monstrous families and the specter of incest; modern "found" families constructed outside biological bonds. Texts and films by Sender, Buero Vallejo, Delibes, Cela, Laforet, Buñuel, Borau, Almodóvar, Saura, among others.

HISP 2900. Theory and Methods of Foreign Language Teaching.

How are second languages acquired? How can instruction optimize acquisition? How do we evaluate, improve or create effective teaching materials? This course introduces the theory of foreign language learning and teaching and seeks to help language teachers implement communicative language teaching through reflective practice. Written permission required for undergraduates.

HISP 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

HISP 2980. Research in Spanish and Latin American Literature.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HISP 2990. Thesis Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

HISP 2991. Thesis Preparation.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HISP XLIST. Courses of Interest to Concentrators in Hispanic Studies.

History

Chair

Cynthia J. Brokaw

As one of the first institutions in the United States to provide for historical studies, Brown University has long valued and nurtured research in the Department of History. The faculty's high standard of scholarship and excellence in teaching are well known, and members of the department are committed to the value a rigorous education in the humanities confers upon students. The department trains students in the fundamentals of historical thinking: skills and attitudes that will provide a foundation for excellence in a wide range of careers and professions, including teaching, law, medicine, business, public service, and advanced historical research. For additional information, please visit the department's website: https://www.brown.edu/academics/history/

History Concentration Requirements

History is the study of how societies and cultures across the world change over time. History concentrators learn to write and think critically, and to understand issues from a variety of perspectives. The department offers a wide variety of courses concerned with changes in human experience through time, ranging from classical Greek and Roman civilizations to the histories of Europe, the Americas, and Asia. While some courses explore special topics, others concentrate on the history of a particular country (e.g. Russia or France) or period of time (e.g. the Middle Ages or the Renaissance). By taking advantage of our diverse course offerings, students can engage in and develop broad perspectives on the past and the present.

Concentration Requirements (for students graduating after spring 2015)

1. Basic Requirement: A concentration in History consists of a minimum of ten semester-long courses; of these, at least eight must be offered by the Brown University History Department, including cross-listed courses. (Students who spend more than one semester at another institution, must take at least 7 HiST courses - see “Transferring Courses” below.)

2. Courses below 1000: Students may count no more than four courses numbered below 1000 toward the concentration requirements. Students considering a concentration in History are encouraged to take First Year and Sophomore seminars, as well as courses in the HiST 0150 and 0200 series, for an introduction to historical reasoning, discussion, and writing.
3. Field of Focus: Upon declaring a concentration in History, students must define the area that will be the primary focus of their program. The primary field of focus must include a minimum of four courses. Students who choose a geographical focus must provide a thematic or chronological rationale for the coherence of courses with a broad chronological span. Students who are interested in a thematic or transnational focus (such as Science, Technology, Environment and Medicine or the Ancient World) may include courses from different geographic areas. All students should consult a concentration advisor early in the process. All fields are subject to approval by the concentration advisor.

4. Geographical Distribution: Concentrators must take at least two courses in three different geographic areas. These are:

- Africa
- East Asia
- Europe
- Global
- Latin America and the Caribbean
- Middle East and South Asia
- North America

“Global” courses are defined as those that deal with at least three different regions of the world.

5. Chronological Distribution: All concentrators must complete at least two courses designated as "P" (for pre-modern).

6. Capstone Seminar: All concentrators must complete at least one capstone seminar (these will be HIST 1960s and HIST 1970s series courses in the new numbering system.) These seminars are designed to serve as an intellectual culmination of the concentration. They provide students with an opportunity to delve deeply into a historical problem and to write a major research paper which serves as a capstone experience. Ideally, they will be taken in the field of focus and during the student’s junior or senior year. Students considering writing a senior honors thesis are advised to take an advanced seminar in their junior year.

7. Transferring Courses: The History Department encourages students to take history courses at other institutions, either in the United States or abroad, as well as history-oriented courses in other departments and programs at Brown. Students may apply two courses taken in other departments or programs at Brown to the ten-course minimum for the History concentration. Students who spend one semester at another institution may apply to their concentration a maximum of two courses from other departments or institutions, and those who spend more than one semester at another institution may apply to their concentration a third course transferred from another institution.

Students wishing to apply such courses must present their concentration advisor justification that those courses complement some aspect of their concentration. Courses from other Brown departments may not be applied toward the chronological distribution requirement; courses transferred from other institutions may be applied toward the chronological distribution requirement so long as they clearly are history courses.

It is normally expected that students will have declared their intention to concentrate in History and have their concentration programs approved before undertaking study elsewhere. Students taking courses in Brown-run programs abroad automatically receive University transfer credit, but concentration credit is granted only with the approval of a concentration advisor. Students taking courses in other foreign-study programs or at other universities in the United States must apply to the Transfer Credit Advisor.

Final transfer and concentration credit will not be granted until the student successfully completes the course(s) and returns to Brown. Approval by the department advisor for transfer credit will be contingent on satisfactory course content and performance (to be demonstrated by documents such as a transcript showing the grade, syllabi, notes, papers, exams, etc.).

8. Regular Consultation: Students are strongly urged to consult regularly with their concentration advisor or a department advisor about their program. During the seventh semester, all students must meet with their concentration advisor for review and approval of their program.

In consultation with the concentration advisor, students may choose from the following courses:

- HIST 0150A History of Capitalism
- HIST 0150B The Philosophers' Stone: Alchemy From Antiquity to Harry Potter
- HIST 0150C Locked Up: A Global History of Prison and Captivity
- HIST 0150D Refugees: A Twentieth-Century History
- HIST 0150F Pirates
- HIST 0203 Modern Africa: From Empire to Nation-State
- HIST 0212 Histories of East Asia: China
- HIST 0214 Histories of East Asia: Japan
- HIST 0215 Modern Korea: Contending with Modernity
- HIST 0218 The Making of Modern East Asia
- HIST 0228A War and Peace in Modern Europe
- HIST 0232 Clash of Empires in Latin America
- HIST 0233 Colonial Latin America
- HIST 0234 Modern Latin America
- HIST 0244 Understanding the Middle East: 1800s to the Present
- HIST 0247 Civilization, Empire, Nation: Competing Histories of the Middle East
- HIST 0250 American Exceptionalism: The History of an Idea
- HIST 0252 The American Civil War
- HIST 0253 Religion, Politics, and Culture in America, 1865 - Present
- HIST 0257 Modern American History: New and Different Perspectives
- HIST 0273A The First Globalization: The Portuguese in Africa, Asia, and the Americas
- HIST 0276 A Global History of the Atomic Age
- HIST 0285A Modern Genocide and Other Crimes against Humanity
- HIST 0286A History of Medicine I: Medical Traditions in the Old World Before 1700
- HIST 0286B History of Medicine II: The Development of Scientific Medicine in Europe and the World
- HIST 0505 Africa and the Transatlantic Slave Trade
- HIST 0510A Shanghai in Myth and History
- HIST 0520A Athens, Jerusalem, and Baghdad: Three Civilizations, One Tradition
- HIST 0521A Christianity in Conflict in the Medieval Mediterranean
- HIST 0521M The Holy Grail and the Historian's Quest for the Truth
- HIST 0522G An Empire and Republic: The Dutch Golden Age
- HIST 0522N Reason, Revolution and Reaction in Europe
- HIST 0522O The Enlightenment
- HIST 0523A The Holocaust in Historical Perspective
- HIST 0523O The Academic as Activist
- HIST 0535A Atlantic Pirates
- HIST 0537A Popular Culture in Latin America and the Caribbean
- HIST 0537B Tropical Delights: Imagining Brazil in History and Culture
- HIST 0540F Women in the Middle East, 7th-20th C.: Patriarchal Visions, Revolutionary Voices
- HIST 0550A Object Histories: The Material Culture of Early America
- HIST 0551A Abraham Lincoln: Historical and Cultural Perspectives
- HIST 0555B Robber Barons
- HIST 0556A Sport in American History
- HIST 0557A Slavery and Historical Memory in the United States
HIST 1976E  The Anthropocene: Climate Change as Social History
HIST 1976G  Animal Histories
HIST 1976I  The World of Isaac Newton
HIST 1976N  Political Economy: Intellectual History of Capitalism
HIST 1976R  Histories of the Future
HIST 1977I  Gender, Race, and Medicine in the Americas
HIST 1978D  Palestine versus the Palestinians
HIST 1979L  Urban History of Latin America
HIST 1979M  Piracy, Patents and Intellectual Property
HIST 1979N  American Charters
HIST 1979O  Comparative Black Power
HIST 1979P  History of Chinese Medicine
HIST 1979Q  Japanese Film and Animation of the 20th Century
HIST 1979R  Scientific Controversies from Creationism to Climate Change
HIST 1979S  History of Life Itself: Biopolitics in Modern Europe
HIST 1979T  Modernism and Its Critics
HIST 1979U  The Business of Empire: History of Capitalism and U.S. Foreign Relations, 1900 to the Present
HIST 1979V  Technologies of the Soul: The History of Healing
HIST 1979W  Debates on the Holocaust
HIST 1979X  Modern Enchantments: Science, Religion, and Magic in Modernizing America
HIST 1979Y  Peace, Justice and Human Rights in a Global Age
HIST 1979Z  The World in Revolution: America and the Global South during the Long 1970s

**Honors (OPTIONAL):**

History concentrators in the 5th or 6th semester may apply for honors. To be admitted, students must have achieved two-thirds “quality grades” in History department courses. A “quality grade” is defined as a grade of “A” or a grade of “S” accompanied by a course performance report indicating a performance at the “A” standard.

Students who wish to enroll in honors are recommended to take HIST 1992, “History Honors Workshop for Prospective Students.” Students who complete honors may count HIST 1992 as one of the 10 courses required for graduation in history. HIST 1992 students who prepare a prospectus that receives a grade of A- or above will be admitted to the honors program. Students in their 7th semester who have not taken HIST 1992 (including but not limited to those who are away from Brown during that semester) may apply to the program by submitting a prospectus no later than the first day of that semester. All honors students must complete one semester of HIST 1993 “History Honors Workshop for Thesis Writers, Part I” and one semester of HIST 1994 “History Workshop for Thesis Writers, Part II.” Students who contemplate enrolling in the honors program in History should consult the honors section of the department website. They are also encouraged to meet with the Director of Undergraduate Studies, who serves as the honors advisor.

**History Graduate Program**

The department of History offers graduate programs leading to the Master of Arts (A.M.) degree and Doctor of Philosophy (Ph.D.) degree.

For more information on admission and program requirements, please visit the following website:

http://www.brown.edu/academics/gradschool/programs/history
Courses

HIST 0150A. History of Capitalism.
Capitalism didn’t just spring from the brain of Adam Smith. Its logic is not encoded on human DNA, and its practices are not the inevitable outcome of supply and demand. So how did capitalism become the dominant economic system of the modern world? History can provide an answer by exploring the interaction of culture and politics, technology and enterprise, and opportunity and exploitation from the era of the Atlantic Slave Trade to the 2008 Financial Crisis. HIST 0150 courses introduce students to methods of historical analysis, interpretation, and argument. This class presumes no economics background, nor previous history courses.

Alchemy today conjures Harry Potter or Full Metal Alchemist, not the serious scholarly tradition that captivated Isaac Newton and Carl Jung. We will explore alchemy’s long history, examining how it has endured and adapted to different cultural, social, intellectual, economic, and religious contexts. What did alchemists do? How did they explain their art? And why has alchemy come to represent fraud and folly in some circles and wisdom in others? Students will answer these questions by conducting research in the Hay. HIST 0150 courses introduce students to methods of historical analysis, interpretation, and argument. Presumes no previous history courses. WRIT

HIST 0150C. Locked Up: A Global History of Prison and Captivity. A long history lies behind the millions of men and women locked up today as prisoners, captives and hostages. Beginning in antiquity and ending in the present, this course draws on materials from a variety of cultures across the world to explore incarceration’s centuries-old past. In examining the experience and meaning of imprisonment, whether as judicial punishment, political repression, or the fallout of war, the class will ask fundamental questions about liberty as well. History 150 courses introduce students to methods of historical analysis, interpretation and argumentation. This course presumes no previous history courses.

HIST 0150D. Refugees: A Twentieth-Century History. Refugees are arguably the most important social, political and legal category of the twentieth century. This introductory lecture course locates the emergence of the figure of the refugee in histories of border-making, nation-state formation and political conflicts across the twentieth century to understand how displacement and humanitarianism came to be organized as international responses to forms of exclusion, war, disaster and inequality.

HIST 0150F. Pirates. As long as ships have sailed, pirates have preyed upon them. This course examines piracy from ancient times to present, from the Mediterranean Sea to the Indian Ocean and the Caribbean. We will explore questions: How did piracy evolve over time? Where, why, and how did people become pirates, and what (if anything) made them different from other seafarers? How is piracy related to other historical processes, notably imperialism and nation-building? What explains the resurgence of piracy in the twenty-first century? Why have pirates become the stuff of legend, and how accurately are they portrayed in books and films?

HIST 0203. Modern Africa: From Empire to Nation-State. This course examines the major historical developments in Africa from 1945 to the present and pays special attention to the diversity of experiences within the vast continent. The first part focuses on Africans’ varied responses to the waning European imperial project and explores different ways in which African nationalist leaders and everyday people challenged colonial administrations to ultimately achieve their independence. The second part of the class investigates the consequences and opportunities of decolonization, including questions of political legitimacy, state-building, structural adjustment programs and international aid, human rights, and civil conflicts.

HIST 0212. Histories of East Asia: China. China’s ascendency as a global economic power in recent decades has been regarded by many as a reclaiming of its former glory. In introducing the history of China from earliest times to the present, this course aims to provide an understanding of the making and remaking over millennia of what we call Chinese civilization, with its changes, contingencies, and continuities, its various claims to greatness, and its many recurring challenges. This course is open to all students and assumes no prior knowledge of Chinese culture, history, or language. Readings consist of both a textbook and relevant primary sources.

HIST 0214. Histories of East Asia: Japan. This is a course for students who have always been curious about Japan but haven’t had an opportunity to explore that interest fully, for anyone in search of a better understanding of the historical contexts that shaped Japan’s complex relationships with China, Korea and the West, and for all those who wish to broaden their exposure to the histories of East Asia. Open to all students, this course assumes no prior knowledge of Japanese culture, history, or language. WRIT

HIST 0215. Modern Korea: Contending with Modernity. This course examines the extraordinarily rapid revolution of Korea from isolated, agrarian society into a culturally modern, industrialized, and democratic nation that is an important actor on the world stage. It also will investigate how a non-Western society generates its own inspiration for human relations, social structure, political and cultural values. Includes coverage of North Korea.

HIST 0218. The Making of Modern East Asia. This course examines Asia in the shaping of the modern world, from competing definitions of empires circa 1800 to the rise of the notion of the twenty-first as a “Pacific Century.” It investigates the definition(s) of Asia as a world region, explores transnational interactions and emphasizes Asians as historical actors via written, visual and aural sources. Events are placed in the context of key historical paradigms, including varying definitions of modernity, the rise of the nation-state, birth of mass politics, new mechanisms of war, the language of self-determination, changing views of gender, shifting types of media and consumption, etc. WRIT

HIST 0228A. War and Peace in Modern Europe. This course explores the relationship between war, culture, and society in modern Europe. The two world wars changed the political, social, and cultural landscape of Europe, and by extension, of the rest of the world, not least the United States. We will not delve into the military history of these vast conflicts; instead, we will examine how the experience of total war remolded European understanding and practices of memory and commemoration, culture and representation, humanity and civilization, utopia and revolution, catastrophe and identity. We will read influential scholarly texts and literary works, and watch important contemporary films.

HIST 0232. Clash of Empires in Latin America. Examines Latin America as the scene of international rivalry from the 16th to the 19th century. Topics include comparative colonization, the transatlantic slave trade, privateering and piracy in the Caribbean, and the creation of an “Atlantic world.” P

HIST 0233. Colonial Latin America. Colonial Latin America, from Columbus’s voyage in 1492 to Independence in the nineteenth century, was the creation of three peoples: Europeans, Native Americans, and Africans. Spanish and Portuguese conquerors brought with them the world of the Crusades, the Inquisition, and the Renaissance. Native Americans lived there already, in rich empires and hunter-gatherer bands. Africans came as slaves from Senegal, Nigeria, Congo and Angola, bringing old traditions and creating new ones. These diverse peoples blended together to form a new people. This was a place of violence, slavery and oppression – but also of art, faith, new societies, new ideas. P WRIT
HIST 0234. Modern Latin America.
This course is an introduction to the history of modern Latin America. Through lectures, discussions, shared readings, we will explore major themes in the past two hundred years of Latin American history, from the early nineteenth-century independence movements to the recent “Left Turn” in Latin American politics. Some of the topics we will examine include the racial politics of state-formation; the fraught history of U.S.-Latin American relations; the cultural politics of nationalism; how modernity was defined in relation to gender and sexuality; and the emergence of authoritarian regimes and revolutionary mobilizations, and the role of religion in shaping these processes.

HIST 0244. Understanding the Middle East: 1800s to the Present.
This course is an introduction to the history of the modern Middle East from the mid-19th C to the present. Readings and topics are structured chronologically, and emphasize the key events and turning points in the political and economic history of the region. The goal of the course is to understand how the Middle East, as it is today, has been shaped by the events of the past.

HIST 0247. Civilization, Empire, Nation: Competing Histories of the Middle East.
The “Middle East” is a recent invention. 100 years ago, virtually none of the states currently populating the region’s map existed. This course considers how historians (and others) have used the concepts of civilization, empire, and nation to construct competing narratives about this pivotal region’s past from the rise of Islam to the present. Since facts acquire meanings through interpretive frameworks, we ask: What is privileged and what is hidden in these narratives? And what would the history of this region look like if we could see it through the eyes of the peoples who have long lived there?

For four centuries, the theme of America having a special place in the world has dominated American politics and culture, though many have questioned or challenged American distinctiveness. This course examines articulations and critiques of American exceptionalism, using sources from American history and literature, from comparative history and literature, and from modern American culture and politics. It is intended both as an introduction to American history and as a thematic class, focused on the U.S. in a global context, which is different from a traditional high school or first-year college American history class. WRIT

HIST 0252. The American Civil War.
An examination of the American Civil War and related topics in international law, international relations, and popular culture (this is not purely a course on military history). Students will learn about the American Civil War in a global context while also learning to analyze documents of different genres; and learning to make optimal use of online databases. The course assumes no background knowledge, yet it acknowledges some reasons for change. A knowledge of languages and the social and textual traditions that, together with material remains, allow historians to explore their medical practices and explanations, including changes in their traditions, sometimes caused by interactions with other peoples of Europe, Asia, and Africa. We’ll introduce students to major medical traditions of the Old World to 1700, with emphasis on Europe, and explore the economic, religious and other crimes against humanity in the 20th century. We will discuss the origins of genocide and the subsequent conceptualization of this phenomenon; manifestations of colonial, imperial, racial, and communist genocide; war crimes and mass crimes by totalitarian regimes; and policies of mass expulsions and “ethnic cleansing.” We will conclude with attempts to curb and punish genocide by means of international justice.

HIST 0260. History of Medicine I: Medical Traditions in the Old World Before 1700.
People have always attempted to promote health and prolong life, and to ameliorate bodily suffering. Those living in parts of Eurasia also developed textual traditions that, together with material remains, allow historians to explore their medical practices and explanations, including changes in their traditions, sometimes caused by interactions with other peoples of Europe, Asia, and Africa. We’ll introduce students to major medical traditions of the Old World to 1700, with emphasis on Europe, and explore some reasons for change. A knowledge of languages and the social and natural sciences is welcome not required.

HIST 0265. History of Medicine II: The Development of Scientific Medicine in Europe and the World.
From the 18th century onward, Western medicine has claimed universal validity due to its scientific foundations, relegating other kinds of medicine to the status of “alternative” practices. The course therefore examines the development of scientific medicine in Europe and elsewhere up to the late 20th century, and its relationships with other medical ideas, practices, and traditions. Students with a knowledge of languages and the social and natural sciences are welcome but no prerequisites are required.

HIST 0253. Religion, Politics, and Culture in America, 1865 - Present.
Religion has played an undeniable role in the contemporary American cultural landscape. This course lends some perspective on the present by investigating the various and, at times, surprising role religion has played in history in the shaping of American culture from 1865 to the present.

HIST 0257. Modern American History: New and Different Perspectives.
Rather than a survey, this course uses specific episodes and events to reveal different modes of analysis. Examples of questions are: What do gender perspectives tell us about men on the frontier and women in dance halls? What is the importance of baseball to American culture? How do a historian and a lawyer differ in their analysis of a sensational crime case? How can we understand why the U.S. dropped two atomic bombs on Japan? How did scandals in television and popular music signal an end to American innocence? How has the Baby Boom generation altered American society? And more. WRIT

This class surveys history of Portuguese empire in Asia, Africa, and Brazil from fifteenth to early nineteenth centuries. Portugal pioneered the European expansion in the fourteenth century, laying the groundwork for several historical phenomena that defined modernity - the formation of colonial coastal enclaves in Africa and Asia, the colonization of the Americas, and the beginning of large-scale trade across the Atlantic and Indian oceans. The class analyzes the economic, religious and technological factors behind Portugal's pioneering role in European expansion. We focus on patterns of socio-cultural and religious interaction between Portuguese and native peoples in Asia, Africa, Brazil.
HIST 0510A. Shanghai in Myth and History
Like the greatest of world cities, Shanghai has been the object of fascination, repulsion, adoration, and misunderstanding since its rise to prominence in the 19th century. Often, serving as a symbol for colonialists, adventurers, revolutionaries, and entrepreneurs, obscuring the lives of the refugees, shopkeepers and factory workers who made the city hum. Yet the existence of the mythical city alongside other Shanghais makes this place -- with its polyglot, colonial, local, and transnational histories -- a researcher's dream. This course will demonstrate how to investigate and analyze dream and image alongside the more concrete aspects of the material city. FYS

HIST 0520A. Athens, Jerusalem, and Baghdad: Three Civilizations, One Tradition.
We examine core beliefs of early Greek, Jewish, Christian, and Islamic civilizations that form the basis of Western thought. Serving similar ideological purposes in the pre-modern world as have political and economic theories for the modern world, religion and philosophy defined individual lives and collective identities. We focus on the manner of appropriation and modification of thought from one culture to another in order to appreciate that there is far more similarity than difference in belief systems among what are today viewed as separate, even contesting, cultures. Enrollment limited to 20 first year students. Instructor permission required. FYS WRIT P

HIST 0521A. Christianity in Conflict in the Medieval Mediterranean.
Students in this class will learn about medieval history by taking on roles, informed by classic texts, in elaborate games set in the past. Drawing on the innovative “Reacting to the Past” curriculum, this class explores two dramatic moments in medieval history: the debate about Christian beliefs held at Nicaea in 325 and the deliberations about crusading held at Acre in 1148. Students will adhere to the intellectual beliefs of the medieval figures they have been assigned to play, and will learn skills—speaking, writing, critical thinking, leadership, and teamwork—in order to prevail in difficult and complicated situations. FYS P

Dan Brown's wildly successful novel The Da Vinci Code has recently given a feminist twist to an enduringly popular medieval legend also captured in big-screen antics of Monty Python and Indiana Jones: the quest for the Holy Grail. Beginning with Brown's novel and other modern representations of the search for the Grail then turning back to texts from the Middle Ages, this seminar will unravel the truth - or truths - behind the legend. One central question will be how historians can use legends to understand the cultures they study. Instructor permission required. FYS WRIT P

HIST 0522G. An Empire and Republic: The Dutch Golden Age.
Between about 1580 and 1690, a new nation emerged in Europe that became a bastion of liberty, ideas in ferment, fine art, military power, science and technology, and global economic reach: the Dutch Republic. A nation that thought of itself as peaceful, yet was constantly at war; as Protestant, yet was composed of people of many faiths: as personally aspirational, yet derived much wealth from the conquest and slavery of others. Its people and institutional arrangements greatly influenced Britain and America on their paths to power, too. Its rise and eclipse may be instructive. Enrollment limited to 20 first-year students. FYS WRIT P

HIST 0522N. Reason, Revolution and Reaction in Europe.
First year seminar designed to introduce students to the study of history through a focused look at the French Revolution. It will be divided into two very different parts. The first part will be organized as a traditional history seminar in which we explore together the eighteenth-century developments that preceded the outbreak of the French Revolution. In the second half of the class, students will be assigned different roles in order to re-enact the discussions in the National Assembly that, from 1791 to its collapse in 1792, tried to create a constitution for the new French Nation. FYS WRIT P

HIST 0522O. The Enlightenment.
The Enlightenment: Introduction to the Enlightenment as a fragmented series of projects that aimed at human liberation and the understanding of the social and natural worlds, with massive implications for the way that we conceive of ourselves today. Readings explore philosophy, science, slavery, economics, gender relations, and politics in the 18th century. FYS WRIT

HIST 0523A. The Holocaust in Historical Perspective.
The course will examine the history and historiography of the Holocaust from early accounts to recent reconstructions of the origins, implementation, and aftermath of the “Final Solution.” We will also analyze documents, testimonies, memoirs, trial records, and various forms of representations and commemorations of the Shoah. Enrollment limited to 20 first year students. FYS WRIT

HIST 0523O. The Academic as Activist.
Since the late nineteenth century, the modern research university has struggled with questions about When is the researcher participating in engaged scholarship? When does engagement suggest, instead, a lack of objectivity? How have economists, anthropologists, biologists, and historians tried to contribute to the common good, and where have their efforts broken barriers of privilege, and when have their efforts contributed to further oppression? This seminar will look at debates over the role of academics in political life. Topics may include: Fabian socialism, libertarianism and development economics, pan-African movements, and the Green Revolution. WRIT FYS

HIST 0535A. Atlantic Pirates.
This seminar explores piracy in the Atlantic from the sixteenth to the early nineteenth centuries. We will examine everyday life on pirate vessels; the pirates' role in emerging colonial societies and economies; the complex links between piracy, imperialism, and nation-building; and the image of pirates as both villains and figures of legend. Enrollment limited to 20 first year students. FYS WRIT P

HIST 0537A. Popular Culture in Latin America and the Caribbean.
From tango to plastic surgery, Donald Duck to reggaeton, this course places popular culture at the center of modern Latin American and Caribbean history. How, will we ask, did popular culture reflect and shape struggles over national belonging? How did foreign cultural products come to bear on international relations and transnational flows? In what contexts has culture served as a vehicle of resistance to dominant ideologies and systems of power? Far from a mere "diversion," popular culture instead offers a compelling lens onto the relationship between state and society in Latin America and beyond. WRIT FYS

HIST 0537B. Tropical Delights: Imagining Brazil in History and Culture.
Examines the many ways that Brazilians and foreigners have understood this vast continent-size country, ranging from early European explorers' anxieties about Cannibalism to modern images of the Amazonian rainforest, Rio De Janeiro's freewheeling Carnival celebrations, and the array of social movements mobilizing for social justice. Through an examination of historical sources, literature, movies, and popular culture, this seminar will consider how multiple images and projections of Brazil have shaped national and international notions about the country. Reserved for First Year students. Enrollment limited to 20. FYS WRIT

HIST 0540F. Women in the Middle East, 7th-20th C.: Patriarchal Visions, Revolutionary Voices.
This course provides an historical approach to women's lives, status, and perceptions. It focuses on women in the Middle East, from the seventh century emergence of Islam to the twentieth century revolutions and struggle for new identities. It examines the contested roles of women in society and the ways women were culturally crafted. In particular, we will discuss the modes by which women's lives were narrated (by themselves and others); women's use of the “patrimonial bargain” to deal with the shift from so-called “traditional” to so-called “modern” culture; and the encounter between “Eastern” and “Western” societies. FYS WRIT
HIST 0550A. Object Histories: The Material Culture of Early America.
History is not just about people; it is also about things! Come explore the world of early America through the lens of objects—boats, dresses, plows, houses, wagons, watches, silver cups, wigs, blankets, land, gardens, hammers, desks—and the cultures that produced and consumed them. As a first year seminar, this course is designed to engagingly introduce students to the basic concepts of historical study. We will take several field trips to local historical sites, both on and off campus. Our primary focus will be specific objects and their contexts and histories. Enrollment limited to 20 first year students. FYS WRIT P

HIST 0551A. Abraham Lincoln: Historical and Cultural Perspectives.
This seminar uses life, legacy, myth of Abraham Lincoln to explore central themes such as frontier in early republic, nature of political leadership, law/legal culture, and emergence of sectionalism, slavery, anti slavery, Civil War. Frequent short writing assignments and research investigations allow students in-depth explorations of Lincoln’s works, the writings of his contemporaries, and modern non-fiction, fiction, and film. The course enables us to consider two larger themes: 1) the relationship between memory and history; and 2) the function of history in modern society. The course has no prerequisites and does not presuppose special knowledge of American history. WRIT FYS

HIST 0555B. Robber Barons.
Today, the United States looks a lot like it did at the turn of the 20th century. Much like it is now, America’s economy at that time saw tremendous growth interrupted by periodic financial crises. Moreover, both are periods of immense inequality. Whereas we have the one per cent, the late 19th century witnessed a small group of capitalists amass unprecedented fortunes, which provided immense political power. In this class, we will explore what the lives of these “robber barons” can tell us about the role of economic privilege in shaping America’s social, cultural, and political history. FYS WRIT

HIST 0556A. Sport in American History.
This course covers the relationship of sports to aspects of American culture since 1900. Topics include gender, race, amateurism, professionalism, intercollegiate athletics, and sports heroes. Enrollment limited to 20 first year students. FYS WRIT

HIST 0557A. Slavery and Historical Memory in the United States.
How has America chosen to remember and forget the enslavement of millions of its own people? What are appropriate ways to acknowledge slavery in monuments, museum exhibitions, film, literature, and public policy? By approaching these questions through a wide range of visual and textual sources, we will explore the indeterminate space between history and memory. Enrollment limited to 20 first year students. FYS WRIT

HIST 0559A. Culture and U.S. Empire.
This seminar examines the relationship of American culture to U.S. imperial project. We will look at how cultural ideologies such as those about race, gender, and American exceptionalism have not only shaped Americans’ interactions with other peoples but also justified the spread of U.S. power. Enrollment limited to 20 first year students. FYS WRIT

HIST 0559B. Asian American and Third World Solidarity.
As historian Vijay Prashad puts it, “The Third World was not a place. It was a project.” During the 20th century struggles against colonialism, the peoples of Africa, Asia, and Latin America believed that another world was possible. Here, too, in the United States, minorities and their allies dreamed of dignity, democracy, and justice. Looking through the experiences of Asian Americans, this course examines the domestic freedom movements in the context of global decolonization. Topics include: campus activism, immigration, capitalist labor regimes, neocolonialism, cultural hegemony, and Afro-Asian connections. FYS

HIST 0574A. The Silk Road, Past and Present.
The Silk Road has historically been the crossroad of Eurasia; since the third-century BCE it has linked the societies of Asia—East, Central, and South—and Europe and the Middle East. The exchange of goods, ideas, and peoples that the Silk Road facilitated has significantly shaped the politics, economies, belief systems, and cultures of many modern nations: China, Russia, Afghanistan, Uzbekistan, and India. This course explores the long history (and the mythologies or imaginations) of the Silk Road in order to understand how the long and complex pasts of the regions it touches are important in the age of globalization. FYS WRIT

Why are there Chinese in the US, Canada, Mexico, Cuba, Peru, Singapore, Indonasia, Thailand, Vietnam, the Philippines? Australia, New Zealand, Fiji, Guam, Samoa? Mozambique, Zimbabwe, Cape Verde, Ghana? Spain, Germany, France, Russia, Czech Republic? Mauritius, Madagascar? India, Sri Lanka, Myanmar? Hong Kong, Macau, Taiwan? How and when did 50 million Chinese find their way around the world during the past 500 years, from the Ming Dynasty to the present moment? We will explore worldwide distribution of ethnic Chinese through Time (history) and Space (culture) in the so-called "Chinese diaspora," and examine questions of migration, identity, belonging, politics and conflict. FYS WRIT

HIST 0580M. The Age of Revolutions, 1760-1824.
In the middle of the eighteenth century, the Americas belonged to a handful of European monarchies; within a few decades, most of the Americas was composed of independent republics, some of the European monarchs were either deposed or quaking on their thrones. Usually considered separately, revolutions in British North America, France, Saint-Domingue (Haiti) and Spanish America had diverse local circumstances yet composed a single cycle of intellectual ferment, imperial reform, accelerating violence and, forging of new political communities. We will examine revolutions that helped create the world we live in. Enrollment limited to 20 first year students. FYS WRIT P

This seminar will focus on the life and work of one of the most influential thinkers of the twentieth century, examining both his role in the Indian nationalist movement, as well as the global impact of his ideas on leaders such as Martin Luther King Jr. and Nelson Mandela. Enrollment limited to 20 first year students. FYS

HIST 0582A. Animal Histories.
Animals have been people’s energy, food, wealth, gods, hobbies, icons, and companions. Wild and domesticated non-human animals are essential yet often invisible historical subjects. This seminar makes them visible by tracking them through time—ancient, modern, and contemporary—on every continent. They are often symbols, but we look beyond animals as represented by people. We are more interested in them as actors and subjects with agency. By pushing at the boundaries of what constitutes legitimate topics, this seminar serves as a critical introduction to the historical discipline. FYS WRIT

HIST 0582B. Science and Society in Darwin’s England.
This course is a first year seminar designed to introduce students to the study of history. It will be divided into two very different parts. The first part will be organized as a traditional history seminar in which we explore together the world in which Darwin developed his theory of the Origin of Species. The second part will be a historical re-enactment of an 1863 discussion in Britain’s Royal Society about whether to award Darwin their highest honor, the Copley Medal. Enrollment limited to 20 first year students. FYS WRIT
HIST 0621B. The Search for King Arthur.
The King Arthur legend is one of the most enduring stories to emerge from medieval Britain. Drawing evidence from written and archaeological sources, we'll delve into shadowy periods in which legend is based, between the collapse of Roman imperial power in Britain and establishment of the Anglo-Saxon and Celtic kingdoms that would succeed the empire. We'll also take students inside the historian's workshop, exposing them to the tools, texts, and objects from which historians and archaeologists construct their interpretations of how the inhabitants of Arthur's Britain lived and died. Enrollment limited to 20 sophomores. WRIT SOPH P

HIST 0623A. British Social History.
What is the role of history in imagining progress, identity, and political movements? This course begins by reading classic nineteenth-century historians From Trelvenay to E. P. Thompson, asking about the politics implicit in their choice of subject and archive. It then turns to contemporary history, asking, how have debates about race, gender, and the environment in the past thirty years shaped how we look at history? How have different tools like digital history or the analysis of culture changed what we look at or why? How is the study of history changing today? SOPH WRIT

HIST 0623M. Becoming French: Minorities and the Challenges of Integration in the French Republic.
Recent controversies around Islamization integration, including debates around the headscarf and uprisings in the working class suburbs of French cities, point to difficulties France has faced in integrating minority populations. We'll explore the encounter between France and its immigrant, religious, and racial minorities from the Revolution to contemporary times. By comparing paths of integration and debates around minority inclusion and consider how minorities negotiated their identities as they struggled to internalize France's cultural and historical legacy. We'll addresses political and historiographical debates over the relationship between national citizenship and religious/cultural identity. Enrollment limited to 20 sophomores. SOPH

HIST 0654A. Welfare States and a History of Modern Life.
History of the American welfare state, from its origins in nineteenth-century industrial capitalism to contemporary debates about health care, in comparative perspective. Why did welfare states appear and what form did the U.S. version take? Considerations of social inequality, labor relations, race, gender, family policy, the social wage, and the relationship between markets and the state are all considered. Some comparison with European models. SOPH WRIT

HIST 0654B. American Patriotism in Black and White.
This course explores the different and sometimes conflicting definitions and meanings of patriotism and citizenship through the lens of African American history and military participation, using primary and secondary sources from the colonial period to the present, including political and legal documents, letters to editors, literary pieces, plays, speeches, and petitions. What are the many definitions of freedom and patriotism, and how have black people understood their realities as they chose to serve militarily? This social and political (not military) history focuses on the political implications of African Americans' military service for/to the nation over three centuries. DPLL SOPH

HIST 0658D. Walden + Woodstock: The American Lives of Ralph Waldo Emerson and Bob Dylan.
Emerson and Dylan are cultural icons of 19th and 20th Century America. Both are elusive and yet representative writers who pushed against the limits of tradition genres, and, by doing so, created new ones: both gave support to turning points in the civil rights struggle and against American military aggression; both were at the epicenter of a wide circle of intellectuals, while denying their own centrality; both had boundless energy for innovative public performance. "Walden and Woodstock" is an investigation of the role of the intellectual within celebrity culture and of the use of comparative biography. SOPH WRIT

HIST 0685A. The Social Lives of Dead Bodies in China and Beyond.
The dead are all around us, but how do we know it? This course aims to uncover how corpses interact with the living as participants in social relations, especially during times of community upheaval. We'll take China and Taiwan as jumping off points, but also look elsewhere in Africa, the Americas, Asia and Europe since the 19th century, when the broadening scale and nature of warfare; state expansion; rapid development; global circulations of technology; and the interplay of international philanthropies with older forms of charity and ritual pacification significantly affected the treatment, conceptions, and actions of the dead. WRIT SOPH

HIST 0720. The Romans.
The Romans established the only successful pan-Mediterranean empire in history, lasting nearly 1,000 years, with its legacy living everywhere today, from the U.S. Constitution to the English alphabet. Who were these people? How did they ever conquer and maintain such a vast territory and for so long? And what did it mean to be a Roman? This course explores these basic, yet difficult questions, from the founding of the city in 753 BCE to its fall in 476 CE. We will confront the opinions of ancient authors directly, to critically assess the Romans’ own perceptions of their society and history.

This course considers how individuals and societies have constructed the idea of evil. We examine evil’s origins in religious traditions and review how those interpretations have been deployed and how the concept of evil has changed over time. Is it possible to offer a universal definition of evil? Is it true that “When a woman thinks alone, she thinks evil”? Does evil exist in “the Other” or oneself? To answer these questions, we engage in activities and discussion about sin, hell, pacts with the devil, witches, torture, lynching, genocide, psychopaths, empathy, and representations of evil in music, literature, and film.

HIST 0930A. Word, Image and Power in Renaissance Italy (ITAL 0580).
Interested students must register for ITAL 0580.

HIST 0930E. Sacrifice and Suffering: Rhetorics of Martyrdom Compared (RELS 0640).
Interested students must register for RELS 0640.

HIST 0930F. Twentieth-Century Africa (AFRI 0160).
Interested students must register for AFRI 0160.

HIST 0930G. Difficult Relations? Judaism and Christianity from the Middle Ages until the Present (JUDS 0050M).
Interested students must register for JUDS 0050M.

HIST 0930H. History of the Holocaust (JUDS 0902).
Interested students must register for JUDS 0902.

HIST 0930I. The World of Byzantium (CLAS 0660).
Interested students must register for CLAS 0660.

HIST 0930J. The World of Byzantium (CLAS 0660).
Interested students must register for CLAS 0660.

HIST 0930M. Brothers Betrayed: Jews and Poles from 1500 until Today (JUDS 0901).
Interested students must register for JUDS 0901.

HIST 0930N. War and Society in the Ancient World (CLAS 0560).
Interested students must register for CLAS 0560.

HIST 0940A. History of Intercolligate Athletics (EDUC 0850).
Interested students must register for EDUC 0850.

HIST 0940B. The Campus on Fire: American Colleges and Universities in the 1960's (EDUC 0400).
Interested students must register for EDUC 0400.

HIST 0940C. When Leaders Lie: Machiavelli in International Context (ITAL 0981).
Interested students must register for ITAL 0981.

HIST 0940D. The Border/La Frontera (ETHN 0090A).
Interested students must register for ETHN 0090A.

HIST 0940E. Autobiography of the Civil Rights Movement (AFRI 0110C).
Interested students must register for AFRI 0110C. WRIT

Interested students must register for EDUC 0610.
HIST 0940G. From Amsterdam to Istanbul: Christians, Moslems, and Jews (JUDS 0050E). Interested students must register for JUDS 0050E.

HIST 0940H. The Jew in the Modern World (JUDS 0050L). Interested students must register for JUDS 0050L.

HIST 0940I. Social Welfare in the Ancient Greek City (CLAS 0310). Interested students must register for CLAS 0310.

HIST 0940K. Israel's Wars (JUDS 0050H). Interested students must register for JUDS 0050H.

HIST 0960G. When Leaders Lie: Machiavelli in International Context (ITAL 0981). Interested students must register for ITAL 0981.

HIST 0980K. Extinction: A Global History (ENVS 0700C). Interested students must register for ENVS 0700C.

HIST 1030. South African History. This course examines major themes of history of southern Africa from the earliest times until 1994, with heavy emphasis on historiographical debates. Our discussions of the South African past will always be informed by a consideration of the approach of the scholars who have interpreted and presented it as history. Our major questions concern the origins of historical change and the creation of racial groups. We will probe the significance of race in South African history but also the limitations of its explanatory power. Course will meet twice a week for lecture and discussion groups will meet once a week. WRIT

HIST 1060. Africa, c.1850-1946: Colonial Contexts and Everyday Experiences. This course considers major actors and developments in Africa from the mid-nineteenth through the mid-twentieth centuries. With a critical awareness of the ways that Africa's past has been narrated, it balances coverage of the state and economy with attention to daily life, families, and popular culture. The majority of the reading assignments are drawn from contemporary documents, commentaries, interviews, and memoirs. Works produced by historians supplements these. Students will analyze change, question perspectives, and imagine life during the age of European imperialism. Written assignments include a book review, two examinations, and identifying and editing a primary source text. WRIT

HIST 1070. "Modern" Africa. This course begins with the end of imperialism and ends with a look toward the future. Themes include the pivotal importance of the newly sovereign states, the ongoing engagement with the rest of the world, and shared opinion about the imperatives of modern development, even as definitions of modern and development differed. Readings include many primary sources, supplemented by articles on history and social science. Evaluation is based on participation, a map quiz, mid-term and final examinations, and short writing examinations, including article reviews. Students will also discover, analyze, and edit two new primary sources. WRIT

HIST 1101. Chinese Political Thought. Xi Jinping, President of the People's Republic of China, cites the ancient political thinker Han Feizi (280-233 BCE) as an important influence on his approach to governance. He has also embraced (as have several leaders before him) some of the political and social ideals of Confucianism —ideals first stated in the sixth century BCE. This lecture-and-discussion course traces the history of Chinese political thinking from the first Chinese state to the present, emphasizing first, those ideas that continue to shape Chinese notions of governance, and second, comparisons between these and American political ideals. P

HIST 1110. Imperial China/China: Culture and Legacy. As the current revival of Confucianism in the People's Republic of China demonstrates, the past is still very much alive in China today. This lecture-and-discussion course surveys the history of China from the origins of the first state through the twilight of the imperial period in the nineteenth century. Lectures are designed and the reading assignments chosen to emphasize in particular those ideas and beliefs, institutions and government structures, and literary and artistic developments that have shaped (and continue to shape) China today. “Imperial China” provides the knowledge necessary for informed study of modern China.

HIST 1118. China's Late Empires. A post-nationalist perspective on history in China from 1200-1930, with emphasis on empire—formation, gender, and daily life in the Mongol Yuan, Chinese Ming, and Manchu Qing empires, as well as nationalist reconstructions of the Chinese past in the early twentieth century. P

HIST 1121. The Modern Chinese Nation: An Idea and Its Limits. How did the Chinese empire become a nation-state? This question drives a survey of the history of China, Taiwan, Hong Kong and Chinese societies overseas from 1695 to the present. We will explore a variety of conceptions of the Chinese nation and the rise of new state formations, investigating the extent to which they shaped the way people experienced everyday life. We will also pay attention to those who have been excluded by or unwillingly drafted into these processes, or who live outside them altogether, looking at other ways society has been organized and culture defined.

HIST 1122. China Pop: The Social History of Chinese Popular Culture. An exploration of how the artifacts of visual, material, auroral and ritual culture illuminate the practices and beliefs of people at various levels of Chinese society from the late imperial period to the present. Topics include arrangements of space and time, popular entertainment, religion and performance, the growth of mass media, and the relationship of cultural forms to politics, protest and global forces. In addition to lectures, discussions and papers, students will have the opportunity to create research presentations using multiple media formats.

HIST 1140. Samurai and Merchants, Prostitutes and Priests: Japanese Urban Culture in the Early Modern Period. Examines the cultural traditions of the urban samurai, the wealthy merchant, and the plebian artisan that emerged in the great metropolises of Edo, Osaka, and Kyoto during the early modern period. Focuses on the efforts of the government to mold certain kinds of cultural development for its own purposes and the efforts of various social groups to redirect those efforts to suit their desires and self-interest. WRIT P

HIST 1150. Modern Japan. Japan is a rich site for an exploration of many of the key processes and concepts that have shaped, and continue to transform, the modern world. These include the creation of the nation as the fundamental structure for social and political organization, a development that came late to Japan and had profound effects on its relationships with its neighbors, the crafting of its own histories, and with the emergence of debates about what it meant to be “Japanese.” The course also explores how ideas about gender, race, and tradition have been understood and made use of in modern Japan. WRIT

HIST 1155. Japan's Pacific War: 1937-1945. Uses film, oral histories, historical fiction, and more traditional forms of historical interpretation to explore the events, ideas, and legacies of Japan's Pacific War. The armed conflict began in 1937 with the atomic bombing of Hiroshima and Nagasaki. Some attention is paid to military developments, but the principle concerns fall into the areas of mutual images, mobilization, and memory. WRIT

HIST 1200C. History of Greece: From Alexander the Great to the Roman Conquest. Covers the decline of Athens as the center of classical civilization; the conquests of Alexander the Great; the culture of the Greek elite and, to the extent that it's recoverable, of the indigenous populations of the Hellenistic world; and Greek contributions to what we call Western Civilization. P

HIST 1201A. Roman History I. No description available.

HIST 1201B. Roman History II: The Empire. The social and political history of the Roman Empire (14-665 CE). Focuses on expansion, administration, and Romanization of the empire; crisis of the 3rd century; militarization of society and monarchy; the struggle between paganism and Christianity; the end of the Empire in the West. Special attention given to the role of women, slaves, law, and historiography. Ancient sources in translation. WRIT
Focuses on the ancient Greeks, Romans, and Jews, from 300 B.C.E. to 400 C.E. Covers primarily social, philosophical, and religious areas of contention and accommodation, ending with the late Antique, Christianity, and rabbinic Judaism. P

HIST 1205. The Long Fall of the Roman Empire.
Once thought of as the "Dark Ages," this period of western European history should instead be seen as a fascinating time in which late Roman culture fused with that of the Germanic tribes, a mixture tempered by a new religion, Christianity. Issues of particular concern include the symbolic construction of political authority, the role of religion, the nature of social loyalties, and gender roles. P

HIST 1210A. The Viking Age.
For two centuries, Viking marauders struck terror into hearts of European Christians. Feared as raiders, Norsemen were also traders and explorers who maintained a network of connections stretching from North America to Baghdad and who developed a complex civilization that was deeply concerned with power and its abuses, the role of law in society, and the corrosive power of violence. This class examines the tensions and transformations within Norse society between AD 750 and 1100 and how people living in the Viking world sought to devise solutions to the challenges that confronted them as their world expanded and changed. P

HIST 1210B. Crusaders and Cathedrals, Deviants and Dominance: Europe in the High Middle Ages.
Popes named Joan, Gothic cathedrals, and crusaders—all these were produced by rich world of the western European Middle Ages. The cultural, religious, and social history of this period are explored with special attention to the social construction of power, gender roles, and relations between Christians and non-Christians. WRIT P

HIST 1211. Crusaders and Cathedrals, Deviants and Dominance: Europe in the High Middle Ages.
Popes named Joan, Gothic cathedrals, and crusaders—all these were produced by rich world of the western European Middle Ages. The cultural, religious, and social history of this period are explored with special attention to the social construction of power, gender roles, and relations between Christians and non-Christians. WRIT P

The age of Charlemagne sits at the nexus of antiquity and middle ages. For two hundred years the Carolingians - family of Charlemagne - welded together fragments of the splintered Roman imperial tradition and elements from the Germanic world to forge a new civilization that was to define Western Europe for centuries. This class examines that process by exploring themes as the Carolingian's rise to power; their interactions with the Islamic and Byzantine worlds; the early medieval Church; Charlemagne's imperial coronation; peasant and aristocratic life; the economy; the collapse of the Carolingian Empire; the early development of Charlemagne's legend. P

HIST 1230A. Revolution and Romanticism in 19th century Europe.
A lecture course, primarily for juniors and seniors, that focuses on salient philosophic, artistic, and ideological currents of 19th-century Europe. Beginning with the crisis of political and cultural legitimacy posed by the French Revolution, it concludes with the consolidation of bourgeois culture in the 1860s and 1870s and the two great scientific systematizers of these decades: Darwin and Marx. WRIT

HIST 1230B. Birth of Modernist Culture in Fin-de-Siecle Europe.
A sequel to HIST 1230A focusing on radical intellectual and cultural currents that challenged and destabilized the assumptions of Victorian high culture during the fin de siecle. Through a careful reading of primary texts by Hobhouse, Nietzsche, Weber, and Freud. The course explores issues such as the rise of mass consumer culture, neoliberal and neofascist politics, philosophic irrationalism, psychoanalysis, and the woman question. WRIT

HIST 1230C. The Search for Renewal in 20th century Europe.
The overarching theme of the course is the relationship between modernity and the primitive as manifested in major cultural, aesthetic and political movements in the 20th century. Films are an integral part of the course. WRIT

HIST 1235A. Modern European Women + Gender History.
This course deals with the history of European women and gender from the Enlightenment to the present. It will focus on large historical themes and questions, especially shifting constructions of femininity and masculinity. It will begin with an analysis of eighteenth-century philosophies regarding women and gender, and it will move to examinations of specific topics such as industrialization, Victorian femininity, the suffrage movements, gender and the Great War, interwar sexuality, fascism, gender and the Second World War, and the sexual revolution. WRIT

HIST 1260D. Living Together: Muslims, Christians, and Jews in Medieval Iberia.
A pressing issue in today's pluralistic societies is how people of different identities (religious, ethnic, etc.) can live together. This course explores a slice of history that can help us think through questions of difference in our world: medieval Spain, where for centuries Muslims, Christians, and Jews lived in close proximity. Through examinations of specific topics such as industrialization, Victorian femininity, the suffrage movements, gender and the Great War, interwar sexuality, fascism, gender and the Second World War, and the sexual revolution.

HIST 1262M. Truth on Trial: Justice in Italy, 1400-1800.
Why do we think that one human being can judge another? How did this activity, ensnared in legal and political systems, profoundly shape society? We'll examine the shifting face of justice, from the medieval ordeal to judicial torture; expansion of inquisitorial and state law courts; and the eventual disillusionment with the use of torture and the death penalty in the eighteenth century. Using Italy as focus, the course explores how law courts defined social, political, scientific, and religious truth in Italy. Students may pursue a project on another geographical area for their final project for the course. LILE WRIT P

HIST 1266C. English History, 1529-1660.
Examines politics, religion, and social change from the Protestant Reformation to the Puritan Revolution—a period of rapid and dramatic change when the world, for most English people, was turned upside down. Considers the experiences and concerns of ordinary men and women, as well as the elite. Takes in Scotland, Ireland, and the great migration to New England. P WRIT

HIST 1266D. British History, 1660-1800.
A survey of British history from the restoration of monarchy to the Wilkes affair and the loss of the American colonies. In addition to political developments such as the Glorious Revolution and the rise of party, this course examines political ideology (including the great political theorist, John Locke) and various themes in social history (such as crime, popular protest, the sexual revolution, and the experiences of women). P WRIT

HIST 1268A. The Rise of the Russian Empire.
This course provides a broad survey of Russian history from Kiev to Muscovy. The rise of Moscow, the Time of Troubles, the reforms of Peter the Great and Catherine the Great, the Napoleonic Wars, and the conservative reign of Nicholas I. The following themes are emphasized in the lectures and readings: the changing nature of political authority, the role of religion, the nature of social stratification of society; the expansion of the Russian empire; Russia and the West (including diplomatic and cultural relations); economic development; and the origins and growth of the Russian intelligentsia and radical opposition to the autocracy. P

HIST 1268B. Russia in the Era of Reforms, Revolutions, and World Wars.
This course examines the rapid industrialization, modernization, and urbanization of Russia from the era of the "Great Reforms" (1860s) through the Second World War. We will examine both the growing discontentment among the population with autocracy's efforts to maintain power and the Bolshevist effort to recreate the economy, society, and everyday life. Topics will include Russian Marxism and socialism, terrorism, the Russian revolutions of 1917, the rise and consolidation of Soviet socialism, famine, the red terror, and World War II. WRIT
HIST 1268C. The Collapse of Socialism and the Rise of New Russia. This course examines late Soviet socialism, the collapse of the USSR, and the emergence of the new Russia. The following themes are emphasized in lectures and readings: the major features of de-Stalinization; Soviet and Russian foreign policy during and after the Cold War; the domestic and international causes and consequences of the collapse of the Soviet Union; and the emergence of a new Russian government and national identity during the 1990s and early 2000s. WRIT

HIST 1270C. German History, 1806-1945. This course examines the development of German history from the dissolution of the Holy Roman Empire to the end of World War II. During that time the German states went from being a sleepy backwater to being the conquers of Europe, finally conquered themselves by the Allied Forces. Through lecture, readings, and discussion we will examine post-Napoleonic Germany, Prussia's role in uniting Germany, the Wilhelmine Empire, the Weimar Republic, and finally National Socialism. The class will take a focused account politics, economics, war, and culture in painting a full picture of the development of a distinct German state and society.

HIST 1272C. Liberty, Equality, Fraternity? The History of Modern France. This course follows the history of France from the time of Louis XIV to the present, focusing on social and cultural trends, with particular emphasis on the boundaries of French national identity. It asks who belonged to the French nation at key moments in French history, including the Enlightenment, the French Revolution, the Napoleonic era, industrialization, imperialism, and the two world wars, as well as the complex questions presently facing France. We will examine how inclusions and exclusions during these moments reveal larger themes within French history, such as those dealing with race, class, gender, immigration, and anti-Semitism, amongst others.

HIST 1272D. The French Revolution. This course aims to provide a basic factual knowledge of the French Revolution, an understanding of the major historiographic debates about the revolutionary period, and a sense of the worldwide impact of events occurring in late-eighteenth century France. A strong historiographic focus will direct our attention to the gendered nature of the revolutionary project; the tension between liberty and equality that runs throughout French history; the intersection of race and citizenship in the Revolution; and the plausibility of competing social, political, and cultural interpretations of the Revolution.

HIST 1310. History of Brazil. This course charts the history of Brazil from Portuguese contact with the indigenous population in 1500 to the present. It examines the country's political, economic, social, intellectual, and cultural development to understand the causes, interactions, and consequences of conflict, change, and continuity within Brazilian society. WRIT

HIST 1312. Brazil: From Abolition to Emerging Global Power. How did Brazil transform itself from a slave society in 1888 to rising international economic and political force? This course will examine the history of Brazil from the end of slavery to the present. We will analyze the reasons for the fall of the Empire and the establishment of a Republic, the transformations that took place as immigrants arrived from Europe, Japan, and the Middle East in the early twentieth century, and the search for new forms of national identity. We will study the rise of authoritarian regimes and the search for democratic governance in more recent years.

HIST 1313. Brazilian Biographies. How do the famous Brazilian singers Carmen Miranda and Caetano Veloso fit into any comprehensive understanding of Brazilian history? Do the life stories of the eighteenth-century freed slave Xica da Silva or the twentieth-century favela dweller and best-selling author Carolina Maria de Jesus represent unique characters or larger social phenomena of different times and places? How have Brazilian and foreign authors written the history of Brazil through portraits of individuals. This course will examine life stories of Brazilians of all races and social classes through texts, documents, and films to see what these biographical portrayals reveal about Brazilian history/culture.

HIST 1320. Rebel Island: Cuba, 1492-Present. Cuba, once the jewel in the Spanish imperial crown, has been home to some of the world's most radical revolutions and violent retrenchments. For two centuries, its influence has spread well beyond its borders, igniting the passion of nationalists and internationalists as well as the wrath of imperial aggression. This course traces the history of Cuba from its colonial origins through the present, foregrounding the revolutionary imaginary that has sustained popular action-from anti-slavery rebellions through the Cuban Revolution and its discontent-in addition to the historical processes that have forged one of the world's most vibrant socio-cultural traditions.

HIST 1331. The Rise and Fall of the Aztecs: Mexico, 1300-1600. This course will chart the evolution of the Mexica (better known as the Aztecs) from nomads to the dominant people of central Mexico; examine their political, cultural, and religious practices (including human sacrifice); explore the structure and limitations of their empire; and analyze their defeat by Spanish conquistadors and their response to European colonization. We will draw upon a variety of pre- and post-conquest sources, treating the Aztecs as a case study in the challenges of ethnohistory.

HIST 1332. Reform and Rebellion: Mexico, 1700-1867. This course focuses on Mexico's difficult transition from colony to nation. We will examine the key political, social, economic, and cultural developments during this period. Major topics will include: the paradoxical eighteenth century, which saw Mexico emerge as the most prosperous region of the Spanish empire, even as social and economic tensions deepened; the outbreak of peasant rebellions in the early nineteenth century; the elite-led movement for independence; the economic decline and political turmoil of the early republic; foreign interventions by the United States and France; and the rise of the Liberals as Mexico's dominant political force.

HIST 1333. The Mexican Revolution. An in-depth study of the Mexican Revolution. The focus is on the years of revolutionary violence (1910-1920), but considerable attention is also paid to the roots of the Revolution and to its socioeconomic and political impact in the period 1920-1940.

HIST 1381. Latin American History and Film: Memory, Narrative and Nation. This course provides an introduction to cinematic interpretations of Latin American history. Together we will explore how (and why) filmmakers have used motion pictures to tell particular narratives about the Latin American past. We will critically examine a broad range of films dealing with historical questions, and explore what these films have to say about how gender and sexuality, imperialism, slavery, the church, revolution and repression shaped the history of the region. In order to explore these topics we will examine films in relation to academic, autobiographical, and popular texts, all of which provide different ways of representing the past.

HIST 1440. The Ottomans: Faith, Law, Empire. This course explores the rise and fall of the longest-lived Muslim dynasty in history, the Ottoman Empire (1299-1923). From Turkish nomads in Asia Minor to multiethnic empire spanning three continents, the Ottoman sultans were the premier power of southeast Europe, northern Africa, and the eastern Mediterranean in the early-modern world. From medieval “Turko-Persia” to the catastrophes of World War I, we shall engage difficult historical questions surrounding religion and empire, Islam and secularism, nationalism and state-building, and the legacy of Ottoman rule in and outside today’s Turkey—such events as Baghdad to Sarajevo, Beirut to Mecca, and where East meets West: Constantinople/Istanbul.

HIST 1455. The Making of the Modern Middle East. From North Africa to Afghanistan, Turkey to the Arabian peninsula, the goal of this course is to provide students with a robust background in modern Middle Eastern history, broadly defined. We begin in the long nineteenth century, an era of intense social and economic transformation that led to the collapse of the Ottoman empire and emergence of a new state system, primarily under British and French colonial rule. We then examine forces shaping the contemporary region, including nationalism, oil, regional conflicts and the Cold War, Islamism and mass politics, and military interventions by the US and other world powers.
HIST 1460. Modern Turkey: Empire, Nation, Republic.  
One of the world's most populous Muslim-majority countries today, Turkey is a member of NATO and candidate for European Union. Many see Turkey as a bridge between Europe and Asia. The founders of modern Turkey were former military officers, bureaucrats and intellectuals of the Ottoman Empire that spanned three continents lasting over six centuries. Mapping the political, socio-economic and cultural landscape since the late 19th century, this course examines the formation of modern Turkey until present day. We'll particularly explore secularism, Islam, sexuality, Kurdish question, recent political protests, memory, and arts and music. The course will consist of lectures and discussions.

HIST 1503. Antebellum America and the Road to Civil War.  
Surveys society, culture, and politics between 1800 and 1860. Topics include the social order of slavery, the market revolution and its impact, abolition and other evangelical reform movements, and the development of sectional identities.

HIST 1505. Making America Modern.  
This course surveys a crucial period in American history between the end of Reconstruction and the beginning of World War I. During this time, the United States transitioned from a relatively fragmented, traditional, and largely agricultural society into one that was remarkably diverse, increasingly urban, and highly industrialized. In surveying this important transitional period, we will pay particular attention to far-reaching changes in the nation's business and economic life, its social movements, as well as its cultural developments, all with an eye to understanding how the United States became one of the world's most commanding economic, political, and cultural powers.

History of the United States between the end of World War II and the present. Major themes and topics include race and civil rights, women's history and feminism, the Cold War, Vietnam, and U.S. foreign policy, suburbanization and the urban crisis, the rise and fall of the welfare state, and a history of consumption and popular culture.

HIST 1511. Sinners, Saints, and Heretics: Religion in Early America.  
This course considers the major people, events, and issues in the history of religion in North America, from pre-contact Native cosmologies to the tumultuous events of the Civil War. Attention will be given to "religion as lived" by ordinary people, as well as to the ways that religion shaped (or not) larger cultural issues such as immigration, public policy, social reform, warfare, democracy, slavery, and women's rights. Prior knowledge of religion in North America is not required; there are no prerequisites to this course, and it is open to all students. P WRIT

This course explores the history of North America through the eyes of the original inhabitants from pre-contact times up through 1800. Far from a simplistic story of European conquest, the histories of Euroamericans and Natives were and continue to be intertwined in surprising ways. Although disease, conquest, and death are all part of this history, this course also tells another story: the big and small ways in which these First Nations shaped their own destiny, controlled resources, utilized local court systems, and drew on millennia-old rituals and practices to sustain their communities despite the crushing weight of colonialism. WRIT P

HIST 1513. U.S. Cultural History from Revolution to Reconstruction.  
What does it mean to survey a country's history? In this course, it means setting out in several different directions in order to determine the form, extent, and situation of the United States from the 1750s to the 1870s. It means looking carefully at the nation's past through its cultural productions (ideas, beliefs, and customs expressed in print, material, and visual forms). And it means paying close attention to the details. Each week, students will examine one object, text, or idea in order to track broader developments in American history during this time period.

HIST 1514. Capitalism, Slavery and the Economy of Early America.  
The simultaneous expansion of capitalism and slavery witnessed intense struggle over the boundaries of the market, self-interest, and economic justice. This course traces those arguments from Colonization through Reconstruction and asks how common people navigate the shifting terrain of economic life. The approach is one of cultural and social history, rather than the application of economic models to the past.

HIST 1530. The Intimate State: The Politics of Gender, Sex, and Family in the U.S., 1873-Present.  
Examines the "intimate politics" of gender norms, sex and sexuality, and family structure in American history, from the 1870s to the present, focusing on law and political conflict. Topics include laws regulating sex and marriage; social norms governing gender roles in both private and public spheres; the range of political perspectives (from feminist to conservative) on sex, sexuality, and family, and the relationship of gender to notions of nationhood and the role of the modern state. Some background in history strongly recommended.

HIST 1531. Political Movements in Twentieth-Century America.  
Political movements in the United States in the twentieth century. History and theory. Highlights of the course include: populism, progressivism, segregationism, first wave feminism, labor movement, civil rights, new left, second wave feminism, new right. The course focuses on the origins, nature, ideologies, and outcomes of major political movements on both left and right in the twentieth century United States. WRIT

Examines the extended history of the Civil Rights Movement in the U.S. with a range of primary sources. Starting at World War II, the course considers the roles of the courts, the government, organizations, local communities, and individuals in the ongoing struggle for African American equality, focusing on African American agency. Sources include photographs, documentaries, movies, letters, speeches, autobiography, and secondary readings. Must have taken at least one post-1865 U.S. history course demonstrating a foundation in this time period. Enrollment limited to 50.

HIST 1550. American Urban History, 1600-1870.  
Both a survey covering urbanization in America from colonial times to the present, and a specialized focus exploring American history from an urban frame of reference. Examines the premodern, "walking" city from 1600-1870. Includes such topics as cities in the Revolution and Civil War, the development of urban services, westward expansion, and social structure. P

A survey with a specialized focus exploring American history from an urban frame of reference. Topics include the social consequences of the modern city, politics, reform, and federal-city relations. WRIT

HIST 1553. Empires in America to 1890.  
This course surveys the development of American foreign relations from initial encounters between Native Americans and newly arrived Europeans to the extension of EuroAmerican power beyond the continental United States. By being attentive to a wider global context, we will attempt to understand the trajectory of "America" from a colonial hinterland to dominant world power. DPLL WRIT

HIST 1554. American Empire Since 1890.  
This survey of twentieth-century US foreign relations will focus on the interplay between the rise of the United States as a superpower and Asian culture and society. Topics include: ideology and U.S. foreign policy, imperialism and American political culture, U.S. social movements and international affairs, and the relationship between U.S. power abroad and domestic race, gender and class arrangements.

HIST 1570. American Legal and Constitutional History.  
History of American law and constitutions from European settlement to the end of the 20th century. Not a comprehensive survey but a study of specific issues or episodes connecting law and history, including witchcraft trials, slavery, contests over Native American lands, delineations of race and gender, regulation of morals and the economy, and the construction of privacy.
HIST 1640. Inequality + Change: South Asia after 1947
With a focus on inequality and change this lecture course will survey South Asia's history post-1947, with the end of colonial rule and the making of nation-states. With a historical attention to 'inequality', we will interrogate the inequalities cast by rural poverty, environment, religion, caste, gender and ethnicity and the remarkable contestations of people in the region that have challenged state power, and have thus shaped South Asia's postcolonial histories. We will particularly focus on histories from below, and engage historical and literary writings, newspapers as well as documentary films.

The choice of how we allocate land and water shapes famine, drought, war, homelessness and poverty. Over the centuries, utopians and empires have looked to very different systems of allocation, from village communalism to plantation systems to state provision of infrastructure to free-market systems. This course mixes histories of political economy, theology, literature, and anthropology, asking how imaginary landscapes become the material realities of farm and highway. Themes will include the rise of modern, surveying, engineering, cities, infrastructure systems, and land reform. It will ask about the consequences of history in an era of environmental disaster, famine, mortgages, and evictions.

HIST 1741. Capitalism, Land and Water: A World History: 1848 to the present.
The choice of how we allocate land and water shapes famine, drought, war, homelessness and poverty. Over the centuries, utopians and empires have looked to very different systems of allocation, from village communalism to plantation systems to state provision of infrastructure to free-market systems. While an economist or political scientist might study these regimes through abstraction, the historian dives into the social context of different systems, reading government documents, social protests, as well as architecture, maps, and the landscape itself, as an archive that testifies as to the nature of consent, participation, and resistance in a political system. WRIT

HIST 1820A. Environmental History.
Environmental history examines the changing relationship between human beings and their physical surroundings. We will actively question the boundary between nature and culture, showing how social and natural history mutually inform one another. We will do so by asking three interrelated questions. First, how has the material context in which history unfolded impacted the development of our culture, society, and economy? Second, how and why did people's ideas and representations of the natural world change over time? Finally, in what ways and to what ends have human beings actively though not always intentionally altered their physical surroundings?

HIST 1820G. Nature on Display.
This course will explore the different ways in which people have represented the natural world in a variety of contexts and time periods from the 16th to the 21st century. We will look at the depiction of nature in museums, gardens, documentary films, and municipal parks, as well as the science of biology and ecology. As we do so, we will explore our changing attitudes towards nature and the place that we occupy in it, thinking through the complex and philosophically fraught question of what nature is, and what, if anything, distinguishes it from the rest of our world. WRIT

This course connects natural knowledge to larger developments in Renaissance Europe such as noble court culture, artistic innovation, commercial exchange, exploration and colonization. Topics include: alchemy, early museums, the visual culture of science, and the impact of New World nature on Old World knowledge systems. P

HIST 1825H. Science, Medicine and Technology in the 17th Century.
This course examines the development of science and related fields in the period sometimes called 'the scientific revolution'. It will both introduce the student to what happened, and ask some questions about causes and effects. The new science is often associated with figures like Harvey, Galileo, Descartes, Boyle, Leeuwenhoek, and Newton. But it is also associated with new ways of assessing nature that are mingled with commerce. The question of the relationship between developments in Europe and elsewhere is therefore also explored. P

HIST 1825L. The Roots of Modern Science.
This course explores the ways theories of physics, chemistry, biology and mathematics grew in relation to the natural, cultural and social worlds of the 18th and 19th centuries. There are no formal pre-requisites for the course, which is designed to be equally open and accessible to science and humanities students. WRIT

HIST 1825M. Science at the Crossroads.
This course will look closely at the dramatic developments that fundamentally challenged Western Science between 1859 and the advent of the Second World War in the 1930s. Its primary focus will be on a variety of texts written in an effort to understand and interpret the meanings of fundamentally new ideas including from the biological side—evolutionary theory, genetic theory, and eugenics; from the physical side relativity theory, and quantum mechanics. The class should be equally accessible to students whose primary interests lie in the sciences and those who are working in the humanities. WRIT

HIST 1825S. Science and Capitalism.
We will explore the longstanding relationship between science and commerce from the 17th century to our own asking when the modern notion of science as a disinterested pursuit of objective truth took root. We will also explore how knowledge of the natural world has been shaped by personal, financial, and other kinds of self-interest in a number of diverse contexts ranging from Galileo's invention of the telescope in Renaissance Italy to the patenting of genetically engineered organisms in today's world, paying special attention to the diverse mechanisms that have been devised to guard against fraud and disinformation.

HIST 1830M. From Medieval Bedlam to Prozac Nation: Intimate Histories of Psychiatry and Self.
Humankind has long sought out keepers of its secrets and interpreters of its dreams: seers, priests, and, finally, psychiatrists. This lecture course will introduce students to the history of psychiatry in Europe, the United States, and beyond, from its pre-modern antecedents through the present day. Our focus will be on the long age of asylum psychiatry, but we will also consider the medical and social histories that intersect with, but are not contained by, asylum psychiatry: the rise of modern diagnostic systems, psychoanalysis, sexuality and stigma, race, eugenics, and pharmaceutical presents and futures.

Interested students must register for EDUC 1200.

HIST 1930B. Academic Freedom on Trial: A Century of Campus Controversies (EDUC 1740).
Interested students must register for EDUC 1740.

HIST 1930C. The Century of Immigration (AMST 1611Z).
Interested students must register for AMST 1611Z.

Interested students must register for AMST 1611A.

Interested students must register for GNSS 1960B.

HIST 1930F. Renaissance Italy (ITAL 1360).
Interested students must register for ITAL 1360.

HIST 1930G. Black Freedom Struggle Since 1945 (AFRI 1090).
Interested students must register for AFRI 1090.

Interested students must register for EDUC 1620.
HIST 1930L. The History of American Education (EDUC 1020).
Interested students must register for EDUC 1020.

HIST 1930N. Germany, Alcohol, and the Global Nineteenth Century (GRMN 1661E).
Interested students must register for GRMN 1661E.

Interested students must register for AFRI 1640.

HIST 1930Q. History of the State of Israel: 1948 to the Present (JUDS 1711).
Interested students must register for JUDS 1711.

HIST 1930R. Urban Schools in Historical Perspective (EDUC 1720).
Interested students must register for EDUC 1720.

HIST 1930S. Portuguese Discoveries and Early Modern Globalization (POBS 1600D).
Interested students must register for POBS 1600D.

Interested students must register for EDUC 1050.

HIST 1930U. Slavery in the Ancient World (CLAS 1120E).
Interested students must register for CLAS 1120E.

HIST 1930V. History of Zionism and the Birth of the State of Israel (JUDS 1712).
Interested students must register for JUDS 1712.

HIST 1930W. Introduction to Yiddish Culture (JUDS 1713).
Interested students must register for JUDS 1713.

Interested students must register for JUDS 1740.

HIST 1931B. Money, Power, Sex and Love: the Modern Jewish Family in Europe and America (JUDS1722).
Interested students must register for JUDS 1722.

HIST 1931C. The End of Modern Jewish History (JUDS 1716).
Interested students must register for JUDS 1716.

HIST 1931D. Society and Population in Ancient Greece (CLAS 1130).
Interested students must register for CLAS 1130.

HIST 1931E. The Culture of Death in Ancient Rome (CLAS 1420).
Interested students must register for CLAS 1420.

HIST 1931F. History of Greece from Archaic Times to the Death of Alexander (CLAS 1210).
Interested students must register for CLAS 1210.

HIST 1960A. African Environmental History (AFRI 1060M).
Interested students must register for AFRI 1060M.

HIST 1960B. Alien-nation: Latino/o Im/migration in Comparative Perspective (AMST 1903B).
Interested students must register for AMST 1903B.

HIST 1960C. End of the West: The Closing of the U.S. Western Frontier in Images and Narrative (AMST 1904D).
Interested students must register for AMST 1904D.

HIST 1960D. Africa Since 1950 (AFRI 1060A).
Interested students must register for AFRI 1060A.

Interested students must register for POBS 1600S.
HIST 1961E. Medieval Kyoto - Medieval Japan

In the Western historical lexicon, the term "medieval" often conjures up images of backwardness and stagnation. Japan, however, pulsated with political, economic, and cultural creativity during its middle ages. This course explores topics central to Japan's medieval revolution: -The emergence of a samurai-led shogunate and the creation of new warrior values; -The appearance of Zen and popular religious sects; -The creation of innovative "Zen arts" such as noh drama and the tea ceremony; and, -The destruction of Kyoto and its subsequent resurgenence in the sixteenth century as a city shared by aristocrats, merchants, and artisans. WRIT P

HIST 1961H. Korea: North and South.

This course offers a systematic investigation of the political, economic, and social histories of Korea, North and South, from the inception of the two governments following liberation from Japanese occupation in 1945 to the present day. Enrollment limited to 20. WRIT


 Typically, the Democratic Peoples Republic of Korea (DPRK) is portrayed as a rogue nation ruled by the Kim family, autocrats who are either "mad" or "bad" and whose policies have traumatized the country's citizens, wrecked the economy, and threatened nuclear disaster on South Korea, East Asia, even the USA. This course moves beyond such stereotypes to examine the interconnected political, economic, and cultural transformations of the DPRK from 1945 to the present. Also included are the lived experiences of the Korean people, the plight of refugees, and the question of unification with South Korea. WRIT

HIST 1961M. Outside the Mainstream.

When ratifying UN Covenant on Civil Rights in 1979, its representative reported, "The right of any person to enjoy his own culture... is ensured under Japanese law. However, minorities... do not exist in Japan." Nothing could have been further from the truth. Japan is - and has been - home to immigrants, indigenous populations forced to accept Japanese citizenship, outcast communities of Japanese ethnicity, and otherwise ordinary persons who live outside the mainstream as outlaws and prostitutes. This course examines how minority communities came into existence, struggled to maintain distinctive lifestyles in what many view as an extraordinarily homogenous society.

HIST 1962C. State, Religion and the Public Good in Modern China.

In late imperial China, religion formed an intrinsic part of public life, from the cosmological ritual of the state to the constitution of family and communities of various kinds. This arrangement was challenged in the twentieth century by the fall of the dynastic system and the introduction of new definitions of religion, modernity, sovereignty, and secularism. We will explore the ramifications of this change in greater China and its border areas during the past hundred years, looking at how people have sought to create a good public and the public good. Enrollment limited to 20.

HIST 1963G. Crisis and Social Justice at the End of Antiquity.

How did people living in the late Roman Empire manage the humanitarian crises that confronted their society? Drawing on the evidence of letters, laws, and other written sources, as well as of archaeological excavation, this seminar will explore how people both experienced and responded to the catastrophes that were a part of everyday life in the Mediterranean world in late antiquity (ca. 200-600). Topics include the horrors of war, the displacement of asylum-seekers and refugees, the enslavement of captive, acute poverty, food-shortage and famine, disease, natural disaster, religious controversies and violence, and the breakdown of structures of social dependence. P


This class explores the transition from antiquity to the Middle Ages through the lens of western North Africa. Divided internally by theological disputes and inter-communal violence, and subjected to repeated conquests and reconquests from the outside, in this period North Africa witnessed the triumph of Islam over Christianity; the rise and fall of ephemeral kingdoms, empires, and caliphates; the gradual desertion of once-prosperous cities and rural settlements; the rising strength of Berber confederations; and the continuing ability of trade to transcend political boundaries and to link the southern Mediterranean littoral to the outside world. WRIT P

HIST 1963M. Charlemagne: Conquest, Empire, and the Making of the Middle Ages.

The age of Charlemagne sits at the nexus of antiquity and the middle ages. For two hundred years Charlemagne's family, the Carolingians, welded together fragments of splintered Roman imperial tradition and elements from the Germanic world to forge a new, medieval European civilization. This seminar examines that process by exposing students to the primary sources, archaeological evidence, and modern scholarly debates surrounding the Carolingian age. Topics include the Carolingians' rise to power; Charlemagne's imperial coronation; interactions with the Islamic and Byzantine worlds; the revival of classical learning; the Church; warfare; the economy; Vikings; and collapse of the Carolingian Empire. WRIT P


Cross-dressing knights, virgin saints, homophobic priests, and mystics who speak in the language of erotic desire are but some of the medieval people considered in this seminar. This course examines how conceptions of sin, sanctity, and sexuality in the High Middle Ages intersected with structures of power in this period. While the seminar primarily focuses on Christian culture, it also considers Muslim and Jewish experience. Enrollment limited to 20. WRIT P

HIST 1964A. Age of Impostors: Fraud, Identification, and the Self in Early Modern Europe.

Alchemists claiming to possess the philosophers' stone; basiliisks for sale in the market; Jews pretending to be Catholics; women dressing as men; early modern Europe appeared to be an age of impostors. Officials responded to this perceived threat by hiring experts and creating courts, licenses, passports, and other methods of surveillance in an era before reliable documentation, photography, DNA. And yet one person's fraud was another's self-fashioning. We will examine instances of dissimulation, self-fashioning, and purported fraud, efforts to identify and stem deception, and debates about what was at stake when people and things were not what they seemed. P


Selected topics in the social history of early modern England (c.1500-1800), with particular emphasis on the experiences of women. Themes to be addressed will include the family, working life, education, crime, politics, religion, and the early feminists. Not open to freshmen sophomores. P WRIT

HIST 1964E. The English Revolution.

Looks at the origins and nature of the English Civil War and Republican experiment in government (1642-1660) through a close examination of primary source materials. Considers not only the constitutional conflict between the crown and parliament, but also the part played by those out-of-doors in the revolutionary upheaval, the rise of popular radicalism, and the impact of events in Scotland and Ireland. P WRIT

HIST 1964F. Early Modern Ireland.

This seminar will cover various themes in the political, religious, social and cultural history of Ireland between c. 1500 and the later eighteenth century. Topics to be discussed will include the Reformation, the Irish Rebellion, Cromwell's rule, the War of the Two Kings, popular protest, the beginnings of the Irish nationalism, and the experiences of women. P


Examines the revolutionary upheavals in England, Scotland and Ireland of the later 17th-century through a close examination of primary source materials. Topics covered include: high and low politics, the rise of the public sphere, the politics of sexual scandal, government spin, persecution and toleration, and the revolutions of 1688-91 and their aftermaths. Enrollment limited to 20. P WRIT


Modernity as a distinct kind of cultural experience was first articulated in the Paris of the 1850s. The seminar will explore the meaning of this concept by looking at the theories of Walter Benjamin, as well as historical examples of popular urban culture such as the mass circulation newspaper, the department store, the museum, the café concert and the early cinema. Enrollment limited to 20. WRIT
HIST 1965B. Fin-de-Siècle Paris and Vienna.
We will examine two great imperial capitals facing similar set of challenges at the end of a century dominated by Europe. Austria-Hungary and France were forced to reckon with declinating status as great powers, made manifest by their defeat at the hands of Prussia in 1867/1870 respectively. Both struggled with place of ethnic and religious minorities in modern states, and both responded with outbursts of political anti-Semitism that emerged. We will not only gain a basic factual knowledge of fin-de-siècle urban life but also explore some of the works and problems animating the intellectual life of the twentieth century.

HIST 1965C. Stalinism.
In this course we will examine in detail one of the most deadly and perplexing phenomena of the twentieth century: Stalinism. Readings will introduce students to major events of Soviet history from the mid-1920s to the mid-1950s as well as debates among historians about how to interpret those events?

HIST 1965D. The USSR and the Cold War.
This seminar will examine in detail the Soviet Union's involvement in the Cold War, the defining international conflict between the end of the Second World War and the collapse of communism in Europe. Topics include cultural phenomena, economic organizations, and ideology, in addition to diplomatic crises and the indirect military confrontations in Asian, Africa, and the Americas. Enrollment limited to 20.

HIST 1965M. Double Fault! Race and Gender in Modern Sports History.
From 1936 Berlin Olympics to infamous East German swimmers of the Cold War to 1998 French soccer team, sport culture has consistently helped define overall societal values. We will examine how early modern societies defined the ideal sporting participant, and how shifts over time included and excluded various groups. These shifts, including the promotion of masculinity through duels, the fears of women's emancipation via cycling, and the exclusion of Jews from competition, were based on perceived national needs. Through the study of sports, we will study who we have been as a community—as well as who we aspire to be.

HIST 1965N. "Furies from Hell" to "Femi-Nazis": A History of Modern Anti-Feminism.
Women have faced a deep antipathy at nearly every turn in their struggles for civic and social inclusion. These denials of women's rights often take the form of commentaries—sometimes vicious ones—about women's general natures, bodies, and fitness for public life. Women are consistently tagged with various labels of otherness: opponents of women's rights deem them irrational, unnatural, traitors to society, even sexual deviants. This course will examine the dangers that women allegedly represent to social stability from the Enlightenment to today, as well as how women have fought back to assert their rights and independence.

HIST 1965O. She's So Chic! Fashion, Gender, and Nationalism in French History.
From its beginnings, the fashion industry in France has been synonymous with the international reputation of the nation. Similarly, being "chic," having an innate sense of discernment and style, became synonymous with French femininity. This seminar will explore the interconnectivity of the history of fashion in France, the requirements it placed on French women, and the pressures the fashion industry has borne since the 1700s. We will look at how fashion reflected and created the moods of various periods, and we will also see how French women's national belonging has been innately tied to ability to display French fashion.

HIST 1965Q. Anti-Semitism, Anti-Judaism, Anti-Zionism: Historical Connections and Disconnections.
Today, these terms are frequently used in political discourse and propaganda without any clear sense of their individual meanings and the complex relationships between them. This seminar will analyze the development of each against its specific historical background, as well as its interactions with the other two in different historical settings. Among the topics to be discussed: traditional religious anti-Judaism, the enlightenment exclusion of Jews, the rise of political anti-Semitism, Zionism and anti-Zionism in Jewish and Christian culture, racial anti-Semitism and the Holocaust, anti-Zionism in the postwar Soviet bloc, Vatican II, and the development of contemporary anti-Zionism.

In January 1959, the forces of rebel leader Fidel Castro entered Havana and forever altered the destiny of their nation and world. We will examine the question of political hegemony and the many silences built into the achievement of Revolution—from race to sexuality to the time even as we acknowledge that popular support for that Revolution has often been both genuine and heartfelt. It is this counterpoint between the Revolution's successes in the social, economic, and political spheres and its equally patent exclusions that have shaped Cuba's history in the past and will continue to guide its path to an uncertain future. WRIT

This seminar focuses on the Maya in postcolonial Guatemala. The main theme is the evolving relationship between indigenous peoples and the nation-state. Topics include peasant rebellions in the nineteenth century, the development and redefinition of ethnic identities, the military repression of the 1970s and 1980s, the Rigoberta Menchú controversy, and the Maya diaspora in Mexico and the United States. Enrollment limited to 20. WRIT

This course will focus on the political, social, economic, and cultural changes that took place in Brazil during the military dictatorship that ruled the country from 1964-85. We will examine why the generals took power, the role of the U.S. government in backing the new regime, cultural transformations during this period, and the process that led to democratization.

From colonial outpost to capital of the Portuguese Empire, from sleepy port to urban megalopolis, this seminar examines the history of Rio de Janeiro from the sixteenth century to the present. Using an interdisciplinary perspective rooted in historical analyses, we will analyze multiple representations of the city, its people, and geography in relationship to Brazilian history, culture, and society.

HIST 1967T. History of the Andes from the Incas to Evo Morales.
Before the Spanish invaded in the 1530s, western South America was the scene of the largest state the New World had ever known, Tawantinsuyu, the Inca empire. During almost 300 years of colonial rule, the Andean provinces were shared by the "Republic of Spaniards" and the "Republic of Indians" - two separate societies, one dominating and exploiting the other. Today the region remains in many ways colonial, as Quechua- and Aymara-speaking villagers face a Spanish-speaking state, as well as an ever-more-integrated world market, the pressures of neoliberal reform from international banks, and the melting of the Andean glaciers. WRIT

HIST 1968. Approaches to The Middle East.
This seminar introduces students to the interdisciplinary field of Middle East Studies in the broader context of the history of area studies in the humanities and social sciences. Why and when did the Middle East become an area of study? What are the approaches and topics that have shaped the development of this field? And what are the political implications of contending visions for its future? The readings sample canonical and alternative works and the classes feature visits by leading scholars who research and write on this region. WRIT
HIST 1968V. America and the Middle East: Social and Cultural Histories in Tandem.
This seminar explores the evolving relations between the diverse states and peoples of the Middle East and North America through the lenses of social and cultural historians. While our course proceeds chronologically tracing primarily US foreign relations with the "MidEast", we will not stop there. Rather, we'll read closely for underlying socioeconomic and cultural processes—including trade patterns, migrant networks, and evolving conceptions of race, religion, and citizenship—themes often ignored by conventional histories that dwell on watershed events, personalities, and conflict. Our goal: to recognize how US-Mideast relations are far more complex, rich, and deep-rooted than is generally assumed.

HIST 1969A. Israel-Palestine: Lands and Peoples I.
This advanced undergraduate seminar seeks to provide a deeper understanding of the links between the region now known as Israel and Palestine and the peoples that have inhabited it or have made it into part of their mental, mythical, and religious landscape throughout history. The course will be interdisciplinary at its very core, engaging the perspectives of historians, geologists, geographers, sociologists, scholars of religion and the arts, politics and media. At the very heart of the seminar is the question: What makes for the bond between groups and place - real or imagined, tangible or ephemeral. No prerequisites required. WRIT

HIST 1969B. Israel-Palestine: Lands and Peoples II.
This advanced undergraduate seminar seeks to provide a deeper understanding of the links between the region now known as Israel and Palestine and the peoples that have inhabited it or have made it into part of their mental, mythical, and religious landscape throughout history. The course will be interdisciplinary at its very core, engaging the perspectives of historians, geologists, geographers, sociologists, scholars of religion and the arts, politics and media. At the very heart of the seminar is the question: What makes for the bond between groups and place - real or imagined, tangible or ephemeral. No prerequisites required. WRIT

HIST 1969C. Debates in Middle Eastern History.
This seminar investigates the historical bases of some of the major debates which continue to dominate contemporary discussions on the Middle East. These include debates on colonialism and its legacies; problems associated with the post-colonial Middle Eastern state (the "democracy deficit": human rights; oil; political Islam); and arguments about the causes and consequences of some of the major events in Middle Eastern history (the Israel-Palestinian conflict; the Iranian revolution; the Lebanese civil war; 9/11 and the Iraq invasion; and the Arab Spring).

This seminar explores Native American histories and cultures in North America, primarily through the multiple and overlapping points of contact and coexistence with Europeans from the sixteenth through the eighteenth centuries. Although we will be reading widely in the very interesting recent literature in the field, a major component of the class is to investigate in a practical way the problem of sources for understanding and writing about American Indian history. As a senior capstone seminar, the final project is a substantial research paper. Enrollment limited to 20. P WRIT

This course examines the varieties of Indian and African enslavement in the Atlantic world, including North America, up through 1800. Reading widely in recent literature in the field as well as in primary sources from the colonial period, we will ponder the origins, practices, meanings, and varieties of enslavement, along with critiques and points of resistance by enslaved peoples and Europeans. Special emphasis will be given to the lived nature of enslavement, and the activity of Indians and Africans to navigate and resist these harsh realities. A final project or paper is required, but there are no prerequisites. P

HIST 1970D. Problem of Class in Early America.
This seminar considers economic inequality in colonial British North America and the new United States. Studying everyone from sailors, servants, and slaves in the seventeenth century to industrial capitalists and slaveholders in the nineteenth century, this course will look at the changing material structures of economic inequality and the shifting arguments that legitimated or challenged that inequality. Readings will explore how historians have approached the subject of inequality using on class as a mode of analysis. Students will write extended papers that place primary research in conversation with relevant historiography. Enrollment limited to: 20. Written permission required. WRIT

HIST 1971D. From Emancipation to Obama.
This course develops a deep reading knowledge of significant issues and themes that define African American experiences in the 20th century, experiences that begin with the years following Emancipation and culminates with the election of President Obama. Themes include citizenship, gender, labor, politics, and culture. The goal is to develop critical analysis and historiographical depth. Some background in twentieth century United States history is preferred but not required. Assignments include weekly reading responses, class participation and presentation, and two written papers. Enrollment limited to 20. DPLL WRIT

Undergraduate seminar on the United States and international law. Focuses mainly on the period before the twentieth century. Examines subjects such as the right of revolution; the evolution of U.S. Constitution law; law as an instrument of economic development and exploitation; and the evolution of rights-consciousness—all within the context of international law. Enrollment limited to 20. Students should contact the instructor before the beginning of the semester if they are interested in taking the course. Instructor permission required. WRIT

HIST 1972E. Theory and Practice of Local History.
Examines the theory and practice of local history, evaluating examples from a variety of genres ranging through micro history to folk music, from genealogy to journalism. Work with primary documents, evidence from the built environment and visits to local historic sites and archives will enable students to evaluate sources and develop their own ideas about writing history and presenting it to a public audience. Enrollment limited to 20. Instructor permission required.

A seminar examining how the categories of "war" and "peace" have emerged over time and place. How does a society decide that a war exists or has ended, or that there is peace, or that peace has been violated? How has the practice of war and the practice of peace changed over the course of history? We approach these questions by looking at a series of case studies, from Greek-Persian relations of the fifth century BCE to the Mongol imperial system of the thirteenth century to the twentieth-century World Wars and recent efforts (successful and failed) at global governance.

This seminar is an experiment in thinking a global history of the making of the modern world. We read texts that track the movement of ideas, peoples and goods, the formation of political and economic inequalities and the continuous struggles of ordinary people against them. From empires to nation-states, from anti-imperialist nationalist struggles to transnational radical movements, this seminar grapples with the politics of knowledge for drawing out "fugitive" lineages of the past that we need to shape our collective future. No overrides will be given before the semester begins. Interested students must attend first class meeting.
What can the experience of a minority group like the Jews teach us about roots of globalization? What were the economic, political, and cultural conditions that allowed early modern Jewish merchants to create economic networks stretching from India to the New World? We will answer these questions by examining the connections and interactions between four major Jewish centers: Ottoman Jewry in the Eastern Mediterranean, the Port Jews of Amsterdam and London, Polish-Jewish estate managers in Ukraine, and the Court Jews of central Europe. We will see how European expansion exploited - and was exploited by - these Jewish entrepreneurs. P

HIST 1974S. The Nuclear Age.
This is a course for students interested in questions about the development of atomic weapons, their use on Hiroshima and Nagasaki, the Cold War arms race that followed, and debates over the risks associated with other nuclear technologies. We will look carefully at the scientific and military imperatives behind the Manhattan Project, the decisions that led to the use of atomic weapons on Japan, and subsequent efforts to reflect on the consequences of those choices. We will also explore how popular protest and popular culture after 1945 shaped our understanding of the terrors and promise of the nuclear age. WRIT

HIST 1976A. Native Histories in Latin America and North America.
From Alaska to Argentina, Native people have diverse histories. Spain, Portugal, England and France established different colonial societies; indigenous Latin Americans today have a different historical legacy than Native Americans in the United States. But the experiences of conquest, resistance and adaptation also tell a single overarching story. In colonial times, Native Americans and Europeans struggled over and shared the land. After Independence, however, the new American republics tried to destroy American Indians through war and assimilation. But in the last century Native peoples (both North and South) reasserted their identities within modern states: the "vanishing Indian" refused to vanish. WRIT

HIST 1976E. The Anthropocene: Climate Change as Social History.
This seminar will explore ramifications of the concept of the Anthropocene. The Anthropocene has been proposed as a new human-driven geologic age that began with the increased exploitation of fossil fuels in the late eighteenth century. Its proponents emphasize transformations through anthropogenic climate change, but we will also consider the effects of population growth, pollution, habitat destruction, and extinction. To assess the historical validity of the concept, we will discuss the impact of humans on the environment before 1800, the extent of transformation since 1800, and whether human-environmental interactions can be usefully generalized to our species as a whole. WRIT

The transition from an energy regime based on biomass and animal muscle to another based on fossil fuels is an epochal transformation whose importance is on a par with the Neolithic transition from hunter-gathering to agriculture. For most of their history, human societies relied on the sun's energy locked up in plants and animals for their livelihood. In the late eighteenth century, some societies began to transcend the limits of the established energy regime. This course examines the implications of the modern energy transition from the old energy regime to a new one based on fossil fuels around the world.

Participants in this seminar are invited to explore human and non-human relations in the global past. The history of human-animal relations is huge, so rather than attempt a general survey, we situate our discussion around selected topics. We begin with one animal, the wolf, and move through established and less-familiar historical topics, building toward our final question: how does the inclusion of animals enhance the discipline? The anthropologist Claude Lévi-Strauss said, "animals are good to think with." So is history. In this seminar we think through those things together. WRIT

This course will focus on the work of Isaac Newton in the context of his times and its impact in the centuries that followed. WRIT

What are the intellectual underpinnings of modern capitalism? In this seminar, we will probe into history of economic thought by reading classic works by modern economists as well as more recent interpretations by intellectual historians. Among other things, we will discuss theories of value, property, markets, labor, inequality, and prices. We will also ask how the relationship between capitalism and other forms of production have been understood at various times. Throughout, we will pay particular attention to the different narratives and explanations that have been offered by working economists, economic historians, intellectual historians, philosophers, and historians of science.

This course is for students interested in how ideas about what the future of human societies would look like have developed over time, and in the impact of those ideas on cultural, social and political norms. We will look carefully at examples of early modern prophecy before turning to the more recent emergence of theories of economic and social progress, plans for utopian communities, and markedly less optimistic and often dark visions of where we're headed. We will also explore the roles capitalism, popular culture, and science have played in shaping the practices and vocabularies associated with imagining the future. WRIT

HIST 1977I. Gender, Race, and Medicine in the Americas.
This seminar explores the gendered and racial histories of disease and medicine in nineteenth and twentieth century Latin America and the United States. From the dark history of obstetrics and slavery in the antebellum U.S. South to twentieth-century efforts to curb venereal disease in revolutionary Mexico or U.S.-occupied Puerto Rico, to debates over HIV policy in Cuba and Brazil—together we will explore how modern medicine has shaped both race and gender in the Americas. Topics we will explore include environmental health and the body; infant mortality; the medicalization of birth; and the colonial/imperial history of new reproductive technologies.

HIST 1978D. Palestine versus the Palestinians.
Who are the Palestinians? How and when did they become a "people"? What are the historical forces that led to the creation of Palestine, then its transformation into Israel? Underlying these questions is a tremendous tension between the historical evolution of Palestine and the Palestinians, as if one could exist only at the expense of the other. To explore this tension between identity and territory, students are introduced to recent scholarship that unsettles nationalist narratives and suggests alternative narratives. Enrollment limited to 20. Not open to first year students.

HIST 1979L. Urban History of Latin America.
Latin America is the world's most urbanized region. 80 percent of Latin Americans live in cities, and iconic cities such as Sao Paulo and Mexico City are among the world's largest conurbations. The city has long played a key role in the region's history, serving as nodes of imperial power, as religious centers, and as markets from pre-Columbian to colonial times. The 20th century witnessed both the achievement and failure of modernization, as cities industrialized rapidly but grew haphazardly, struggling with poverty and pollution. Today, Latin American cities are multifaceted spaces where both real advancement and daunting problems coexist.

HIST 1979M. Piracy, Patents and Intellectual Property.
Intellectual ownership is one of the most intractable problems in contemporary social and economic life. This course explores the emergence and significance of intellectual ownership in the domains of art, architecture, literature, scientific innovation, media, and law. We are particularly interested in the different social, geographic and national contexts in which regimes of intellectual ownership surfaced, and how different national agencies, individuals, and corporate formations variously construct and enforce understandings of ownership and infringement. We will also canvass contemporary enforcement and implementation mechanisms, global north versus global south wealth disparities, and the fate of intellectual property in the digital world.
HIST 1979N. American Charters.
This seminar will read deeply in thirteen seminal texts from American history. Exploring the context in which each document was written, the intentions of the author(s), the medium of publication, the way audiences experienced the document, and its reception throughout history, arguing that charter documents have assumed high importance in the United States, a nation with little precedent to build upon. From John Winthrop’s “City Upon a Hill” speech, which may never have been given, to Second Inaugural of Barack Obama, we’ll consider the ways in which ambitious writers/speakers have tried to claim authorship for the narrative of American history.

HIST 1979O. Comparative Black Power.
Fifty years ago, in 1966, Stokley Carmichael made his legendary call for “Black Power!” That call was global, marked by its diversity. How did the idea of Black Power travel? Why did it emerge when and where it did, and what were its meanings in different contexts? This course examines the manifestations of black power movements in the Caribbean and in Africa, in the United States and in India. With the 50th anniversary in mind, this course will critically explore the dreams, international dimensions, gender politics, and legacies of Black Power.

In the past several decades consumer discontent with Western medicine has prompted an unprecedented interest in other methods of healing. As the longest continuous literate tradition on the planet Chinese culture has enduring experience in healthcare provision, making it an attractive alternative to biomedicine. In this course we survey the depth and complexity of the Chinese medical tradition through the lens of indigenous techniques and their permutations in diverse locales. Proceeding from the earliest written records on oracle bones to present day ethnographies of clinical practice, we will complement close readings of canonical texts with a focus on lived experience.

HIST 1979Q. Japanese Film and Animation of the 20th Century.
Recent years have seen an explosion of worldwide interest in Japanese popular media, including manga (comics), anime (animation), and films. Yet Japan’s current success in exporting films/anime abroad is by no means just a recent phenomenon. We will explore Japanese live action film/animation from its origins through turn of 21st century. Students will learn to read films as narrative texts, and critiquing them on multiple levels. In the process, we will attempt to seek out what about Japanese cinematic art has caught the attention of Western critics, keeping our eyes on questions of identity and responses to historical events.

HIST 1979R. Scientific Controversies from Creationism to Climate Change.
This course examines scientific controversies from the mid-nineteenth century to the present. Topics will include evolution, telepathy, eugenics, lobotomy, recovered memories, vaccination, cloning, and global warming. We will study what these controversies tell us about the shifting relationship between science and society, how changes in scientific paradigms occur, why some controversies resolve, and why others persist, even in the face of long-standing scientific consensus. Students will learn to see science not as a progressive series of discoveries in the eternal pursuit of truth, but as an often messy historical process fully embedded in the politics and culture of its time.

HIST 1979S. History of Life Itself: Biopolitics in Modern Europe.
Life has long existed, but also has a history of its own. With the development of the natural sciences and state governance of its own populations, human life can be said to have entered into history. Homo Sapiens became the subject of medical science, political philosophy, and state law. In looking at the intersecting histories of science, politics, and theories of life, this seminar will examine the origins and effects of political economy, biology, public health, racism, eugenics, state violence, and ultimately democracy. We will read meta-histories from theorists, case studies from historians, and classic works of political philosophy.

HIST 1979T. Modernism and Its Critics.
This course explores how European writers interpreted modern art and manners between 1850 and 1940. As a crucial figure in emerging modern world, the cultural critic aimed to explain the meaning of style for society. Consequently, cultural critics created rich primary resources for understanding politics, beliefs, and everyday life activities. We will especially focus on anxiety about modern life expressed in controversies over avant garde movements from impressionists to expressionists, realists to the surrealists. We will cover issues like hysteria, men’s fashion, music, vacations, sexuality, and advertising. In addition to lesser known figures, selected readings include Baudelaire, Nietzsche, Benjamin, Kafka.

This course explores the intersections between American business and American Empire during the twentieth century. From the United Fruit Company in Latin America to the arms manufacturers at Lockheed Martin, the interests of capital have shaped U.S. foreign relations. As students race this history across the twentieth century, they will learn how the rise of American business to global preeminence depended upon a supportive, interventionist government. This course will appeal to history, IR, and Economics concentrators among others.

HIST 1979V. Technologies of the Soul: The History of Healing.
Movements that sought to heal society formed a distinct counterpoint to establishment science, religion and culture throughout modernity. In this course, we will examine distinctly modern, non-medical forms of healing from the late 18th until the mid twentieth centuries. This course engages cultural history and theory, science, opera and religion asking whether movements such as Mesmerism, Wagnerism, or Anthroposophy formed a hopeful expansion of the healing role of science art and religion? Or did such developments subvert established norms that provoked anxiety? Ultimately we will probe the limits of the humanities while exploring movements that have challenged such boundaries.

HIST 1979W. Debates on the Holocaust.
Few topics in Modern European History have so heavily engaged historians while producing so little consensus as the Holocaust. Several debates have emerged in scholarship around several major issues such as motivation, collaboration, ideology, as well as larger questions around genocide itself. In this course, we will examine each debate and the links to specific methods within history such as periodization, causality and disciplinary boundaries. This course presents a unique entry to gain exposure to foundational historical categories and methods. Students will gain a knowledge of concepts critical to historical debate and foundation in a variety of approaches to history.

Scholars have long equated modernity with “enchantment,” the subordination of magic and mysticism to the forces of science and secularization. Recent scholarly, however, has challenged this view, suggesting that the persistence of magical worldviews has been integral to the development of modernity itself. In this course, we will explore the various interactions, both conflicting and complementary, between science, religion, and magic in the nineteenth- and early twentieth-century United States. Topics will include spiritualism, hypnosis, phrenology, optical illusions, alternative medicines, stage magic, and the early psychology of religion. Throughout, we will interrogate the concept of modernity and the narrative of disenchantment.

This course explores the history of the major themes, problems and ideals of global peace, justice and human rights. We investigate the theoretical, social and political elements within these ideals and practices, spanning broad temporal and spatial genealogies of human thought. From biopolitics to geopolitics, we uncover attempts to demand food security, health care, and dignity as universal human rights. We highlight philosophies of peace and ethics, and unpack competing conceptions of “justice.” Among other topics, the political economy of global survival plays an important role in this perspective, especially within bioethics and environmental justice.
We'll explore varied relationships between Americans and Global South during the long 1970s—from the wave of revolutionary movements of the late 1960s to the Reagan "offensive" of 1981. As we trace these relationships across the decade, students will learn how Americans from all walks of life encountered the revolutionary "Third World." While many on the American Left—from Black Nationalists to feminists such as Bella Abzug—sought cooperation with the revolutionary movements in the Global South, others became determined to reassert U.S. hegemony abroad following the Vietnam War. We will try to understand why this latter group's antagonistic attitude towards the Global South ultimately came to define U.S. foreign policy.

Interested students must register for POBS 1600D.

HIST 1980R. Urban Schools in Historical Perspective (EDUC 1720).
Interested students must register for EDUC 1720.

Interested students must register for JUDS 1718.

Interested students must register ITAL 1430.

HIST 1980V. Jews and Revolutions (JUDS 1701).
Interested students must register for JUDS 1701.

HIST 1990. Undergraduate Reading Courses.
Guided reading on selected topics. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Prospective honors students are encouraged to enroll in HIST 1992 during semesters 5 or 6. HIST 1992 offers a consideration of historical methodology and techniques of writing and research with the goal of preparing to write a senior thesis in history. The course helps students refine research skills, define a project, and prepare a thesis prospectus, which is required for admission to honors. Students who complete honors may count HIST 1992 as a concentration requirement. Limited to juniors who qualify for the honors program. WRIT

HIST 1992 and HIST 1993 students meet together as the History Honors Workshop, offered in two separate sections per week. All students admitted to the History Honors Program must enroll in HIST 1993 for two semesters of thesis research and writing. They may enroll in the course during semesters 6 and 7, or 7 and 8. Course work entails researching, organizing, writing a history honors thesis. Presentation of work and critique of peers' work required. Limited to seniors and juniors who have been admitted to History Honors Program. HIST 1993 is a mandatory S/NC course. See History Concentration Honors Requirements.

This is the second half of a year-long course, upon completion the grade will revert to HIST 1993. Prerequisite: HIST 1993. WRIT

HIST 2050. Proseminar in Late Medieval History.
Macrohistory/Microhistory. A comparison of two different approaches to the study of the past, especially of late medieval and early modern Europe, focusing on the works of Fernand Braudel and Carlo Ginzburg.

HIST 2080. Seminar in European Social History in the Eighteenth and Nineteenth Centuries.
Methods of analysis for current topics in social, economic, demographic, family, and gender history. Depending on sources available, papers may be on Italian topics of the 16th-19th centuries, or on French or English topics of the 18th-19th centuries. Language requirement depends on area of specialization.

HIST 2090. Proseminar on European Social History in the Eighteenth and Nineteenth Centuries.
Selected readings on changes of social life in European cities in the period of transition from the preindustrial to the industrial economy. Primary focus is on developments in France, England, and Italy. Language requirement depends on area of specialization.

HIST 2450. Exchange Scholar Program.

HIST 2890. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

HIST 2910. Reading and Research.
Section numbers vary by instructor. Please see check Banner for the correct section number and CRN to use when registering for this course.

HIST 2930. Colloquium.
Required of all first-year graduate students; includes participation in Thursday Lecture Series. E

HIST 2935. Historical Crossings: Empires and Modernity. “Historical crossings” is a rough translation of histoire croisée, referring to global configurations of events and a shared history, rather than to a traditional comparative history. This Seminar is designed to be the cornerstone of the M.A. program. It will not serve as a traditional historical methods course but instead focus on training students to read and think on various scales of historical analysis—from cross-cultural and trans-geographic to the granularity of social and cultural specificity, requiring students to think both globally and locally and introducing them to an advanced level of historical inquiry, debate, and exploration.

HIST 2940. Writing Workshop.
Required of all 3rd semester Ph.D. students.

HIST 2950. Professionalization Seminar.
Required of all second-year Ph.D. students; includes participation in Thursday Lecture Series. E

HIST 2960. Prospectus Development Seminar.
This required course open only to second-year students in the History Ph.D. program focuses on the development of a dissertation prospectus. The seminar will include considering the process of choosing a dissertation topic, selecting a dissertation committee, identifying viable dissertation projects, articulating a project in the form of a prospectus, and developing research grant proposals based on the prospectus. E

HIST 2970A. New Perspectives on Medieval History.
Over the past several decades, the field of medieval history has been reshaped radically. New approaches have changed the ways that medievalists think about old subjects. Our understanding of medieval society itself has expanded as previously marginal or unexplored subjects have become central to medievalists' concern. This seminar explores how the ways in which medieval historians practice their craft have altered in response to these developments. Readings in classic older works are juxtaposed with newer ones on their way to becoming classics themselves.

HIST 2970B. Race, Ethnicity and Identity in the Atlantic World.
Explores question of identity in Atlantic world from sixteenth to nineteenth century, focusing on three types of identity: 1) ethnicity; 2) race; 3) nationality. How are such identities created and maintained? Are they "natural" or "artificial"? How do they change over time, and why? Throughout the seminar, we’ll consider both internal/external boundaries, how social actors - particularly subalterns - see themselves and how they are imagined by outsiders. Finally, we will examine how identity is expressed in a wide variety of media - codices, paintings, maps, oral histories, diaries, etc. - and how scholars make use of such sources.
HIST 2970C. Rethinking the Civil Rights Movement.
This graduate course encourages a rethinking of the complex components, arguments and activities that have characterized what we have come to know as the Civil Rights Movement, concentrating primarily on African American agency, actions and politics, through careful reading of recent scholarship in the field. While knowledge of U.S. history is preferred, this course asks larger thematic questions about protest movements (the role of the state, relationships with and between oppressed groups and organizations, and periodization), that will interest non-Americanists also. Some of the topics covered include: gender, organizing and strategies, the local, global ramifications and interactions, organizational structures and politics, and the recent concept of the Long Civil Rights Movement. M

HIST 2970D. Modernity and Everyday Culture - Reading.
No description available.

HIST 2970E. Early Modern Continental Europe - Reading.
This course is designed to introduce graduate students to some major topics and debates in early modern European history, as well as a range of geographical, methodological, and historiographical perspectives. Readings combine recent books and classics to give a sense both of where the field has been and where it is going. Topics covered include political history, religious interactions (among Christians and between Christians, Jews and Muslims), urban history, the history of the book, Atlantic history, the history of science, and the Enlightenment. The class also provides the opportunity to explore a single topic of choice in greater depth. M

HIST 2970F. Problems in Modern Jewish History - Reading.
This course examines significant issues in the history and historiography of modern European Jewry from the mid-18th century to WWII. It divided into four units each of which considers a thematic question that has been of interest to European Jewish historians, including: emancipation, integration, and acculturation; gender and the study of modern Jewish history; approaches to minority identity; and history and memory. Written permission required.

HIST 2970G. Early Modern European Empires.
This course addresses both the history and historiography of the most relevant European imperial experiences in Africa, Asia and America c. 1400-1800. It will focus on the structure and dynamics of the Iberian case(s), as well as in the profile of the so-called Second European expansion led by the Dutch, the English and a number of other (minor) European examples. Particular emphasis will be given to the relations between these imperial bodies and other (non-European) Empires, by focusing on cross-cultural contacts and conflicts, hybrid societies and images. Restricted to juniors, seniors, and graduate students only. P

HIST 2970H. Methodologies of the Ancient World.
No description available. Open to graduate students only.

HIST 2970J. Early Modern British History-Reading.
No description available.

HIST 2970L. Race and U.S. Empire.
No description available.

HIST 2970M. Japan, from Tokugawa to Meiji - Reading.
Compares the organization and exercise of political authority, the production and distribution wealth, and norms of cultural expression during the Tokugawa and Meiji periods as a way of understanding the dynamics of Japanese modernization.

HIST 2970N. Modern Latin American History - Reading.
No description available.

HIST 2970P. Nineteenth and Twentieth Century American History - Reading.
No description available.

HIST 2970Q. Core Readings in 20th Century United States History.
Major topics and themes in 20th-century U.S. history. M

HIST 2970R. U.S. Social/Cultural History, 1877-present - Reading.
Case studies of prominent public intellectuals spanning the century from John Reed to George Wills, Mary McCarthy to Frances Fitzgerald. M

HIST 2970S. Western and Frontier History - Reading.
An introduction to recent work on the history of North American frontiers and the region of the American West.

HIST 2970T. Representations of Suffering and Victimhood in History and Memoirs.
How have historians approached the representation of suffering in their work? How have attitudes toward representations of suffering and atrocities in historical narratives changed since the second world war? More generally, how do human rights narratives construct the identities of victims? This seminar will explore these questions in the context of the genocide of European Jewry. Requirements: One in-class presentation of weekly readings; one 20-25 page paper. Class participation required.

HIST 2970U. Topics in Nineteenth and Twentieth Century American History.
M

HIST 2970V. Atlantic Empires.
No description available.

HIST 2970W. Graduate Readings in Early American History.
No description available.

HIST 2970X. Topics in the History of Empire and Culture.
No description available.

HIST 2970Y. History and Theory of Secularity.
No description available.

HIST 2970Z. Core Readings in Nineteenth Century Europe.
Provides an introduction to the central issues of nineteenth-century European history. It has two purposes: first, to help you refine your abilities to think historiographically; second, to assist you in preparing for your comprehensive exams. To that end, we will read both standard interpretations and newer scholarship.

HIST 2971A. Science in a Colonial Context.
This graduate seminar will consider the politics of science in colonies societies. Subjects covered include: the relationship between science and local (indigenous) knowledges, science and the "civilizing" mission, social relations in knowledge production, science and development, racial science and subject bodies, science and nationalism. Assignments will include book review, a review essay and leading discussion.

HIST 2971B. Topics in Twentieth Century Europe.
This course will introduce graduate students to current scholarship on major issues in twentieth century European history. Topics will include (but are not limited to) the causes and consequences of the two world wars; the emerging, workings, and collapse of authoritarian societies; the spread of mass culture and consumerism; Americanization; de-colonization; the European Union, and the collapse of the bi-polar political system. In the interest of introducing students to the significant historiographical debates of the field, they will read both standard historical interpretations and newer scholarship. M

HIST 2971C. Readings in American History.
Topics in American social and cultural history in the nineteenth and twentieth centuries.

HIST 2971D. Passion, Dispassion, and the Scholar.
What role should passion and the imagination play in intellectual endeavor? Is the dispassionate, objective, and objectifying voice the only appropriate one in the arena of scholarship? How much can or should the scholar let his or her personality and personal investment in a subject appear on the page? The seminar will explore these and related questions by examining non-traditional modes of scholarly writing (primarily but not exclusively drawing on historians and anthropologists). This is not a seminar about theory and method, although such issues will inevitably be part of our discussions. It is a seminar about writing and scholarly voice. P

HIST 2971E. Latin American Historiography.
This course examines the development of historical writings on Latin America produced in the United States from the late nineteenth century until the present. We will focus on themes, such as race, gender, labor, subaltern studies, dependency theory, postcolonial analysis, and post-modernism, to understand the diverse approaches to Latin American history. M
HIST 2971F. Gender & Knowledge in Early Modern Europe.
HIST 2971G. Notions of Public & Private in Late Modern Europe.
HIST 2971H. Politics and Society in the 20th Century.
HIST 2971I. New Perspectives on Medieval History.
No description available.
This state-of-the-field course will introduce students to nineteenth-century U.S. history, with specific attention to how recent transnational, imperial, institutional, and cultural approaches have reframed older debates over the "Age of Jackson," "Manifest Destiny," and the "Market Revolution."
This seminar offers core readings for students preparing a comprehensive exam field, while providing others with content knowledge to teach this period of American history.
HIST 2971L. Borderlands: Violence and Coexistence.
Readings of theoretical and empirical studies in interstate and inter-ethnic relations in borderland regions throughout the world, with an emphasis on the modern period in East-Central. Open to graduate students only.
HIST 2971M. History of Medicine.
The history of medicine is a topic that can shed light on any period and place, since all aspects of human life are intertwined parts of the story: ideas, religion, culture, material life, economy, politics, social organization and legal institutions, etc. This reading course is meant to introduce graduate students to the main subjects debated in the field, so that by the end of the semester you will be able to read in the literature and to take up any related archival trail with confidence. Open to graduate students only. E
HIST 2971N. Critical Perspectives on Public and Private.
No description available. Open to graduate students only.
HIST 2971O. Graduate Preliminary Readings.
No description available.
HIST 2971P. Diasporas and Transnationalism.
This reading seminar is designed to familiarize students with the most cited and current theories on diaspora and transnationalism, to examine a few exemplary case studies from around the world, and to allow students to develop and discuss their individual interests and reading lists around these broad themes and concepts, towards a prelim field or dissertation prospectus.
HIST 2971R. Approaches to Middle East History.
An overview of canonical and recent scholarship on the Middle East, beginning with neo-Orientalist and Modernization-theory writings that ruled until the early 1960s, then a consideration of two turns often in productive tension with each other: materialist approaches that lead to social history and political economy, and discursive approaches that lead to cultural and post-colonial studies. We then consider works on the environment and techno-politics, gender and sexuality, and law and society, among others. Throughout, we consider how theoretical trends in other disciplines shaped the writing of history. Requirements include weekly essays, oral presentations, and a literature review.
HIST 2971S. Citizens and Subjects in the Modern Middle East: Ottoman Constitutionalism to Iranian Revolution.
In this graduate seminar we explore historical debates over rupture and continuity in the modern Middle East through the question of citizenship. From the Ottoman Tanzimat reforms to the Iranian Revolution, and French Algeria to Baathist Syria, our primary goal is to trace how scholars of the region have approached various long nineteenth-century (re)volutions from imperial subjects to national citizens, including questions of pluralism, participatory politics, and majority-minority relations. Second, we ask how legacies of Ottoman, colonial, and nationalist rule have shaped notions and experiences of state and society, religion and secularism, coexistence and conflict over the twentieth-century Middle East.
HIST 2971T. Colonial Latin America.
This seminar focuses on the historiography of colonial Latin America since the 1960s. We will examine how this historiography has been influenced by broader trends in the discipline, such as the "cultural turn," and by internal developments, notably the increasing emphasis on native-language sources. We will pay particular attention to more recent interpretations of both traditional subjects (conquest, evangelization, the frontier) and emerging approaches (environmental history, ethnogenesis). Requirements include short essays and a literature review.
HIST 2980B. Legal History.
An introduction for graduate students to the significance and methods of legal history, broadly defined. Students will engage with works in legal history from a variety of time periods and geographical areas, and they will be guided to sources related to their specific research interests. A major research essay will be required that draws from the models of legal history given and is based on original research into legal sources. E
HIST 2980C. Race, Ethnicity and Identity in Atlantic World.
This seminar examines the meaning of racial and ethnic identity in colonial Latin America. Our primary approach will be historiographical; we will begin with colonial concepts of racial hierarchy, then move on to national ideologies of mestizaje and indigenismo, the emergence of "race mixture" as a scholarly topic, the "caste vs. class" debate of the 1970s and 1980s, and finally recent works on the African diaspora.
HIST 2980D. Topics in Violence in Modern Europe: Interethnic Relations and Violence in Eastern Europe.
This seminar will examine recent studies on interethnic coexistence, violence, and genocide in East-Central and Eastern Europe in the 20th century. Readings will range from works on definitions of ethnicity and the making of nations to studies of communities and interpersonal relations. We will also read and listen to testimonies and analyze contemporary documents.
HIST 2980E. Social History in Early Modern England - Research.
Readings on select topics in early modern English social history. Topics include: marriage formation, crime, social unrest, gender issues, and popular culture. Open to graduate students and advanced undergraduates.
HIST 2980F. Modern British History - Research.
No description available.
HIST 2980G. Topics in Violence in Modern Europe - Research.
No description available.
HIST 2980H. Early American History - Research.
Research seminar.
HIST 2980I. Problems in American Social History - Research.
An advanced examination of the issues and methodology of American urban and social history plus primary research in specific topics.
HIST 2980J. U.S. Women's/Gender History - Research.
Focus is 20th-century history. Open only to graduate students.
HIST 2980K. Passion, Dispassion, and the Scholar.
What role should passion play in intellectual endeavor? Should the scholar's personal involvement in a subject appear on the page? What is the value of the dispassionate voice as opposed to a narrative voice of immediacy? The seminar explores such issues in modes of scholarly writing (primarily but not exclusively historical and anthropological). Although questions of theory and method inevitably arise, this is a seminar about scholarly voice.
HIST 2980L. Research and Pedagogy.
This research seminar is geared to help graduate students think about the ways in which they can incorporate their own research into the courses they will teach. The final product for the seminar is a primary source unit and an accompanying essay that can conceivably serve as a "teacher's guide." All fields and periods welcome. E
No description available.
HIST 2980N. Gender and Knowledge.
No description available.
HIST 2980P. Theory of Everyday Life.
What do we mean by the "everyday" and how can we study it in the social sciences and represent it in the arts? We will focus on attempts to answer this question both on the theoretical and the empirical levels. Readings will include philosophers of everyday life and examples of recent scholarship in "everyday life studies" that have revolutionized the study of leisure, entertainment, national identity, decolonization and gender.

HIST 2980Q. Seminar in Early Modern British History.
No description available.

HIST 2980R. Cultures of Empire.
The goal of this course is to research and produce a piece of original historical scholarship, drawing on methodologies developed during the cultural turn in the study of empires. Early semester readings address approaches to studying empire (Marxian, Subaltern Studies, Cultural Studies, etc.) and various locations: British India, Japanese Manchuria, and Netherlands Indies, among others. The course then evolves into a history writing workshop for the rest of the semester, paying attention also to historical writing, including style, form, and narrative strategies. Relevant to historical inquiry into cross-cultural encounters in any time period.

HIST 2980S. Hannah Arendt and Her World.
This seminar will explore key concerns and paradigms in 20th-century intellectual history via a critical consideration of the thinking of Hannah Arendt (1906-75). In recent years, Arendt's work has earned renewed attention for its multidisciplinary, multicontinental importance as well as for its uncanny currency to the present political and academic moment. Her thinking is thus in many ways "migratory thinking." Migratory thinking involves first the diaspora and exchange of thinkers, most specifically through political exile and emigration during the Nazi period and after. It thus involves both the experience and theorization of "worldliness": the Enlightenment value that remains a key principle for Arendt, with special reference to Lessing. Migratory thinking also involves discursive movement among disciplines and cultures, for example from German philosophy to American political theory/science, and the complications of intellectual and cultural subjectivity of emigrants as well as German Jewish thinking. Finally, the history and historical contingency that support this style of thinking emphasize the drive to thinking, responsibility, and judgment at a moment of danger. Readings and seminar discussions will focus on Arendt's work, read in dialogue with the work of thinkers with whom she was in dialogue (Benjamin, Broch, Heidegger, Scholem) and with the later work of thinkers whose own subject positions might be considered comparable with the concerns in the paragraph above (G. Rose, S. Neiman, S. Ascheim, J. Derrida et al.). Themes will include cosmopolitanism, nationalism, and totalitarianism, the global politics of race, capitalism, and exchange, religious/secular tensions, and the relations of society and politics to art and the imagination.

HIST 2980T. Minorities, Citizenship and Nation.
No description available.

HIST 2980U. Power, Culture, Knowledge.
"Truth isn't outside power, or lacking in power...[It] is a thing of this world," wrote Michel Foucault in the mid 1970s. In this course we will read and examine Foucault's seminal works on knowledge and power, and the kinds of scholarship it has engendered at the intersections of history, art history, anthropology, political science and social theory. In addition to Foucault's major interlocutor, Edward Said, we will read Antonio Gramsci, Derrida and Walter Benjamin. We will end the semester with facing the challenge of historicizing our own political present through a number of contemporary thinkers. M

HIST 2980V. Early Modern Empires.
This seminar will explore various approaches to understanding the rise, expansion, and contraction of empires in the early modern period (ca. 1500-1800). Students will be required to write a major research essay based on primary sources.

HIST 2980W. First Person History in Times of Crisis: Witnessing, Memory, Fiction.
This seminar examines the relationship between History as a narrative of events and history as individual experience. Postulating that historical events as related by historians were experienced in numerous different ways by their protagonists, the seminar focuses on the complementary and contradictory aspects of this often fraught relationship at times of crisis, especially in war and genocide. While much time will be spent on World War II and the Holocaust, the seminar will engage with other modern wars and genocides across the world. Materials will include eyewitness reports, postwar testimonies and trial records, memoirs and relevant works of fiction. Open to graduate students only. M

HIST 2981E. Environmental History.
A topical seminar with global and chronologically broad scope, "Environmental History" surveys classic works and recent writing on explicitly environmental themes such as agriculture, conservation, energy, and anthropogenic change. Equally, it considers environmental treatments of major topics in other sub-fields such as war, science, imperialism, the body and senses, and animals. In examining this broad range of topics, we will seek what is distinctive about environmental history and how environmental considerations can enhance the students' own research.

HIST 2981F. The Politics of Knowledge.
The seminar offers an introduction to fundamental theoretical texts and exemplary works in the interdisciplinary field of Science and Technology Studies. Readings will be drawn from a range of time periods and geographical areas, and students will be asked to deploy the theoretical insights of our readings in working with sources in their own fields for a final research paper. Topics include: the gendered dimensions of knowledge, the moral economy of science, claims to expertise, and the stakes of "objectivity."

HIST 2981I. Theory From The South.
The "global south" is a working category today for a diversity of intellectual projects centered on the non-European postcolonial world. While this category is embedded in histories of empire and culture, critical thinking since the 1970s has already done much to "provincialize Europe" and interrogate the ways in which power and knowledge have been imbricated in the making of universal claims, institutional processes and historical self-understanding. This graduate seminar will draw upon lineages of anti-colonial thought and postcolonial critique to relocate and rethink the "south" as a generative source for theory and history.

HIST 2981M. Digital History.
In the last decade, millions of books and newspapers from our collective past have been digitized. New tools like topic modeling or digital maps have appeared to cut through information overload. In policy and the media, we argue about long-term data about the climate, prosperity, and inequality. What can the skills of the historian offer for making sense of long-term change? Advanced historical coursework OR knowledge of code is required.

HIST 2981N. Moral Panic and the Politics of Fear.
What are the political uses and content of fear? This course traces the politics of panic as a window onto state, stigma, and society by pairing foundational readings in culture studies with historical monographs grounded in case studies. Over the course of the semester, we will consider such themes as: the mobilization of fear as a strategy of governance; sexuality, sickness, and disgust; the political logic of backlash; racial terror and colonialism; paranoia and conspiracy theories; popular culture and elite repression and appropriation; and the supernatural inflection of fear politics.

HIST 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

History of Art and Architecture
Chair
Sheila Bonde
Work in the department of the History of Art and Architecture at Brown is conceived as an interdisciplinary undertaking, in which students are encouraged to become familiar with the variety of methodologies and practices that have historically been, and continue to be productive in our fields. We also maintain a longstanding commitment to museum studies and the study of objects through a close working relationship with the Museum of the Rhode Island School of Design. Interested students in this department have the opportunity to hold internships and (in the case of graduate students) proctorships at the museum.

For additional information, please visit the department's website: http://www.brown.edu/academics/art-history/

### History of Art and Architecture

#### Concentration Requirements

The concentration in History of Art and Architecture introduces students to the history of art, architecture, and visual culture. Students in HIAA explore Western and non-Western areas ranging over a wide period of time (Ancient, Medieval, Islamic, East Asian, Latin American, Early Modern, Modern/Contemporary). Concentrators often focus on a particular period (e.g., ancient, modern architecture), a particular branch of the field (e.g., urbanism), or a methodology (e.g., semiotics, critical interpretation, archaeology), but students may choose to create their own program of study. Concentrators will receive essential training in perceptual, historical, and critical analysis. Concentrators often study abroad for first-hand knowledge of works of art and monuments as well as for exposure to foreign languages and cultures. Because foreign language skills are essential for pursuing art historical studies in a professional environment or in graduate school, HIAA requires two years of foreign language study.

### History of Art and Architecture Requirements

To complete the concentration, you will be expected to take a minimum of ten courses (11 for honors). Our goal in setting out these requirements is to welcome students into a lively and diverse department that also shares a cohesive and strong commitment to the field. We as a faculty want to encourage both experimentation and concentration.

Our general survey in history of art and architecture (HIAA 0010) is an excellent foundation for the concentration. It is not a prerequisite for taking other lecture courses but you can count it as one of the 4 non-core courses required for the concentration (see below for core and non-core courses).

Since the history of art and architecture addresses issues of practice within specific historical contexts, concentrators are encouraged to take at least 1 studio art course. Courses in history also train students in methods and approaches that are highly relevant to the history of art and architecture. Study abroad can be a valuable enrichment of the academic work available on campus, in that it offers opportunities for first-hand knowledge of works of art and monuments as well as providing exposure to foreign languages and cultures. Study abroad should be planned in consultation with the concentration advisor in order to make sure that foreign course work will relate meaningfully to the concentrators program of study.

Four core general lecture courses, numbered HIAA 0020 - HIAA 0940. The courses should be distributed between three of the seven available areas of the discipline: Ancient; Medieval; Islamic; East Asian; Latin American; Early Modern (ca. 1400-1800); Modern, Contemporary

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HIAA 0010</td>
<td>A Global History of Art and Architecture</td>
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<tr>
<td>HIAA 0011</td>
<td>Introduction to the History of Architecture and Urbanism</td>
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<tr>
<td>HIAA 0012</td>
<td>Theories of Architecture from Vitruvius to Venturi</td>
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Two core seminar courses, numbered between HIAA 1040 and HIAA 1890

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<tr>
<th>Course Code</th>
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<tr>
<td>HIAA 1020</td>
<td>Topics in East Asian Art</td>
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<tr>
<td>HIAA 1090</td>
<td>Writing About the Arts</td>
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<tr>
<td>HIAA 1101</td>
<td>Introduction to Architectural Design Studio</td>
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<tr>
<td>HIAA 1101A</td>
<td>Illustrating Knowledge</td>
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<tr>
<td>HIAA 1101B</td>
<td>Seeing and Writing on Contemporary Arts</td>
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<tr>
<td>HIAA 1102</td>
<td>Architectural Drawing and Sketching</td>
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<tr>
<td>HIAA 1103</td>
<td>Introduction to Architectural Design</td>
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<tr>
<td>HIAA 1120B</td>
<td>History of Urbanism, 1300-1700</td>
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<tr>
<td>HIAA 1120C</td>
<td>History of Western European Urbanism 1200-1600</td>
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<tr>
<td>HIAA 1150C</td>
<td>El Greco and Velazquez</td>
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<td>HIAA 1150D</td>
<td>El Greco and the Golden Age of Spanish Painting</td>
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<tr>
<td>HIAA 1170B</td>
<td>Twentieth-Century American Painting</td>
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<tr>
<td>HIAA 1181</td>
<td>Prefabrication and Architecture</td>
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Brown University
HIAA 1200A | Ancient Art in the RISD Collection
HIAA 1200D | Pompeii
HIAA 1201 | Brushwork: Chinese Painting in Time
HIAA 1300 | Topics in Classical Art and Architecture
HIAA 1301 | The Palaces of Ancient Rome
HIAA 1302 | Women and Families in the Ancient Mediterranean
HIAA 1303 | Pompeii: Art, Architecture, and Archaeology in the Lost City
HIAA 1310 | Topics in Hellenistic Art
HIAA 1400F | Research Seminar Gothic Art
HIAA 1410A | Topics in Islamic Art: Islamic Art and Architecture on the Indian Subcontinent
HIAA 1430A | The Visual Culture of Medieval Women
HIAA 1440D | The Gothic Cathedral
HIAA 1410B | Painting in Mughal India 1550-1650
HIAA 1440B | The Medieval Monastery
HIAA 1460 | Topics in Medieval Archaeology
HIAA 1550B | Topics in the Early History of Printmaking: Festival and Carnival
HIAA 1560A | Italy and the Mediterranean
HIAA 1560B | Manerism
HIAA 1560C | Renaissance Venice and the Veneto
HIAA 1560D | Siena from Simone Martini to Beccafumi
HIAA 1560E | The Arts of Renaissance Courts
HIAA 1560F | Topics in Italian Visual Culture: The Visible City, 1400-1800
HIAA 1600A | Bosch and Bruegel: Art Turns the World Upside Down
HIAA 1600B | Caravaggio
HIAA 1600C | Italian Baroque Painting and Sculpture
HIAA 1600D | The Art of Peter Paul Rubens
HIAA 1600E | The World Turned Upside Down
HIAA 1600F | Antwerp: Art and Urban History
HIAA 1600G | Art + Religion in Early Modern Europe
HIAA 1600H | Comedy in Netherlandish Art: From Hieronymus Bosch to Jan Steen
HIAA 1600I | Collections and Visual Knowledge in Early Modern Europe: 1400-1800
HIAA 1600J | Rembrandt
HIAA 1650A | About Face: English Portraiture: 1600-1800
HIAA 1650B | Visualizing Revolutionary Bodies 1785-1815
HIAA 1650C | Visual Culture and the Production of Identity in the Atlantic World, 1700-1815
HIAA 1650D | Souvenirs: Remembering the Pleasures and Perils of the Grand Tour
HIAA 1711 | Black and White: Imagining Africans and African Americans in Visual Culture
HIAA 1770 | Architecture and Visual Culture of Empire
HIAA 1850A | Frank Lloyd Wright
HIAA 1850D | Film Architecture
HIAA 1850E | Architecture, Light and Urban Screens
HIAA 1850G | Contemporary American Urbanism: City Design and Planning, 1945-2000
HIAA 1850H | Berlin: Architecture, Politics and Memory
HIAA 1890E | SoCal: Art in Los Angeles, 1945-Present
HIAA 1890G | Contemporary Art of Africa and the Diaspora
HIAA 1910A | Providence Architecture
HIAA 1910B | Project Seminar: The Architecture of Bridges
HIAA 1910D | Water and Architecture
HIAA 1910E | Project Seminar for Architectural Studies Concentrators
HIAA 1920 | Individual Study Project in the History of Art and Architecture
HIAA 1930 | The History and Methods of Art Historical Interpretation
HIAA 1990 | Honors Thesis

Four elective courses. These can include courses taught in the department, cross-listed courses from other departments, or courses in other departments approved by the concentration advisor. HIAA 0010 may count as one of these courses but cannot count as one of the four core lecture courses. Students are encouraged to take a studio class as part of this requirement.  

Total Credits 10

1 The six core lecture and seminar courses must be taken in the History of Art and Architecture department and cannot be replaced with independent study, honors thesis or classes taken in other departments, universities, or high schools.

2 A maximum of two (2) credits may be allowed for courses taken at other universities (transfer credits or from study abroad) or courses that also count toward a second concentration. No concentration credit will be granted for AP/A-level scores, or for language classes.

Architectural Studies Track

The Optional Architectural Studies track within the History of Art and Architecture concentration blends a variety of disciplines toward the study of buildings and the built environment. The concentration prepares students for the continued study of architecture and the history of architecture in graduate school as well as careers in related areas such as urban studies. Because the architectural studies program was especially designed for students wishing to gain greater experience in the practical skills necessary for a career in architecture or a related field, concentrators are required to take a course in design from the Visual Arts Department, the Rhode Island School of Design or an introduction to architectural design, theatre set design at Brown University.

Four lecture courses. These courses will be numbered between HIAA 0020 and HIAA 0940 and will be marked with an "A" in the course description. The courses must be distributed over three of seven areas in architectural history: Ancient; Medieval; Islamic; East Asian; Latin American; Early Modern (ca. 1400-1800); Modern/Contemporary.

HIAA 0040 | Introduction to Medieval Art and Architecture
HIAA 0042 | Islamic Art and Architecture
HIAA 0031 | Pre-Islamic Empires of Iran
HIAA 0041 | The Architecture of Islam
HIAA 0061 | Baroque
HIAA 0062 | The Age of Rubens and Rembrandt: Visual Culture of the Netherlands in the Seventeenth Century
HIAA 0070 | Introduction to American Art: The 19th Century
HIAA 0074 | Nineteenth-Century Architecture
HIAA 0075 | Introduction to the History of Art: Modern Photography
HIAA 0081 | Architecture of the House Through Space and Time
HIAA 0089 | Contemporary Photography
HIAA 0321 | Toward a Global Late Antiquity:200-800 CE
HIAA 0340 | Roman Art and Architecture: From Julius Caesar to Hadrian
HIAA 0400 | Early Christian, Jewish, and Byzantine Art and Architecture
HIAA 0440 | Gothic Art and Architecture
HIAA 0460 | Muslims, Jews and Christians in Medieval Iberia
HIAA 0550 | Gold, Wool and Stone: Painters and Bankers in Renaissance Tuscany
HIAA 0560 | Constructing the Eternal City: Popes and Pilgrims in Renaissance Rome
HIAA 0570 The Renaissance Embodied
HIAA 0580 Word, Image and Power in Renaissance Italy
HIAA 0610 From Van Eyck to Bruegel
HIAA 0630 Cultural History of the Netherlands in a Golden Age and a Global Age
HIAA 0710 The Other History of Modern Architecture
HIAA 0770 Architecture and Urbanism of the African Diaspora
HIAA 0771 African American and Caribbean Architectures: Domestic Space
HIAA 0801 Art After ’68
HIAA 0810 20th Century Sculpture
HIAA 0830 Revolutionary Forms: 100 Years of Art and Politics in Latin America
HIAA 0840 History of Rhode Island Architecture
HIAA 0850 Modern Architecture
HIAA 0860 Contemporary Architecture
HIAA 0861 City and Cinema
HIAA 0870 20th Century British Art: Edwardian to Contemporary
HIAA 0881 City and Cinema

One seminar or independent study in architectural history, numbered between HIAA 1100 and HIAA 1890, and marked with an "A" in the course description.¹

HIAA 1101 Introduction to Architectural Design Studio
HIAA 1101A Illustrating Knowledge
HIAA 1101B Seeing and Writing on Contemporary Arts
HIAA 1102 Architectural Drawing and Sketching
HIAA 1103 Introduction to Architectural Design
HIAA 1120B History of Urbanism, 1300-1700
HIAA 1120C History of Western European Urbanism 1200-1600
HIAA 1150C El Greco and Velazquez
HIAA 1150D El Greco and the Golden Age of Spanish Painting
HIAA 1170B Twentieth-Century American Painting
HIAA 1181 Prefabrication and Architecture
HIAA 1200A Ancient Art in the RISD Collection
HIAA 1200D Pompeii
HIAA 1201 Brushwork: Chinese Painting in Time
HIAA 1300 Topics in Classical Art and Architecture
HIAA 1301 The Palaces of Ancient Rome
HIAA 1302 Women and Families in the Ancient Mediterranean
HIAA 1303 Pompeii: Art, Architecture, and Archaeology in the Lost City
HIAA 1310 Topics in Hellenistic Art
HIAA 1360X The Aesthetics of Color: History, Theory, Critique (GNSS 1960X)
HIAA 1400F Research Seminar Gothic Art
HIAA 1410A Topics in Islamic Art: Islamic Art and Architecture on the Indian Subcontinent
HIAA 1430A The Visual Culture of Medieval Women
HIAA 1440B The Medieval Monastery
HIAA 1440D The Gothic Cathedral
HIAA 1460 Topics in Medieval Archaeology
HIAA 1550A Prints and Everyday Life in Early Modern Europe
HIAA 1550B Topics in the Early History of Printmaking: Festival and Carnival
HIAA 1560A Italy and the Mediterranean
HIAA 1560B Mannerism
HIAA 1560C Renaissance Venice and the Veneto
HIAA 1560D Siena from Simone Martini to Beccafumi
HIAA 1560E The Arts of Renaissance Courts
HIAA 1560F Topics in Italian Visual Culture: The Visible City, 1400-1800
HIAA 1600C Italian Baroque Painting and Sculpture
HIAA 1600D The Art of Peter Paul Rubens
HIAA 1600A Bosch and Bruegel: Art Turns the World Upside Down
HIAA 1600B Caravaggio
HIAA 1600E The World Turned Upside Down
HIAA 1600F Antwerp: Art and Urban History
HIAA 1600G Art + Religion in Early Modern Europe
HIAA 1600H Comedy in Netherlandish Art From Hieronymus Bosch to Jan Steen
HIAA 1601I Collections and Visual Knowledge in Early Modern Europe: 1400-1800
HIAA 1770 Architecture and Visual Culture of Empire
HIAA 1850A Frank Lloyd Wright
HIAA 1850D Film Architecture
HIAA 1850E Architecture, Light and Urban Screens
HIAA 1850G Contemporary American Urbanism: City Design and Planning, 1945-2000
HIAA 1850H Berlin: Architecture, Politics and Memory

A project seminar from the HIAA 1910 series. This must be taken in the junior or senior year.¹ ²

HIAA 1910A Providence Architecture

One studio art course in design ³

Three elective courses. These can include other courses taught in the History of Art and Architecture department and cross-listed courses in other departments that are pertinent to architectural studies. They may also include a select number of non-cross-listed courses approved by the concentration advisor. ⁴ ⁵

Total Credits 10

¹ The two seminars cannot be replaced with independent study, honors thesis, or classes taken in other departments or universities.
² In years where no project seminar is offered, any seminar that qualifies for architectural studies can become the starting point for a senior project.
³ The studio course may be taken at Brown, RISD, Harvard Career Discovery and similar six week + summer programs.
⁴ The non-cross-listed courses include but are not limited to MATH 0090, MATH 0100, PHYS 0030, PHYS 0040, ENGN 0030, Urban Studies and Engineering courses, and scenic design and technical production courses offered by the department of Theatre Arts and Performance Studies.
⁵ A maximum of two credits may be awarded for courses taken at other universities or for courses that count toward a second concentration. No concentration credit is awarded for high school AP/A-level courses or for language courses.

The below pertains to ALL concentrators in the department:

Language Requirement

You will be expected to demonstrate reading proficiency in a language other than English. By learning the language of another culture you will gain a deeper understanding of its art, literature and history. Aside from this, knowledge of a foreign language will equip you with a skill essential for pursuing art historical studies in a professional environment or graduate school. The requirement can be fulfilled by either passing an 0500 level language course at Brown or by demonstrating an 0500 level reading ability in a placement test administered by Brown University language department (Students who declared their concentration before August 2013 are expected to demonstrate proficiency at the 0400 level).
Self Assessment

All concentrators are required to write an essay when they file for the concentration that lays out what they expect to gain from the course of study they propose. All second semester seniors will be required to write a final essay that takes measure of what they have learned from the concentration, including their capstone and other experiences relating to their study of the history of art and architecture. For students doing a capstone, their capstone director will read this essay. A department subcommittee will read essays written by students not electing to do a capstone. The self-assessment should be turned in with a revised list of courses actually taken and the final paperwork for concentration approval.

Capstone Project

At the beginning of your senior year you will be actively encouraged to propose and undertake a Capstone Project. The Capstone Project is intended to challenge you with an opportunity to synthesize at a high level of achievement the knowledge and understanding you have gained by concentrating in the History of Art and Architecture or Architectural Studies. To propose and work on a Capstone Project you will need the support of a faculty sponsor. Capstone Projects embrace many possibilities. You can perfect a seminar paper in which you have developed a strong interest. You can participate in a graduate seminar to which the instructor has admitted you. You can serve as an undergraduate TA. You can work as an intern in museums and auction houses such as Christie’s. You might work on an archaeological excavation. You can participate in the Honors Program. Beyond these opportunities, the Department is open to other approaches. You should work with a faculty sponsor and with the Undergraduate Concentration Advisor to decide what will work best for you.

Honors

The Honors program in History of Art & Architecture and Architectural Studies will be administered as follows: accepted students will sign up for HIAA 1990 in the Fall and in the Spring. In the Fall, students will meet regularly with the whole Honors group and HIAA faculty to discuss methodology and general research and writing questions. In the Spring, students will continue to meet to present their research in progress to each other for comment and feedback. They will also be meeting regularly with their advisors and second readers throughout the year. Finished drafts of the thesis (which will generally be no more than 30-35 pages in length (exceptions to be determined in consultation with the instructor), not counting bibliography and visual materials) will be due to the advisor and second reader on April 1 of the Spring semester. Comments will be returned to the students for final corrections at that point. There will be a public presentation of the Honors work at the end of the Spring semester.

Students wishing to write an honors thesis should have an ‘A’ average in the concentration. It is advisable for them to have taken at least one seminar in the department and written a research paper before choosing to undertake the thesis. While acceptance into the Honors program depends on the persuasiveness of the thesis topic as well as the number of students applying, students may refine their proposals by speaking in advance with potential advisors. No honors student may take more than four classes either semester of their senior year—being considered one of your four classes. Students who are expecting to graduate in the middle of the year are encouraged to discuss a different capstone project with individual advisors or the concentration advisor.

Honors Application Process

During the second semester of the junior year all concentrators will be invited to apply for admission to the Honor Program in History of Art and Architecture and Architectural Studies.

Admission to the Honors Program

1. To be admitted to the Honors Program you should have produced consistently excellent work and maintained a high level of achievement in all your concentration course. You should have earned an A grade in most of your concentration courses.

2. The key project for honors is to write an honors thesis. When you apply for admission you will be asked to submit a proposal of no more than two double-spaced pages that states the topic (subject and argument) of the research to be undertaken as clearly as possible, and add a one-page bibliography of the most relevant books and major articles to be consulted for the project. This three page application should be submitted, along with a resume and a printout of the student’s most recent available transcript and submitted to the Department with a short cover letter stating who you feel the most appropriate advisor and second readers are for the thesis and why, and what your preparation is for this project. Clarity and brevity are considered persuasive virtues in this process. Applicants will be notified about the success of their applications at the end of the semester.

3. For admission to the Honor Program you must include with your proposal a letter of support from a faculty member of the History of Art and Architecture Department who has agreed to serve as your thesis advisor. You should discuss the thesis topic with your advisor before you submit your proposal. During the process of researching and writing you will meet regularly with your advisor to discuss your work.

Writing the Honors Thesis

1. If you are accepted into the Honors Program you will register for HIAA 1990 during the two semesters when you are working on a thesis. This is a seminar led by the Department Undergraduate Concentration Advisor in which all honors students meet once a month to present the current progress of their work. It is a valuable opportunity to share ideas and receive feedback from your fellow honors students and faculty alike. The honors seminar also offers a practical framework around which you can organize the progress of your work.

2. You will meet regularly with your thesis advisor and with a second reader to develop your ideas and writing.

3. Finished drafts of the thesis, which will generally be no more than 30-35 pages in length (exceptions to be determined in consultation with the instructor), not counting bibliography and visual materials, will be due to the advisor and second reader by April 1 of the Spring semester or by November 1 of the Fall semester if you plan on graduating in December. Comments will be returned to the students for final corrections at that point. There will be a public presentation of the Honors work at the end of the Spring semester.

History of Art and Architecture Graduate Program

The department of History of Art and Architecture offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) degree. For more information on admission and program requirements, please visit the following website:

http://www.brown.edu/academics/gradschool/programs/history-art-and-architecture

Courses

Introduction to the global history of art, architecture and material culture from cave paintings to installation art. The course is both an historical survey as well as an analysis of case study examples. In addition to examining visual strategies of representation, the course explores the varied ways in which art shapes and reflects cultural, social, religious, and political concerns. Weekly one-hour conference required. Limited to 225.

Western architecture and urbanism from classical antiquity through the eighteenth century: patterns of development; major architects and monuments; methods of interpretation. Does not presume previous knowledge or special skills. A
HIAA 0012. Theories of Architecture from Vitruvius to Venturi. Theories and Design from Classicism to Postmodernism: An inquiry into the ways in which the nature of architecture has been thought, both inside the profession and outside, since Vitruvius first defined its study and practice as an “interdisciplinary discipline.” The seminar will study selected texts and designs in the culture of western architecture from antiquity to the present. Drawn from works in architectural, social, political, and aesthetic theory the seminar will deepen our understanding of historical architecture and open up ways of interpreting contemporary design culture. A WRIT

HIAA 0013. Introduction to Indian Art. This course presents aspects of Indian art over a period of 2,000 years, and introduces the art of Buddhism, Jainism, Hinduism, Islam, and colonial and post-colonial India. Emphasis is placed on characteristic features, functions and socio-political contexts of stupas, temples, mosques, churches, and other architectural sites as well as sculptures, painted manuscripts, paintings, and photography. A

HIAA 0021. Arts of Asia. From sacrificial cauldrons to sunflower seeds, and Roman Buddhas to five-toed dragons, this course introduces the incredible diversity of traditions that collectively constitute the arts of Asia. Organized around a series of case studies of exemplary objects, the course explores the temporal, geographic, material, and thematic range of Asian art through the life stories of individual things. Tracking histories of human ingenuity and value, we will examine the ways these things changed the people who saw them and were themselves changed in the process of being seen. And we will come to know them through the ways they change us. WRIT

HIAA 0031. Pre-Islamic Empires of Iran. Introduction to art and architecture of the Ancient Near Eastern empires that flourished between the 6th century BCE and the Islamic conquests of c. 630 CE. We will consider the material culture of the Achaemenids, Seleucids, Parthians, and Sasanians, empires that inhabited primarily the areas of Mesopotamia and the Persian plateau, but spread at times as far afield as the Mediterranean coast, Egypt, the Caucasus, and the Indus Valley. Lectures will prioritize close analysis of the most illuminating art and architecture, so that you leave the course knowing not only the material evidence but also current approaches to interpreting it. A WRIT

HIAA 0040. Introduction to Medieval Art and Architecture. A comparative examination of the three artistic cultures of the medieval Mediterranean: Islam, the Byzantine empire, and the predominantly Christian regions of western Europe. Medieval Jewish art is also treated. Topics include medieval attitudes toward the use of images, the architecture of worship (churches, synagogues, and mosques), royal and domestic art, and instances of contact among all three cultures. Weekly one-hour conference required. A

HIAA 0041. The Architecture of Islam. The course examines the sources and ‘invention’ of Islamic architecture in the seventh and eighth centuries, and explores its varied manifestations to the present day. A WRIT

HIAA 0042. Islamic Art and Architecture. The formation of an Islamic artistic expression in art and architecture and the regional manifestations of that art from central Asia and the Middle East to Sicily and Spain. Weekly one-hour conference required. A

HIAA 0061. Baroque. The course surveys the visual culture of Rome from 1664-1700. During that time Rome became the center of Artistic change in Europe, the seat of the Counter-Reformation Catholic Church and the dominant source of classical learning. All media that participated in these historical developments are included: from papal urban plans to Bernini’s fountains and Caravaggio’s paintings. WRIT

HIAA 0062. The Age of Rubens and Rembrandt: Visual Culture of the Netherlands in the Seventeenth Century. Surveys the amazing art in Holland and Flanders that revolutionized all media. We will see how paintings, sculpture, and architecture formed the historical environment of life in the 17th-century Netherlands. The work of such artists as Rubens, Rembrandt, Van Dyck, and Vermeer is presented as part of this history of art in a “golden age.” Weekly one-hour conference required. WRIT

HIAA 0070. Introduction to American Art: The 19th Century. This undergraduate seminar traces the rise of American painting in the period from the Revolution to the dawn of modernism in the 20th century. Major figures, such as Thomas Cole, Frederick Church, Winslow Homer and Albert Pinkham Ryder, will be examined, as will significant movements, such as the Hudson River School and Tonalism. Discussion will help place American art within the context of history, the invention of national identity, and parallel developments in popular visual culture. Enrollment limited to 100.

HIAA 0074. Nineteenth-Century Architecture. Surveys stylistic developments, new building types, and the changing conditions of architectural production through the 19th century. Special emphasis placed on the social context in which buildings were designed and used. Weekly one-hour conference required. WRIT

HIAA 0075. Introduction to the History of Art: Modern Photography. This class will survey the history of photography as an art form and means of visual communication in the modern era. The photograph will be considered from both aesthetic and social perspectives; photography’s rise as a medium of personal expression will be examined, as will technology’s role in the creation of new regimes of spectatorship, and the mass dissemination of visual information. The class follows the rise of photography’s acceptance as an art form in the twentieth century, and culminates with its prominence within the phenomenon of postmodernism. Prior coursework in modern history or art history is helpful. Enrollment limited 80.

HIAA 0081. Architecture of the House Through Space and Time. This undergraduate lecture course focuses on one building type, the house, through time in Mesopotamia, China, Japan, the Islamic world, the African diaspora, India, Britain, Rhone Island, and Germany and France. Houses can be minute or monumental, vernacular or high art, provide minimal shelter or afford the material and psychic satisfaction of home. By studying houses, we can bypass some of architectural history’s biases, and explore some of the major debates in the discipline: What is architecture? Who determines what is included/excluded in this category? And on what basis do they make these claims? WRIT

HIAA 0089. Contemporary Photography. This course surveys the rise of photography in the art world in the period after 1960. It examines both the development of photography as an independent medium and the appropriation of lens-based imagery by Pop Art, conceptual art, minimalism, and eventually Postmodernism.

HIAA 0321. Toward a Global Late Antiquity: 200-800 CE. Competing empires, the division of the eastern and western halves of Roman territory; long distance trade, the rise of monotheism, the spread of Buddhism: how did these factors affect the art and architecture associated with the Roman west, Constantinople, Ctesiphon, Alexandria, the Han Dynasty capitals, and Gandhara? This course takes an expanded view of Late Antiquity, extending beyond typical that associate the period with the post-classical west, to explore the dynamic creativity and intercultural connectivity of an era once considered a “Dark Age” in a world history. WRIT

HIAA 0340. Roman Art and Architecture: From Julius Caesar to Hadrian. An introduction to the major monuments in Roman art at the point when the Empire emerged up to the time of the creation of the Pantheon. No prior background required. A

HIAA 0400. Early Christian, Jewish, and Byzantine Art and Architecture. No description available. A

HIAA 0440. Gothic Art and Architecture. Examines Gothic art and architecture to explore its sources and “invention” in mid-12th-century France and to trace its varied manifestations in European art to the 16th century. Special attention is given to cathedral architecture and decoration. Weekly one-hour conference required. A
HIAA 0460. Muslims, Jews and Christians in Medieval Iberia.
The cultural diversity of medieval Spain and Portugal is proclaimed by their Christian churches, Islamic mosques and Jewish synagogues. The three distinct cultures that produced these buildings lived together for centuries in medieval Iberia, sometimes in peace, sometimes not. For almost eight centuries (711-1492) writers, scholars and artists emerged from a cultural environment of intellectual borrowing nurtured by uninterrupted contact through marriage, conversion, commerce and travel. This convivencia of Jews, Muslims and Christians will be examined from the perspectives of literature, music, art, architecture, archaeology, and history. WRIT FYS A

Examines the paintings, sculpture, graphic art, and architecture of Tuscany in the 15th century, primarily in Florence but also venturing into Siena, Arezzo, Borgo San Sepolcro. Using Renaissance critical terms and analytical tools, we take into account the technical and commercial habits of craftspeople, the economy of the cities and towns, and the forms and functions of art in domestic, civic, and religious spheres. Weekly one-hour conference required. WRIT / A

Examines Renaissance Roman painting, sculpture, and architecture in the context of the unique urban character of the city: site of antique myth, religious pilgrimage, and a cosmopolitan court. Beginning with Filarete and Fra Angelico, we move through the Renaissance (Michelangelo and Raphael), looking at the formation of artists’ workshops and academies, ending with the urbanization programs of Sixtus V. WRIT A

HIAA 0570. The Renaissance Embodied
Renaissance depictions of the body range from muscular, idealized nudes to decaying, but ambulatory, corpses. Artists dissected human cadavers and, for the first time since antiquity, reflected the use of living models in their workshops and studios. In this course, we examine art that embodied power and sexuality, death and disease, the divine and demonic, the marginalized and the fantastic. We consider a diverse set of bodies as they were represented in paintings, sculpture, drawings, decorative arts and prints in relation to contemporary religious, political and social concerns.

HIAA 0580. Word, Image and Power in Renaissance Italy.
This class is designed to introduce cultural and historical perspectives on Italy from Siena in the Middle Ages to Venice in the High Renaissance. Taught by professors of Italian Literature, Art History and History, we will move across Italy and the centuries focusing on monuments of literature, art, architecture, and history through different disciplinary lenses. WRIT A

HIAA 0600. From Van Eyck to Bruegel.
Artists of Flanders and Holland effected a revolution in the techniques and subjects of painting during the 15th and 16th Centuries. This course explores the roots of artistic change in religion, urban history, politics, Italian humanism, economics, and craft traditions. The focus is on the great works of such artists as Jan van Eyck, Hieronymus Bosch, and Pieter Bruegel the Elder.

HIAA 0630. Cultural History of the Netherlands in a Golden Age and a Global Age.
Between 1580 and 1690 two nations emerged in Europe from what had been one unified region. To the north, the Dutch Republic gained its independence from Spain and developed as a bastion of liberty, ideas in ferment, visuals arts, Calvinist faith, science, technology, and global economic reach. To the south, the "loyal" Netherlands, now Belgium, returned to the Spanish and Catholic fold, but sustained its leading position in the arts, competed in global trade, and negotiated a new compromise of government. In this course we present an interdisciplinary, comparative view of the "two" Netherlands and their legacy in the world. WRIT

HIAA 0710. The Other History of Modern Architecture.
This lecture course presents modern architecture as the product of the cultural, technological, political, and intellectual developments associated with capitalist expansion across the globe. By exploring the trans-Atlantic slave trade and its effects on Western industrialization, European Jesuit gardeners in China, modernization efforts in 19th century Turkey and Japan, and tropical climate and colonial policy in India, Nigeria, and other global sites; the course will expose students to the "99 percent" who are frequently excluded from discussions about modern architecture, but whose labor and cultural traditions were crucial to the heroic modernism of the West. A WRIT

This lecture course introduces the built environments in and of "Africa," from the earliest known examples to the contemporary moment. Through a consideration of texts and images, we will interrogate "Africa" as both a construct and concrete geographical entity characterized by diverse cultures, contexts, and histories. In addition to exploring the content of various architectural and urban traditions, we will approach our topic from the point of view of the theoretical paradigms that have governed the historiographical interpretation of particular periods, regions, and cultures. Readings will be arranged thematically and according to chronology and geography. Weekly one-hour section required. A DPLL WRIT

HIAA 0771. African American and Caribbean Architectures: Domestic Space.
This course explores domestic landscapes occupied by African-Americans between the earliest years of slavery and the Second World War. We will examine some of the most common housing forms that diasporic Africans inhabited during those years—plantation slave quarters, tenant shacks, and urban tenements, to name a few. Our premise is that study of domestic life can reveal how political, economic, and social forces inform everyday life. The goals of the class are twofold: to improve our understanding of the social history of diasporic Africans and to develop sensitivity to the study of ordinary, everyday landscapes—or "vernacular architecture." WRIT A

HIAA 0801. Art After '68.
The tumultuous social unrest of the 1960s was concretized in a worldwide succession of civic revolts in 1968. Throughout this period, art was an organizing tool for various political events. In turn, the concept of 1968 generated an aesthetic response that supported, documented and historicized the period. This course will examine the art and new art forms created in the wake of 1968. We will also look closely at the strategies of contemporary art making that are influenced by the spirit of 1968. WRIT

HIAA 0810. 20th Century Sculpture.
Writing in 1937, sculptor Naum Gabo posed the question, “What are the characteristics which make a work of art a sculpture?” Gabo’s question has a general resonance for the entirety of the twentieth century, where the medium of sculpture formed many of the significant debates within art. This lecture course is a survey of sculpture in the twentieth century. We will examine the medium through its definitions, material (metal, paper, plastic, stone, wood, etc.), methods (carving, casting, modeling, welding, etc.), practitioners, movements, theories and related practices, like architecture. WRIT

HIAA 0830. Revolutionary Forms: 100 Years of Art and Politics in Latin America.
This course surveys Latin American art within the context of socio-political and intellectual concerns in the region. We will consider a wide variety of media with an eye to local and global events that prompted their production. We will examine how artworks embodied, challenged, and helped to shape history. We will survey major trends in art production: from photography during the Mexican Revolution to participatory and activist art in the beginning of the 21st century. Students will acquire visual and critical analysis skills in order to actively engage with their visual surroundings. Previous knowledge of art history is not required.
HIAA 0840. History of Rhode Island Architecture.
This course examines the historical development of architecture and building in Rhode Island within the larger context of colonial and national trends and with a focus on important manifestations of a distinct regional identity. Emphasis will be placed on stylistic developments, new building types and technologies, and the social and economic influences on the creation of the built environment.

HIAA 0850. Modern Architecture.
The “classic” period of European and American modern architecture from the turn of the century to the 1950s. Presents both the established canon of masterpieces by among many others, Frank Lloyd Wright, Mies van der Rohe, and LeCorbusier, and counterbalances this approach with information about new building materials, changing conditions of architectural production, and the “mechanisms of fame.”

HIAA 0860. Contemporary Architecture.
Stylistic, technological, and theoretical developments in architecture from the 1960s to the present. Analyzes movements such as "Brutalism," "Postmodernism," and "Deconstruction" and works by architects such as Frank Gehry, I. M. Pei, and Zaha Hadid. Emphasizes the complex conditions of architectural production in different parts of the world. Complements HIAA 0850, but may be taken independently.

HIAA 0861. City and Cinema.
An examination of the mutual influence between two of the major art forms of the 20th century: film and architecture. Concentrates on European and American film sets throughout the 20th century and explores their formal and iconographical sources in contemporary architectural discourse. Presentation and examination of sketches, paintings, still photographs, and film clips as well as writings by directors, set designers, critics, and architects (Eisenstein, Reimann, Kracauer, Bunuel and many others).

HIAA 0870. 20th Century British Art: Edwardian to Contemporary.
The field of British art offers a wide view onto the history of art and aesthetics. This survey of British art in the twentieth century will examine the nation’s art, artists, and art movements alongside its current events. Readings will be drawn from periodicals, primary documents (artist’s letters and manifestos) and secondary texts (Alloway, Hall, Read and others). Architecture, literature (Martin Amis, Joseph Conrad, Lynton Kwesi Johnson and others) and music will be considered throughout the course.

HIAA 0881. City and Cinema.
An examination of the mutual influence between two of the major art forms of the 20th century: film and architecture. Concentrates on European and American film sets throughout the 20th century and explores their formal and iconographical sources in contemporary architectural discourse. Presentation and examination of sketches, paintings, still photographs, and film clips as well as writings by directors, set designers, critics, and architects (Eisenstein, Reimann, Kracauer, Bunuel and many others).

HIAA 1020. Topics in East Asian Art.
Topics in East Asian Art. Topics will be listed separately.

HIAA 1090. Writing About the Arts.
Writing is a critical skill for those who engage in the practice of art history, art criticism, and art theory. This writing-intensive workshop/seminar will offer students the opportunity to encounter various kinds of art in various real-world settings, then write about them. Different genres of art writing will be explored (reviews, museum wall texts, scholarly analyses, etc.) and, through frequent short assignments, participants will be learn to write with greater clarity, precision, and organization. Readings will explore the problems entailed in art historical description and what happens when visual ideas become texts.

HIAA 1101. Introduction to Architectural Design Studio.
Introduces students to basic tools and strategies in architectural design. A number of exercises will introduce students to questions about form, function and structure and teach them to learn from close observation of the built environment. The second half of the semester is devoted to the design of a small house by each student, which will be presented in a scale model and a full set of drawings at the end of the semester. A jury of invited architects and professors will conduct a discussion of each project. Enrollment limited to 12. Instructor permission required.

HIAA 1101A. Illustrating Knowledge.
This seminar will investigate the history of illustration from the first manuscript maps and printed herbals to the present, including paintings, photographs, and computer imaging. We will investigate the role of pictures in the exchange of scientific ideas, and modes of representation developed in both the arts and the sciences. Enrollment limited to 20 first year students.

HIAA 1101B. Seeing and Writing on Contemporary Arts.
The purpose of this writing intensive seminar (especially designed for freshmen) is to train the students in both seeing and writing on contemporary art. The class will be based on looking at specific works of art of the twentieth century in museum context (using nearby collections, notably) and on how to translate visual observations into analytical and critical writing.

HIAA 1102. Architectural Drawing and Sketching.
There are two primary objectives for architectural drawing and sketching. First, it is a tool to record and document visual encounters with natural and man-made environments, artifacts and buildings. Second, it is the ability to transmit thoughts and ideas on paper (or the tablet). It is the initial spontaneous recording of the creative act in progress.

HIAA 1103. Introduction to Architectural Design.
From tectonics and program to aesthetics and theory, architecture is regulated by a complex set of interlocking priorities that can shift radically from one project to another. Architectural design is the process by which architects bring clarity, order and meaning to this complexity. It is laborious, uniquely fulfilling, and can be learned only through doing. Unlike classroom instruction, studio education is based not in didact but in dialogue. Its aim is to develop in each student the concepts, methods and skills necessary to create and successfully communicate their designs. Studio requires an active approach to learning, a high degree of motivation and self-discipline.

HIAA 1120B. History of Urbanism, 1300-1700.
Examines major themes in the history of urbanism by concentrating on selected towns and cities in order to explore general issues (e.g. the relationship of town and countryside and the emergence of capital cities) and characteristic urban building (e.g. fortifications, designed squares, civic monuments). No prerequisites. A short oral presentation and term paper are required.

HIAA 1120C. History of Western European Urbanism 1200-1600.
Examines major themes in the history of urbanism by concentrating on selected towns and cities in order to explore general issues (e.g. the relationship of town and countryside and the emergence of capital cities) and characteristic urban building (e.g. fortifications, designed squares, civic monuments). No prerequisites. A short oral presentation and term paper are required.

HIAA 1150C. El Greco and Velázquez.
This course will study the great Spanish artists El Greco and Velázquez in relation to the major developments in 16th- and 17th-century European painting and in the context of the social, political, and intellectual concerns of Habsburg Spain, as well as the particular cultural milieu in which they each worked. We will trace El Greco’s career from his native Crete to Venice and Rome and finally to Toledo, and Velázquez’s from the commercial metropolis of Seville to the court in Madrid. In addition, we will examine their modern reception by art historians, artists, and collectors in Spain and beyond.

HIAA 1150D. El Greco and the Golden Age of Spanish Painting.
This seminar examines the career of the Greek painter from Crete known as El Greco in Spain where he worked in the late sixteenth and early seventeenth centuries. Emphasis will be given to the interaction of various European traditions in the culture of Counter Reformation Europe. Weekly readings and discussion and individual projects required. Enrollment limited to 25 students.

HIAA 1170B. Twentieth-Century American Painting.
HIAA 0800 is a suggested prerequisite. Weekly one-hour section required.
HIAA 1181. Prefabrication and Architecture.
Architects have been captivated by prefabrication since the Industrial Revolution revealed the benefits of mechanized human labor. This undergraduate seminar will examine the provenance and relevance of prefabrication. We will consider the prefabricated traditions of Africa and Asia as the foundation for the discipline of “vernacular architecture”; and conceptualize prefabbr as a technology of colonial expansion, solution to the postwar housing crisis, expression of 1960s counterculture, and response to climate change. Case studies will be drawn from Africa, Australia, Asia, Europe, and North America. A WRIT

HIAA 1200A. Ancient Art in the RISD Collection.
The RISD Museum’s ancient collection will be studied firsthand and in light of recent scholarship in Greek and Roman art and archaeology. Using the collection as a springboard, the course will explore original contexts for museum objects; issues of cultural property and museum ethics; conservation, restoration and display in museums; and notions of historical interpretation in museum display.

HIAA 1200D. Pompeii.
Pompeii and its neighboring towns are the best examples for studying the life, art, and architecture of a Roman town. This seminar covers the works of art and the life in the town as reflected in the monuments excavated over the past 250 years. Instructor permission required. A

How did the tenor of the individual brushstroke become the locus of value in traditional Chinese painting? What other possible standards of excellence—such as verisimilitude—were displaced in the process? This course pursues these questions by analyzing the great monuments of Chinese painting from the perspective of the aesthetic debates that defined them over the centuries. Proceeding from the famous Six Laws of Painting down to the aesthetic watershed of the Northern and Southern Schools, the course traces the fraught interplay of artistic practice and critical judgment in China over more than a thousand years. No prior knowledge required. WRIT

HIAA 1300. Topics in Classical Art and Architecture.
No description available. Topic courses listed separately. WRIT

HIAA 1301. The Palaces of Ancient Rome.
This seminar addresses the palatial art and architecture of the ancient Roman Empire. Key themes include the architectural articulation of power; the role of international relations in expressing cultural power; the interplay of influence among palaces and villas; the art of adornment, luxury, and collecting; the interaction of architecture and landscape, including interior gardens and urban environments; the critical analysis of architectural evidence, reconstruction, and legacy. A WRIT

HIAA 1302. Women and Families in the Ancient Mediterranean.
What was life like for the women of the ancient Mediterranean? What rights, roles, responsibilities, and expectations defined their lives? Why is the examination of art and architecture such an important source for answering these questions? This course will provide a comparative perspective exploring Greek, Etruscan, and Roman case studies. WRIT

HIAA 1303. Pompeii: Art, Architecture, and Archaeology in the Lost City.
Buried by the eruption of Vesuvius in 79 CE, Pompeii stands as a time capsule of city life in the Roman Empire of the 1st century. Exploring the city’s grand public baths, theaters, and amphitheaters, its seedy bars and businesses, its temples for Roman and foreign gods, and its lavishly decorated townhomes and villas, this seminar will reconstruct a panoramic view of Roman daily life and consider the Vesuvian region’s modern reception since its rediscovery in the 18th century. A WRIT

HIAA 1304. Spectacle! Games, Gladiators, Performance, and Ceremony in the Roman World.
Theaters, amphitheaters, baths, circuses, and imperial residences pepper the former territory of the Roman Empire. Modern films conjure the fantastic, yet ephemeral, events of days long past, amplifying the fascination of these ubiquitous ruins. For the Romans, however, spectacle was not only about fun and games. What really took place in these spaces, and why? Learn to separate fact from fiction as we consider artistic, architectural, and archaeological evidence to understand how and why spectacles were fundamental to Roman daily life. WRIT

HIAA 1305. Pre-Columbian Art + Architecture.
Survey of ancient art and building in ancient America, with a focus on Mexico, Central America, and the Andes. Underlying concepts include: meaning and method, cosmos and kingship, narrative and symbol, personality and authorship, empire and royal court. Rich collections of the Haffenreffer museum will form the focus of work in the class. WRIT DPLL LILE

HIAA 1310. Topics in Hellenistic Art.
Topics course. Topics listed separately. WRIT

Interested students must register for GNSS 1960X.

HIAA 1400F. Research Seminar Gothic Art.
No description available. WRIT

This course focuses on architecture, manuscript paintings, and decorative arts produced under the patronage of Islamic rulers, who dominated the Indian subcontinent between 1192 and 1858. The class will examine works of art as instruments in the process of establishing an empire as well as expressions of political and religious power.

HIAA 1411B. Painting in Mughal India 1550-1650.
The Mughal (Muslim) rulers of north India in the sixteenth and seventeenth centuries presided over what was then the richest, most cosmopolitan culture in the world. The earliest rulers were open-minded and intellectually voracious; they brought together Persian, Turkish, and a variety of indigenous Indian traditions to create a distinctive new way of representing and living in the world. This cultural interaction, and the important role played by Portuguese missionaries and English traders, will be the focus of this seminar.

HIAA 1430A. The Visual Culture of Medieval Women.
Considers women as patrons and producers of medieval art and architecture, and examines the imaging of women in medieval works of art. Topics include: feminist perspectives in medieval history and art history, patronage by royal and aristocratic women, costume and textile production, and the art and architecture of female monastic communities. Optional FLAC French conference offered.

HIAA 1440B. The Medieval Monastery.
The seminar examines the medieval and early modern monastery as a research problem. The course examines the development of the monastery, and investigates the religious and functional aspects of monastic architecture. We will explore historical, art historical and archaeological approaches to monasticism. Instructor permission required. Enrollment limited to 12. A

HIAA 1440D. The Gothic Cathedral.
A

HIAA 1460. Topics in Medieval Archaeology.
A

HIAA 1470. Medieval and Modern Printmaking.
A

HIAA 1480. Medieval Manuscripts and Medieval Manuscript Production.
A

HIAA 1500. Medieval Manuscripts and Medieval Manuscript Production.
A

HIAA 1501. Medieval Manuscripts and Medieval Manuscript Production.
A

HIAA 1535. Medieval Manuscripts and Medieval Manuscript Production.
A

HIAA 1540. Medieval Manuscripts and Medieval Manuscript Production.
A

HIAA 1550A. Prints and Everyday Life in Early Modern Europe.
Uses the resources of the RISD Museum in graphics and decorative arts (weaponry, embroidery, textiles, and ceramics) from the early modern period. Examines the use of ornament and mythological and sacred themes as they relate to crafts and the transmission of culture, focusing on the making, distribution, materiality, and histories of objects of everyday life. WRIT

This course looks at the printed festival books made for recording ideal or real events such as the Sienese palio. Although beginning with circulated evidence of popular celebrations such as carnival, and civic and religious festivals such as the Sienese palio. Although beginning with circulated prints and books, we will also look at the material culture of these events in their widest sense to investigate the advertisement and control of festival cultures. The class will focus on early modern Italy but students are welcome to broaden our geographic horizons. Enrollment limited to 20.
HIAA 1550C. Dreaming of Food in the Early Modern World.
Flooding, wars, trade, climate change, class distinctions, carnivals, and public feasts kept food at the forefront of the early modern imagination. Focusing on Italy, but including its global connections, we will look at the cultures of food as the material of art and literature in markets, vineyards, courts, recipe books, medicine, kitchens, and the dreams of the hungry. Investigating the cultivation, presentation, and consumption of food through related arts and the evolution of manners allows us to consider the design of tableware, food sculpture, and tapestries alongside more canonical arts. Some previous art history required, languages helpful. Upperclass seminar. LILE WRIT

HIAA 1560A. Italy and the Mediterranean.
Sicily, Venice, and Rome were Medieval and Renaissance international centers whose populations of pilgrims, traders, soldiers, and diplomats occasioned opportunities for cultural cooperation and violence between East and West. We will study mosaics and architecture of the multi-ethnic Norman rule following the Islamic conquest of Sicily; Venetian relations with the Ottoman Empire and its Greek colonies in goods, painting styles, architecture and atlases; and in Rome possessions with Egyptian engineering, the vitality of Arabic studies, and reports of travelers resulting from papal efforts to incorporate Eastern Christians under the umbrella of the Roman church. Enrollment limited to 20 juniors and seniors. WRIT

HIAA 1560B. Mannerism.
This class provides an opportunity to study courtly painting, sculpture, prints, drawing and architecture of the movement that became known as Mannerism. The material will focus most strongly on the art of Florence and Rome, but we will also be looking at France and Bohemia, and at the history, literature and literature of art of those centers. WRIT

HIAA 1560C. Renaissance Venice and the Veneto.
This course explores the visual culture, theater, ritual, architecture, and urban development of Venice and the Veneto from the late medieval period through the 16th century, tracing the development of painting, sculpture, architecture and a literature of art within the city’s unique physical configuration and relationship with the East. For advanced students, written permission required and given at first meeting. A WRIT

HIAA 1560D. Siena from Simone Martini to Beccafumi.
This course will focus on the art and architecture of republican Siena over the 250 year period before its annexation to Tuscany in 1555. We will study the relationships between piety, work, and politics in a rich period of building and decorating that has determined the look and, to an extent, the culture of the city until the present day. WRIT

HIAA 1560E. The Arts of Renaissance Courts.
Courts were active patronage centers in the areas of secular and religious painting, sculpture and architecture, book illumination, rich narrative textiles for interior use and ornamentation, and costume, as well as ephemeral works for theatrical productions, triumphal entries and festivities. Artists working at court were able to ignore guild regulations, and acquired a status for themselves that set them apart from other urban practitioners. Centering our investigation on primary sources as far as possible, we will study a wide range of works, materials, ideologies and practices that contributed to the reputation of the Italian courts as centers of opulence and power. Final project and weekly class meetings required. Enrollment limited to 20. Instructor permission required. WRIT

HIAA 1560F. Topics in Italian Visual Culture: The Visible City, 1400-1800.
We will look at the image of the city in all media, attending to the contexts in which they are illustrated, the technologies of representation and the reasons for imagining cities, taking into account iconic and symbolic representations, personifications, maps and views, and comparing visual and textual descriptions of the places of early modern urban life. WRIT

HIAA 1600A. Bosch and Bruegel: Art Turns the World Upside Down.
An in-depth look at the work of these two enigmatic Netherlandish artists. After seeing how art history uses various methods to establish what they actually painted and drew, we will move outwards to interpretation and historical study of their images of comedy, proverbs, religion, and landscape. Artworks in local museums will be important focuses of discussion. Prerequisite: HIAA 0010 or 0500.

HIAA 1600B. Caravaggio.
Caravaggio is one of the great revolutionary artists and a real cultural phenomenon in his own time and ours. This seminar considers in-depth the nature of his work, the different historical strategies used to explain it, and possible new approaches. Prerequisites: HIAA 0010 or HIAA courses in early modern art.

HIAA 1600C. Italian Baroque Painting and Sculpture.
Examines developments in painting and sculpture in 17th century Italy with focus on the impact of the Catholic church and the rediscovery of antiquity on church and palace decoration, public and private commisions, and the rhetoric of Baroque style and iconography. Study of individual artists, including Caravaggio, Artemisia Gentileschi, and Gianlorenzo Bernini, as well as art academies, the mechanics of patronage and writings about art and artists.

HIAA 1600D. The Art of Peter Paul Rubens.
The seminar will study the seminal work of Rubens in all its aspects.

HIAA 1600E. The World Turned Upside Down.
Seminar examining the comic and satirical traditions in Netherlandish art, including works by Hieronymus Bosch, Pieter Bruegel the Elder, Adriaen Brouwer, and Jan Steen. How do visual images connect with writers such as Erasmus and Rabelais, with polemical satires of the Reformation, and with popular literature along the lines Renard the fox. What historical developments were at play in the formation of comic stereotypes and the representation of charged events such as the celebration of carnival?

HIAA 1600F. Antwerp: Art and Urban History.
No description available.

HIAA 1600G. Art + Religion in Early Modern Europe.
In this seminar we will reconstruct the various ways in which visual communication participated in the practice and changes of religious life during the early modern period (1400-1800). Topics will range from the role played by prints in the spread of the Reformation to the design of new kinds of architecture for the implementation of the Catholic Counter Reformation. Close attention will be given to the significance of iconoclasm (destruction of images), ideals of visual communication for religious persuasion, the invention of new methods of meditation with visual focus, and the relationship between sacred words and images. Enrollment limited to 20.

HIAA 1600H. Comedy in Netherlandish Art From Hieronymus Bosch to Jan Steen.
No description available.

HIAA 1600I. Collections and Visual Knowledge in Early Modern Europe: 1400-1800.
Examines the ways in which collections organized and developed new kinds of knowledge and practices. Collections were decisive in the formation of art, history, science, religion, politics, and international relations. We will discuss the rationales behind these different kinds of collections, the order in which things were placed, the visual organization and architecture that created the first museums, and the economics of collections. Attention to the collections of kings, artists, natural scientists, middle class citizens, humanists, and the devout will provide examples from a wide variety of perspectives. Enrollment limited to 20.

HIAA 1600J. Rembrandt.
This seminar will concentrate on art of Rembrandt. We will study his technique, development, and varied subject matter in all media from drawings to etchings and paintings. Rembrandt’s work will be related to the historical contexts in which it was created and displayed. Prerequisite: previous courses in History of Art and Architecture. Enrollment limited to 20.

About Face: English Portraiture, 1660-1800: This course will consider the function and meaning of portraiture in England from Sir Peter Lely’s ‘Beauties’ of Charles II to James Gillray’s social and political satires. We will pay particular attention to the interrelationships between official portraiture and unofficial forms such as caricature.
HIAA 1650B. Visualizing Revolutionary Bodies 1785-1815. The French Revolution was accompanied by crisis in representation that was both political and cultural. This seminar will examine the problem of how artists and their publics sought to image, or literally to "embody" new forms of individual and communal identity in painting, prints, public festivals, and sculpture. Students will be encouraged to draw on the resources of the John Hay Library, the RISD museum, and other local museums and archives for their research projects.

HIAA 1650C. Visual Culture and the Production of Identity in the Atlantic World, 1780-1815. This seminar will explore the production, reception and circulation of visual culture within the vortex of the 18th century Atlantic world (including such sites as Britain, France, colonial America, Mexico and the Caribbean). Enrollment limit 20.

HIAA 1650D. Souvenirs: Remembering the Pleasures and Perils of the Grand Tour. Examines visual image and objects, ranging from portraits, landscape watercolors and graphic satires, to cork models of antiquities, which served to remind and remake travelers' ideas of Italy and other sites on the eighteenth century Grand Tour of the European continent. We will examine the role of anxiety, laughter, pleasure and danger in a rite of passage that was designed to elevate and educate young men, artists, and increasingly, women and men from the middling orders. Enrollment limited to 20. WRIT A

HIAA 1770. Architecture and Visual Culture of Empire. This combined undergraduate and graduate seminar examines important urban and architectural concepts and practices that accompanied the expansion of colonial rule across much of the world during the 19th and 20th centuries. Topics to be considered include: how early cultural encounters prefigured later representations of colonizing/colonized communities and their corresponding material cultures; colonial spatial orders and their implied relationship to forms of governance; debates on colonial domesticity and the proper arrangement of the home; and post-colonial architectural developments that grew out of the historical experience of de-colonization. We will consider primarily territories formerly under British, French, and German rule. WRIT A

HIAA 1850A. Frank Lloyd Wright. Seminar concentrating on the architecture of Frank Lloyd Wright—usually considered the most important architect in American history—and the critical discourses surrounding it. Selected scholarship serves as a paradigm for broader discussions about the history, contemporary roles, and shortcomings of architectural criticism and historiography. Examines the Frank Lloyd Wright Foundation's approach to critical scholarship and the commercialization of Wright's oeuvre.

HIAA 1850D. Film Architecture. Since the 1920s, a far-reaching discussion about the mutual influence between the two most important art forms of the 20th century - film and architecture - has engaged set designers, architects, cinematographers and critics. Apart from a fascination with the impact that the techniques of the new medium, such as montage, slow motion, close-ups and camera movements, would have on the perception and presentation of architecture, there continuously has been an enormous interest in the potential of film sets as a realm where visionary, historic, mystical or psychological space could be developed. This seminar will study selected chapters in the history of cinematic set design through the twentieth century and examine masterpieces, major movements, protagonists, and crucial theoretical debates. In addition, the course looks at the depiction of the city through film and the role of the movies as a reflection, commentary, and experimental laboratory for contemporary architecture. A
HIAA 1890G. Contemporary Art of Africa and the Diaspora.
Will explore the art of contemporary Africa and its diaspora with an eye towards understanding the political and economic context in which it is produced and consumed. Our approach will be interdisciplinary, putting key theoretical texts from anthropology on the political economy of Africa in dialog with the works of contemporary artists. However, the intent here is not to reduce creativity to an economic activity alone, though we will be addressing the topic of art markets. Rather, we will explore artistic practices that surmount "the tyranny of the 'already,'" as Malian writers Konate and Savane have eloquently said. Enrollment limited to 20 juniors, seniors, and graduate students.

HIAA 1910A. Providence Architecture.
Seminar examining selected aspects of the architecture of downtown Providence from the late 19th century to the present. Projects require research at local archives, libraries, and architectural drawings collections. Instructor permission required. A

HIAA 1910B. Project Seminar: The Architecture of Bridges.
No description available.

HIAA 1910D. Water and Architecture.
The seminar explores the varied ways in which water is manipulated in architecture and urban planning. We examine several case studies, including Roman aqueducts such as the Pont du Gard, medieval urban and monastic hydraulic systems, Renaissance and early modern garden (and fountain) design, and the local examples of Slater Mill and the Providence water supply. A

HIAA 1910E. Project Seminar for Architectural Studies Concentrators.
A

HIAA 1910F. City Senses: Urbanism Beyond Visual Spectacle.
Architecture and urbanism provide synesthetic experiences of space that don't necessarily privilege visual perception. This project seminar explores alternative approaches to design and an understanding of the city through explorations of all the senses. Students are encouraged to work on projects that map the city through unconventional sensory markers, record sounds, distill scents, or film different corporeal means of navigating the urban environment.

Reading and reports on an approved topic, supervised by a member of the staff. Project proposals must be submitted and approved no later than the first week of the semester. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 1930. The History and Methods of Art Historical Interpretation.
This seminar provides an overview of the methods and theories used by art historians and introduction to the history of the discipline. Through readings and discussions, we will examine how art history emerged as an intellectual pursuit and humanistic discipline in the modern era, and review its foundations in the Western philosophical tradition. The transformations wrought by the advent of critical theory and the incorporation of approaches from outside the discipline of art history will receive particular attention in the second half of the course. Open to juniors and seniors concentrating in History of Art and Architecture or Architectural Studies.

The subject of the thesis and program of study will be determined by the needs of the individual student. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2212. The Pictured Text.
Writing makes language visible, and thus concerns images. Language also delimits the legibility of imagery. Turning words into images and images into words occurs at great speed around us. This course explores the relation of text and image across world traditions—Chinese, Mayan, Egyptian, Islamic, Greco-Roman, and others, extending up to the present. Topics include: calligraphy, context, scribal practice, the form and shape of writing, including typography, hidden or pseudo-writing, graffiti, and contemporary art.

HIAA 2300B. Research Seminar in Roman Art and Architecture: Topography of Rome.
Major monuments of the city of Rome from the Republic to the rise of Christianity.

Roman historical relief sculpture.

HIAA 2400A. The Visual Culture of Medieval Women.
The course treats the history of women as commissioners, creators and subjects of medieval art. Case studies will be drawn from western Europe, Byzantium and Islam. Weekly seminars consider feminist perspectives in medieval history and art history; imaging of women in medieval art; archaeological approaches to gender and the analysis of gendered spaces; and the art and architecture of female spirituality.

HIAA 2410C. Representing the Past: Archaeology Through Image and Text.
The archaeological past exists for us through intermediaries that may be written or visual. Drawings, descriptions, photographs, graphs, charts and computer visualizations all display a considered image of the past. This seminar takes a critical look at the literature on visualization, and at the strategies by which scholars have re-presented the archaeological past of a range of cultures.

HIAA 2430B. The Afterlife of Antiquity.
Examines the survival and revival of classical art and architecture in the Middle Ages. Discussion focuses on selected case studies from across Europe and critically engages the secondary literature on classical revival.

HIAA 2440A. Recent Approaches to the Gothic Cathedral.
No description available.

HIAA 2440B. The Medieval Monastery.
The seminar examines the medieval and early modern monastery as a research problem. The course examines the development of the monastery, and investigates the religious and functional aspects of monastic architecture. We will explore historical, art historical and archaeological approaches to monasticism. Instructor permission required. Enrollment limited to 12.

HIAA 2440C. Recent Approaches to the Gothic Cathedral.
No description.

HIAA 2450. Exchange Scholar Program.

HIAA 2540A. Print Culture in Early Modern Europe.
This course will examine book illustration in the early modern period, seeking to identify the ways visual information is produced and how it relates to information in the text. Relationships between decoration in illustration and in architecture and painting will also be explored with an eye to the roles of pattern and visual convention in overtly didactic visual material.

HIAA 2540B. Print Culture in Early Modern Europe.
Examines the uses of prints, book illustration, and other pictorial printed schema in the early modern period, seeking to explain some of the ways visual information was produced and reproduced. Relationships between the prints and other arts are explored, with an eye to the roles of visual convention in overtly didactic materials such as maps and charts.
HIAA 2540C. Illustrating Knowledge in Early Modern Europe.
We will look at the history of scientific illustration in the age of the first printed books, using works in special collections libraries to investigate the exchange of ideas and the development of specializations in the arts and sciences from about 1450-1800. Focusing primarily on Italian examples, comparative projects may be chosen from any country in which the student can read the language.

HIAA 2540D. The Theater that was Rome.
"The Theater that was Rome" is a digital research site uniting text and images to portray the development of Rome (1500-1800) in the flood of printed information that proceeded from interest in the physical and mythical city. Our goal is to provide historical and critical interpretation of these illustrated books and prints that created Rome as a theater for the most advanced technological and decorative feats of an international group of artists, architects, engineers, authors, and publishers, looking at their productive collaborations, and using original materials, often in languages other than English, at the Hay Library and on the website. For graduate students; qualified upper-level undergraduates should contact the instructor. Enrollment limited to 15.

HIAA 2550A. The Visual Cultures of Southern Italy.
A workshop devoted to the visual cultures of Southern Italy, a geographical location with an unstable ruling population and sense of cultural identity from the late medieval through the early modern period. Projects about any aspect of art/architecture of Italy from south of Rome to Sicily are welcome. Research requires reading ability in Italian, Spanish, or French.

HIAA 2550B. Art and Charity in the Renaissance.
This seminar looks at the roles of art and architecture in commissioning charitable works in the service of maintaining a healthy civic body, including the design and decoration of hospitals, orphanages, ghettos, homes for women, immigrants and the poor, in the context of institutional structures that provide for marginal people. Examples will be from Italy, but students may work in other areas.

HIAA 2600B. Flemish Art.
No description available.

HIAA 2600C. Rubens.
No description available.

The seminar will study the central role of visual culture in Counter Reformation Antwerp.

HIAA 2600E. Jesuit Global Strategies in Art and Conversion.
The purpose of this seminar is to examine the first global strategy to use art for the purpose of persuasion and conversion. In Europe, Asia, and the Americas during the early modern period, the Jesuits adapted their messages of visual communication, in architecture, prints, paintings, maps, dress, and rituals, to meet what they calculated would be the conceptual frameworks and customs of their target audiences, whether Chinese court officials, Flemish peasants. The seminar will search for the deeper historical roots of this strategy which up to now have not been traced. Open to graduate students only.

This course examines art and other forms of visual representation that imaged the colonial exchange between Europe and the Caribbean from the late 17th through the early 19th centuries. Readings include current scholarship in postcolonial theory devoted to theorizing colonial relationships in terms of transculturation and exchange. Students are encouraged to select research topics that allow them to take advantage of the rich trove of primary resources at the John Carter Brown and John Hay libraries.

HIAA 2760C. Paris in the 1860s.
No description available.

HIAA 2850A. Architectural Theory in the Nineteenth and Twentieth Centuries.
Examines key texts in the history of architecture since the 1800s. Contrasts texts by architects with their actual work and places them into the social, political, and art historical context of their time. Texts by Schinkel, Semper, Ruskin, Viollet-le-Duc, Louis Sullivan, Frank Lloyd Wright, Otto Wagner, Le Corbusier, Walter Gropius, Mies van der Rohe, Louis Kahn, Robert Venturi, and others.

HIAA 2850B. Architecture of Frank Lloyd Wright.
A seminar concentrating on the architecture of Frank Lloyd Wright and the surrounding critical discourse. Wright is usually considered the most important architect in American history. Selected scholarship serves as a paradigm for broader discussions about the history, contemporary roles, and shortcomings of architectural criticism and historiography. Examines the Frank Lloyd Wright Foundation's approach to critical scholarship and the commercialization of Wright's oeuvre.

HIAA 2850C. Architecture, Urbanism, and Post-Colonial.
This graduate seminar explores the relationship among architecture and urban design, colonial empire, and national development, via a comparative analysis of cultural interactions between Europe and its non-western "others" from ca. 1800 to the present. We will draw upon recent critical debates on orientalism, colonialism and empire, and politics of representation as well as interdisciplinary studies of modernity and identity.

HIAA 2850D. Ludwig Mies van der Rohe.
This seminar will explore the work of Ludwig Mies van der Rohe, one of the most influential architects of the 20th Century. While Mies has been continually discussed and exhibited (the Museum of Modern Art alone held 7 exhibitions about him since 1947, most recently in 2001), to this day, his work has neither been contextualized sufficiently nor has its reception been critically examined. Apart from studying and understanding Mies van der Rohe's work in its context, this seminar will explore responses by contemporary critics and compare those to later interpretations.

HIAA 2850E. Architectural History's Future.
Through readings of new, cutting edge texts, this graduate seminar will reconsider how we write and teach architectural history. We will explore provocative recent frameworks such as the "global," the shift from considering objects to thinking about processes, systems, networks, institutions etc. Our goal is to develop a self-reflexive praxis as historians, teachers, designers, and cultural workers.

HIAA 2860A. The Museum and the Photograph.
This graduate seminar examines the relationship between two rapidly evolving modern institutions: the history of photography and the modern art museum. Through readings, discussions, and independent research, we will look at how the history of photography has been affected by its unique association with the museum, and what this means for it as a field of intellectual inquiry. Enrollment limited to 15.

HIAA 2860B. Photographic Origins.
Through a series of directed readings and discussions, this seminar explores the origins and implications of photography's invention in the wake of Enlightenment philosophy, the industrial revolution, and Romanticism in Europe. No prerequisites, but background in the history of photography and/or 19th century Western art is encouraged.

HIAA 2860C. Roland Barthes.
In the past few decades, the ideas of the French philosopher Roland Barthes have been indispensable to our understanding of the photograph as a theoretical object. This graduate seminar will critically examine Barthes' writings on the subject, from Mythologies to Camera Lucida, placing them within the larger context of Barthes' structuralist project as a whole and contemporary analyses of photography and lens-based imagery.
HIAA 2860D. Photography and Objectivity.
From the moment of its arrival in Western culture, the photograph has been characterized as the product of a machine, of optics and chemistry. The mechanical nature of the medium seemed to guarantee it a special relation to its subject: the photograph showed something real, through an analog technology that was essentially objective. This graduate level seminar will investigate the notion of objectivity, as it has been analyzed in the history of science and other fields, and as it has been discussed in relation to photography. Enrollment limited to 15 graduate students.

HIAA 2870H. What is Contemporary Art History.
Contemporary art history is a field in formation. As such, it is often contested and embraced, misunderstood and championed. Is contemporary art history a radical new field with a discrete set of practices, methodology and historiography? Or is contemporary art history simply a study of the present? Is the study of the contemporary relevant to other areas of art history? Is contemporary art history a model for other disciplinary approaches to the present? Throughout the term, this graduate seminar will discuss each of these questions. This course is open to students of all art historical periods.

HIAA 2920. Methods of Research and Art Historical Interpretation.
Required of first-year and second year history of art and architecture A.M./Ph.D. students. Enrollment limited to 20. Instructor permission required.

HIAA 2930. Practicum Working with Wood in the Middle Ages.
The graduate Practicum for 2015 will engage with the significant and understudied collection of medieval and early modern wooden sculpture at the RISD Museum. We will examine the collection from the perspective of its changing contexts: from forest to workshop, to the decorative, devotional and ceremonial roles objects played in medieval and early modern spaces. We will then consider the later contexts of these works: their use and reuse in early modern and modern sites, the circumstances of their transfer to collections of individuals and institutions and finally their installation as single works of art in the RISD museum.

HIAA 2940. Master’s Qualifying Paper Preparation.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2970. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for their doctoral examination.

HIAA 2980. Individual Reading (Single Credit).
Single credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2981. Individual Reading (Double Credit).
Double credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2982. Individual Reading for the Doctoral Candidate.
Single Credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2983. Dissertation Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

HIAA 2990. Thesis Preparation.
For graduate students who are preparing a thesis and who have met the tuition requirement and are paying the Registration Fee to continue active enrollment.

HIAA 2991. Dissertation Preparation.
For graduate students who are preparing a dissertation and who have met the tuition requirement and are paying the registration fee to continue active enrollment.

HIAA 2992. Master’s Thesis Preparation.
For students preparing a terminal MA thesis, may be repeated in the following semester. Sign up for sections according to individual primary advisor.

HIAA XLIST. Courses of Interest to Concentrators.

International Relations

Director
Nina Tannenwald

Associate Director
Claudia Elliott

International Relations (IR) is a rigorous program that combines student choice with cross-disciplinary training in international and comparative perspective. The IR program emphasizes: a solid grounding in the methods of analysis used in the social sciences and humanities to help students think critically about international phenomena, the exploration of the empirical and the normative domains of the subject, and flexibility to allow students to customize their IR concentration. Our academic mission is to foster creative thinking about complex global problems and to equip students with the analytic tools, language expertise, and cross-cultural understanding to guide them in that process.

For additional information, please visit the program’s website: http://www.watsoninstitute.org/ir/

International Relations Concentration Requirements

The objective of the International Relations concentration is to foster creative thinking about pressing global problems and to equip students with the analytic tools, language expertise, and cross-cultural understanding to guide them in that process. To this end, the concentration draws on numerous departments including political science, history, economics, anthropology, sociology, psychology, religious studies, and area studies. The IR concentration is organized around a multidisciplinary core and two sub-themes: security and society, and political economy and society. It has a three-year language requirement that must be linked to the student’s selected region of the world. All concentrators are required to undertake a capstone project using research in a second language.

Requirements

The IR concentration requires 14 courses and the equivalent of 3 years study of a second language.

Core Courses

Students must take all 5 core courses, preferably during freshman or sophomore year. AP credit does not count toward the concentration.

ANTH 0110 Anthropology and Global Social Problems: Environment, Development, and Governance
ECON 0110 Principles of Economics
POLS 0400 Introduction to International Politics
or POLS 0200 Introduction to Comparative Politics
HIST 1900 American Empire Since 1890
SOC 1620 Globalization and Social Conflict (WRIT)

Track Requirements (five courses from ONE track distributed between the sub-themes):

Security and Society:

Governance and Diplomacy (two or three courses): EXAMPLES
INTL 1443 History of American Intervention
INTL 1700 International Law
INTL 1802C Cyber Conflict and Internet Freedom
POLS 1500 The International Law and Politics of Human Rights
POL 1560 American Foreign Policy
POL 1822A Nuclear Weapons and International Politics
Society (two or three courses): EXAMPLES
ANTH 1232 War and Society
ANTH 1233 Ethnographies of Global Connection: Politics, Culture and International Relations
ANTH 1411 Nations within States
INTL 1400 Religion and Global Politics
POL 1380 Ethnic Politics and Conflict
SOC 1270 Race, Class, and Ethnicity in the Modern World

Political Economy and Society:
Economics (two or three courses): All students MUST take Micro and Macro
ECON 1110 Intermediate Microeconomics
ECON 1210 Intermediate Macroeconomics

Plus an International Economics course: EXAMPLES
ECON 1500 Current Global Macroeconomic Challenges
ECON 1540 International Trade
ECON 1550 International Finance

Political Economy (two or three courses): EXAMPLES
ANTH 0450 Inequality, Sustainability, and Mobility in a Car-Clogged World
ANTH 1324 Money, Work, and Power: Culture and Economics
INTL 1802O Global Corporate Accountability: Issues of Governance, Responsibility and NGOs

INTL 1802S Politics of International Finance
POL 1020 Politics of the Illicit Global Economy
POL 1420 Money and Power in the International Political Economy

Research Methods
Prior to 7th semester. Quantitative or qualitative course from approved list.
Regional Focus
Both courses must be on the same area. Students are required to link these to language study.
Language
Three years university study or equivalent. Must correspond to region.

Capstone Course, from the following options:

Must be taken senior year. Must incorporate language skills.

a.) Senior seminar paper (see website for approved senior seminars) WRIT, OR
b.) Independent Study Research Project WRIT, OR
c.) Honors thesis (two courses: INTL 1910, INTL 1920) WRIT

Total Credits 13

This is only a subset of the more comprehensive list of applicable courses. See IR website for current list.

Detailed lists of courses that satisfy these requirements may be obtained from the IR program website. (http://brown.edu/academics/international-relations/node/227)
The program has a director, an associate director/concentration advisor, and two faculty advisors for each track to assist students in planning their academic programs.

Courses
INTL 1101. China and the Global Political Economy.
Can (or Should) China Save the World? The program features an academic focus on Political Economy through comparative study of China and the US. US students engage with Chinese students throughout the 8 weeks, spending 4 weeks in Hong Kong and 4 weeks at Brown. Courses are taught by CUHK and Brown faculty, resulting in two course credits. Students are required to register for both courses (INTL 1101 and INTL 1102).

INTL 1102. The US and the Global Political Economy.
Can (or Should) China Save the World? The program features an academic focus on Political Economy through comparative study of China and the US. US students engage with Chinese students throughout the 8 weeks, spending 4 weeks in Hong Kong and 4 weeks at Brown. Courses are taught by CUHK and Brown faculty, resulting in two course credits. Students are required to register for both courses (INTL 1101 and INTL 1102).

INTL 1280. Global Security After the Cold War.
Analyzes major contemporary issues of global security utilizing current theories of international politics, emphasizing both continuity and change in global security since the end of the Cold War. Issues examined include proliferation of weapons of mass destruction and of conventional weapons, terrorism, recent arms control and disarmament initiatives, and the changing role of alliances and regional and global security institutions. Prerequisite: POLS 0400. This course is open to Senior and Junior concentrators in IR and Political Science, and to other students by permission of the instructor. Enrollment limited to 40.

INTL 1350. History and Theory of International Relations.
Examines the struggles of power and knowledge which have constituted international relations history and theory. This survey stretches from the beginnings of the Western states system and its early exemplar thinkers like Machiavelli, Grotius, and Kant, to the current issues and contemporary theories of international relations. Focuses primarily on the ‘classical’ and ‘post-classical’ theories of international relations.

INTL 1400. Religion and Global Politics.
Examines the increasingly visible role of religion in international affairs and global politics. What are the political manifestations of different religious traditions? What kind of a role does religion play in conflict, economic development, peace-building and diplomacy? Why was religion ignored as a political force in the western world? This course reviews multiple ways religion has been affecting world affairs and delves into specific faith traditions and their histories. Not open to first year students.

It is not possible to understand international relations without a concrete understanding of decision-making mechanisms. The course covers major themes in foreign policy analysis: it examines past foreign policy decisions of major actors and investigates the dynamics of crisis decision-making in international politics. How do politicians behave when they need to take an important decision in limited time? Which factors influence how political actors choose one policy over another? We will study the possible explanations in the foreign policy analysis literature and we will analyze cases to gain an understanding of mechanisms behind international politics.

This course will study the politics and economics of globalization, in particular the spectacular rise of the Asian economies and their impact on the global economy, financial markets, and the balance of power. The analytic goals of the course are twofold. First, to examine the key problems rapidly developing nations have faced and continue to struggle with in an interdependent world economy, and why some nations have succeeded in moving into a period of unprecedented growth while others have not. Second, to analyze how the rise of the Asian economies will affect the U.S. and other developed nations. Enrollment limited to 35.
INTL 1440. Ethnicity and Inequality in Global Perspectives. Drawing on literature in sociology, politics, international relations, economics, and development studies, this course will critically examine the institutions, beliefs, ideas and practices that have(106,947),(914,968)
INTL 1801L. Religion and Secularism: Affinities and Antagonisms. Global events in recent years seem to defy simple ideas of the confinement of religion to a wholly private or otherworldly domain. Is secularism a failed ideal? Or was it simply an inadequate concept to understand modern ethics and politics? In what ways are conceptions of the secular being contested and reformulated in Euro-American and postcolonial contexts? We address these questions by taking up key texts of recent religion/secularism debates, in the process returning to canonical texts by Weber, Schmitt, Nietzsche, Thoreau, and others, to reexamine the affinities and antagonisms between religious and secular ideas of morality and power. Enrollment limited to 20 seniors in International Relations. Instructor permission required. WRIT

INTL 1801M. Globalization and the Rise of Asia. This course introduces the politics and economics of globalization and, in particular, the spectacular rise of the Asian economies and their impact on the global economy, financial markets, and the balance of power. Course goals are: First, examine the key problems rapidly developing nations have faced, and continue to struggle with, in an interdependent world economy, and why some nations have succeeded in moving into a period of unprecedented growth. Second, analyze how the rise of the Asian economies will affect the U.S. and other developed nations. Enrollment limited to 20 juniors & seniors. Priority given to IR seniors. WRIT

INTL 1801N. Global Security After 9-11. Analyzes major contemporary issues of global security utilizing current theories of international politics, emphasizing both continuity and change in global security since the end of the Cold War with emphasis on security issues after the September 11, 2001 terror attacks. Issues examined include proliferation of weapons of mass destruction and of conventional weapons, terrorism, role of intelligence, special military forces and covert action, and the changing role of alliances and regional and global security institutions. Senior (followed by Junior) concentrators in IR have enrollment priority. Other students may enroll on a space-available basis by instructor permission. Enrollment limited to 20. Instructor permission required. WRIT

INTL 1801P. Conflict Resolution and Peacebuilding. In this seminar, we will study the dynamics of conflicts, causes of violence and the efforts of the individuals/states/institutions to manage conflict and build peace. Moving from contemporary cases such as Bosnia, Kosovo, Rwanda, Somalia, Lebanon, Israel/Palestine, we will discuss the lessons that were learnt in conflict management and the policies to be devised in the future. Understanding the frameworks of such conflicts and the accumulated knowledge on peace-building is essential, as any career in today's world will touch upon conflict settings and negotiations at some point. Enrollment limited to 20 seniors in International Relations. Instructor permission required. WRIT

INTL 1801R. Natural Resources and the Environment in the Developing World. Is resource abundance blessing or curse? Are developing countries too poor to be green? This course surveys topics of resource-based development and the modern environmental history of the Global South, with a historically grounded, inter-disciplinary perspective. Enrollment limited to 20 seniors in International Relations. Instructor permission required. WRIT

INTL 1801S. All the News That's Fit to Post: Grappling with Issues for Content Creators in the Global News World. Journalists operate today in an increasingly global and increasingly digital media environment, confronting new challenges and also seizing new opportunities that simply did not exist a generation ago. The new news world lacks traditional mentoring and editorial frameworks. This seminar focuses on threshold dilemmas that journalists confront, often independently, in newsgathering, writing, and publishing decisions. Through class dialogue and opinion essay writing assignments, the seminar will stress interaction, debate and international sensibilities. It will include real life case studies from Newsweek, newsweek.com and MSNBC. Enrollment limited to 20 seniors. WRIT

INTL 1802A. The Laws of Violence: Lawful Killings in Law Enforcement, Punishment, War and the War on Terror. This seminar introduces the basic elements of conventional theories of law and state, and explores the centrality that legalized violence plays in both the constitution of law and the state. The goal of the seminar is to identify and examine the constitutive relation between law and violence. Enrollment limited to 20 seniors. Instructor permission required. WRIT

INTL 1802B. Korean Politics and Security. Since 1953, the United States and South Korea have maintained a formal security alliance, and the peninsula remains home to 28,500 U.S. troops. Developments in Korea have an important impact on the region and the world making knowledge of the Koreans and their challenges vital for understanding the dynamics of the region. This course will explore the history, politics, economics, and security of North and South Korea and their role in the larger security context of East Asia. Enrollment limited to 20 seniors concentrating in International Relations. WRIT

INTL 1802C. Cyber Conflict and Internet Freedom. This course will examine the problems confronting the United States and its international partners in addressing network and computer insecurity while upholding privacy, civil liberties and other fundamental values. While technical topics will be addressed, it is not a technical course but a course that examines the public policy challenges associated with a major technology issue. Enrollment limited to 20 seniors concentrating in International Relations. WRIT
INTL 1802E. Citizenship, Nationalism, Migration
What are the contemporary parameters of political belonging? How do we make a contract with states regarding our rights and responsibilities to the society? When do we move across borders for alternative arrangements and contracts? Moving from these questions, we will investigate the evolution of nationalism and citizenship in history as well as the challenges immigrants and policymakers face in a world where identities are more fluid than ever. We will also explore political, economic and social implications of the attitudes towards citizenship and immigration. Enrollment limited to 20 juniors in International Relations. WRIT

INTL 1802F. History of American Intervention.
This course reviews modern history through the study of invasions, coups, and other interventions carried out by the United States. From the Marine assault on Tripoli in 1805 to the bombing of Tripoli in 2011, there have been scores of these episodes. They have shaped American history and the history of the wider world. Enrollment limited to 20 seniors. WRIT

INTL 1802G. Reading Global: International Relations through Fiction.
"Any book thoughtfully read sharpens the mind and improves on an individual's professional potential." So declared U.S. General James Amos when he reinvigorated the Marine Commandant's reading list in October 2012. This capstone course is designed in a similar spirit for Brown IR students, built around 20th century works of fiction from around the world which won recognition for the insights they offer on core issues in international relations and development studies. Enrollment limited to 20 juniors and seniors. Priority given to IR seniors. WRIT

INTL 1802H. Human Security
In this course, we will engage the definitional debate that challenges traditional notions of national security. We will trace the normative, political and intellectual history of this policy lens, and we will examine its real world implications across several key issue areas. What are the conceptual and practical consequences of a concern with human security, as opposed to national security or human rights? Enrollment limited to 20 seniors concentrating in International Relations. WRIT

INTL 1802J. Regulation of the International Financial Services Sector.
Course examines from a regulatory perspective the modern international financial services sector, its principal players and activities, concerns which they raise for regulatory authorities and the rationales for the different regulatory responses which such concerns have provoked. Focus will be the US financial services sector as a forceful proponent of change in the context of European and Asian political economies which have not always been accepting of the specific initiatives of US commercial actors. Students must show up 1st day to obtain override. Priority given to IR concentrators. WRIT

INTL 1802K. Empathy in International Relations: Humanitarianism, Justice and Global Citizenship.
This class draws on classic and recent work in a range of academic disciplines to explore the intellectual roots and political routes of empathy, equity and cosmopolitan thinking. Seeking to extend Benedict Anderson's insight, that all communities larger than the face-to-face are distinguished by their style of imagining, the course examines the phenomenon of empathy as deep-rooted and potentially hard-wired human disposition to imaginatively inhabit the world-view of others. Students must show up 1st day for override. Priority given to IR concentrators. WRIT

INTL 1802L. Norms of Humanity.
This seminar will explore the origins and impact of four types of international standards of humane conduct: human rights, humanitarian law (also known as the law of war/armed conflict,) accountability and justice for past rights violations or war crimes, and humanitarian intervention. Many commentators increasingly refer to these branches of norms as if they belonged to a single "tree," comprising a so-called "law of humanity." Taking a different tack, this course encourages a deeper understanding of these international norms' related-but-distinct sources, development and effects. Students must show up on 1st day for override. Priority given to IR concentrators. WRIT

INTL 1802M. Rwanda Past and Present.
In the mid-1990s, few countries on earth were as devastated as Rwanda. As many as one million people or more had been killed in a 100-day genocide, and the fleeing regime had left the country in ruins. Today, however, Rwanda is not only at peace but full of ambition. Some believe it is poised to rise from poverty and become an example for developing countries everywhere. Others worry that trouble is brewing, and that another apocalypse could lie ahead. Students must show up 1st day for override. Priority given to IR concentrators. WRIT

INTL 1802N. Arab Revolutions in Comparative Perspective.
This course provides an introduction to one of the greatest locomotives of change in human societies: revolutionary movements. Students will learn the major theoretical perspectives that have been developed to understand these complex phenomena. These tools will be used to analyze a number of different types of revolutionary movements, with a focus on the Arab world. Students must show up first day for override. Priority to IR. WRIT

INTL 1802O. Global Corporate Accountability: Issues of Governance, Responsibility and NGOs.
How does the international system hold corporations accountable? As the global value chain engages increasingly greater sections of the economy, how do we understand the role of corporations in shaping the ethical and political issues of environment, human rights, labor conditions, equality and opportunity, gender, and community rights. Enrollment limited to 20 juniors & seniors. Priority given to IR seniors. WRIT

INTL 1802P. Iran and the Islamic Revolution.
Shattering events of 1978-80 in Iran unfolded against the backdrop of the previous decades of Iranian history, knowing that history is essential to understanding the revolution. The revolution cannot be appreciated without studying the enormous effects it's had over the last 35 years. This course places the anti-Shah movement and the rise of religious power in the context of Iran's century of modern history. We conclude by focusing on today's Iran, the upheaval following the 2009 election, reformist president election in 2013, and prospects for reconciliation with the US. Enrollment limited to 20 juniors & seniors. Priority given to IR seniors. WRIT

INTL 1802Q. After Snowden: Spying in International Relations.
This course examines the special problems of surveillance and spying for democratic societies, with a particular focus on the United States and its experience as the world’s oldest constitutional democracy administering the world’s most pervasive intelligence apparatus. Enrollment limited to 20 juniors & seniors. Priority given to IR seniors. WRIT

The purpose of this course is to present the fundamental variables that shape modern international finance. We will introduce and examine the technical forces that determine international transactions and capital flows, as well as the problems caused by unsustainable imbalances and the subsequent domestic and international political responses. Given the important role that finance plays in international relations, the material will allow the student to establish a conceptual framework to understand the political dynamics and constraints of the global economy. Enrollment limited to 20 juniors & seniors. Priority given to IR seniors. WRIT

INTL 1802S. Nuclear Weapons and International Politics (POLS 1822A).
Interested students must register for POLS 1822A.

INTL 1802T. International Relations of Russia.
This class provides students with an overview of the sources of contemporary Russian foreign policy (including the legacies bequeathed by the Soviet Union) and from there examines Russia's position in the international system, the challenges she faces in the global environment of the 21st century, and her relationships with the great powers and with her immediate neighbors. WRIT
INTL 1802V. Diplomacy, Economics & Influence.
This course examines a dozen diplomatic situations and identifies the players, their interests, and their tools—and how those produced outcomes. Particular attention is paid to economic factors—pressures, incentives, and influences—that contribute to the outcome. By examining these elements students will understand the economic tools of diplomacy and power, and how to wield them. The course concludes with a close look at China's growing role in the world economy and considers how that will change China's role in world affairs. Enrollment limited to 20 Juniors & Seniors. Priority given to IR seniors. WRIT

Objective: give juniors and seniors direct experience with the job of being a foreign correspondent. Classes focus on two themes—the practice of international journalism and the history and contemporary reality of Nicaragua. Seminar includes reporting trip to Nicaragua during spring break. The seminar is valuable to two types of students—those interested in a career in international journalism and students who are not pursuing a career in journalism but who want to learn journalistic skills. Many fields need people who know how to research, conduct interviews, distill information, and write clearly. This is especially important to careers that involve international work. WRIT

INTL 1802X. Global Problems, Global Solutions: From Ebola to Climate Change.
This seminar examines the international responses to the challenges posed by complex global problems like climate change, the Ebola outbreak, migration, poverty, labor conditions, humanitarian crises, and fair trade. Students explore some of the central reasons explaining the international community's inability to effectively confront global problems and study a series of policy initiatives to solve some of these global problems, initiatives that go beyond the traditional division between international and domestic political spheres and that challenge the idea of an international order formed exclusively by states and international institutions. WRIT

INTL 1802Y. India in the World.
This course is designed to introduce students to the role of India in the world. From being a newly independent country in the nineteen forties, India is today a globally re-emergent power. The world’s largest democracy and third-largest economy is grappling with linguistic and religious diversity, economic growth and inclusive development, the politics of the Centre-versus-States, uneasy neighborhood relationships, the threat of terror, and the redefinition of her role in the Indo-Pacific world. The Course aims at deepening understanding of the priorities that define India’s global outreach. Enrollment limited to 20 juniors & seniors. Priority given to IR seniors. WRIT

INTL 1803. Risk, Regulation and the Comparative Politics of Finance.
The course introduces students to the comparative history of finance as well as to alternative theories of regulation. It thereby develops students’ ability to compare the role played by financial institutions in different historical periods and national contexts. This comparative perspective puts the recent financial crisis into a broader perspective, allowing students to see the structural as well as more proximate causes of recent financial instability in the industrialized democracies. Enrollment limited to 20 juniors and seniors. Priority given to IR, DS, and Public Policy seniors. WRIT

INTL 1803B. Cyber Conflict – Hackers, Surveillance and Privacy.
The U.S. Secretary of State has announced that the “freedom to connect” is an aspect of fundamental human rights, and has criticized countries that attempt to filter or censor the Internet. Is monitoring of computer networks necessary for cybersecurity? WRIT

INTL 1803C. Violence in Latin America: Causes, Consequences and Possibilities for Change.
This capstone seminar focuses on the causes, consequences and possible solutions of violence in Latin America. Students will be asked to grapple with the question: What are the sources of violence in Latin America? How much is the drug war to blame? What about economic inequality, legacies of dictatorship, or cultures of violence? What are some possible solutions—should the international drug control regime be changed? What are other policy and citizen-led alternatives? Enrollment limited to 20 juniors and seniors. Priority given to IR seniors. WRIT

INTL 1803D. Questioning Growth: Should Nations Get Rich?
This course examines growth as a guiding ideology of modern economic practice. How is the dream of growth produced? We take a broadly interdisciplinary view, grounding our investigation in anthropological ethnographies and tracing the outlines of the historic social theory that lead to the economic growth models of the mid-20th century. We review neoclassical economic approaches and consider dissidents in the ecological, Marxist, and feminist traditions. Enrollment limited to juniors and seniors. Priority given to IR seniors. WRIT

INTL 1803F. Foreign Policy and the 2016 Presidential Election Campaign.
This seminar focuses on the relationship between national security policy and presidential politics, with a special focus on the 2016 campaign. We survey scholarly and popular literature on the role of foreign policy in American politics. From there we narrow our focus to presidential politics, and then further to the 2016 campaign. Since much of this campaign’s foreign policy debate will be about questions of intervention in foreign conflicts—when, how, and where to intervene—we will give special attention to varying views on this question. Enrollment limited to juniors and seniors. Priority given to IR seniors. WRIT

INTL 1803G. Global Women’s Issues: Investing in women as strategy for sustainable growth and global development.
In this course, we ask and answer the questions: What are women’s issues around the world? What policies and programs are designed to engage the issues and improve outcomes? What role does and can the private sector play in harnessing the untapped potential of 50% of the globe’s population? Is there evidence to support the need for investment—of resources, focus, and political capital—and to quantify the results of its impact? Enrollment limited to juniors and seniors. Priority given to IR seniors. WRIT

This course provides an introduction to problems of contemporary Asian security and the strategies and foreign policies pursued by the four major powers in Asia: India, China, Japan, and the United States. Enrollment limited to juniors and seniors. Priority given to IR seniors. WRIT

INTL 1803I. Richard Holbrooke and the Rise and Fall of American Power.
To an uncanny extent, the life of Brown graduate and American diplomat Richard Holbrooke mirrors the rise and fall of American power in the late 20th and early 21st centuries. After leaving College Hill, Holbrooke worked for every Democratic president since John F. Kennedy. Over the course of the semester, his career will be used to explore three pivotal US military interventions—Vietnam, Bosnia and Afghanistan—and how they revealed the promise and limits of American power. Enrollment limited to juniors, seniors. Priority given to IR seniors. WRIT

INTL 1803J. Russia’s Escape from Communism.
This seminar introduces students to the economic and political transformation of Russia from the early days of Gorbachev to current-day Putin. The course is policy-oriented and empirical, and there are substantial reading assignments each week. Students are expected to participate in classroom discussions, make oral presentations, and prepare several writing assignments. Enrollment limited to 20 juniors and seniors. Priority given to IR seniors. WRIT

INTL 1910. Senior Honors Seminar.
Open only to Senior students accepted into the honors program in international relations. Instructor permission required. WRIT
Open only to Senior students accepted into the honors program in international relations. Instructor permission required. WRIT

Limited to juniors and seniors. Section numbers vary by instructor.
Required: A completed proposal form and syllabus, sponsor's and concentration advisor's approval, and written permission from Dr. Elliott (following review of the proposal) prior to registering for any section of this course. Banner overrides will be given by the IR Program manager only, and no overrides will be issued after the Registrar's course add deadline.

INTL XLIST. Courses of Interest to Students Concentrating in International Relations.

Italian Studies

Chair
Caroline Castiglione

Italian Studies at Brown not only teaches language and literature to students but guides their research toward problems that are cross-disciplinary in both content and method, rather than merely confirming a fixed canon or predetermined field of study. To investigate these problems, we can draw at Brown on traditional alliances with Anthropology, Art History, Classics, Comparative Literature, History, Musicology, and Philosophy, but we also join forces with disciplines such as History of Science, Film Studies, Cultural Studies, and Gender Studies.

For additional information, please visit the department's website: http://www.brown.edu/Departments/Italian_Studies/

Italian Studies Concentration Requirements

Inherently interdisciplinary, the Italian Studies concentration allows students to strengthen their language skills in Italian and deepen their knowledge of Italian literature, history, art, and culture. Most concentrators have some background in Italian language. However, it is possible to concentrate in Italian studies without having studied the language before coming to Brown, although doing so requires an early start. After fulfilling the language requirement by completing up to ITAL 0600 (or the equivalent), students enroll in a variety of advanced courses, reflecting the interdisciplinary nature of the concentration. Junior concentrators often study abroad in the Brown Program in Bologna. All senior concentrators participate in the "senior conference" by delivering brief presentations on academic topics of their choice in Italian Studies. Concentrators might also pursue capstone research, writing, or multimedia projects.

The concentration requires that students demonstrate proficiency in the Italian language by completing up to ITAL 0600 (or the equivalent in Bologna). ITAL 0600 is the first language course that counts toward the eight required courses for the concentration. At least four of the eight courses should be taken in Italian.

ITALIAN STUDIES COURSES

ITAL 0550 Gold, Wool and Stone: Painters and Bankers in Renaissance Tuscany (HIAA 0550)
ITAL 0560 Constructing the Eternal City: Popes and Pilgrims in Renaissance Rome (HIAA 0560)
ITAL 0600 Advanced Italian II
ITAL 0750 Truth on Trial: Justice in Italy
ITAL 0751 When Leaders Lie: Machiavelli in International Context
ITAL 0950 Introduction to Italian Cinema: Italian Film and History
ITAL 0951 The Grand Tour, or a Room with a View: Italy and the Imagination of Others
ITAL 0981 When Leaders Lie: Machiavelli in International Context
ITAL 0985 Visions of War: Representing Italian Modern Conflicts
ITAL 1000A Luigi Pirandello: Masks and Society
ITAL 1000B Reading Recent Italian Fiction
ITAL 1000C Nord - Sud e Identità Italiana
ITAL 1000D Italian National Identity: Criticisms and Crises
ITAL 1000E Masterpieces of Italian Cinema - Capolavori del cinema italiano
ITAL 1000F 20th Century Italian Poetry
ITAL 1000G Italian Identity
ITAL 1010 Dante in English Translation: Dante's World and the Invention of Modernity
ITAL 1020 Boccaccio's Decameron
ITAL 1029 World Cinema in a Global Context
ITAL 1030A Fellini
ITAL 1310 Literature of the Middle Ages
ITAL 1320 Great Authors and Works of Italian Renaissance
ITAL 1340 The Panorama and 19th-Century Visual Culture
ITAL 1350A Italian Mysteries and the New Italian Epic
ITAL 1350B Non Fiction
ITAL 1360 Renaissance Italy
ITAL 1380 Italy: From Renaissance to Enlightenment
ITAL 1390 Modern Italy
ITAL 1400A "Italian (Mediterranean) Orientalisms" Major Italian Writers and Filmmakers
ITAL 1400B Fascism and Antifascism: Culture and Literature between the Two World Wars
ITAL 1400C Literature and Adolescence
ITAL 1400D Photography and Literature: Italian Examples of an Uncanny Relationship
ITAL 1400F Twentieth Century Italian Culture
ITAL 1400H Early Modern Italy
ITAL 1400I Rituals, Myths and Symbols
ITAL 1400J The Many Faces of Casanova
ITAL 1400K Italy as Other
ITAL 1400L History of Masculinity and Femininity from the Unification to 1968
ITAL 1400M Giorgio Agamben and Radical Italian Theory
ITAL 1400P The Southern Question and the Colonial Mediterranean
ITAL 1400Q From Neorealism to Reality TV
ITAL 1420 Sex and the Cities: Venice, Florence, and Rome, 1450-1800
ITAL 1430 Popular Culture, 1400 - 1800
ITAL 1431 Truth on Trial: Justice in Italy, 1400-1800 (HIST 1430)
ITAL 1550 Italian Representations of the Holocaust
ITAL 1550B Topics in the Early History of Printmaking: Festival and Carnival (HIAA 1550B)
ITAL 1560A Italy and the Mediterranean (HIAA 1560A)
ITAL 1580 Word, Image and Power in Renaissance Italy
ITAL 1590 Word, Media, Power in Modern Italy
ITAL 1610 The Divina Commedia: Inferno and Purgatorio
ITAL 1620 The Divine Commedia: Dante's Paradiso: Justifying a Cosmos
ITAL 1920 Independent Study Project (Undergraduate)
ITAL 1990 Senior Conference

COURSES IN OTHER DEPARTMENTS

HIAA 0340 Roman Art and Architecture: From Julius Caesar to Hadrian
Capstone Experiences in Italian Studies

A Capstone experiences in Italian Studies would consist of a course or project that a student, in consultation with the undergraduate advisor, feels would integrate the various intellectual engagements of this interdisciplinary concentration, and constitute a culminating experience in Italian Studies at Brown. Such experiences are strongly encouraged, and should be arrived at through conversations with the concentration advisor or a professor in the department. This could include the Brown Program in Bologna, typically taken in the Junior year, and/or the honors thesis in the senior year. However, students may also apply early in the Fall or Spring semester of their senior year for permission to designate one of their courses (1000-level or above) a Capstone course. In consultation with the professor, students in Capstone courses complete an independent research, writing, or multimedia project that is well beyond the required assignment for the course. ITAL 1920 (Independent Study) may also be designated a Capstone course with the permission of the instructor.

Italian Studies Graduate Program

The department of Italian Studies offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree.

Italian Studies at Brown not only teaches language and literature to students, but guides their research toward problems that are cross-disciplinary in both content and method, rather than merely confirming a fixed canon or predetermined field of study. The interdisciplinary program in Italian Studies offers students the opportunity to study the literature, history and culture of Italy under the guidance of internationally renowned scholars in Anthropology, History, History of Art, Literature and Media. Our program draws on traditional alliances with Comparative Literature, Musicology, and Philosophy, but we also join forces with disciplines such as History of Science, Film Studies, Cultural Studies, Women's Studies, and the use of Computers for the Humanities. Recent Ph.D. graduates have consistently published their dissertations on topics ranging from medieval to contemporary literature and culture, and currently teach at such institutions as the University of Massachusetts, the University of Pennsylvania, Stanford University and Wellesley College.

For more information on admission and program requirements, please visit the following website:

http://www.brown.edu/academics/gradschool/programs/italian-studies

Courses

ITAL 0100. Elementary Italian.
Elective for students without previous training in Italian. No credit for first semester alone. Fundamentals of Italian grammar and development of skills in speaking, comprehension, and writing. Overview of contemporary Italian society. Four meetings per week, audio and video work, two Italian films. Note: This is a year course.

ITAL 0110. Intensive Elementary Italian.
Covers the same material presented in Italian 100-200. One semester equivalent to the standard two-semester sequence. Daily meetings plus audio and video assignments.

ITAL 0200. Elementary Italian.
See Elementary Italian (ITAL 0100) for course description.

ITAL 0300. Intermediate Italian I.
Review of the fundamentals of grammar, with emphasis on speaking and writing. Reading of representative short stories. Weekly compositions, presentations, and a paper. Three Italian films. Prerequisite: ITAL 0100-0200, or ITAL 0110, or placement by examination. Requirement for enrollment in the Bologna Program.

ITAL 0400. Intermediate Italian II.
Review of specific grammar problems. Reading of one novel and newspaper articles. Compositions and oral presentations. Three Italian films. Prerequisite: ITAL 0300, or placement by examination.

ITAL 0500. Advanced Italian I.
The purpose of this advanced course is to improve speaking and writing skills by offering extensive practice in a variety of styles and forms. Students will discuss various aspects of contemporary Italian culture. Reading, analysis and class discussion of texts (articles, songs, pictures, short stories, movies and television), oral presentations, based on research, and a writing portfolio (compositions, essays, blog and a journal). Prerequisites: ITAL 0400, or placement by examination.

Interested students must register for HIAA 0550.

ITAL 0560. Constructing the Eternal City: Popes and Pilgrims in Renaissance Rome (HIAA 0560).
Interested students must register for HIAA 0560.
ITAL 0600. Advanced Italian II.
A sixth semester course with intensive practice in speaking and writing. Short stories, poems, music, and movies will be used to discuss Italian Society from the Second World War through the present. We will explore some important themes--family, religion, gender, and politics. Class discussion, compositions, oral presentations, and a final paper. Prerequisite: ITAL 0500, placement by examination.

ITAL 0750. Truth on Trial: Justice in Italy.
This seminar analyzes controversial trials in Italy between 1500 and 1800. From the persecution of heretics to the trial of Galileo and the increasing use of courts by marginal members of society, the judicial arena was crucial in defining political, social, scientific, and religious truth. Were law courts successful sites for the resolving what constituted deviance, legitimate knowledge and individual rights? FYS WRIT

ITAL 0751. When Leaders Lie: Machiavelli in International Context.
This course examines the writing of Niccolò Machiavelli, a Renaissance author praised and condemned for his insistence on analyzing the realities of politics, rather than the ideals of political behavior. Machiavelli's view of the tenuous relationship of ethics to politics has cast him as the founder of political science and the proponent of "consequential morality" or the notion that the ends justify the means. We will also examine precedents for his ideas in the Greek and Islamic world and conclude by examining the relevance of Machiavelli's insights for understanding political practices and ethics in the twenty-first century. Enrollment limited to 20 first year students. Instructor permission required. FYS LILE WRIT

ITAL 0950. Introduction to Italian Cinema: Italian Film and History.
How do we visualize the past? How has cinema influenced our understanding of contemporary history? The course will focus on how key moments of 20th-century History (Fascism, WWII, the Mafia and Terrorism) have been described or fictionalized by major Italian filmmakers (including Benigni, Bertolucci, Cervini, Fellini and Pasolini). Subtitled films, readings and discussion groups. Reserved for First Year students. Enrollment limited to: 20. FYS WRIT

ITAL 0951. The Grand Tour, or a Room with a View: Italy and the Imagination of Others.
Italy has for many decades been the place to which people traveled in order to both encounter something quite alien to their own identities and yet a place where they were supposed to find themselves, indeed to construct their proper selves. This course introduces students to some of the most important texts that describe this "grand tour." Readings, both literary and travelogues by Goethe, de Stael, Henry James, Hawthorne, Freud, among others, and films like "A Room With a View" - all in order to determine the ways in which Italy "means" for the cultural imagination of Western civilization. Enrollment limited to 20 first year students. FYS WRIT

ITAL 0981. When Leaders Lie: Machiavelli in International Context.
This course examines the writing of Niccolò Machiavelli, a Renaissance author praised and condemned for his insistence on analyzing the realities of politics, rather than the ideals of political behavior. Machiavelli's view of the tenuous relationship of ethics to politics has cast him as the founder of political science and the proponent of "consequential morality" or the notion that the ends justify the means. We will also examine precedents for his ideas in the Greek and Islamic world and conclude by examining the relevance of Machiavelli's insights for understanding political practices and ethics in the twenty-first century. LILE WRIT

ITAL 0985. Visions of War: Representing Italian Modern Conflicts.
This interdisciplinary course addresses issues of war within Twentieth century Italy. As a phenomenon that crucially defines the "short century," war occupied a central role in various cultural products. This class will embrace fictional, non-fictional, musical, and visual texts that recount the experience of conflicts as seen through the eyes of Italian intellectuals. We will discuss works by authors such as Ungaretti, Calvino, Levi, and Monicelli, and analyze sources such as soldier's songs and military posters. Readings will range from literary theory and trauma studies to history. Prerequisite: ITAL 0600 or Brown in Bologna Program. The course will be conducted in Italian. LILE

ITAL 1000A. Luigi Pirandello: Masks and Society.
Twentieth century Italian society as seen through the eyes of an outstanding contemporary author. Nobel Prize winner Luigi Pirandello. Focuses on the relationship between literature, theatre, and social reality through linguistic and stylistic analysis of texts (fiction and play) and their filmic or other media (e.g. radio) adaptations. Conducted in Italian, as a seminar-type discussion followed by writing assignments.

ITAL 1000B. Reading Recent Italian Fiction.
Readings of contemporary Italian fiction. The course aims to develop students' skills in writing about literary and cultural texts, and to provide insight into contemporary Italian society. Prerequisite: ITAL 0600, a semester in Bologna, or by placement.

ITAL 1000C. Nord - Sud e Identità Italiana.
This course investigates Italian identity since its inception in 1860 to the present through multiple perspectives: literature, history, politics, film, music and art. We will focus on important crisis points in this trajectory: the founding of the national state, the collapse of liberalism and the fascist experiment, the birth of the republic and Italy in the new Europe. In English.

ITAL 1000E. Masterpieces of Italian Cinema - Capolavori del cinema italiano.
The course will consist of a broad and varied sampling of classic Italian films. We will consider the works which typify major directors such as Rossellini, De Sica, Visconti, Fellini, Pasolini, Antonioni, Gremi, Risi, Scola, Olmi, and Rosi. The aims of the course is offering a historical survey, and discuss the way how Italian cinema has reflected, amplified, and criticized important moments of Italian history, books and national identity. Classes will include close visual analysis of films, and its relations with the sisters arts (literature, painting, music). The course will be taught in Italian. Prerequisite: ITAL 0600.

ITAL 1000F. 20th Century Italian Poetry.
The course examines representative poets and poetic movements of Italy from the late 19th through the 20th centuries within and cultural and historical context. We will read works by internationally renowned poets such as D’Annunzio, Montale, Quasimodo, Ungaretti and Pasolini, and look into the development of Italian poetry through the major literary and artistic movements of the 20th century, including Crepuscularism, Futurism, Hermeticism, Neo-Realism and the Neo Avant-garde. We will address issues related to the shaping of a literary canon and consider the ways in which poetry reflects and defines a culture. The course will also incorporate translation and composition exercises as a technique of text analysis. Intensive practice in spoken and written Italian is an essential component of this course. Conducted in Italian. Advanced knowledge of Italian required. Prerequisites: ITAL 0600 or permission by the Director of the Italian Language Program.

ITAL 1000G. Italian Identity.
The course examines the process of the construction of an Italian identity from the national Unification till today. Through close readings of Svevo and Pirandello, we will investigate the feeling of not-belonging and estrangement, and the problematic loss/search for a cohesive identity in the fragmented Italian society of early 20th century. From post-war years we will study a complex theater piece by E. De Filippo, whose personal story mirrors most of his characters’ conditions of exile and miscommunication. We will explore broken and ongoing identities that paradoxically define Italian memory and “Italianità”. Taught in Italian. Prerequisite: ITAL 0600, Bologna Program or placement by examination.
ITAL 1000H. Resounding Cinema.
This course explores the significance of sound, noise and music in Italian film: from recording, editing, mixing, to spatializing, emotionizing and politizing through the score. We will watch, and listen to, films by major Italian directors (Fellini, Antonioni and Pasolini) who worked 'ear to ear' with such award-winner composers as Nino Rota and Ennio Morricone. Materials include also exemplary horror and comedy genre films. The synergetic impact of sound will be discussed drawing upon critical listening and elaboration of most influential sound theories.

ITAL 1010. Dante in English Translation: Dante's World and the Invention of Modernity.
Primarily for students with no knowledge of Italian. Given in English. Concentrators in Italian should enroll in ITAL 1610; they are expected to read the material in the original. Close study and discussion of Dante's deployment of systems of retribution in the Inferno and rehabilitation in the Purgatorio with a view to imagining a society based on love and resistant to the effects of nascent capitalism and the money economy. Dante's work summarizes and transforms the entire ancient and medieval tradition of literature, philosophy, and science. WRIT

ITAL 1020. Boccaccio's Decameron.
Close study and discussion of Boccaccio's collection of 100 tales told by ten young Florentines over a period of two weeks, while in flight from the devastating plague of 1348. The Decameron defined the standard of Italian prose narrative for four centuries and deeply influenced Renaissance drama. We will also pay particular attention to visualizations and adaptations of the Decameron into a variety of media, from manuscript illumination to painting, theatre and film. Students will contribute to the Decameron Web, the award-winning Boccaccio web site administered by the department of Italian Studies. Sections in English and Italian. Enrollment limited to 40. WRIT

ITAL 1029. World Cinema in a Global Context.
Introduction to World Cinema and history through an original lens: The Cinema Ritrovato film festival at the Cineteca of Bologna, one of Europe's most renowned film restoration centers. Looking at World Cinema as a polycentric global phenomenon, students will become acquainted with recently restored mainstream, art house, alternative, experimental and avant-garde films, ranging from the silent period to world classics and Italian neorealism. Students will also attend a production workshop at the Bologna Cineteca, with some of Italy's young award winning directors. Lectures and seminars in English by Brown and University of Bologna scholars and screenings. LILE WRIT

ITAL 1030A. Fellini.
The career of one of the undisputed masters of 20th-century film, revisited on the 20th anniversary of his death: from his contributions to neo-realism (Oscar nomination as screenwriter of Rossellini's Open City) to the "magic" realism of the 1950s (Fellini's first of four Oscars for La strada); and from his modernist masterpieces (La Dolce Vita, 81/2) to his meta-cinematic fictions (Intervista, The Voice of the Moon). In reviewing Fellini's oeuvre, we will focus on issues of authorship, art film and psychoanalysis, myth and memory, realism and hyperrealism. Taught in English with a discussion group in Italian.

Throughout the 19th-century, the Panorama was a wildly popular 'vision machine,' the model for many later attractions from theme park rides to immersive educational spectacles like IMAX movies. In this course, we will use 21st-century vision technology to study the role of these cultural artifacts, optical media and storytelling devices in the shaping of 19th-century "virtual reality." We will focus on three case studies: the Garibaldi panorama at the Brown library; the panorama of the Pilgrim's Progress at the Saco, Maine museum; and the Whaling Voyage 'round the world, at the New Bedford Whaling Museum. Taught in English.

ITAL 1350A. Italian Mysteries and the New Italian Epic.
"New Italian Epic" describes a body of literary works published in Italy between 1993 and 2010. Blending fiction and non-fiction, many of these works investigate shady aspects of Italian history and society, such as organized crime and political corruption. The term has also been applied to cinematic works such as Garrone's film Gomorrah (based on Saviano's best seller of the same name) and other multi-media hybrids such as TV series and "narrative theatre." We will explore this textual/visual mini-corpus, within the context of the Berlusconi era. Taught in Italian.

ITAL 1350B. Non Fiction.
What is fiction and what is nonfiction? How to read a nonfictional text (diary, description, memoir, etc). Examples from well known Italian writers and further examples from photo and documentary cinema. Taught in English.

ITAL 1360. Renaissance Italy.
This course explores the history of the Italian Renaissance, a period of remarkable intellectual, artistic, and cultural change between the fourteenth and the sixteenth centuries. Renaissance innovations will be considered in a broad context: how did the Renaissance happen and how far did its transformations extend in society? Course topics include the changes in learning, art, political theory, and science, as well as transformations in family life, court culture, urban and rural society. Enrollment limited to 40.

ITAL 1380. Italy: From Renaissance to Enlightenment.
Between 1500 and 1800, Italians made significant contributions to European debates about the boundaries between orthodoxy and heresy; the legitimacy of social and gender hierarchies; the future of republics in an age of empires; and the possibilities for reform. Works by Machiavelli, Bemini, Galileo, Tarabotti, Goldoni, and Beccaria (among others) enrich this survey of early modern Italian history.

ITAL 1390. Modern Italy.
Examination of Italian society, culture, and politics over the past two centuries. Topics include: the struggle to unify Italy in the 19th Century; the creation of a national identity; the political role of the Catholic Church; changing family life and gender relations; conflict between North and South; Mussolini and the fascist venetian; and the struggle for political stability over the past 50 years.

ITAL 1400A. "Italian (Mediterranean) Orientalisms" Major Italian Writers and Filmmakers.
Major Italian writers and filmmakers (including Amelio, Antonioni, Bertolucci, Celati and Pasolini) have attempted to incorporate non-European (African, American, Asian or Balkan) perspectives in their work (fiction, travelogues, documentaries etc.). The course will discuss these works, giving particular attention to their reception in the cultures they portray. Subtitled films, readings and discussion group in English.

ITAL 1400B. Fascism and Antifascism: Culture and Literature between the Two World Wars.
Introduces and examines the most significant aspects of literary, cultural, and political life in Italy between the two world wars. The most significant tendencies in the various literary genres (novel, descriptive prose, mass market fiction, propaganda, poetry) are considered against the backdrop of a general historical and literary overview and situated in the context of the debate carried forward by the most important literary periodicals of the '20s, '30s, and '40s, from La Ronda to Solarì.
ITAL 1400C. Literature and Adolescence.
From Collodi's *Pinocchio* and De Amicis's *Cuore* to works by Saba, Pavese, D'Arzo, Moravia, and Calvino, the course focuses on some of the most remarkable literary treatments of childhood and coming of age in late 19th- and 20th-century Italian literature. In Italian.

ITAL 1400D. Photography and Literature: Italian Examples of an Uncanny Relationship.
The course will explore the interrelation of Italian Literature and Photography from early Modernism (Luigi Pirandello) to post- Modernism (Antonio Tabucchi). Major theoretical essays on photography (Sontag, Barthes) will set the stage for close readings of narrative texts by two of the most important authors of Twentieth Century Italian literature.

ITAL 1400F. Twentieth Century Italian Culture.
Contact the department for course information.

ITAL 1400H. Early Modern Italy.
A survey of Italian history between 1500 and 1800. Italy's varied political cultures from absolutism to republicanism; impact of Catholic reformation and the baroque; the woman's question and transformations in family life and the social order; the contribution of Italian writers to the debates of the Enlightenment and ordinary people to social change in the eighteenth century.

ITAL 1400I. Rituals, Myths and Symbols.
The course will analyze the diverse forms of sacralization and the esthetics of politics utilized by nationalism and Italian fascism to encourage participation by the masses in a collective liturgy. The study will begin with the Risorgimento and the nationalization of the Italians. It will then turn to the end of the nineteenth century and the period preceding the First World War with the birth of futurism and the Nationalist Party. It will look at the fascist creation of a symbolic-monumental machinery capable of inventing new rituals or of re-elaborating old myths and giving life to innovative symbolic forms. The final part will be dedicated to the years of the regime and the progressive acceleration of its fascistization of society. The analysis from inside the symbolic universe of these political movements will instead be effected through the study of culture, art, the collective imaginary, the lifestyles, the dispositions, the ceremonies, the cults and the rites of these two new lay and secular religions.

ITAL 1400J. The Many Faces of Casanova.
Philosopher or charlatan, magician or trickster, seducer or seduced. Casanova's life contains multitudes. His name, unlike those of Sade or Sacher Masoch, does not designate a "perversion," but a sort of exuberant hetero-sexual "normalcy." He is the Venetian alter-ego (and possibly real-life inspiration) of Mozart's Don Juan. In this course, we will dissect the myth of Casanova, from his own monumental autobiography to novels, films and plays which cast him as protagonist (films by Federico Fellini, Ettore Scola, Lasse Hallström, impersonations by Donald Sutherland, Marcello Mastroianni and Heath Leger). Lectures in English; discussion group in Italian.

ITAL 1400K. Italy as Other.
This course traces the variety of ways in which Italy has been viewed as the Other of the European and American imagination. We will read some of the key texts in a long tradition that traverses a broad spectrum of disciplinary fields: literature, art history, travel narrative and cinema. Works include the writings of De Staël, Goethe, Stendhal, James among others.

ITAL 1400L. History of Masculinity and Femininity from the Unification to 1968.
The first part of the course will concentrate on gender and queer studies to provide students with a general theoretical framework of these topics. It will then focus more specifically on the analysis of the evolution of sexuality, homosexuality, masculinity and femininity from the Unification of Italy until 1968. An interdisciplinary approach will be adopted using novels, films, newsreels, paintings, sculptures, manifestoes and advertising posters. Anthropology, art, literature, politics and history will be interwoven in order to reveal changes and continuities in the image of woman and man and the dynamics of the relationship of couples. Finally ample space will also be given to the medical and judicial treatment of these topics and to the transformation in lifestyles and the collective imaginary. Using this historical approach fosters understanding of how the dichotomous and hierarchic distinction between sexual norm and transgression becomes an essential paradigm of scientific, political, religious, judicial and artistic thought. Course is taught in Italian. DPRL

ITAL 1400M. Giorgio Agamben and Radical Italian Theory.
This course is dedicated to a close reading of the work of the Italian philosopher Giorgio Agamben and to an analysis of what has come to be known as "radical Italian theory." We will read the major works by Agamben, some key texts by other thinkers who were influential for Agamben (Carl Schmitt, Walter Benjamin, Michel Foucault etc), as well as other theorists who play an important role today in Italy: Roberto Esposito, Antonio Negri, Paolo Virno among others.

ITAL 1400P. The Southern Question and the Colonial Mediterranean.
This course examines Antonio Gramsci's interpretation of the Southern Question (quistione) in an attempt to better understand the politics and culture informing the colonial Middle East. Through an analysis of Gramsci's critique of Southernism—the representation of Southern Italy as a semi-barbarous territory inhabited by "biologically inferior beings"—and his sociological description of pre-World War II Italy, we will acquaint ourselves with some of the key-concepts characterizing his political thought. Next, we will examine how critics of European colonialism in the Mediterranean have adopted this rich epistemological and analytical vocabulary. DPRL LIILE WRIT

ITAL 1400Q. From Neorealism to Reality TV.
This course explores the development of the aesthetic of reality in audiovisual media from film to television and portable screens in the context of modern Italian history while tackling notions of the pervasive infiltration of mass mediatized imagination into reality. The appeal and power of the medium to capture, show, and imbricate reality is intricately related with modes of production and distribution, social/ethical discourse, and any current political order. We will analyze the deployment of 'reality' on screen from the post WWII neorealist redemptive project after Fascism, through the contaminated explorations of art cinema, to television's twisted tales of reality.

This course examines the politics of sexuality and the sexuality of politics in Italy between the Renaissance and the Enlightenment. Italy's urban settings saw the development of some of the most sophisticated political systems in Europe, and issues of gender identity and sexual practices figured prominently in the political symbolism, political criticism, legal and social orders of these regimes. Lectures and course discussions also explore everyday practices and their implications for defining and defying the social and political norms of gender and sexuality in early modern Italy. Suggested prerequisites are HIST 0010 or any Italian Studies course at level 1000 or above. No prerequisites are required. Lectures in English. Discussion groups in English and Italian. LILE
From folktales to rebel songs, carnival play and everyday rituals, popular culture shaped the lives of ordinary people of the early modern world. In this course we explore the materials available at Brown for examining popular culture before 1800. Students write a final paper from the materials they select. Italy will be examined comparatively with other geographical areas in order to prepare students for their research. Topics will include the multiplicity of popular cultures; the relationship between popular culture and elite culture; transformations in the beliefs, rituals, and practices that provided meaning for peoples of the early modern world. (P) WRIT

ITAL 1431. Truth on Trial: Justice in Italy, 1400-1800 (HIST 1430).
Interested students must register for HIST 1430.

ITAL 1550. Italian Representations of the Holocaust.
A survey of some of the most important texts (fiction, history, philosophy, films) that deal with both the Holocaust in Italy, and representations of the Holocaust by Italians. Readings include Levi, Bassani, Loy, Agamben; films those of Benigni, Cavani, Wertmüller. There will also be discussion of the aesthetic and political complexities regarding portrayals of the Holocaust, such as trauma, witnessing, historical truth, kitsch. Taught in English, with the possibility of a section in Italian. WRIT

ITAL 1550B. Topics in the Early History of Printmaking: Festival and Carnival (HIAA 1550B).
Interested students must register for HIAA 1550B.

ITAL 1560A. Italy and the Mediterranean (HIAA 1560A).
Interested students must register for HIAA 1560A.

ITAL 1580. Word, Image and Power in Renaissance Italy.
This class is designed to introduce cultural and historical perspectives on Italy from the Middle Ages to the Renaissance. Taught by professors of Italian Literature, Art History and History, we will move across Italy and the centuries focusing on monuments of literature, art, architecture, and history through different disciplinary lenses. WRIT

ITAL 1590. Word, Media, Power in Modern Italy.
The role of media (print, news, art, music, photography, cinema, radio, television) in shaping national identity, nationalistic agendas, imperial aspirations, democratic revivals and populist consensus in Italy, from the post-Risorgimento age to the Fascist regime, and from the post-WW2 renovation to the "decadent" Berlusconi era. The most influential genres and trends in Italian culture, from opera to futurism, from neo-realistic cinema and literature to post-modem fashion and industrial design, will be analyzed against the backdrop of the most important social and political turning points of Italian and European history.

ITAL 1610. The Divina Commeda: Inferno and Purgatorio.
A close reading of the first two canticles of Dante's poem in the light of contemporary European and American critical interpretations. In Italian. Enrollment limited to 40.

ITAL 1620. The Divina Commeda: Dante's Paradiso: Justifying a Cosmos.
Close study of the third and final part of Divine Comedy, in which Dante unfolds how, in his view, the planetary and stellar spheres condition human life and fashion the Providential plan of history. There will be ancillary readings from Dante's other works: Convivio, the Monarchia, and the Epistles. In Italian. Prerequisite: ITAL 0500 or 0600, or instructor permission. Enrollment limited to 40.

ITAL 1920. Independent Study Project (Undergraduate).
Undergraduate Independent Study supervised by a member of the Italian Studies Faculty. Students may pursue independent research in order to prepare for their honors thesis or honors multimedia project, or they may enroll in the course in order to work individually with a faculty member on a specific area of Italian Studies not covered in the current course offerings. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ITAL 1990. Senior Conference.
Special work or preparation of an honors thesis under the direction of a member of the staff. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ITAL 2050. Microhistory.
Microhistory emerged in the 1970s in Italy, but was quickly embraced by scholars across the globe. Microhistory questioned totalizing explanations of historical change; rejected anachronism in all forms; and recovered the voices of individuals left out of traditional historical narratives. This course explores and critiques the method. Participants write an article in their area of interest, informed by microhistory.

ITAL 2100. Introduction to Italian Studies.
This seminar, a requirement for graduate students in Italian Studies, has three objectives: 1) to provide a panoramic view of the current research in the interdisciplinary field of Italian studies (literature, history, arts and media); 2) to provide a picture of the professional state of the field, within the framework of more global developments in academia and the job markets; 3) to provide useful information about the resources and the new tools and techniques for research available to students at Brown and elsewhere (special collections in the Brown libraries, digital resources such as data bases, electronic journals, web projects, etc.).

ITAL 2130A. Dante's Paradiso.
A close reading of the third canticle of the Commedia in its medieval context. While not essential, a knowledge of the Inferno and the Purgatorio would be desirable. Open to qualified undergraduates.

ITAL 2130B. The Lyric of Petrarch.
The style and structure of Petrarch's Canzoniere and Triumphi and their relationship to Latin and Romance precedents. In Italian.

ITAL 2150C. Monographic Studies in Major Sixteenth- and Seventeenth-Century Authors.
Renaissance thought. From Pico della Miranda to Giordano Bruno.

ITAL 2160. Family History: Early Modern Methods and Sources.
This course examines the world's oldest institution during the early modern period (1500-1800). Italian scholars have been especially innovative in advancing our understanding of the early modern family, relying on legal, quantitative, religious, literary, and visual sources in their efforts. Students may concentrate in their longer essay on controversies in family history currently debated in or beyond the Italian context.

ITAL 2170A. Seminar on Giacomo Leopardi.
Word and image, thought and feeling in the poetry (Canti), dialogues (Operette Morali), and philosophical writings (Pensieri, Zibaldone) of one of the major figures of European Romanticism. In Italian.

This seminar is designed as a survey of the Italian contribution to the novelistic genre. The course will be structured around 11 great Italian novels in 12 weeks and supplemented by theoretical, methodological and historical considerations that pertain to questions of reading and interpretation, to the novel as a literary genre, and to those problems centered on the specificity of Italian modernity. We will read novels by Foscolo, Manzoni, Verga and Pirandello, among others. Reading knowledge of Italian required.

ITAL 2190A. Carducci, Pascoli and D'Annunzio.
Close textual reading of the poetic works of the three great Italian Victorians. In Italian.

ITAL 2190B. Fascism and Antifascism: Culture and Literature between the Two World Wars.
No description available.

ITAL 2190C. La Poesia del Novecento (Twentieth-Century Italian Poetry).
No description available.

ITAL 2190D. Non Fiction.
What is fiction and what is nonfiction? How to read a nonfictional text (diary, description, memoir, etc). Examples from well-known Italian writers (Campana, Ortese, Delfini, Calvino, Celati, Bompiani) and further examples from photo and documentary cinema. All texts, films, and lectures are in Italian.

ITAL 2190E. Problems and Figures from 1860 to the Present.
Modern Italian poetry.
ITAL 2100F. Reading Recent Italian Fiction.
"Reading" here implies a special kind of attention to the linguistic formulation of the text and the construction of an imaginary hypertext based on the stimuli the text provides. The instructor exemplifies the process and students construct hypertexts of their own based on the texts. Of particular interest is the openness and interpretive richness derived from the readers not belonging to the cultural context in which the texts were produced.

ITAL 2100G. Letteratura Italiana del Novecento.
In questo seminario, leggeremo e discuteremo alcune delle più significative opere di narrativa e poesia novecentesca, da Svevo a Calvino e da Montale a Zanzotto, sullo sfondo delle grandi trasformazioni della società e della cultura italiana, dal fascismo alla seconda Guerra mondiale e alla prima repubblica, alla luce delle teorie critiche più influenti, dal futurismo all’ermesismo e dal neo-realismo al post-modernismo. Taught in Italian.

ITAL 2220. New Perspectives on Fascism.
Examines the new light shed by recent research on Italian Fascism, placing Italy's Fascist ventennio (1922-45) in a larger European context. Among the questions to be addressed: What explains Mussolini's rise to power and his ability to stay in power? To what extent did Italians become Fascist? What role did force play in ensuring popular allegiance to the regime? What role did the Church play? Did Fascism remake concepts of gender? Attention will be paid to the role of the media, writers, intellectuals, and the arts. Comparison with Nazi Germany and other regimes labeled "Fascist" will be explored.

ITAL 2300. Seminar in Italian Literature, Culture, and Criticism.
This seminar focuses on some of the most important contributions made to critical theory made by modern Italian thinkers, beginning with Antonio Gramsci and ending with Giorgio Agamben. Readings include, other than Gramsci and Agamben, works by Antonio Negri, Roberto Esposito and Adriana Cavarero. Open to juniors, seniors, and graduate students.

ITAL 2450. Exchange Scholar Program.
ITAL 2540D. The Theater that was Rome (HIAA 2540D).
Interested students must register for HIAA 2540D.

ITAL 2550. Gender Matters.
This course examines the impact of gender as a category of historical analysis. Beginning with Joan Scott's seminal work on the topic (1986), students assess its subsequent global impact. Two Italian issues are considered in this comparative context: Is gender analysis still gender analysis if the word gender is not employed? How has the study of masculinity, sexuality, and queer studies opened new lines of inquiry? The recasting of women as moral beings and the experiences of Benvenuto Cellini will be used as case studies to examine these questions. Students work in their own geographical area for their final project. Open to seniors and graduate students.

ITAL 2820. Italian Studies Colloquium.
The Italian Studies Colloquium is a forum for an exchange of ideas and work of the community of Italian scholars at Brown and invited outside scholars. Graduate students present their work in progress, and engage the work of faculty and visitors. They are expected to come prepared with informed questions on the topic presented. Presentations in both Italian and English. Instructor permission required.

The Center lists courses under the American Studies rubric: AMST. Our flexible program draws on Brown University’s open curriculum. Elective courses can be selected from approved 1000 and 2000 level courses offered at Brown or RISD. The disciplinary field or department is not limited to Public Humanities/American Studies course offerings sponsored by the Center for Public Humanities, list as follows:
AMST 1550 Methods in Public Humanities
AMST 1903G Oral History and Community Memory
AMST 1903Z Shrine, House or Home: Rethinking the House Museum Paradigm
AMST 1904I Art/Place
AMST 1904L Cultural Heritage, Curation and Creativity
AMST 1904M New Narratives, New Media, New Museums
AMST 1904N Museum Collecting and Collections
AMST 2220D Museums in Their Communities
AMST 2540Methods in Public Humanities *required for the A.M.
AMST 2650 Introduction to Public Humanities *required for the A.M.
AMST 2651 The Responsive Museums
AMST 2652 Community Documentary and Storytelling
AMST 2653 Public Art: History, Theory, and Practice
AMST 2654 Cultural Policy Planning
AMST 2658 Releasing the Imagination in Public Humanities Practice
AMST 2660 Projects in Public Humanities
AMST 2680 Practicum in Public Humanities *required for the A.M.
AMST 2690 Management of Cultural Institutions
AMST 2691 Poetry in Service to Schools and the Community
AMST 2693 Community Arts with Young People
AMST 2695 Museum as Idea
AMST 2697 Museum Interpretation Practicum
AMST 2698 Digital Storytelling

Public Humanities Faculty
The Center appoints visiting faculty to teach Public Humanities curriculum via the Department of American Studies (http://bulletin.brown.edu/americanstudies). For more information on the John Nicholas Brown Center for Public Humanities & Cultural Heritage, our current courses, faculty, events,
Joukowsky Institute for Archaeology and the Ancient World

Director
Peter van Dommelen

The Joukowsky Institute for Archaeology and the Ancient World promotes the investigation, understanding, and enjoyment of the archaeology and art of the ancient Mediterranean, Egypt, and Western Asia. The Institute’s faculty and facilities provide a campus hub for research and teaching in this complex and compelling part of the world, including active fieldwork projects, diverse graduate and undergraduate curricula, and public outreach activities.

For additional information, please visit the department’s website: http://brown.edu/Departments/Joukowsky_Institute/

Archaeology and the Ancient World Concentration Requirements

The concentration in Archaeology and the Ancient World provides an opportunity to explore the multi-faceted discipline of archaeology while examining the critical early civilizations of the so-called ‘Old World’—that is, the complex societies of the Mediterranean, Egypt, and Ancient Western Asia. Students will learn about the art, architecture, and material culture of the ancient world, exploring things of beauty and power, as well as the world of the everyday. Concentrators will also learn “how to do” archaeology - the techniques of locating, retrieving and analyzing ancient remains - and consider how material culture shapes our understanding of the past. Concentrators are encouraged to pursue research opportunities through summer fieldwork, museum experience, or independent study projects.

The concentration, with its three distinct but overlapping tracks, is intended to allow students flexibility in structuring their own path through this diverse field of study. The concentration is also designed to allow students to build progressively upon what they have learned, moving from introductory courses to upper level seminars.

The three tracks are: Archaeology and the Ancient World; Classical Archaeology; and Egyptian and Ancient Western Asian Archaeology. Archaeology and the Ancient World is the most exploratory of the concentration tracks, and this option emphasizes material culture studies across the full spectrum of the ancient world. Classical Archaeology is intended for those interested chiefly in the ‘classic’ civilizations of the Mediterranean (Greece and Rome), as well as for those interested in both earlier (prehistoric) and later (medieval) periods in that geographic region. Egyptian and Ancient Western Asian Archaeology is intended for those interested chiefly in the cultures of Egypt and the ancient ‘Near East’ (Anatolia, the Levant, Mesopotamia), from prehistoric through Islamic times.

Required Courses:
The student must take a total of 10 courses, including:

Core Requirements:
One introductory course in archaeological methodology, history and/or theoretical approaches, for example:

- ARCH 0100 Field Archaeology in the Ancient World
- ARCH 1900 The Archaeology of College Hill

One introductory course in the methodology, history and/or theoretical approaches of ancient art history, for example:

- ARCH 0030 Art in Antiquity: An Introduction
- ARCH 0150 Introduction to Egyptian Archaeology and Art
- ARCH 0420 Archaeologies of the Greek Past
- ARCH 0520 Roman Archaeology and Art

Track Requirements:

Archaeology and the Ancient World:
Two cognate courses, not listed primarily by the Joukowsky Institute, which EITHER relate to the study of the ancient world OR to the discipline of archaeology. Outside courses are chosen with the approval of the concentration advisor from appropriate 1000-level (or above) offerings in other departments such as, but not limited to: Anthropology, Classics, Early Cultures, Egyptology and Assyriology, Environmental Studies, Geological Sciences, History, History of Art and Architecture, Religious Studies. One term of language study, in any ancient language, may also be counted toward this requirement.

Classical Archaeology:

One course in Egyptian or Near Eastern archaeology and art.

Two courses in Mediterranean (prehistoric, Greek, Roman, medieval) archaeology and art.

Two additional courses, in EITHER Mediterranean (prehistoric, Greek, Roman, medieval) archaeology OR Egyptian or Near Eastern archaeology and art, at or above the 1000-level.

Egyptian and Ancient Western Asian Archaeology:

One course in Mediterranean (prehistoric, Greek, Roman, medieval) archaeology and art.

Three courses in Egyptian (prehistoric, Greek, Roman, medieval) archaeology OR Egyptian or Near Eastern archaeology and art.

Two terms of course work in a pertinent ancient language (e.g. Aramaic, Akkadian, Coptic, Classical Hebrew, Middle Egyptian).

Total Credits

1 At least two of the courses selected to satisfy these requirements must be at or above the 1000-level.

Capstone Experience and Study Abroad

For each of the tracks, a capstone experience may be substituted for one of these required courses. With the permission of the concentration advisor, up to three successfully completed courses, from relevant and accredited study abroad programs, may be counted towards the concentration requirements.

Honors Concentrations

An Honors concentration in any of these tracks requires the successful completion of all the standard requirements with the addition of an Honors thesis. For the preparation of this thesis, students will ordinarily enroll in ARCH 1970 during the first semester of the senior year and ARCH 1990 during the second semester of the senior year (these courses may not be taken S/NC, nor may they be used to satisfy the standard requirements of the concentration). In order to qualify for honors, students must have received more A’s than B’s in concentration courses completed.
Honors concentrations are recommended for students considering graduate work in the discipline of archaeology. Any student interested in a course of graduate study should speak to the undergraduate concentration advisor as soon as possible, not least for advice about additional forms of preparation. Graduate work in the archaeology of the ancient world, for example, requires knowledge of appropriate ancient, as well as modern, languages. Students should start work on acquiring these skills as early as possible.

The Honors Thesis
The Honors thesis is an extended essay, usually of between 40 and 60 pages in length, written under the supervision of a faculty advisor and second reader. (Where appropriate, the advisor or the reader, but not both of them, may be in a unit other than the Joukowsky Institute for Archaeology and the Ancient World.) The specific topic and approach of the thesis are worked out between the student and the thesis advisor, with assistance from the student's second reader. This process should begin in the latter part of the student's junior year. Details on deadlines for a thesis prospectus, for thesis drafts and for a final public presentation of the work are available on request to the Director of Undergraduate Studies. The completed thesis will be evaluated by the advisor and second reader, who will discuss its strengths and weaknesses with the student; they will also agree a grade for ARCH 1990.

Evaluation
The Director of Undergraduate Studies will review the student's overall record, in addition to the thesis evaluations. If all requirements have been successfully met, the recommendation will be made that the student graduates with Honors.

Archaeology and the Ancient World Graduate Program
The Joukowsky Institute offers graduate study leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) in Archaeology and the Ancient World.

For more information on admission and program requirements, please visit the following website: http://www.brown.edu/academics/gradschool/programs/archaeology-and-ancient-world-0

Courses
ARCH 0030. Art in Antiquity: An Introduction.
What went into the creation of the Parthenon? Who lived in the Tower of Babel? Why do we still care? This course offers an introduction to the art, architecture, and material culture of the ancient world. Things of beauty and of power will be explored, from Egyptian pyramids and Near Eastern palaces, to the ‘classical’ art of Greece and Rome. LILE

ARCH 0033. Past Forward: Discovering Anthropological Archaeology (ANTH 0500).
Interested students must register for ANTH 0500.

ARCH 0050. Archaeological Field Work.
Focuses on the aims, scope, and tools of field archaeology, and the nature of archaeological evidence. Emphasizes interdisciplinary field work techniques and the composition, function, and responsibilities of an excavation staff. Examines systematic versus ad hoc excavations and their respective problems of preservation. Students excavate model sites in a laboratory and present a team report upon completion.

ARCH 0100. Field Archaeology in the Ancient World.
Always wanted to be Indiana Jones? This course, focusing on the Mediterranean world and its neighbors in antiquity, interprets field archaeology in its broadest sense. In addition to exploring "how to do" archaeology - the techniques of locating, retrieving, and analyzing ancient remains - we will consider how the nature of these methodologies affects our understanding of the past.

ARCH 0150. Introduction to Egyptian Archaeology and Art
An introductory survey of the archaeology, art and architecture of ancient Egypt, ranging in time from the prehistoric cultures of the Nile Valley through the period of Roman control. While the course will examine famous features and characters of ancient Egypt (pyramids, mummies, King Tut!), it will also provide a wide-ranging review of the archaeology of this remarkable land.

ARCH 0152. Egyptomania: Mystery of the Sphinx and Other Secrets of Ancient Egypt.
The pyramids, tombs, and mummies discovered during the first excavations in Egypt created a colorful but highly romanticized image of this Land of the Pharaohs. More recent archaeological research has unearthed new details about the daily lives of the workers who built those pyramids, or Egypt’s cultural and economic connections throughout the Mediterranean. This course will explore how both early and recent archaeology has enriched our perception of the Gift of the Nile, while still leaving more mysteries yet to solve. FYS WRIT

ARCH 0155. People Without History: Archaeology of Atlantic Africa and the Diaspora.
Too often 'Western' historical narratives consider Africans and African Diasporans as 'People Without History'. Such a notion also refers to peoples who cultures do not, or possess few formally written histories. This class employs archaeological evidence in order to dismantle the colonial library, exploring local histories that have been erased, silenced and marginalized, investigating histories of imperialism, colonialism, genocide, slavery, resistance and black nationalism. Enrollment limited to 50.

Interested students must register for HIAA 0070.

ARCH 0160. Buried History, Hidden Wonders: Discovering East Asian Archaeology.
What do Peking Man, human sacrifice, buried armies, lost cities, silk routes and treasure fleets have to do with one another? All are part of the rich and varied legacy of East Asian archaeology, which is today being re-written by spectacular new discoveries little known in the West. Beginning with Asia’s earliest hominid inhabitants, this course will explore the emergence of agriculture, early cities, empires, and world trade, in a colorful palimpsest of archaeological discovery. LILE

ARCH 0162. Introduction to Chinese Art and Culture (HIAA 0040).
Interested students must register for HIAA 0040.

ARCH 0200. Sport in the Ancient Greek World.
Athletics and sports were as popular and significant in the ancient Greek world as they are today, and so offer an excellent introduction to its archaeology and history. This class will discuss the development of Greek athletics, the nature of individual events, the social implications of athletic professionalism, women and athletics, and the role of sport in Greek education. FYS

ARCH 0201. Sport in the Ancient Greek World (CLAS 0210O).
Interested students must register for CLAS 0210O.

ARCH 0201L. Who Owns the Classical Past? (CLAS 0210L).
Interested students must register for CLAS 0210L.

ARCH 0203. Who Owns the Past? (ANTH 0066D).
Interested students must register for ANTH 0066D.

What is a fake? Who gets to decide what is authentic? Greek statues, Chinese bronzes, Maya glyphs. Have fraudulent objects always existed? Galileo’s signature, a centaur’s skeleton, Buddhas bearing swastikas. Are all fakes the same? If not, how are they different? Why do people make forgeries? This course revolves around the history of the inauthentic through a diachronic exploration of objects. FYS WRIT
ARCH 0250. Intimate Stories.
Images tell stories that carry us to imaginary worlds other than our own. An arresting story in pictures engages us deeply, opening the doors of fantastic places and times. In antiquity many architectural monuments displayed pictorial narratives that animated public spaces and enthralled broad audiences. This course explores cultural aspects of visual narrative imagery from Western Asian and Mediterranean worlds. FYS

ARCH 0270. Troy Rocks! Archaeology of an Epic.
What do Brad Pitt, Julius Caesar, Dante, Alexander the Great, and countless sports teams have in common? The Trojan War! This course will explore the Trojan War not only through the archaeology, art, and mythology of the Greeks and Romans but also through the popular imaginings of cultures ever since, to figure out what "really" happened when Helen ran off and Achilles got angry and the Greeks came bearing gifts. Enrollment limited to 20 first year students. FYS.

ARCH 0293. Postcolonial Matters: Material Culture between Colonialism and Globalization (ANTH 0066T).
Interested students must register for ANTH 0066T.

The manufacture of artifacts distinguishes us from all other species. However, archaeologists often struggle with interpreting material culture. This course will use case-studies to examine the artifacts that archaeologists most commonly recover: lichths, pottery and metalurgy, as well as glass, wood and bone. Students will consider the importance of archaeological material culture and the technological processes that produce these artifacts in aiding us to comprehend our human past. Enrollment limited to 20.

The course will explore a range of approaches -- material culture studies, science studies, design studies, consumption studies, the sociology of technology, archaeology, phenomenology -- in dealing with 13 things: the wheel, a Neolithic Megalith, an Ancient Greek perfume jar, the castle of Acrocorinth, Greece, a Moroccan watermill, a map, the pocket watch, barbed wire, the light bulb, a surgical blade, the portable radio, a Leica IIIc 35mm camera, and the personal computer. Returning to the etymology of a thing, the course argues that things are best conceived as gatherings of achievements that are neither wholly exclusive to any single era nor any immediate set of relations. LILE

Glass is unquestionably a fundamental part of modern life, but what is the story of glass and what makes it special? We will trace the 5000-year history of glass, from its discovery in the third millennium BC to its mass production in the 19th-20th centuries, exploring themes like technology, innovation, and craft. Archaeological and art historical evidence will be combined with anthropological and ethnographic approaches, including discussions with artisans, museum visits, and trips to the RISD "hot shop" to see glassblowers in action. Enrollment limited to 20.

ARCH 0307. Gold: The Culture of a “Barbarous Relic” (ANTH 0250).
Interested students must register for ANTH 0250.

ARCH 0311. Death and the Afterlife in the Ancient World (RELS 0750).
Interested students must register for RELS 0750.

Glass is unquestionably a fundamental part of modern life, but what is the story of glass and what makes it special? We will trace the 5000-year history of glass, from its discovery in the third millennium BC to its mass production in the 19th-20th centuries, exploring themes like technology, innovation, and craft. Archaeological and art historical evidence will be combined with anthropological and ethnographic approaches, including discussions with artisans, museum visits, and trips to the RISD "hot shop" to see glassblowers in action. Enrollment limited to 20.

ARCH 0325. Dead White Guys: Greco-Roman Civilization and American Identity.
Why does classical antiquity matter? How did a group defined as white and European come to represent America's ancestors? And by emphasizing this "heritage," who do we exclude? This course looks at film, popular non-fiction, education policy, public art, architecture, and archaeology, to understand how the myth of Greco-Roman origins was adopted by America's founders, and how this affects issues of race and belonging today.

ARCH 0332. Classic Mayan Civilization (ANTH 0520).
Interested students must register for ANTH 0520.

ARCH 0334. Introduction to South American Archaeology (ANTH 0505).
Interested students must register for ANTH 0505.

ARCH 0335. Archaeology of the Andes.
Provides a survey of the archaeology of the Andean region of South America (parts of modern-day Peru, Bolivia, Ecuador, Chile, Colombia, and Argentina). From the arrival of the first Americans to the transformation of indigenous societies under Spanish rule, the course will introduce vital "new World" civilizations such as the Moche and Inka. The course will also explore the politics and practice of archaeological research in the region today. Enrollment limited to 20.

ARCH 0338. An Archaeology of Native American Art (ANTH 0066U).
Interested students must register for ANTH 0066U.

ARCH 0340. Bad Things: Archaeologies of New World Vices.
Drinking, smoking, prostitution, gambling, chocolate, and witchcraft -- this may sound like a lot of fun, but are these bad things? Since the first European contact in the Americas, colonists were introduced to new substances, practices, and worldviews and brought their own vices to new territories. This course will use material culture to analyze the everyday lives of these New World inhabitants who were so good at being so bad; we will also discuss how colonial discourse and histories affect our lives today. WRIT

ARCH 0360. East Meets West: Archaeology of Anatolia.
The crossroads between East and West in the ancient Mediterranean, Anatolia (modern Turkey) gave rise to the great Hittite Empire, the legendary kings Croesus and Midas, and was the scene of battles between Greeks, Persians, Romans, Byzantines, and Turks for world supremacy. In this course, we survey the archaeological history of human settlement in Anatolia from the Ice Age to the Middle Ages, tracing changes in art, economy, landscape, and religion.

Front-page news stories report the often-horrific actions and assertions of the Islamic State of Iraq and Syria (ISIS). This part of the world -- ancient Mesopotamia, the "cradle of civilization" -- is home, however, not only to modern geopolitical conflict, but to the world's often equally violent earliest states and empires. This class introduces students to the archaeology and history of this extraordinarily rich region, whose cultures also pioneered the development of writing, astronomy, mathematics, urbanism, and beer. LILE

ARCH 0380. Archaeology of Iran.
An archaeological survey of the origins and development of the Iranian civilizations. Analysis of settlements, history, art, architecture, and characteristics of specific archaeological sites and their artifacts ranging from prehistoric to the Hellenistic period. LILE

ARCH 0382. Pre-Islamic Empires of Iran (HIAA 0031).
Interested students must register for HIAA 0031.
ARCH 0390. Archaeology of Palestine.  
Traces the prehistory of Palestine (modern Israel, Syria, Lebanon, Jordan) from its beginnings in the Paleolithic to the end of the Byzantine period. Surveys history of archaeological research in this area, emphasizing significant excavations and their artifacts. Develops an understanding of the art, architecture, and modes of life of humankind from age to age, the changes introduced from one period to another, and causes and effects of those changes. LILE

ARCH 0400. City and Sanctuary in the Ancient World.  
Examines the physical dimensions of the ancient city and the ancient sanctuary through archaeological evidence with special attention to aesthetic planning, urban planning and management, and the concept of public monumental art as developed in the ancient world.

ARCH 0402. Muslims, Jews and Christians in Medieval Iberia (HIAA 0460).  
Interested students must register for HIAA 0460.

ARCH 0405. State of Siege! Walls and Fortifications in the Greek and Roman World.  
Warfare was endemic in the ancient world, and walls were therefore ubiquitous. This course will examine the most spectacular fortifications of the Graeco-Roman world, from Bronze Age citadels in Greece to the Roman frontiers. We will learn how to build walls and fortresses, how to defend them, and how to breach them by studying some of the best walls and famous sieges of Antiquity. Enrollment limited to 50.

ARCH 0410. Mediterranean Bronze Age.  
Snake goddesses and bull leaping, labyrinths and gold masks, Linear B and Hомерic heroes: these are only some of the most famous things about the Minoan and Mycenaean cultures of Bronze Age Crete and Greece. This class will also explore questions about the historicity of the Trojan War, trade and exchange; ritual landscapes; the origins of writing; death and burial; the eruption of the Theran volcano; and the collapse of the Mycenaean palaces.

ARCH 0412. From Gilgamesh to Hector: Heroes of the Bronze Age.  
Swift-footed Achilles, god-like Hektor, and Gilgamesh the tall, magnificent, and terrible! They are heroes of the Bronze Age, which produced the world’s first cities, empires, and texts. This class explores the concept of “hero” by placing it within its eastern Mediterranean Bronze Age context, using archaeological evidence alongside contemporary and later textual evidence. WRIT

ARCH 0420. Archaeologies of the Greek Past.  
The Onion once reported that ancient Greek civilization was a complete modern fraud, since obviously no one culture could have invented so much, not least all that Great Art and Architecture. But they did. This course will explore the material world of ancient Greece, from the monumental (the Parthenon) to the mundane (waste management), and everything in between. Enrollment limited to 50. LILE WRIT

ARCH 0423. Monuments and Monsters: Greek Literature and Archaeology (COLT 0811H).  
Interested students must register for COLT 0811H.

ARCH 0425. The Agora: History at the Heart of Athens.  
Part city hall, part church, part mall, part stadium, part law court, part red light district, the Agora of ancient Athens has seen it all, from Neolithic to modern times. This “marketplace” is most famous for its Classical history, when figures such as Pericles, Socrates, and Demosthenes walked and talked there. This course, however, will consider the long life and impact of this civic space, including its ongoing and often problematic archaeological heritage. Enrollment limited to 50.

ARCH 0440. Archaeologies of the Ancient “Middle East”.  
What were Neanderthals really like? Why stop hunting and start farming? This course will explore these and other questions through an examination of the earliest archaeologies of the Middle East. Topics will include the evidence for the first hominids and humans in the region, the nature of hunter-gatherer existence, the origins of cultivation and pastoralism, and the rise of social inequality.

ARCH 0450. Archaeology of Jerusalem.  
Examines the archaeology of the city of Jerusalem from David’s conquest in ca. 1000 B.C.E. through the Crusaders’ defeat in 1187 A.D. The contemporary literary sources as well as the more recent scholarly debates and discoveries help us understand the material remains of the relevant periods. LILE

ARCH 0520. Roman Archaeology and Art.  
Anyone who has ever watched ‘Gladiator’, ‘Spartacus’, ‘Life of Brian’ or ‘Bugs Bunny: Roman Legion Hare’ has some image of Rome, the Romans and their empire. This course, while exploring and assessing these influential popular preconceptions, introduces a more balanced view of Roman archaeology and art, examining not only the ‘eternal city’ of Rome, but its vast and diverse imperial domain.

ARCH 0523. Roman Art and Architecture: From Julius Caesar to Hadrian (HIAA 0340).  
Interested students must register for HIAA 0340.

ARCH 0525. The Other Side of Rome: Daily Life in the Roman Empire.  
What did the Romans ever do for us? Toilets, bars, firefighters, and dry cleaning, to name just a few things. Surprisingly, daily life in the Roman empire was not too different from our own. This course will examine numerous aspects of Roman life – including housing, street life, shopping, military, sanitation, and even sex – largely from the perspective of the archaeological evidence, especially from some of the best preserved cities, Rome and Pompeii.

ARCH 0530. Hannibal ad Portas! Fact and Fiction on Carthage and the Punic World.  
"Hannibal stands at the gates": Roman parents would terrify their children with these words. And many others have been haunted by Hannibal Barca: the Carthaginian general still fascinates the European imagination, not least his epic trek over the Alps with three dozen elephants. This course explores fact and fiction about Hannibal and his world, holding up historical and mythical records against hard archaeological evidence. Enrollment limited to 50.

ARCH 0535. Labor and Technology in the Roman World.  
Recent television programs like the History Channel’s "Engineering an Empire" depict the Romans as geniuses pursuing a "remarkably advanced" lifestyle, but who were the people behind these technological accomplishments and what were the implications for the average Roman? This course investigates the implications of Roman technology on daily life and labor. Topics include transportation and trade, agriculture, crafts production, mining, sanitation, and warfare. We will also explore issues concerning ancient and modern perspectives on Roman technology and labor. Enrollment limited to 20. WRIT

ARCH 0540. Ancient Rome: Art, Archaeology and Civic Life from the End of the Republic through the Early Empire.  
This survey course will familiarize students with the art and architecture of Rome during the early Imperial era (ca. 40 BC – AD 140), through investigation of significant sites, monuments and museum collections in Rome and locations throughout southern Italy. Items considered will include both monumental and domestic architecture, wall painting, mosaics, sculpture, coins, epigraphic evidence, as well as maps and ancient sources.

ARCH 0542. The Visual Culture of Early Modern Rome (HIAA 0560).  
Interested students must register for HIAA 0560.

ARCH 0550. Late Roman and Early Christian Art and Architecture.  
An introduction to the relationship between Roman art and the art of emerging Christianity. The course begins with the Pantheon and ends with the Hagia Sophia.

ARCH 0563. Toward a Global Late Antiquity: 200-800 CE (HIAA 0321).  
Interested students must register for HIAA 0321.
ARCH 0600. Archaeologies of the Muslim World
Muslim societies are built upon a rich archaeological heritage that spans a region from Spain to China. Since the spread of Islam in the 7th century, its legacy of cities, monuments, and artifacts trace more than a millennium of cultural transformations among the various peoples and traditions of the Mediterranean, Middle East and beyond. Through discussion of major sites and hands on work with a collection of artifacts this course explores that heritage for what it can tell us about the social practices and historical processes that have formed the Muslim world.

Interested students must register for HIAA 0041.

ARCH 0650. Islamic Civilizations.
This introduction to early Islamic civilization will examine the interrelationship between the emerging Islamic religious tradition and the development of specifically Muslim social institutions, the role of ethnic and religious minorities, and the flowering of Islamic thought and material culture. Students will study archaeology, political and social histories, visual arts, and textual traditions to explore the evolution and institutionalization of Islam from Spain to Central Asia.

ARCH 0666. Cult Archaeology: Fantastic Frauds and Meaningful Myths of the Past.
The pyramids and Stonehenge built by aliens? The power of the Mummy's Curse? These myths couldn't be true... or could they? Cult Archaeology examines popular and fantastic interpretations of archaeological remains presented in the press and popular media. This course finds the logical flaws in pseudoscientific explanations and the biases that underlie them. Discover the "truth" about archaeology! LILE

Avast ye scurvy dogs! Come study the barbarous buccaneers that roved the high seas of the Caribbean from the sixteenth to the eighteenth century: their daily lives and plundered goods, their ships and hideaways. We will explore the havoc piracy caused, and the legends left behind -- Blackbeard, Captain Morgan, and even Captain Jack Sparrow. Just as importantly, we will investigate the economics and geopolitics behind the rise of piracy, with an emphasis on the trans-Atlantic slave trade.

ARCH 0677. Pirates! Archaeologies of Piracy in the Atlantic World (ANTH 0515).
Interested students must register for ANTH 0515.

Shipwrecks, sunken cargoes, coastal ports: all contribute to our understanding of the maritime world of the past, not least that of the Mediterranean Sea. This course will explore the Mediterranean's ancient seafaring heritage over time, in particular by studying ancient ships and harbors as remarkable examples of social and technological innovation and enterprise. The methodological challenges faced by archaeologists working on underwater and coastal 'sites' will also be examined. Enrollment limited to 50.

ARCH 0680. Water, Culture and Power.
Water is the source of life. In the midst of global climate change, environmental crises over water resources, and increasingly ubiquitous political debates over water, we are beginning to recognize humans' complete dependence on water. This course investigates our long-term attachment and engagement with water using archaeology, environmental history, and visual, literary and historical sources. From sacred spaces around springs to ancient cities by the sea, we will explore the cultural and political aspects of water beginning with the Last Ice Age and ending with late antiquity. Enrollment limited to 50 undergraduates.

Interested students must register for HIAA 0081.

ARCH 0720. Pilgrimage and Travel in the Ancient World.
From Canterbury to Mecca, Rome to Lake Titicaca, throughout history people have traveled far and wide, often under difficult conditions, to visit sacred places. But who were these people, where and why did they go, and how did they get there? This course will explore the practice and pragmatics of pilgrimage, relying on material and literary evidence from modern and ancient case studies around the world. Enrollment limited to 20. LILE WRIT

ARCH 0740. Revolutions and Evolutions in Archaeology.
Humankind has had a revolutionary past -- or so archaeology would lead us to believe. The earliest evidence for language, ritual, and the arts -- dating back to the extinction of the Neanderthals -- is known as the "Human Revolution". The time when hunter-gatherers became farmers? The "Neolithic Revolution". And when they started living in cities? The "Urban Revolution". This course will explore the historical reasons for these revolutionary labels, and consider instead these "revolutions" as gradual processes (or evolutions). Enrollment limited to 50. LILE WRIT

ARCH 0770. Food and Drink in Classical Antiquity.
Everybody eats - but patterns of eating (and drinking) vary dramatically from culture to culture. This course traces the mechanics of food production and consumption in the ancient Mediterranean world, considers how diet marked symbolic boundaries and gender differences, and in general explores the extent to which the ancient Greeks and Romans "were what they ate."

ARCH 0771. Foragers, Farmers, Feasts, and Famines: An Anthropology of Food (ANTH 0680).
Interested students must register for ANTH 0680.

ARCH 0775. Farm to Table: Foodways and Gastro-Politics in the Ancient Near East.
This course provides an introduction to the culture, economy, and politics of food in the ancient Near East. We will not only investigate the day-to-day mechanics of food production, cooking, and consumption; we will also develop an appreciation for changing food fashions, for the etiquette of eating and drinking, and for the complex world of gastro-politics. We will even explore the ancient kitchen using our own hands, mouths, and stomachs as a guide. WRIT

ARCH 0800. Alexander the Great and the Alexander Tradition.
This course focuses on a single historical figure, Alexander the Great, using him as a point of departure for exploring a wide range of problems and approaches that typify the field of Classical Studies. How knowledge of Alexander has been used and abused provides a fascinating case study in the formation and continuous reinterpretation of the western Classical tradition.

ARCH 0801. Alexander the Great and the Alexander Tradition (CLAS 0810A).
Interested students must register for CLAS 0810A.

ARCH 1050. Old World and New World Perspectives in Archaeology.
This course examines how archaeologists working on different sides of the world study the past. Archaeology in the Old World and New World has developed on parallel, but separate, trajectories. While these approaches share methods and theories, they often interpret archaeological data in alternative or even contradictory ways. In this course we will view archaeological topics from both perspectives, using examples from the Mediterranean and Mesoamerica, to try to better understand, and perhaps bridge the gap between, some of our differences. Prerequisite: An introductory course in archaeology, either through the Joukowsky Institute or the Anthropology department.

ARCH 1052. Global Historical Archaeology (ANTH 1620).
Interested students must register for ANTH 1620.

Interested students must register for ANTH 1670.

ARCH 1054. Indians, Colonists, and Africans in New England (ANTH 1624).
Interested students must register for ANTH 1624.
ARCH 1100. Archaeology in the Age of Augustus.
Rome’s first Emperor, Gaius Octavian Augustus, ruled an empire stretching from Spain to Syria, from Britain to Egypt. Students will explore the social, artistic, and political successes and failures of this “golden age” of Rome’s past. The course will assess a broad range of topics — such as the creation of empire, art as propaganda, and the role of women — within the context of Augustan ideology and history.

Interested students must register for CLAS 1120T.

ARCH 1105. The Face of Power: Representing Roman Emperors.
The infallible Augustus; Nero fiddling as Rome burns; Constantine the Christian emperor: the roster of Roman rulers includes some of ancient history’s most beloved and notorious characters. Meet the men (and women!) who ran the Roman state, discover how art and architecture were used to craft a public impression of imperial power, and learn how material and literary sources have shaped emperors’ post-classical reputations. This course will give special attention to how emperors attempted to appeal to diverse factions at home, while ensuring their power was legible to enemy competitors abroad.

ARCH 1107. Spectacle! Games, Gladiators, Performance, and Ceremony in the Roman World (HIAA 1304).
Interested students must register for HIAA 1304.

ARCH 1120. Pompeii.
Pompeii is a dead city. Or is it? This course will explore what we can learn from Pompeii, and the neighboring communities also destroyed by the eruption of Vesuvius in AD 79. We will look at art, architecture (public and domestic), and all the many remains of “daily life” so uniquely preserved in these buried, but not forgotten, places.

ARCH 1120L. Archaeology of Feasting (CLAS 1120L).
Interested students must register for CLAS 1120L.

ARCH 1121. Pompeii: Art, Architecture, and Archaeology in the Lost City (HIAA 1303).
Interested students must register for HIAA 1303.

The Colosseum, Pantheon, and imperial palaces loom large in our impression of Roman civilization. Roman architecture set the standard for some of the most iconic buildings in the West. This course will examine the rise and development of Roman architectural principles and analyze how they were employed to create such a lasting image of empire. We will consider technological advancements and territorial expansion, as well as the shifting political and religious dynamics that shaped Rome’s buildings.

ARCH 1128. The Long Fall of the Roman Empire (HIST 1205).
Interested students must register for HIST 1205.

ARCH 1140. The Death of the Ancient City? Roman Cities After the Fall of Rome.
As in our own increasingly urban-based world, cities were the engines driving the political and economic success of the Roman empire. But what happened to such places after the empire disintegrated and “fell”? This course will explore the varied fate of Roman cities in Late Antiquity (4th-7th centuries C.E.), a period witnessing numerous changes — from political fragmentation and “barbarian” invasion to “Christianization” — that directly impacted both the roles of cities and the organization of urban space. WRIT

ARCH 1150. Cities and Urban Space in the Ancient World.
This course investigates ancient cities from a comparative perspective. Using contemporary approaches to cities and the production of urban space, we will explore side-by-side cities of the ancient Near Eastern and Mediterranean world, with comparisons drawn as well from other regions such as Mesoamerica. We will investigate how cities were planned in the past and their monumental architecture shaped, with a special focus on Egyptian case studies such as the productive prehistoric site of Tell el-Dab’a. WRIT

ARCH 1155. Cities, Colonies and Global Networks in the Western Mediterranean.
How did cities develop? This course will explore the connections between colonialism and urbanism in the West Mediterranean of the first millennium BCE. It is taught in close conjunction with a parallel class in Barcelona, and includes a week-long field trip to Barcelona and Catalonia, with practical work at the site and museum of the ancient Greek foundation of Emporion (Spain). Enrollment limited to 12. Instructor permission is required.

ARCH 1160. The World of Museums: Displaying the Sacred.
This course will examine critically the collection and display of ancient objects, especially those of a sacred nature. Through functional, historical, material and aesthetic lenses an analysis of the relationships between the cultural contexts of objects will be examined. Case studies, guest lectures and site visits (virtual and real) will be used to demonstrate evolving theory, practice, and ethical implications of displaying archaeological objects. Enrollment limited to 15 undergraduates.

ARCH 1162. Anthropology in/of the Museum (ANTH 1901).
Interested students must register for ANTH 1901.

ARCH 1163. The Art of Curating (MCM 1700R).
Interested students must register for MCM 1700R.

Interested students must register for AMST 1550.

ARCH 1170. Community Archaeology in Providence and Beyond.
Modern archaeology is about far more than just digging in the dirt. During this seminar, we will discuss how archaeologists can engage with the public—including collaborations with indigenous and local communities, increased multivocality in interpretations, the mass media, museums, educational outreach programs, and the use and abuse of the past by governments and others in power. The second half of this course will involve a hands-on project in the Providence public school system.

ARCH 1175. Archaeology Matters! Past Perspectives on Modern Problems.
This is not the first era to face many of today’s global problems — rising temperatures, sea-level change, sustainability, pollution, fire, water scarcity, urban blight, social violence, and more. Archaeology is more than the understanding of peoples long ago and far away, but a discipline whose long-term perspective could offer potential solutions to current crises. Through case studies and discussion of key issues, this class asks how archaeology — and archaeologists — might just change the world. LILE WRIT

ARCH 1200A. Early Italy.
Focuses on the Bronze Age background to the emergence of Greek, Roman, and Etruscan Italy in the Iron Age. Emphasizes the results of recent excavations, the problems of contact between the Aegean and Tyrrhenian areas in the Bronze Age, Greek colonization, and the urban development of the Etruscan/Latian region.

ARCH 1200B. Pompeii (HIAA 1200D).
Interested students must register for HIAA 1200D.

ARCH 1200C. Roman Iberia.
The archeology, art, and architecture of Iberia during the Roman presence from the Punic Wars to the beginning of the Arab conquest. The artifacts and monuments discussed will not only represent artistic production from Roman administrative expressions, but also a mixture of styles between indigenous art (such as Celtic) or expressions of syncretism or other cultural symbioses.

ARCH 1200E. Topography and Monuments of Rome.
Rome has been the scene of notable recent discoveries. This course will concentrate on the evidence for the so-called “regal period” but other topics, among them commemorative arches, the topography of the Campus Martius, and Christian basilicas, will also be taken up. A reading knowledge of Italian is highly recommended.
ARCH 1200F. City and the Festival: Cult Practices and Architectural Production in the Ancient Near East.
This course will explore urbanization, formation of urban space, and architectural projects in relation to cult practices and commemorative ceremonies in the Ancient Near East. Investigating case studies from early cities of fourth millennium BC Mesopotamia to Iron Age Syria and Anatolia, we will study the processes of the making of urban and extra-urban landscapes in the socio-religious context of festivals.

This course will survey the archaeology and history of the Arabs and Arabia from before their emergence in the historical record to the modern period. Our particular focus concerns their relationship with the rise of Islam as well as the imperial politics of the pre-Islamic Near East. A major issue that frames these inquiries is the concept of ethnicity and its projection into the past.

ARCH 1200H. Islamic Landscapes: Cities, Frontiers and Monuments.
This course will examine the built environments of the Islamic Period Middle East through the growing archaeological and historical record of its cities, monuments, and other spaces. We will explore what these landscapes tell us about the diverse nature of Muslim societies, relations between Muslim and non-Muslim inhabitants, and ways in which cultures engage with space and place through their physical, emotional, and intellectual resources. Prerequisites: At least two courses in either archaeology, anthropology, art history, or Middle East studies. DPLL

This course investigates technological processes of artifact production in the material culture of ancient and contemporary Near East and Africa. Archaeological and ethnographic case studies will be explored to understand the social relations behind skilled craftsmanship in architecture and "art". Circulation of craft knowledge, cultural biography of artifacts, constitution of cultural identities and memory through material processes will be central topics. Enrollment limited to 20.

ARCH 1209. The Visual Culture of Medieval Women (HIAA 1430A).
Interested students must register for HIAA 1430A.

ARCH 1213. The Medieval Monastery (HIAA 1440B).
Interested students must register for HIAA 1440B.

The world of Byzantium is often considered as a dark age separating the glories of Rome and the Renaissance. Yet Byzantium was among the longest living empires in world history, with an artistic and cultural impact felt far beyond its borders. The course will introduce students to a series of art works, architectural masterpieces, and archaeological discoveries that illuminate our understanding of the much underestimated, and much misunderstood, Byzantine Empire. Enrollment limited to 50. WRIT

ARCH 1231. Kings, Courts, and Aristocracy (ANTH 1231).
Interested students must register for ANTH 1231.

ARCH 1232. The City, the Maroon and the Mass Grave (ANTH 1630).
Interested students must register for ANTH 1630.

ARCH 1233. Ancient Maya Writing (ANTH 1650).
Interested students must register for ANTH 1650.

Interested students must register for ANTH 1640.

ARCH 1250. Minoans and Mycenaenans: Greece in the Bronze Age.
This course offers an introduction to the archaeology and art of the civilizations that arose on mainland Greece, Crete, the Aegean and Cyprus in the third and (especially) the second millennium B.C. The principal emphasis is on understanding the rise and collapse of palatial/ state-level societies in these regions, with consideration of their sociopolitical, ideological and economic organization, and their interactions with neighboring cultures.

ARCH 1283. Society and Population in Ancient Greece (CLAS 1130).
Interested students must register for CLAS 1130.

ARCH 1287. Holy Places and Sacred Spaces in Ancient Greece (CLAS 1750R).
Interested students must register for CLAS 1750R.

ARCH 1300. Greek Architecture.
This course will trace the history of Greek Architecture from the Bronze Age through the Hellenistic Period. Emphasis is placed on the Archaic and Classical Periods and on the formation and implementation of the three major Greek orders (Doric, Ionic, Corinthian). Importance is placed on understanding construction techniques and the intricate relationship between form and function of the Greek orders.

ARCH 1310. Ancient Painting.
Examines selected topics in ancient painting with emphasis on the remains of ancient fresco decoration. Topics are Palaeolithic Painting, Aegean Bronze Painting, Etruscan Painting, Greek Painting of the Fifth and Fourth Centuries (text evidence), Roman Painting, Roman Painting as reflected in Mosaic.

ARCH 1430. The Philistines.
The Philistines were long considered to be trouble-makers and uncultured; however, recently their true character has been revealed. The origin, culture, social organization, political affiliations, religion, artwork, and technology of the Philistines, who inhabited Palestine during the Iron Age (ca. 1200-734 B.C.E.), will be elucidated through the examination of archaeological data and some textual evidence and pictorial representations.

ARCH 1436. The Archaeology of Jerusalem: From the Origins to the Ottomans (JUDS 1610).
Interested students must register for JUDS 1610.

ARCH 1437. The Archaeology of Palestine (JUDS 1615).
Interested students must register for JUDS 1615.

ARCH 1438. Jerusalem since 1850: Religion, Politics, Cultural Heritage (JUDS 1620).
Interested students must register for JUDS 1620.

ARCH 1440. Synagogues, Churches, and Mosques.
Reviews the discoveries and related scholarship of ancient synagogues, churches, and mosques in ancient Palestine. Focuses on their architectural and decorative elements as well as their spiritual and religious characteristics, and examines how these institutions influenced each other throughout their history of development.

ARCH 1441. Ancient Synagogues, Churches, and Mosques in Palestine (JUDS 1670).
Interested students must register for JUDS 1670.

ARCH 1443. Pilgrimage and Sacred Travel in the Lands of Islam (RELS 1520).
Interested students must register for RELS 1520.

ARCH 1450. Qumran and the Dead Sea Scrolls.
Examines the scholarly interpretations of the site and the scrolls. Attempts to determine the relationship between the archaeological and textual evidence.

ARCH 1475. Petra: Ancient Wonder, Modern Challenge.
The rose-red city of Petra in southern Jordan is a movie star (Indiana Jones and the Last Crusade). It is a tourist mega-hit (over half a million visitors annually). It was recently voted one of the New 7 Wonders of the World. This class will explore the history and archaeology of Petra and debate how best to present and preserve the site, as well as discussing (and planning!) Brown's ongoing fieldwork at this beautiful, but fragile, place. Enrollment limited to 15. Not open to first or second year students.

ARCH 1482. Power, Profit, and Pillage: The Rise and Fall of Trading Kingdoms in Asia (ANTH 1540).
Interested students must register for ANTH 1540.

ARCH 1484. Attachment to Objects in Chinese Literature (EAST 1950P).
Interested students must register for EAST 1950P.
ARCH 1490. The Archaeology of Central Asia: Alexander in Afghanistan, and Buddhas in Bactria. Central Asia (from ca. 500 BC to AD 200) has tended to be treated as the ultimate frontier zone -- on the fringes of the Mediterranean, the Near East, and India. Scholarly perspectives today are radically changing, with Central Asia emerging as a cultural and political entity in its own right. This course will explore the archaeology, art and history of what is today modern Afghanistan and the formerly Soviet Central Asian Republics, considering the region's development under the Persian empire, the rule of Alexander the Great, and finally of his Greek-named successor kings. Enrollment limited to 50.

ARCH 1500. Classical Art in the RISD Museum. The RISD Museum's collection of Greek, Etruscan and Roman art will be studied firsthand and in light of recent scholarship in art history, archaeology and museum studies. The course will explore original contexts for museum objects; issues of cultural property and museum ethics; conservation and restoration; design and education components of exhibitions; and notions of historical interpretation in museum display. Enrollment limited to 15.

ARCH 1518. Women and Families in the Ancient Mediterranean (HIAA 1302). Interested students must register for HIAA 1302.

ARCH 1525. Struggle and Domination in the Prehistoric Mediterranean: Sex Power God(s). Humans seek to survive, adapt, develop, and thrive. Yet our species is also prone to power struggles, violence, and domination. This strife can be seen in the findings of the latest archaeological and ethnographic research -- which casts doubt on the peaceful, egalitarian societies sometimes imagined in the prehistoric past. This course will examine power and inequality in the prehistoric Mediterranean, considering such vectors as religion, human-nonhuman relationships, monument building, technological innovations, death, and sexuality. WRIT

ARCH 1540. Cultural Heritage: The Players and Politics of Protecting the Past. From Antarctica to Zimbabwe, cultural heritage encompasses the very old and the still in use, the man-made and the natural, the permanent and the ephemeral -- even the invisible and the edible. This course will explore issues of modern threats to cultural heritage such as tourism and development, questions of authenticity and identity, and archaeology's intersection with law, ethics, public policy, and economics.

ARCH 1550. Who Owns the Classical Past?. The purpose of this course is to offer a forum for informed discussion of a variety of difficult questions about access to the classical past, and its modern-day ownership and presentation, seen primarily from the perspective of material culture (archaeology, art, museum displays, etc.).

ARCH 1570. Cold Hard Cash: The Materiality of Money in Ancient and Modern Finance. Now more than ever we are in need of new perspectives on the value and meaning of money. This course examines the origins of a metal-based financial system in ancient Mesopotamia and the development of finance over time -- including not only the valuation of metal but also of gifts and other commodities. We will prioritize archaeological and anthropological approaches as a way to offer both time depth and insight into today's troubled financial climate. Enrollment limited to 50.


ARCH 1575. Lost and Found: Coinage and Culture in the Roman Empire. Coins tend to be overlooked as sources of information about the ancient world, being used principally to date other objects. This is quite short sighted, for coins are themselves rich and revealing archaeological artifacts. Evidence of how coins were made, used, and lost will be explored during the seminar, in connection with recent debates about the ancient economy, the expression of identity through material culture, Roman colonialism and ethics of collecting cultural property. WRIT

ARCH 1600. Archaeologies of the Near East. Writing, urbanism, agriculture, imperialism: the ancient Near East is known as the place where earliest agriculture flourished, cities were developed and writing was invented. This course offers a detailed examination of the region's archaeological history and current archaeological practice, in connection with its political engagements including Western colonialism and the formation of nation states. The social and cultural history of the Near East from prehistory to the end of Iron age (300 BC) will also be discussed. Studying the material remains of the ancient past, we will investigate various interpretive approaches and concepts used within Near Eastern archaeology. The main goal of the course is to develop a critical understanding of ancient societies and their material culture from an interdisciplinary, post-colonial perspective.

ARCH 1605. Holy Spirits: Ancestor Worship in the Ancient Near East and Beyond. Looking at ancestor veneration in both the ancient and the modern world -- from Mesopotamia and Egypt, to the Classical and Early Americas -- this course will focus on three different angles: individual, communal, and material. We will consider grief, mourning, loss, and death's impact on families, kin, or elites. How did ancestors shape communities' social memories, identities, and religious practices? Finally, we will explore spirits' material traces, examining specific ancestral monuments and landscapes. WRIT

ARCH 1615. Art/Artifact: The Art and Material Culture of Africa. The course introduces students to the central ideas and controversies in African art and material culture (pre-colonial, colonial and post-colonial). We will explore visual and spatial representations of Africa, such as personal adornment, utilitarian objects, sculpture, textiles, painting, masquerade, rock art, and architecture. Paying attention to issues such as identity, religion, politics, collecting practices, and activist art, students will examine African material culture through the multiple lenses of cultural biography, primitive art, tourist art, heritage ethics, and repatriation. Students will have the opportunity to study, handle, and curate African objects from the Haffenreffer Museum's collections. Enrollment limited to 20. First year students require instructor permission to enroll.

ARCH 1616. Between Sahara and Sea: North Africa from Human Origins to Islam. From the early stages of human evolution to the present, this course explores the deep past of North Africa. Rejecting the colonialist perspectives typical of the study of the region, we will study its indigenous peoples and their long-term relationships with the Mediterranean, the Near East, the Sahara and Tropical Africa. Students are encouraged to bring their own interests (art, music, literature, technology) to their experience of the class. WRIT


ARCH 1620. Conquest to Conversion: The Formation of the Islamic World. How did the Arabs, originally a small group of tribes, come to conquer and rule a vast region from Spain to Iran? And how did their faith -- Islam -- become a major world religion? Moving between past to present, we will use the evidence of texts, landscapes, architecture and images to examine how an Arab state emerged, to explore what it meant to be Muslim and/or Arab, and to follow the spread of Islam. WRIT


ARCH 1623. Ancient Egyptian Art and Architecture (EGYT 1500). Interested students must register for EGYT 1500.

ARCH 1625. Temples and Tombs: Egyptian Religion and Culture. Religion was central to life in ancient Egypt, and this course will examine Egyptian religion through its material culture. Students will explore temples and tombs as the physical settings for priestly ritual and private devotion, including feeding and clothing the gods and communication with the dead. The course will also use the evidence of tombs to study the formation of nation states. The social and cultural history of the Near East from prehistory to the end of Iron age (300 BC) will also be discussed. Studying the material remains of the ancient past, we will investigate various interpretive approaches and concepts used within Near Eastern archaeology. The main goal of the course is to develop a critical understanding of ancient societies and their material culture from an interdisciplinary, post-colonial perspective.
ARCH 1627. Daily Life In Ancient Egypt (EGYT 1465). Interested students must register for EGYT 1465.

ARCH 1630. Fighting Pharaohs: Ancient Egyptian Warfare. When and why did the ancient Egyptians engage in war? Who was fighting? What were their weapons like and what were their military strategies? What were the political situations that caused them to go to war? How did warfare impact Egyptian society? In studying Egyptian history and society through the pervasive motif of war, we will gain an understanding of the forces that shaped Egyptian culture. Enrollment limited to 55.


ARCH 1635. The Great Heresy: Egypt in the Amarna Period. At the height of Egypt's power in the New Kingdom, King Amenhotep IV initiated a religious revolution that affected all aspects of Egyptian high culture. Declaring the sun-disc, Aten, to be the sole god, this king changed his name to Akhenaten and moved the capital city to a new site at Amarna. Along with this move came massive shifts in everything from temple worship to art, international relations to funerary religion. This course will set the Amarna period in its context, examining remains from the reign before Akhenaten to the restoration of traditional Egyptian religion under his immediate successors, including King Tutankhamun. Enrollment limited to 50. Not open to graduate students.

ARCH 1637. Egypt After the Pharaohs: Archaeology and Society in the Coptic and Early Islamic Periods (EGYT1470). Interested students must register for EGYT 1470.

ARCH 1650. The Etruscans: Italy before the Rise of the Romans. The Etruscan people dominated the Italian peninsula for centuries before the Romans became a Mediterranean power, but left behind little textual evidence of their culture. Focusing on architecture, artistic production, and funerary practice, we will study the "enigmatic" Etruscans and their contacts with the Greeks and early Romans, and consider their impact on Rome and on modern Italian archaeological scholarship.

ARCH 1666. Archaeologies Out of the Mainstream: Representing the Past from Ancient Aliens to Modern Nationalism. Have you ever wondered what's beyond academic archaeology? Have you ever watched "Ancient Aliens" or "Searching for the Lost Giants", or read "Chariots of the Gods"? "Alternative" archaeologies are the most popular form of presenting the human past. This course will take a critical look at different types of alternative archaeologies, both past and present, to understand how they intersect and interface with academic understandings of archaeology and human history. Be prepared to quell academic prejudices and rattle your comfort zone... WRIT

ARCH 1700. Architectural Sculpture of Ancient Greece and Rome. What would Times Square or Rockefeller Center have looked like in antiquity? What would have been advertised, and by whom? This course examines the themes, style, and contexts of the sculptural programs that decorated public buildings from the Greco-Roman world, their connections to other visual media and to the landscape, and their reflections of different cultural, civic, and elite identities.

ARCH 1703. Water and Architecture (HIAA 1910D). Interested students must register for HIAA 1910D.

ARCH 1705. The Palaces of Ancient Rome (HIAA 1301). Interested students must register for HIAA 1301.

ARCH 1707. Seven Wonders of the Ancient World (CLAS 1120Q). Interested students must register for CLAS 1120Q.


ARCH 1710. Architecture and Memory. Buildings and monuments have been mediators of the past, with their powerful presence and often turbulent histories. Stories cling to their stones, which become residues of the human lives that shape them. Memories, imaginations and experiences, collectively shared or individual, give meaning to architectural spaces. This course explores the intersections of memory and architecture through various archaeological case studies from the ancient world.

ARCH 1715. Building Big! Supersized Architectural and Engineering Structures From Antiquity. Sometimes size does matter. The need and desire to "build big", to create colossal architectural or sculptural things, was a constant feature of antiquity, from temples to portraits, from tunnels to fortifications. Who and what lay behind this apparent architectural megalomania? What practical challenges to construction had to be overcome? And how have such monuments affected our understanding, both of the ancient world and of modern means of self-representation? Enrollment limited to 50.

ARCH 1720. How Houses Build People. Archaeologists usually worry about how people in the past built houses. This course will flip the question on its head and ask: do houses build people? Just what is a "house"? What is a "home"? Making use of an array of regional case studies, from different time periods, we will question how cultural values and norms can be extracted from, and explore the idea of the domestication of humans through architecture. Enrollment limited to 50. Not open to first year students.

ARCH 1764. Under the Microscope: 250 Years of Brown's Material Past. An archaeologist will tell you that to learn a university's history, you must uncover and investigate its treasures, trash, tools and toys. An engineer will tell you that to understand such objects, you must study how these things were made, in what materials and with what technologies. This co-taught course unites these two disciplines for a unique exploration of Brown's past, combining interdisciplinary discussions, hands-on laboratory work, and individual historical and material analysis of an artifact selected from 250 years of life on College Hill.

ARCH 1768. The Culture of Death in Ancient Rome (CLAS 1420). Interested students must register for CLAS 1420.

ARCH 1770. Grave Matters: The Archaeology of Death, Decay, and Discovery. How do archaeologists study coffins, tombs, and human remains to learn about ancient societies? This course will explore the theory and practice of the archaeology of death. Topics will include the inference of social organization from mortuary remains, the experience of death and dying, social memory, identity, and others. Students will learn approaches to mortuary excavation and consider the politics and ethics of conducting burial archaeology globally. Enrollment limited to 55. Not open to first year students.

ARCH 1771. Archaeology of Death (ANTH 1623). Interested students must register for ANTH 1623.

ARCH 1772. The Human Skeleton (ANTH 1720). Interested students must register for ANTH 1720.

ARCH 1775. Animals in Archaeology. Food, foe, friend: animals play all these roles, and more, in their relationship to humans, in the past as well as the present. This course will explore how zooarchaeology — the study of animal remains (bones, teeth, and shells) — allows us to reconstruct ancient human-animal-environmental interactions. We will cover a range of topics and analytical techniques, including hands-on sessions for the identification and quantification of faunal remains. Enrollment limited to 20. Not open to first year students.


ARCH 1777. Animals in the Ancient City: Interdependence in the Urban Environment (ERLY 1155). Interested students must register for ERLY 1155.
Why do we do violence to one another? This course will foster a sustained and critical reflection on social violence, history and humanity. We will explore social orders through time, together with their practices and moral economies of permissible and impermissible violence. Different conceptions of violence ("symbolic," "structural," and "routine") will be considered, in conjunction with their intersections with the many, ambivalent meanings of "civilization." No prerequisites required.

ARCH 1790. The Nature and Culture of Disaster.
Our view of nature forms the basis of environmental studies, ecotourism, heritage management, and contemporary debates over global warming that impact both public policy and the very way we lead our lives. This course draws from theorists (such as Douglas, Latour, Strathern and Spivak), as well as recent anthropological test cases from Amazonia, Papua New Guinea, and South Africa to look at how humans in the 21st century view nature in terms of stability, instability and disaster. How should we assess the 'risk culture' in which we currently live?

ARCH 1792. The Archaeology of Slavery.
No one would question that slavery leaves invisible and painful marks on all individuals and societies touched by it. But slavery leaves behind many physical, recoverable traces as well: plantations, slave forts, slaving wrecks, burial grounds. From such evidence, this course will explore four centuries of slavery in the Atlantic world, asking not only about how people coped in the past, but about the legacy of slavery in our world today. DPLL LILE WRIT

ARCH 1793. Slavery in the Ancient World (CLAS 1120E).
Interested students must register for CLAS 1120E.

ARCH 1794. Questions of Remembrance: Archaeological Perspectives on Slavery in the New World (ANTH 1625).
Interested students must register for ANTH 1625.

This course will explore how archaeologists have placed material remains in the context of human practices, cultural processes and long-term history. Following a brief review of the history of the discipline as a social science, contemporary issues such as social complexity, technology and agency, ideology and narrative, gender and sexuality, production of space and construction of landscapes will be discussed. Case studies of archaeological materials will be drawn mostly from the ancient Western Asian and Mediterranean worlds. Enrollment limited to 15. LILE

ARCH 1810. Under the Tower of Babel: Archaeology, Politics, and Identity in the Modern Middle East.
Present-day political ideologies profoundly impact our understanding of the past. Here we will explore the use and abuse of archaeological pasts in the modern nation states of the Middle East. What do pharaohs mean to modern Egyptians? Why did Saddam Hussein consider himself the last Babylonian king? This course will explore the role of imagined ancient pasts and cultural heritage in the making of collective identities and state ideologies.

Interested students must register for ANTH 1660.

ARCH 1817. Ancient Christianity and the Sensing Body (RELS 1300).
Interested students must register for RELS 1300.

ARCH 1822. Anthropology of Place (ANTH 1910B).
Interested students must register for ANTH 1910B.

Long before archaeology and art-history were academic disciplines, individuals and communities manipulated the physical traces of the past in order to imagine and explain their own antiquity. Who cared about these objects and why? What did pre-modern excavations, catalogues, and collections look like and what do they tell us about our own engagements with antiquities? This course delves into the origins of antiquarianism and archaeology, from pre-history to the Renaissance. Enrollment limited to 50.

ARCH 1850. Comparative Empires and Material Culture.
The political, military, and cultural unit of "empire" has, by now, been the subject of numerous and varied studies. This seminar will explore the tangible effects of empires, that is, the art and architecture created when societies are engaged in what can be viewed as asymmetrical power relationships. In order to understand how conditions specific to empire influence the creation, dissemination, and reception of material culture, this course will examine the artifacts of a range of different empires -- the Roman, the Chinese, the British, and the American -- and their unique political, social, and cultural contexts. Enrollment limited to 25. LILE

ARCH 1852. Material Culture Practicum (ANTH 1621).
Interested students must register for ANTH 1621.

This interactive course provides an introduction to the archaeology of materials and making. With the goal of developing an embodied appreciation for the archaeological record, we will engage in a series of hands-on activities, each dedicated to the exploration of a different type of material (e.g., clay, stone, wood, and bone). We will also examine theoretical perspectives on the topic and archaeological case studies that highlight the range of techniques employed to transform these materials into objects of use and value. Enrollment is limited to 15. WRIT

How did people in the past make the things that archaeologists find today? How can archaeologists learn about processes of design, engineering, and technological change from ancient objects? Students will approach production questions cross-culturally through firsthand involvement with craft processes and materials analysis - from raw materials to finished objects. Practicums will range from participation in blacksmithing and kiln design to learning about pyrotechnology, mechanical properties, and archaeometric techniques. The final class project will be an exhibit affiliated with the Haffenreffer Museum. Enrollment limited to 15. First year students require instructor permission.

Unlikely bedfellows? No way! This course demonstrates how well archaeology (the humanities) and engineering (the hard sciences) can do business together. An introduction to the world of archaeological science, presented from the dual perspectives of material culture studies and materials science. Students will be introduced to a range of methodologies, instrumentation, and interpretive approaches through a combination of hands-on laboratory work, guest lectures, and interdisciplinary group research. Student must have already completed at least two university courses in archaeology, engineering, or any related discipline. Enrollment is limited to 20. Priority will be given to admitting a proportional number of students from archaeology, engineering and related fields.

ARCH 1870. Environmental Archaeology.
From Neanderthals on the brink of extinction to the smog of the Industrial Revolution, humans have been impacted by the environment for millions of years. How has climate change affected the development of human society? How have people adapted to their environments in the past? What does "sustainability" mean over the long term? Environmental archaeology is the study of these questions through the use of scientific techniques to analyze soils, plants, artifacts, and human and animal remains from ancient archaeological contexts. These methods will be introduced with an eye toward how they allow us to interpret human-environmental interactions in the past, as well as the present and future.

ARCH 1878. Illustrating and Interpreting the Past: Visual Representation in Archaeology (ANTH 1470).
Interested students must register for ANTH 1470.
ARCH 1880. Archaeo-Geophysical Survey and Visualization.
Geophysical survey data act as primary information for locating archaeological sites, and contribute new perspectives when investigating existing sites. This course will develop students' understanding of basic geophysical processes, through hands-on field-based data acquisition with ground penetrating radar, magnetometry, and resistance survey techniques. We will also experiment with approaches to data management and visualization. The course will conclude with students conducting a comprehensive multi-technique field survey of an archaeological site. Enrollment limited to 20 juniors, seniors, and graduate students.

ARCH 1882. Introduction to Geographic Information Systems for Environmental Applications (GEOl 1320).
Interested students must register for GEOl 1320.

Interested students must register for GEOl 1330.

Interested students must register for GEOl 1710.

ARCH 1900. The Archaeology of College Hill.
A training class in field and laboratory techniques. Topics include the nature of field archaeology, excavation and survey methodologies, archaeological ethics, computer technologies (such as GIS), and site and artifact analysis and conservation. Students will act as practicing archaeologists through the investigation of local historical and archaeological sites in the College Hill area (e.g. the First Baptist Church of America and Brown University's Quiet Green). Prerequisite: A previous course in Archaeology and the Ancient World or Anthropology is required. Restricted to sophomores, juniors, and seniors, except by permission of the instructor. Enrollment limited to 15.

ARCH 1902. Material Culture Practicum (ANTH 1621).
Interested students must register for ANTH 1621.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Honors students in Archaeology and the Ancient World who are completing their theses should enroll in this course in their final semester. The subject of the thesis and program of study will be determined by the needs of the individual student. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Familiarizes beginning old world archaeology and art graduate students and graduate students from neighboring disciplines, as well as advanced undergraduates, with the methods, history, and bibliography of the field.

Interested students must register for ANTH 2501.

ARCH 2010A. Ancient Numismatics.
Deals with problems in ancient numismatics from these topics: introduction of coinage, major coinages of archaic Greece, coinage of 4th C.B.C. in the Greek west and Roman coinage of 3rd C.B.C.

ARCH 2010B. Approaches to Archaeological Survey in the Old World.
Recent decades have witnessed a marked development of interest in regional approaches to the ancient world and its landscapes. This seminar will explore the history of this development, as well as survey's impact on the work of both ancient historians and archaeologists. Topics to be covered include survey design and methodology, and the wider implications and lessons of regional analysis.

This seminar investigates the relationship between bodily practices, social performances, and production of space, using case studies drawn from ancient Mesopotamia, Anatolia, and Syria. Employing contemporary methodological approaches and theoretical underpinnings of scholarly and (sometimes unpopular) interpretations of the archaeological record as evidence for the religious life of past societies, considering how archaeologists have treated the analytical categories of ritual, religion, ideology, and the sacred. These discussions will be examined through Mediterranean case studies as a key region in the archaeology of religion.

ARCH 2010E. Archaeology in the Information Age.
Archaeology must circulate the material past in two dimensions. The right combination of image (maps, plans, photographs) and text has long defined professional archaeology. However, the current explosion of digital media has spurred profound shifts in all domains of archaeological practice and documentation. This course encourages reevaluation of archaeological media, which pertains to information technology across the humanities and sciences.

Geographical Information Systems (GIS) and various forms of remote sensing are increasingly essential components of good archaeological practice. This advanced course is intended primarily for students with some background in GIS software, and who have evolved a relevant research project to develop over the course of the term. Less advanced graduate students may enroll with permission of the instructor and will be provided with additional tutorial instruction.

ARCH 2010G. Ethical Issues in Archaeology.
Graduate students will certainly confront ethical, legal, and professional issues in the course of their own doctoral research and subsequent careers. This seminar offers a forum for open, but well-informed, discussion of a variety of significant ethical problems and dilemmas currently facing the discipline of archaeology worldwide. We will give attention to practical matters arising from archaeological field research, as well as a wide range of difficult questions concerning ownership and presentation of the past. Open to graduate students only.

ARCH 2020A. Greek Vase Painting.
No description available.

ARCH 2020B. Topography of the City of Athens.
No description available.

ARCH 2020D. Greek Painting.
Major developments in the history of Greek painting with special emphasis on archaic and classical Greek culture as reflected in vase painting. There will be field trips to area museums which may take longer than class time.

ARCH 2020E. Economy and Trade in the Later Bronze Age Aegean and East Mediterranean.
Beginning with an examination of the workings of the Mycenaean palace economy, including the evidence of Linear B documents, this seminar will then turn to a more inclusive consideration of trade and exchange involving Aegean states and their counterparts further east, and of the nature and extent of cultural interaction between them during the later Bronze Age (ca. 1600-1100 BC).

ARCH 2030A. Late Roman and Early Christian Mosaics.
Study of Christian, Jewish, and secular mosaics of the Late Roman period.

ARCH 2030G. Wall Paintings from Pompeii.
Interpretations of Campanian frescoes.
ARCH 2040D. Genealogies of Complexity in East Asia (3000-221 BCE). Despite East Asia's rich archaeological and historical record, its early political (pre)histories have been more sites for theoretical projection than theoretical innovation. Focusing on mainland East Asia, we will engage political theory and its applications in case studies from the Neolithic to the first Empires. Topics will range from mortuary rituals to practices of social violence and sources include both material culture and text.

ARCH 2040E. International Cultural Heritage: Creating a Future for the Past. From the Parthenon to Puccini to pizza, cultural heritage can be defined as places, objects, and ideas from the past that have survived to the present. This course will examine the theories, methods, and questions that shape the effort to protect and interpret cultural heritage today as well as responses to them. We will explore issues such as current threats to cultural heritage, the role of tourism and impacts of development, questions of authenticity and identity, international law, ethics, and emerging and non-traditional areas of the field.

ARCH 2040F. Public Culture and Heritage in Postapartheid South Africa. This course examines the complex processes whereby issues of culture, race, identity/subjectivity, globalization, memory and heritage are being reframed and rethought in post-apartheid South Africa. We will be guided by three broad themes: public histories; archives and knowledge; and questions of performance. Of all possible settings, post-apartheid South Africa may present one of the most challenging - at times troubling - contexts through which to consider such public negotiations and meanings.

ARCH 2040G. Designing Heritages: From Archaeological Sensibilities to Relational Heritages (AMST 2654). Interested students must register for AMST 2654.

ARCH 2040H. Imperial Cities. What does Athens have to do with Jerusalem? Tenochtitlan with London? Beijing with Rome? Cuzco with Persepolis? All are capital cities of imperial systems, each shaping and reflecting the nature of the empire, its ruling ideology, and its social and economic infrastructure. The category of “imperial cities”, however, must extend beyond these primate centers, to consider the urban networks in play across each empire’s territorial reach, and beyond.

ARCH 2041. Mesoamerican Archaeology and Ethnohistory (ANTH 2520). Interested students must register for ANTH 2520.

ARCH 2100. Things! The Material Worlds of Humanity. This course explores the relationships between people and things. From archaeology to material culture studies, from philosophy to science studies, we will examine a wide variety of approaches to the world of objects, artifacts, and material goods. Perspectives will include materialist approaches, consumption studies (including notions of fetish), phenomenology, social constructivism, cognitive approaches, actor-network-theory, and more.

ARCH 2105. Ceramic Analysis for Archaeology. The analysis and the interpretation of ceramic remains allows archaeologists to accomplish varied ends: establish a time scale, document interconnections between different areas, and suggest what activities were carried out at particular sites. The techniques and theories used to bridge the gap between the recovery of ceramics and their interpretation within anthropological contexts are the focus of this seminar.

ARCH 2110F. Greek Palaeography and Premodern Book Cultures (GREK 2110F). Interested students must register for GREK 2110F.

ARCH 2112. Roman Epigraphy (LATN 2120A). Interested students must register for LATN 2120A.

ARCH 2114. Archaeologies of Text (ASYR 2800). Interested students must register for ASYR 2800.

ARCH 2140. The Marriage of Archaeological Science and Social Theory. What do ceramics, lithics, building materials and metals tell us about the people who used them? Do high-tech analytical methods contribute to a deeper understanding of the past or simply muddy the waters? Theoretically, we will challenge the objectivity of ‘sciences’ and the value of archaeological taxonomies, as they relate to the construction of archaeological narratives. The ultimate objective in this course is to access the symmetrical social relationships between people and things, through the medium of the archaeological materials, as understood through the application of scientific techniques. Enrollment limited to 15.

ARCH 2145. Technology and Production in Archaeology: Anthropological Foundations and Contemporary Theory. An intensive focus on theoretical approaches to technology and production that have shaped archaeological thinking over the past century and have formed the basis of many of the contemporary issues in the field. Students will read and critically assess key works about production and technology in various cross-cultural archaeological contexts. Seminar themes include political economy, specialization, technology transfer, cross-craft production, power dynamics, ritual, and tool use. Enrollment limited to 20 seniors and graduate students.

ARCH 2150. Theoretical Issues in Archaeology. The goal of this seminar is to examine the state of archaeological theory, with special emphasis on archaeological practice and interpretation in the Mediterranean, Egypt and ancient western Asia. While providing some measure of historical overview, the class chiefly offers an opportunity for students to read and critique recent writings that exemplify the variety of contemporary approaches to this subject.

ARCH 2155. History, Anthropology, and Archaeology: Disciplinary Dialogues. Archaeology has always occupied an uneasy space between the fields of anthropology and history. This seminar examines the interplay of theories and methods in all three spheres of scholarship, with an emphasis on current inter- and trans-disciplinary research. Several fundamental 20th century dialogues between anthropologists and historians will be reviewed, and key topics in contemporary archaeology explored in relation to those debates.

ARCH 2160. The Archaeology of Democracy: Social Transformations in Ancient Greece, ca. 900-323 BCE. Between 900 and 600 BCE, profound social transformations took place in Greece, setting the stage for a revolution in political form: by 500, Athens was collectively governed by its citizen body. This course engages with the everyday materialities underlying Greek democracy of this era. Focusing on relationships among people and things, students will reassess the composition of the demos from the ground up.

ARCH 2165. The ”Second Sophistic”: Archaeological and Literary Approaches. The cultural phenomenon of the ”Second Sophistic” affected both the material fabric and the intellectual life of the eastern Roman empire of the second/third centuries CE. This course will examine how awareness of ”Greek” learning (paideia) and the ”Greek” past informed people’s literary and artistic tastes, as well as their responses to changing political and religious pressures, affecting everything from civic coinage to elite dining habits and even bodily comportment. Enrollment limited to 15.

ARCH 2170. Archaeology of Greek and Punic Colonization. This course investigates cultural interaction at local and regional scales between ‘colonists’ and locals, introducing students to a range of case study material across the Mediterranean. This will focus on material from the eighth to six centuries BC from Iberia, France, Italy, North Africa, and the Black Sea. Examples of Etruscan colonization will also be explored. The concept of colonization will be critically examined, along with how it has been treated by archaeologists and ancient historians over the past century. Enrollment limited to 15 juniors, seniors, and graduate students.
ARCH 2225. Beyond Decline and Fall: New Perspectives on the Late Antiquity Mediterranean.
This seminar will examine the Mediterranean from the fall of Rome to the Arab conquests (AD400-700), interrogating models of decline, catastrophe and transformation through the most recent archaeology of the region. We will explore key themes such as decline and fall, post-Roman state-formation, urbanism, rural settlement, Christianization and ethnic, social and religious identities, and compare the different trajectories of Europe, Northern Africa and the Eastern Mediterranean in this period.

This seminar explores the phenomenon of interaction in the Medieval Mediterranean. We will study how, even in times of conflict, Byzantines created and maintained networks of ideological, commercial and artistic communication with the Arabs, the Slavs, the Latins, and the Ottomans. How did such encounters, among people of such different faiths, languages, and cultures, transform social, economic and political transformations of the Medieval world? Enrollment limited to 15 juniors, seniors, and graduate students.

ARCH 2245. Rural Landscapes and Peasant Communities in the Mediterranean.
The aim of this course is to explore rural settlement and agrarian production in the Mediterranean, both in the ancient and the recent past. The archaeological starting-point is provided by the numerous scatters of surface remains that archaeological surveys across the Mediterranean have collected and that are usually interpreted as ‘farmsteads’ broadly datable to Classical Antiquity. We will look beyond these scatters to examine the social and economic significance of rural settlement through comparison with ethnographic and historical rural studies from across the Mediterranean and to explore household and community organisation and agrarian production in Classical Antiquity. Enrollment limited to 15.

ARCH 2250. Island Archaeology in the Mediterranean.
The Mediterranean is a world of islands, par excellence, and the island cultures that have developed there over the millennia have great archaeological distinctiveness. This seminar will consider the concept of insularity itself, in cross-cultural archaeological, anthropological, and historical perspective. We will then turn to the rich, specifically Mediterranean literature on island archaeology (exploring issues of colonization, settlement, interaction).

ARCH 2255. Coastal Values: Archaeology and Paleoenology of Coastal and Island Environments.
People who live by the water. What characteristics (social, economic, environmental) make coastal environments so attractive? What are the effects of human settlement on these environments? How do societies adapt (or not) to changing coastal environments? This seminar takes an interdisciplinary approach to these questions, applying the lessons of the past to the challenges of the present through an explicitly diachronic, cross-cultural, and data-driven approach to examining human-environmental interaction in coastal settings. Enrollment limited to 15.

ARCH 2300. The Rise of the State in the Near East.
A seminar on the origins of food production and complex societies in the period from ca. 9000 to 2200 B.C. Topics will include: the first domestication of plants and animals, the earliest village communities in the Levant, Anatolia, and Mesopotamia, and the economic and social transformations accompanying the emergence of urbanized state societies in fourth and third millennia B.C. Mesopotamia.

ARCH 2320. Household Archaeology in the Ancient Near East and Beyond.
House, home, household, family: defining these terms is not as easy as it might seem, especially across space and through time. After introducing the principles of household archaeology, this class will explore the state of this growing archaeological subfield in the Near East and eastern Mediterranean. We will also draw on developments in New World archaeology in analyzing the potential and problems of household archaeology and in articulating its future directions.

ARCH 2330. Roman Asia Minor: The Empire Goes East.
If one is curious about the dynamics of life within the Roman empire, the province of Asia makes an excellent case study. Its numerous urban centers and rural landscapes were socially and economically differentiated and frequently monumentally elaborated, as an increasing amount of varied archaeological data reveal. Asia offers a rich laboratory for exploring issues of provincial development, and ultimately decline, over the course of the empire.

ARCH 2335. In the Wake of Empire: Anatolia After the Hittites, Before Alexander.
Kings Croesus, Midas, and the much lesser known Warpalawas... Who were these people, when and where did they rule, and why does any of this matter? During the first millennium BCE, Anatolia was an astonishingly varied, multicultural and multilingual environment. This course will tackle head on the myriad archaeological, historical, and even linguistic challenges posed by this fascinating, but often-overlooked period in the history of the region. Enrollment limited to 15 juniors, seniors, and graduate students.

ARCH 2340. The Archaeology of the Assyrian Empire: Cities, Landscapes and Material Culture.
Ritual, war and conquest! The Assyrian Empire was a powerhouse in the ancient Near East with fearsome military expeditions, sumptuous cult festivals, grand cities, and complex governing systems. This course investigates the archaeology of Assyria from the trading center of Ashur in the second millennium BCE to the collapse of the empire in the 7th c. BCE. Using published excavations, surveys, and texts, we will explore Assyria’s material culture, landscape, cult practices and state ideology. Enrollment limited to 15 seniors and graduate students.

ARCH 2350. Archaeology of the Caucasus.
The goal of this seminar is to provide students with an overview of the long-term archaeological record from the Caucasus and its near neighbors, as well as an understanding of the history of research in this area during Imperial Russian, Soviet, and contemporary times. Readings will cover a range of periods, prehistoric and historic, following the interests of the class.

Innumerable cultures, past and present, have singled out specific locales and even whole landscapes as powerful vectors for communicating with the divine. This course will analyze such spaces for their ability to transform body, escape the material plane, and reconstitute social relations and bodily practice. Case studies will largely be drawn from the Mediterranean world and will employ an archaeological attention to the materiality of these sacred spaces. Key concepts will include: ritual practice, landscape production, memory and agency. Prerequisites: three upper-level courses in Archaeology and the Ancient World, Religious Studies, or Anthropology.

ARCH 2406. The Body in Medieval Art and Architecture (HIIA 2440B).
Interested students must register for HIIA 2440B.

ARCH 2407. Lived Bodies, Dead Bodies: The Archaeology of Human Remains (ANTH 2560).
Interested students must register for ANTH 2560.

ARCH 2410. Archaeologies of Place.
Places are understood as sites of human interaction in and with the material world. This course explores how archaeological and ethnographic research addresses material complexities and cultural meanings of places in the context of broader landscapes. We will investigate critical theories of place and landscape, while working with fieldwork data from the ancient Near East, particularly Hittite Anatolia. Enrollment limited to 20.

ARCH 2425. In Ruins: Traces of the Past in the Present.
Ruins -- the debris and skeletons of monuments from the past -- constitute the leftovers of people and places that once were. Yet archaeologists have not thought critically about this seemingly essential concept. Ruins and ruination are fundamental to deeper understandings of culture contact, the rise and fall of civilizations, state power and political factionalism, urbanism, colonialism, capitalism, and deindustrialization. This course will examine, across a broad geographic and temporal scope, ruins as things, as well as ongoing processes, that affect the landscape.
ARCH 2450. Comparative Empires and Material Culture. 
The political, military, and cultural unit of "empire" has, by now, been the subject of numerous and varied studies. This seminar will explore the tangible effects of empires, that is, the art and architecture created when societies are engaged in what can be viewed as asymmetrical power relationships. In order to understand how conditions specific to empire influence the creation, dissemination, and reception of material culture, this course will examine the artifacts of four different empires - the Roman, the Chinese, the British, and the American - and their unique political, social, and cultural contexts. The creation of a "virtual exhibit" of a range of illustrative artifacts is currently envisioned as an outcome of the class.

ARCH 2500. Art and Archaeology of Civic Identity. 
Every urban community in the Greco-Roman world presented itself in a specific way to other communities and to foreign entities. Looking at coins, public monuments, programmatic sculpture, and epigraphic and textual evidence, we will address different concerns related to the formation and propagation of civic identities. Comparative material from other historical periods and theoretical and anthropological literature on group identity, social cohesion, and empire will contextualize the visual and archaeological evidence. Prerequisites: three previous courses in Archaeology and the Ancient World.

ARCH 2501A. Problems in Archaeology: Culture, Contact and Colonialism (ANTH 2500A). 
Interested students must register for ANTH 2500A.

ARCH 2501C. GIS and Remote Sensing in Archaeology (ANTH 2500C). 
Interested students must register for ANTH 2500C.

ARCH 2502. Historical Archaeology: From Colony to City (ANTH 2540). 
Interested students must register for ANTH 2540.

ARCH 2540. Roman, Byzantine and Early Islamic Jerusalem. 
Jerusalem constitutes one of the most important archaeological sites connected to the origins of Judaism, Christianity, and Early Islam. Early and recent studies and discoveries, as well as old and new theories, will be examined in the seminar with special emphasis on the Roman, Byzantine, and Early Islamic periods. Prerequisite: knowledge in archaeological methodology.

ARCH 2550. Qumran and its Archaeological Context. 
This course is structured as a seminar on the archaeology of Qumran and the Dead Sea Scrolls. The site will be examined in its larger geographical, historical, and archaeological context. The goal is to become familiar with the different scholarly interpretations of the site. Prerequisites: solid background in at least one of three fields: archaeology, Judaism, and Early Christianity.

ARCH 2551. Archaeological Research Methods, Theory and Practice (ANTH 2550). 
Interested students must register for ANTH 2550.

ARCH 2552. Museums in Their Communities (AMST 2220D). 
Interested students must register for AMST 2220D.

ARCH 2553. Introduction to Public Humanities (AMST 2650). 
Interested students must register for AMST 2650.

ARCH 2600. Gender and Sexuality in Roman Art. 
The study of the body and embodiment in Roman art encourages us to make use of multiple theoretical models for interrogating both the art and the bodies involved. Gender and sexuality provide the lenses through which this course will explore a variety of topics (for example, the homoerotic gaze, sexualized spectacles of pain, gendered architectural typologies, and the body in rabbinic imagery) in Roman imperial art. Open to graduate students only.

ARCH 2620. All Italia: City and Country in Ancient Italy. 
This seminar approaches the urban and rural landscapes of peninsular Italy from the Early Iron Age until the Gothic Wars, with the goal being to examine key points of intersection (and departure) between the spheres of 'town' and 'country'. Overall the seminar aims to contextualize Italian landscapes across both time and space and to that end we will consider issues pertaining to urbanism, economy, production, infrastructure, administration, architecture, and iconography. Enrollment limited to 20 seniors and graduate students.

How were Roman provinces created and incorporated into the Roman Empire? What traces exist in the archaeological record of the bonds between the provinces and the metropolis? This course approaches the complex issue of colonialism, material culture, change and continuity in connection with the Roman conquest of new territories in the Mediterranean, taking as an example the impressive pool of new archaeological data available from Roman Spain. Restricted to Juniors, Seniors, and Graduate students.

ARCH 2710. The Archaeology of Nubia and Egypt. 
Egypt and Nubia share the distinction of ancient civilizations along the Nile river, but Nubia remains much more poorly known than Egypt. This seminar will examine the archaeology of Nubia, including its relationship to Egypt, from the introduction of ceramics and agriculture to the medieval period. This long-term perspective will allow comparative study of issues such as state formation, imperialism and religious change. Enrollment limited to 15 graduate students.

ARCH 2851. Skills Training in Material Culture Studies I. 
When dealing with material culture, one must possess a solid foundation in a range of skills. How does one document and analyze artifacts, architecture and landscapes; what techniques are appropriate in what cases? How should all this information be securely stored and promulgated? This "hands on" class, intended for students in multiple disciplines, will consider the study of particular types of material or bodies of evidence (e.g., pottery, lithics, epigraphy, numismatics). This is a half- credit course, meeting for the first seven weeks of the semester only. S/NC.

ARCH 2852. Skills Training in Material Culture Studies II. 
When dealing with material culture, one must possess a solid foundation in a range of skills. How does one document and analyze artifacts, architecture and landscapes, what are the appropriate techniques? How should all this information be securely stored and promulgated? This "hands on" class, intended for students in multiple disciplines, will consider the study of particular types of material or bodies of evidence (e.g., pottery, lithics, epigraphy, numismatics). This is a half-credit course, meeting for the first seven weeks of the semester only. S/NC.

ARCH 2970. Preliminary Examination Preparation. 
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

ARCH 2980. Individual Reading. 
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ARCH 2981. Thesis Research. 
Individual reading for the Master's degree. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ARCH 2982. Individual Reading for Dissertation. 
Reading leading to selection of the dissertation subject. Single credit. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

ARCH 2983. Dissertation Research. 
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.
ARCH 2990. Thesis Preparation.
For graduate students who are preparing a thesis and who have met the tuition requirement and are paying a registration fee to continue active enrollment.

Judaic Studies

Director
Saul Olyan

The Program in Judaic Studies is dedicated to the study of Jewish history, literature, language, politics and religions. Offering an interdisciplinary undergraduate concentration, the program provides students with the opportunity to explore Jewish culture and civilization across the ages. Since Christianity and Islam have deep roots in Judaism, and the Western world has been profoundly shaped by a deep and abiding tension with both Jewish religious tradition and the Jewish communities in its midst, the concentration puts particular importance on studying the interactions of Jews and non-Jews in both ancient and modern periods. The history and culture of the State of Israel and its place in the Middle East is also a major focus of study. These are all issues with significant contemporary resonance, so the concentration offers its students many new insights on the world in which we live.

The critical reading of texts - from the Hebrew Bible to contemporary Israeli poetry, from the kabbalah to modern Jewish autobiography, from philosophical treatises to communal record books - is central to the Judaic Studies concentration. Students are required to complete at least one year of course work in Hebrew, the language of foundational Jewish texts from antiquity to modern-day Israel. They are also encouraged to further improve their Hebrew, and where feasible, to study other appropriate languages such as Yiddish, Aramaic, ancient Greek, Arabic, or contemporary European languages.

For additional information, please visit the department's website: http://www.brown.edu/academics/judaic-studies/

Judaic Studies Concentration Requirements

Jews have lived and flourished over thousands of years in a variety of social contexts, stretching from the Land of Israel and the eastern Mediterranean to Asia, Africa, Europe, and the Americas. Concentrators will have the opportunity to study Jews in these contexts, getting to know their social structures, and what they have created. The subjects of study cover an astonishing range, including history and society, Jewish law and philosophy, and Jewish literature and ritual. Students will learn to unlock the wealth in both the ancient and the modern worlds through a number of academic disciplines - History, Religious Studies, and Literature. These also provide tools for studying and analyzing human societies and cultures in general, for which Jewish experiences provide an important perspective.

PROGRAM IN JUDAIC STUDIES

Required Coursework
The Program in Judaic Studies offers two paths (detailed below). Please note that the following apply to each concentrator:

1) All students are required to take a total of ten courses.
2) All students must take one full year of Hebrew (two of the ten required courses). Generally, this requirement will consist of two courses in Elementary Hebrew (JUDS 0100/JUDS 0200) or the equivalent as determined by a proficiency examination. Fulfillment of the Hebrew requirement through examination does not reduce the requirement to take ten courses for the concentration.
3) Upon declaring a concentration in Judaic Studies, each student must define his or her primary disciplinary track (History, Religious Studies, or Language/Literature). Concentrators will then be assigned a faculty mentor in that discipline (within the Judaic Studies faculty) to help students select courses and construct a coherent concentration plan.

Program in History or Religious Studies:

For this track, students are expected to complete a minimum of four courses in their area of disciplinary focus (History or Religious Studies), at least one of which must and no more than two of which may be outside the Program in Judaic Studies in the department of disciplinary focus (preferably methods courses, such as in the History department or RELS 1000). Students in this track, in consultation with the concentration adviser and faculty mentor, may apply up to two additional Hebrew language courses (JUDS 0300, JUDS 0400, or JUDS 0500) to the additional four required courses for the concentration.

Program in Language/Literature:
For this track, students are expected to complete five courses in Hebrew language (JUDS 0100/JUDS 0200; JUDS 0300/JUDS 0400; JUDS 0500). In addition, students will take Israeli Literature in Hebrew (JUDS 1810) and one further course in Judaic Studies (within the disciplinary focus).

Two additional courses in the disciplinary focus, at least one of which must be outside the Program in Judaic Studies in a department of shared disciplinary focus (e.g. English or Comparative Literature), are also required. Fulfillment of the Hebrew requirement through proficiency examination does not reduce the requirement to take ten courses for the concentration.

4) Of the courses required in the Program in Judaic Studies, at least one should focus on the ancient period and one should focus on the modern period.
5) Each student, in discussion with his/her mentor, is required to designate an advanced course (1000 level) in his/her senior year either within the Judaic Studies program or in the corresponding disciplinary department as the capstone for his/her concentration. Within the frame of this capstone course, the concentrator will write a final paper on a topic in Judaic Studies that displays in an appropriate way the theoretical and interpretive issues of the concentration focus. If a student opts to fulfill this requirement in a course outside the Program in Judaic Studies, the student must get permission in advance both from his/her mentor and from the professor of the course in question since the student's final project will address a Judaic Studies topic or theme.

6) Students who study at other institutions, either in the United States or abroad, may apply a maximum of four courses (two topical and two language courses) to the concentration.
7) Double concentrators may count up to two courses that they have used to complete their concentration requirements in another department towards their concentration in Judaic Studies.

Honors Program
Any student who wishes to engage more deeply in research related to Judaic Studies in any of its disciplines or branches is invited to consider writing an Honors Thesis.

The Honors Thesis
The goal of the thesis is to add to the existing scholarship in the field of Judaic Studies. It should be based on original research, involving the close reading of primary sources. The honors thesis is expected to present an argument based on the student's own analysis and will engage an ongoing debate or discussion in the field, demonstrating an awareness of the major research done until now and clearly identifying its own contribution, however limited. Since it is the equivalent of two semester-long courses, it should be a substantial piece of work (typically between 35,000-55,000 words) containing a sustained and consistently supported argument. To be successful, the student needs to adopt both a critical research methodology and a logical research strategy, both of which should be discussed in the thesis itself. In addition to being assessed in all these aspects, the thesis will also be graded on its organization (the way in which it is structured into separate and clearly defined chapters to support the main argument) as well as the quality and precision of its writing.

Work that simply describes and summarizes its sources along with previous research is not acceptable. The goal here is original research and analysis.

Entering the Program
In order to be considered a candidate for Honors, students will be expected to have maintained an outstanding record (at least A in
Judaic Studies courses. The Honors thesis, which fulfills the capstone requirement, will normally be written as a two-semester individual study project (numbered JUDS 1975/JUDS 1976) during the senior year.

A student contemplating a thesis should approach the faculty member with whom he or she hopes to work during the sixth semester. Once he or she has agreed to be the advisor (or helped find another member of the program better suited to the project), the student begins a process of consultation in order to determine a topic for the thesis, its sources, and proposed methodology. The contours of the project should also be laid out so that the student can commence productive research at the very beginning of the seventh semester. After this, a second reader for the thesis should be chosen by the advisor in consultation with the student.

This may be a faculty member of the Judaic Studies program, one of the affiliate faculty, or, should the topic require it, a member of a different department. By the last week of the semester, the student should submit a thesis information form detailing the thesis topic with a short description of the proposed project, countersigned by advisor and second reader.

Thesis Proposal

During the first three weeks of the seventh semester, the student should work with the faculty advisor to write a thesis proposal. This should be a brief document (1,500-2,000 words) explaining the topic chosen for the thesis and its significance to the field of Judaic Studies, with reference to previous research on the subject. The proposal should detail the questions to be asked and the kind of argument that will be made as well as explaining the primary sources and research methodology that will be employed. The proposed research strategy (i.e. the stages by which research and writing will be done) and timetable should be appended together with a brief, one page bibliography of primary sources and major research to be consulted.

Once the advisor is satisfied with the proposal, the student will be considered fully accepted into the Honors program and can enroll in the required independent study course by the last day to add a course in the fourth week of the term.

Research and Writing

It is the responsibility of the student to carry out the research program outlined in the proposal, as well as to write the thesis in an organized and timely fashion. During the process of research and writing, the advisor will continue to work closely with the student, providing guidance on research methods and suggesting further secondary reading. A regular meeting schedule will be set up to help the student meet the short- and long-term deadlines he or she has set. The advisor will also evaluate the progress of the research, providing any necessary direction and detailed feedback on written drafts.

The second reader will also be available to provide a measure of input and guidance during the process of research and writing. This may be particularly important in those areas where the primary advisor has limited expertise. The second reader may also be willing to help with giving feedback on various sections of the thesis drafts. All these roles should be determined by a process of consultation involving the advisor, the student, and the second reader him/herself.

The final thesis should have a complete scientific apparatus - citations and a full bibliography - in a form determined by the advisor.

It should be submitted no later than April 15 for May graduates and November 15 for December completers.

Assessment

The thesis will be assessed independently by the advisor and the second reader in written reports. In order to receive Honors, it should be deemed excellent according to the following standards:

- Is the scope of the work appropriate for an Honors thesis?
- To what extent does it qualify as original research?
- To what degree does it sustain an analytic argument throughout?
- To what degree is it rooted in an engagement with previous research?
- How well does it reflect critically on its method and process?
- To what extent is the organization adequate to the argument presented?
- How well is the thesis rooted in the common conventions of the field?
- To what extent is the writing clear, cogent, and free of errors of grammar, tone, and style?

The two reports will be circulated to all faculty members in the program, who will review them before making the final determination at the next faculty meeting whether the thesis merits Honors. The meeting must be held, the decision reached, and the candidate informed before the Registrar's deadline for that semester.

Further Information

Students who are interested in further information about the concentration should contact the Judaic Studies Office at 183 George Street to make an appointment with the undergraduate concentration advisor. [Tel: 401.863.3912] or Judaic@brown.edu.

Courses

JUDS 0050A. Believers, Agnostics, and Atheists in Contemporary Fiction and Memoirs.

In recent decades, there has been a resurgence of religiosity in contemporary society, while at the same time many have been skeptical and even hostile to religious belief and practice. Others are just not sure what to believe. We will study selections of fiction and memoirs by writers of Christian and Jewish background that explore such situations as the affirmation or negation of the existence of God, the role of religious ritual in a person's life, and the positive and negative impacts on society of religious institutions and the clergy who lead them. Enrollment limited to 20 first-year students. DPLL LILE WRIT FYS

JUDS 0050E. From Amsterdam to Istanbul: Christians, Muslims, and Jews.

This course combines text, picture, and music to study the history of Europe and the wider world in the early modern period through the eyes of a minority. Examines the new Jewish centers in the Atlantic world, the Ukrainian steppe, and the Middle East from 1500-1800, and how they shaped these environments. Students study cultural revolutions, such as the spread of printing, the renaissance and new religious movements. See how the development of the modern state and the blurring of social, religious, and gender boundaries created new definitions of religious and cultural identity. Enrollment limit: 20 first year students. FYS WRIT

JUDS 0050H. Israel's Wars.

Israel's history has unfolded under the shadow of its prolonged conflict with the Palestinians and its Arab neighbors. This first year seminar will survey the military aspect of this conflict. The major aim of the course is to present an historical survey of the Israeli-Arab wars and Jewish-Palestinian encounters in the 20th century. This will provide some of the necessary background for understanding the present phase of the Arab-Israeli conflict in the Middle East, and help in comprehending the roots and causes of contemporary controversies between Israel and the Palestinians and/or its Arab neighboring states. Enrollment limited to 20 first year students. FYS

JUDS 0050J. Friendship in the Ancient World (RELS 0090F).

Interested students must register for RELS 0090F.


How have Jews come to terms with dynamic nature of the Modern World? How has life in new places and new times affected Jewish life? We will look at the changing structures of Jewish identity in the modern period as the Jews came to terms with their new, and ever changing situation in society. Each week a different form of Jewish identity will be examined in its specific historical setting. Among others we will look at a Court Jew, an Enlightened Jew, a Jewish Nationalist, a Jew in a Nazi Ghetto, an Israeli Jew, and a contemporary American Jew. Enrollment limited to 20 first year students. DPLL FYS LILE WRIT
JUDS 0050M. Difficult Relations? Judaism and Christianity from the Middle Ages until the Present.
Jewish and Christian identity in Europe has traditionally been closely connected to the ways the two religions view each other. Mutual admiration, influence, and hatred have combined together in a difficult relationship, fundamental to European history. In this course, we will survey that relationship, examining some key issues and events which shaped it. The Jews' attitudes and actions will be examined alongside those of their Christian neighbors. Topics covered include: medieval revulsion and attraction; early modern re-evaluations of Judaism and Christianity; modern Christian anti-Semitism, Jewish diplomacy, and the Holocaust; the effects of Vatican II; Israel and the contemporary Christian world. FY'S LILE WRT DPLL

JUDS 0050N. Death and Afterlife in the Biblical Tradition (RELS 0090J).
Interested students must register for RELS 0090J.

JUDS 0060. The Bible and Moral Debate.
How was the Bible employed in past moral debates that divided American society, e.g., debates over the legitimacy of slavery? How is the Bible used in contemporary moral discourse, e.g., concerning abortion, capital punishment and gay rights? What does the Bible really have to say about such issues? This course will consider these and other questions through a close reading of pertinent texts which address topics such as abortion, homosexuality, capital punishment, immigration, gender, family violence, race and slavery, disability, genocide, the environment and inequality of wealth. No prerequisites. DPLL LILE WRT

JUDS 0061. Foreigners, Refugees, and the Ethics of Minority.
This class interrogates the legal and ethical definitions of persons and homelands by examining the relationship between concepts of native and foreigner, hospitality and neighbour, refugee and exile, minority and majority. We will adopt historical, philosophical, and legal perspectives and take the Jewish historical experience of exile and minority as a jumping off point for discussing the contemporary refugee and migration crisis. The goal of this class is to contextualize liberal democratic debates over rights to migration and mobility with historical religious and moral sources as well as to explore the possibilities for social integration of difference within pluralism. DPLL LILE WRT

JUDS 0080A. Ethics After Auschwitz?
Can we still speak of a “human condition”—a moral term—when human beings are capable of genocide? Does ethical responsibility have meaning if another’s death can be manufactured by the state? Can traditional morality and religion still find a place in a world of which it cannot make sense? In this class we will take the Holocaust as the beginning of a tragic account of contemporary humanity and examine the possibilities for human life and morality in light of the social and political orchestration of mass killing and oppression. Authors include, Adorno, Agamben, Arendt, Fackenheim, Foucault, Levi, and Levinas. SOPH DPLL WRIT LILE

JUDS 0090A. Introduction to Biblical Hebrew.
An intensive introduction to the fundamentals of biblical Hebrew grammar and vocabulary intended to prepare students to read biblical texts in the original language. For students with little or no prior knowledge of Hebrew.

JUDS 0090B. Readings in Biblical Hebrew.
An introduction to the reading of biblical texts in Hebrew. Reading of selected texts from narrative, law, and poetry in the Hebrew Bible, with a few texts in post-classical Hebrew (the Dead Sea Scrolls and the Mishnah) introduced late in the semester. Intended for students who have completed JUDS 0090A; others should consult the instructor.

JUDS 0090C. Intermediate Biblical Hebrew.
An intermediate course for those who have completed JUDS 0090A and 0090B, the introductory level courses. Focus on reading a single biblical book (translation, grammar and syntax, interpretation). Prerequisite: JUDS 0090A; others should consult the instructor.

JUDS 0090D. Intermediate Biblical Hebrew II.
An intermediate course, the continuation of JUDS 0090C. Focuses on reading a single biblical book (translation, grammar and syntax, interpretation). Intended for students who have completed JUDS 0090C; others should consult the instructor.

JUDS 0100. Elementary Hebrew.
An introduction to the skills of reading, writing, and conversing in contemporary Israeli Hebrew. Students also read Hebrew texts adapted for their level of Hebrew based on biblical, rabbinic, and modern Hebrew literature, which introduce them to the approaches of Hebrew writers in various periods and to a variety of cultural issues. If registration is closed, please contact the professor and a wait list will be created. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special permission. Enrollment limited to 20.

JUDS 0200. Elementary Hebrew.
This is the second half of a year-long course, an introduction to the skills of reading, writing, and conversing in contemporary Israeli Hebrew. Students also read Hebrew texts adapted for their level of Hebrew based on biblical, rabbinic, and modern Hebrew literature, which introduce them to the approaches of Hebrew writers in various periods and to a variety of cultural issues. Prerequisite: JUDS 0100. Students must have taken JUDS 0100 for credit to receive credit for this course. Exceptions must be approved by both the academic department and the Committee on Academic Standing. Enrollment limited to 20.

Develops the skills of reading, writing, and conversing in contemporary Israeli Hebrew at the intermediate level and of reading Hebrew texts of the biblical, rabbinic, and modern periods (biblical stories, rabbinic legends, modern Hebrew poems, stories, essays, newspaper articles). Discussions and compositions focus on the psychological, cultural, political, and social issues reflected in the Hebrew sources that we study. Prerequisite: JUDS 0200 or equivalent. Enrollment limited to 20. If unable to enroll because of closed registration, please contact the professor and a wait list will be created.

Develops the skills of reading, writing, and conversing in contemporary Israeli Hebrew at the intermediate level and of reading Hebrew texts of the biblical, rabbinic, and modern periods (biblical stories, rabbinic legends, modern Hebrew poems, stories, essays, newspaper articles). Discussions and compositions focus on the psychological, cultural, political, and social issues reflected in the Hebrew sources that we study. Prerequisite: JUDS 0300 or equivalent. Enrollment limited to 20. If unable to enroll because of closed registration please contact the professor and a wait list will be created.

JUDS 0500. Writing and Speaking Hebrew.
Enables students to improve their skills in speaking and writing Hebrew on a variety of topics. Features advanced work on language structure and active language practice in the classroom. Class discussions of Israeli current events draw on Israeli stories, poems, television programs, and films and on the Israeli press. Students also compose essays and stories in Hebrew. Prerequisite: JUDS 0400 or equivalent. Enrollment limited to 20.

JUDS 0600. Issues in Contemporary Israeli Society, Politics, and Culture in Hebrew.
An exploration of current issues in contemporary Israeli society, politics, and culture: the Israeli-Palestinian conflict, tensions between ultra-orthodox and secular Jews, religion and state, Israel as a Jewish and democratic state, the economic gap between rich and poor, the integration of citizens from a variety of backgrounds (Jews of Middle Eastern, North African, Russian, and Ethiopian origin; Arab citizens of Israel), gender relations. Sources include films, television programs, Internet news, works of literature. Conducted in Hebrew. Emphasizes strengthening Hebrew reading, writing, and speaking skills. Prerequisite: JUDS 0500. Students who have not taken JUDS0500 should see instructor for permission to enroll. DPLL LILE
JUDS 0601. Authority and Autonomy
This course will introduce the history of Jewish thought, focusing upon the problems of authority and autonomy, normativity and agency, law and freedom. We will investigate the relationship between legally mandated actions and an individual’s responsibility to tradition and community and question whether the concept of revealed “law” imposes a “necessary” obligation upon ethical agency or rather serves a pedagogical function (virtue). By focusing upon Jewish philosophical critiques and endorsements of the modern conception of autonomy, we will ask whether “I” am the legitimate authority of my own actions or whether I require tradition or community to set an example. DPLL LILE WRIT

JUDS 0602. Wealth: Religious Perspectives (RELS 0025).
Interested students must register for RELS 0025.

JUDS 0625. Israelite Religion (RELS 0320).
Interested students must register for RELS 0320.

JUDS 0630. The Old Testament/Hebrew Bible and Its World.
An introduction to the historical-critical study of the Hebrew Bible and a reconstruction of the history of Israel to the end of the Persian period (332 B.C.E.). Topics include biblical source criticism; Israel’s obscure origins; reconstructing the settlement period; an imperial Israel under David and Solomon; institutions-law and authority, covenant, prophecy, temple cult and priesthood. All readings in translation. No prerequisites.

JUDS 0670. War and Peace in the Hebrew Bible and Its Environment.
An examination of the role of war and peace in the Hebrew Bible and in texts and art of ancient Israel’s neighbors. Topics include divine beings, war and peace-making; peace treaties; explaining defeat and victory; ideologies of warfare; the treatment of prisoners, corpses and captured bones; the warrior as masculine ideal; civil war and coups; treaty obligations; ritual dimensions of war and peace (e.g., mourning, animal sacrifice, child sacrifice, divination, memorializing war); visual representations of war as propaganda; the idea of a future, eschatological war between the forces of good and the forces of evil. No prerequisites. WRIT.

JUDS 0671. Sex and Gender in Ancient Israel.
An investigation of Israelite views of the sexes, restrictions on sexual expression, and the construction of gender as evidenced by biblical sources and archeological data. Topics include creation stories on human origins and the human condition, including the origin of the two sexes and reproduction; marriage and family life (inheritance, internmarriage, divorce, the widow, status of the fetus); sexual boundaries (adultery, rape, incest, prostitution, homosexuality); purity and sexual expression; male and female religious professionals and votaries; constructing gender: masculine and feminine behaviors. WRIT, DPLL

JUDS 0680. Judaism, Christianity, and the Bible.
No book in human history has exercised as much influence as the Bible. Over the past 2,000 years, people have killed and died for the Bible, and it continues to exercise a powerful if contested role in modern politics. Yet how did it achieve this power? This course will trace the development of the Hebrew Bible (Old Testament) from its origins in ancient Israel to its development about five hundred years later as a foundational text of both Judaism and Christianity. The focus will be on how Jews and early Christians throughout antiquity understood and ascribed authority to the Bible. WRIT

A survey of classic Jewish texts, from the Bible to modern literature. Each text will be discussed from the perspective of both its own historical and social context and its engagement with earlier ones. Attention will be paid on how these authors address perennial issues of human concern and how their answers are shaped by their experience as Jews. DPLL LILE WRIT

JUDS 0682. How Bible Became Holy (RELS 0325).
Interested students must register for RELS 0325.

This course will investigate both Jewish religious texts concerning money, economy, wealth, and poverty and the historical conditions that led to pernicious stereotypes of Jews. Moving chronologically from antiquity to the present, we will examine questions such as: What is the Bible’s ideal economy? Are the poor closer to God? Are there better or worse ways to make a living? What responsibilities, if any, do the rich have to the poor? Where did Shylock come from? Goals of the course include providing new ways to think about issues of economy and money and improving one’s writing. DPLL LILE WRIT

JUDS 0670. A Game of Thrones: Religion and Nationalism, 1789-1933.
While contemporary liberal democracy takes a neutral stance toward different religions, it was modern European conflict over religion that gave rise to this political theory. Supposed “friends” such as 19th-century German Protestants and Catholics fought bitterly about whose version of Christianity should be the basis of the modern state. “Enemies” such as the Jews were thought to be incapable of civic participation in the liberal state and underserving of equal rights. This course will examine, both philosophically and historically, the tensions between religion and politics in modernity that led to the emergence of the theory of state neutrality. DPLL LILE WRIT

JUDS 0820. God and Poetry.
Throughout recorded history, poetry has expressed a variety of religious experiences. In this seminar we will read selections from biblical psalms, the biblical book of Job, and contemporary Christian and Jewish poetry, and explore how the language of poetry can serve as a means to convey the nature of relations between humanity and God. We will also seek to understand the underlying universal human psychological experiences reflected in the poems and how religiosity provides a framework for people to deal with those experiences. In our discussion of the contemporary Christian and Jewish poems, we will seek to understand the attempt of the poet to write about religious experience in a secular age. Students with a variety of cultural backgrounds and religious orientations (believers, agnostics, and atheists) are welcome. Enrollment limited to 20.

JUDS 0830. The Bible as Literature.
Explores how methods of literary analysis can be applied to the reading of narratives of the Old Testament/Hebrew Bible (in English translation). Also compares the ways that modern writers have transformed biblical stories into new interpretive literary works. For students interested in an introduction to the Bible, as well as students with a knowledge of the Bible who want to deepen their understanding of biblical narratives and investigate the influence of the Bible on modern literature. All readings in English. DPLL LILE WRIT

JUDS 0840. "Coming Out" Jewish, Gay or Black: Mistaken Identity in Literature from USA and Brazil (POBS 0820).
Interested students must register for POBS 0820.

JUDS 0901. Brothers Betrayed: Jews and Poles from 1500 until Today.
Jews have lived on Polish lands for some nine hundred years. In that time, they and their non-Jewish neighbors have interacted in a wide range of ways, from friendship and co-operation to hatred and violence. In this course, we examine this centuries long relationship, focusing particularly on how peaceful co-existence between Poles and Jews could rapidly change to bitter hostility. Topics include: Jews and the early-modern nobility; the nineteenth-century "Polish-Jewish Brotherhood”; the exclusionary politics of the interwar Polish republic; Poland’s role in the Holocaust; the post-war Communist regime and the Jews; Polish-Jewish relations following the collapse of communism. DPLL LILE WRIT

JUDS 0902. History of the Holocaust.
Explores questions raised by the Holocaust regarding how such barbarism erupted in our so-called civilized and enlightened age. Attempts to analyze the meaning of the Holocaust from three vantage points: that of European, and more particularly, German history; that of Jewish history; and that of those states and religious institutions which shared responsibility. Enrollment limited to 40. If unable to enroll because of closed registration please contact the professor and a wait list will be created. DPLL LILE WRIT
JUDS 1530. Prophets and Priests in Exile: Biblical Literature of the 6th Century BCE.
The exile of Judah’s elite to Babylon elicited profound and conflicting literary responses. We will undertake a literary and historical analysis of a number of the most important works produced in response to the crisis of exile, including Jeremiah, Ezekiel, Second Isaiah, Lamentations, Psalm 137, the Priestly Writing, and the work of the exilic deuteronomists. Enrollment limited to 20.

JUDS 1602. Mishnah and Tosefta.
An examination and close reading of the Mishnah and Tosefta, two third-century CE documents foundational to rabbinic Judaism. The class will focus on both contemporary scholarly understandings of these texts and readings, in the original Hebrew, of the text itself. Knowledge of Hebrew (biblical, rabbinic, or two years of modern or its equivalent) required. DPLL LILE WRIT

JUDS 1610. The Archaeology of Jerusalem: From the Origins to the Ottomans.
Jerusalem earned a special eminence among the world’s famed ancient cities. Its sanctity to Jews, Christians, and Muslims made the city a focus of discussions and controversies regarding the evolving and changing identities throughout its long urban history. 1700+ archaeological excavations and surveys in and around the Old City have been conducted over the last 150 years. Examine the material remains of the city from the beginnings in the Chalcolithic period through the Ottoman period, 1917 CE. The contemporary literary sources as well as the more recent scholarly debates and discoveries help us understand the material remains of the relevant periods.

JUDS 1611. The Dead Sea Scrolls.
The Dead Sea scrolls have been rightly celebrated as changing our fundamental understanding of ancient Jewish and Christian history as well as the Bible. But what is in them, and why do they matter? In this course we will read through most of the scrolls in English translation and cover topics such as: authorship; historical context; religious practice; and scripture and its interpretation. The course will develop skills in analytical writing, close reading, and historical reasoning. Enrollment limited to 20. WRIT

JUDS 1613. Religion and Postcolonialism.
When eighteenth- and nineteenth-century Western scholars turned their gaze toward the East they began fetishizing the wonders and mysteries of the “Orient”. This powerful myth of the Orient helped to reimagine the Jews of Europe as an “internal colony” and also helped justify the colonization of and Christian missionizing among peoples abroad. This course will examine the social, political, and scholarly representations of religious and cultural otherness of Jews, Muslims, and Hindus who experienced Christianity as both a colonizing force as well as a model for imagining the nationalistic projects of their post-colonial states. DPLL LILE WRIT

JUDS 1614. Heidegger, the Jews, and the Crisis of Liberalism.
This class explores the enduring legacy of Heidegger’s critique of Western philosophy in political, theological, and social thought. Focusing primarily upon Heidegger’s reception in 20th-century Jewish philosophy, we will explore the allure of Heideggerian thought and its implication in both left and right political critiques of liberalism. Topics include onto-theology, phenomenology, and radical historicism; science, hermeneutics, and methodology in the humanities; liberalim and the secular; ethics, politics, action; de-structuring and deconstruction; time and the Other. Authors include Adorno, Arendt, Butler, Derrida, Levinas, Löwith, Marcuse, Rosenzweig, Schmitt, Strauss. DPLL LILE WRIT

JUDS 1615. The Archaeology of Palestine.
Palestine constitutes one of the most important archaeological regions connected to the origins of Judaism, Christianity and Islam. In this class we will examine the material remains of the region beginning in pre-historic times until the end of the Ottoman period in 1917. Literary sources as well as the more recent scholarly debates and discoveries help us understand the material remains of the relevant periods. WRIT

This seminar surveys the history of archaeological exploration, discovery, and interpretation in the contexts of social, political, and religious debates from the mid-nineteenth century to the present, with an emphasis on the post-1967 period. It examines the legal settings and ethical precepts of archaeological activity and the developing discourse of cultural heritage. It analyzes the ongoing struggle to discover and define the city’s past, to expose its physical legacy, and to advance claims of scientific validity and objectivity against the challenges of religious zeal and political partisanship, the latter both intimately related though not necessarily limited to the ongoing Israeli-Palestinian conflict. WRIT

JUDS 1625. Problems in Israelite Religion and Ancient Judaism.
A series of topics in Israelite religion and ancient Judaism which are of current scholarly interest are explored in a seminar setting. Students are encouraged to read widely and pursue individual research interests. The course assumes a basic knowledge of biblical literature and scholarly criticism. Enrollment limited to 20.

JUDS 1630. The Talmud.
Written from the first - seventh centuries CE, the Talmud (which runs to 20 volumes) contains law, lore, theological speculation, and complex argumentation. We will read a selection in depth and examine both traditional and modern critical (e.g. historical and literary) approaches to this fundamental text. No prerequisites; all texts in English translation. Enrollment limited to 20. DPLL LILE WRIT

JUDS 1635. Biblical History: What Really Happened?
Topics of recent and current debate among specialists in the field of Israelite history. Problems include (1) the historicity of the patriarchs and matriarchs; (2) the historical evidence relevant to the question of an exodus; (3) the nature of Israel’s settlement in Canaan; (4) the 10th century, era of empire or literary fiction? (5) the land of Judah after the Babylonian conquest. Enrollment limited to 20.

Surveys the major practices, traditions, and beliefs of the Jews, with an emphasis on modern Jewish communities. How does a Jewish community shape its practices and beliefs against its own specific historical circumstances to create a coherent and meaningful religious system? What is “Judaism,” and how do scholars of religion explain and interpret it? DPLL WRIT

JUDS 1645. Jews and Judaism in the Greco Roman Mediterranean.
An advanced survey of the evidence for Jews and Judaism in the Greco-Roman Mediterranean (Egypt, Asia Minor, Rome, North Africa, etc.). Sources include synagogue mosaics, burial and donor inscriptions, personal documents, and references in non-Jewish writers, including Christians. Also considers what theoretical models best enable us to reconstruct the identity, practices and beliefs of the ancient diaspora Jewish communities. Enrollment limited to 20.

JUDS 1650. Religion and Sexuality.
For millennia, religious thinkers have wrestled with the nature of sexuality. This class will examine how these thinkers have dealt with the essential questions that sexuality raises. Why do humans have sexual desire? Are there proper limits to sexual activity? While the focus of this class will be on Judaism and Christianity from antiquity to the present, we will also discuss Hindu, Muslim, and Tantra views. Topics to be addressed include: the nature and purpose of human sexual desire; contraception; adultery; homosexuality; abortion; and masturbation. No prerequisites. WRIT

JUDS 1654. Russian Jewish Literature and Film (RUSS 1900).
Interested students must register for RUSS 1900.

JUDS 1655. Religion in the Dead Sea Scrolls (RELS 1150).
Interested students must register for RELS 1150.

Interested students must register for HMAN 1970I.
Reviews the discoveries and related scholarship of ancient synagogues, churches, and mosques in ancient Palestine. Focuses on their architectural and decorative as well as their spiritual and religious characteristics, and examines how those institutions influenced each other throughout their history of development. WRIT

JUDS 1675. Parting of the Ways: The Separation of Judaism and Christianity.
Jesus may have been Jewish, but for many centuries, Jews and Christians alike have considered their religions and their self-identifications to be mutually exclusive. When, why and how did these differences become definitive? Some modern scholars argue that "the ways parted early": others contend that they never parted at all! We focus on the period before Christianity becomes the official religion of the Roman Empire (late 4th century C.E.), with attention to persons in antiquity who contested these distinctions, and even to some in our own time ("Hebrew Christians," "Messianic Jews," and "Jews for Jesus"). Enrollment limited to 20. WRIT

JUDS 1680. The Archaeology of Qumran and the Dead Sea Scrolls.
Qumran is one of the most prominent archaeological sites in the world. Its fame derives from its proximity to a series of caves in which some 800 ancient scrolls were found. Scholars have debated the relevance of this site to the histories of Judaism and Christianity. This seminar will examine the debates regarding the character of Qumran through the material finds from old and new excavations conducted at the site itself and in the Dead Sea region. The lectures and readings are intended to stimulate a discussion about how to use texts and material culture for reconstructing the past. Enrollment limited to 20. LILE

JUDS 1690. Prophets and Priests in Exile: Biblical Literature of the 6th Century BCE.
The exile of Judah's elite to Babylon elicited profound and conflicting literary responses. We will undertake a literary and historical analysis of a number of the most important works produced in response to the crisis of exile, including Jeremiah, Ezekiel, Second Isaiah, Lamentations, Psalm 137, the Priestly Writing, and the work of the exilic deuteronomists. Enrollment limited to 20.

JUDS 1695. Philo (RELS 1130).
Interested students must register for RELS 1130.

JUDS 1701. Jews and Revolutions in the 20th Century
The 20th century was an age of revolutions, both political and social, in which Jews played pivotal roles. The student uprisings of the 1960s, the Feminist revolution, and the rise of the LGBTIQ movement were crucial moments of change in the development of the western world. We will discuss the Jews' roles in all these revolutionary movements, as well as in the great political revolutions of the time. WRIT DPLL LILE

What can the experience of the Jews teach us about the growth of the modern economy in the era of globalization? What were the economic, political, and cultural conditions that allowed Jewish bankers to create the economic networks that helped underpin the modern world? We will answer these questions by examining the careers and interactions of the major Jewish bankers and banking dynasties such as the Rothschilds, Jacob Schiff, and Gerson Bleichroder. We will see how these Jewish economic networks helped create - and were exploited by - the modern European economic systems of Europe, the United States and Israel. DPLL LILE WRIT

This course surveys the history of Israel from its Proclamation of Independence in 1948 until today. Israel's history has unfolded under the shadow of its prolonged conflict with the Palestinians and its Arab neighbors. At the same time, an entirely new, vibrant and dynamic society and culture has developed there. This course aims to familiarize the student with the major outlines of Israel's development, and with different narratives and interpretations of that history. The reading materials and class discussions will examine not only the Arab-Israeli conflict, but also its influence on Israeli politics, society and culture. WRIT

JUDS 1712. History of Zionism and the Birth of the State of Israel.
Examines the history of the Zionist movement within the context of the history of European nationalism and as one of numerous Jewish political responses to rising anti-Semitism. Explores the ideological and political foundations of the Zionist movement until Israel's establishment as well as broader concerns of Jewish politics in the late 19th and early 20th centuries. WRIT

JUDS 1713. Introduction to Yiddish Culture and Language.
Yiddish was the language spoken by most Jews in Eastern Europe and the countries to which they emigrated (including the U.S., England, South Africa, South American countries, and Israel) from the nineteenth century until after the Holocaust. It was the basis for a transnational Jewish culture and literature, and it played a central role in modern Jewish political life. We will explore the history of Yiddish culture and the development of the Yiddish press, literature, and cinema. The connection between Yiddish and modern Jewish politics will also be discussed. Students in this course will also have the opportunity to develop a basic knowledge of the Yiddish language. DPLL

By comparing memoirs from the early modern period through contemporary times and from widely divergent geographical settings such as eastern, central and western Europe, North Africa, the U.S., and Palestine/Israel, this course considers how Jews in different historical settings have understood their "Jewishness" and their relationship to their past, as well as the historian's role in this relationship. Enrollment limited to 20.

JUDS 1715. Women and Gender in the Modern Jewish World.
This course will focus on Jewish women's encounters with modernity in a variety of contexts: Western and Eastern Europe, United States, and Israel. The goal of this course is to uncover the experiences of Jewish women and to use gender analysis as a means of enriching our understanding of Jewish life. Students will consider how gender has shaped Jewish women's experience in the context of immigration, assimilation, religious observance, home, work, motherhood, family, and feminism.

JUDS 1716. The End of Modern Jewish History.
This course addresses the changes to the Jewish diaspora throughout the second half of the twentieth century. It begins by considering the constellation of processes that defined modern Jewish history from the 1750s until the 1940s, including demographic growth; geographic spread; the struggle for political and legal emancipation; cultural, social, and economic integration; and the birth of modern anti-Semitism. The course then asks in what ways the Holocaust and the birth of Israel transformed Jewish life in the diaspora, positing that in the 1940s a new era of Jewish history began. DPLL WRIT

JUDS 1718. Modernity, Jews, and Urban Identities in Central Europe.
The course will explore the distinct cultural identities that Jewish modernist intellectuals like Walter Benjamin, Gershom Scholem, Sigmund Freud, Franz Kafka and Karl Kraus forged for themselves in response to the conflicting challenges of assimilation, anti-Semitism and modernization. Readings will be based on primary sources and special emphasis will be placed on the historical contexts of Berlin, Vienna, Budapest and Prague where these thinkers lived their lives. DPLL LILE WRIT

Hasidism was a social movement founded on mystical ideas. Using the texts of its greatest masters, we will learn how revolutionary new ideas about God and the world became a powerful movement for social change. We will examine Hasidism's kabbalistic background, and the mystical ideology of the Ba'al Shem Tov and his followers. We will focus on the development of the Zaddik and the Hasidic Court, as well as their conflicts with the rabbinic and community establishments in the eighteenth and nineteenth centuries. The seminar will involve critical reading of primary sources in translation and class discussions of historiography. WRIT
What roles did the family play in modern Jewish society and how did Jewish women participate in them? These questions are at the heart of this seminar. Through discussions of primary sources (in translation) and modern research, we will use the tools of gender analysis to examine the history of the Jewish family from the mid-seventeenth century until today. Topics discussed include: Jewish law and the family; women and the politics of the family economy; sex and the erotic; women's spirituality; the bourgeois Jewish family in imperial Germany; Jewish family life before the Holocaust; and intermarriage in the contemporary USA. WRIT

JUDS 1723. Jews and Muslims.
This course considers interactions between Muslims and Jews in various historical settings from the early Islamic world, to Medieval Spain, to contemporary Europe and the Middle East. The goal is to move beyond simplistic histories of interfaith utopia, Islamic persecution, and Zionist domination to consider the complexities of ethno-religious interaction in a variety of social, cultural, economic and political contexts. WRIT

The seminar explores the relationship between humor, popular culture and Jewish ethnic identity in early 20th-century Europe and America. It argues that self-deprecating humor and satiric performance of Jewish stereotypes were not expressions of self-hatred, but complex cultural gestures that led to an integration within mainstream society. Topics to be considered are: the joke as a social gesture; the Jewish music hall as an urban institution; the politics of blackface in American Vaudeville; the East-European Jews in Hollywood. DPLL LILE

Interested students must register for HIST 1551.

Being a diasporic people without a nation-state until the mid-20th century, the Jews in Eastern Europe created Jewish cultures that were also influenced by the non-Jewish environment. How did these cultures develop in the age of mass migrations? How did the new Jewish cultures express the ideas of "homeland" and "diaspora?" Was the Jewish/Hebrew culture created in Israel part of the Jewish cultural discourse, or did it define itself separately? During the course, we will explore Jewish culture in four cities, also examining their relations with each other, in order to understand the transnational nature of these unique Jewish cultures. Enrollment limited to 40.

Interested students must register for HIST 1976R.

Interested students must register for GRMN 1660L.

Interested students must register for HUMAN 1971U.

What are the relationships between Man, God, and the World? Over the centuries, Jewish mystics have sought and found many different answers to this question. In doing so, they created new spiritual formations for Judaism to supplant rational philosophy as bearer of the truth about the Cosmos. We will examine the most important mystical texts produced by Jews to understand this crucial strand of Jewish - and Human - religious, spiritual, and cultural development. Among other books, we will read from the Zohar, Lurianic Kabbalah, the false messianic testimonies of the Sabatian movement. Hasidism, and the thought of Martin Buber. Enrollment limited to 20. DPLL LILE

JUDS 1742. Modern Jewish History and Society.
The study of Jews in their historical and contemporary communities of western and eastern Europe, the U.S., and Israel. Major themes include emancipation and assimilation; secularization and new religious expressions; the Holocaust and modern anti-Semitism; Zionism; immigration, ethnicity, and nationalism; family and intermarriage; education, Jewish culture, and politics.

JUDS 1743. American Jewish History.
By the mid-20th century, the U.S.'s Jewish population was one of the world's largest and most important. In 1654, however, when 23 Jews landed in New Amsterdam, their position was far from assured. The history of American Jewish settlement is considered by exploring the interaction between the political, social, and cultural environment and successive waves of Jewish migrants. WRIT

JUDS 1745. History of the Holocaust.
Explores questions raised by the Holocaust regarding how such barbarism erupted in our so-called civilized and enlightened age. Attempts to analyze the meaning of the Holocaust from three vantage points: that of European, and more particularly, German history; that of Jewish history; and that of those states and religious institutions which shared responsibility. Enrollment limited to 50. If unable to enroll because of closed registration please contact the professor and a wait list will be created. WRIT

What were the different experiences for Jews living among Christians and Muslims? How did Islam and Christianity affect the development of Jewish society and culture? Examine these questions by looking at two flourishing Jewish centers from 1500-1800: one in the Muslim Ottoman Empire, the other in the Christian Polish-Lithuanian Commonwealth. Topics to be discussed include: Christian and Muslim attitudes towards Jews and the Jews’ response to them; Jewish communities in Polish and Ottoman towns; the development of Jewish law in both settings; Christianity, Islam, and anti-Jewish violence; the interactions of Jewish, Muslim, and Christian mystical movements. Enrollment limit: 20.

In Jewish historical memory, Zionism is seen as the dominant Jewish national ideology throughout the 20th century. However, emerging in 1897, the Zionist movement aroused significant Jewish opposition. Many different Jewish ideologies developed, ranging from non-Zionism to anti-Zionism. This course will discuss the different arguments used by both Zionists and their opponents. We will look at the various options: Zionism, Diaspora Nationalism, Socialism and Communism, and Reform Judaism (before 1967), as well as Israeli Zionism and the opposition it aroused from Post-Zionists. Our focal question will be: why did Zionism evoke so much opposition among different Jewish groups. DPLL LILE WRIT

JUDS 1810. Israeli Literature in Hebrew.
For students interested in reading selections of Hebrew fiction, drama, and poetry. Concentrates on major issues of the State of Israel, for example: the relationship between modernity and tradition, responses to the Holocaust, the Arab-Israeli conflict, and other cultural, social, and political issues. Israeli feature films are viewed and discussed. Conducted in Hebrew. Emphasizes strengthening Hebrew reading, writing, and speaking skills. Prerequisite: JUDS 0500. Students who have not taken JUDS 0500 should see instructor for permission to enroll.

JUDS 1820. Holocaust Literature.
Readings in works of prose and poetry by victims and survivors of the Holocaust that portray experiences in ghettos, in concentration camps, and in hiding. Additional readings in works of the post-war era by survivors and their offspring. Discussion of the moral, psychological, religious, and cultural dimensions of the Holocaust and its ongoing impact on humanity. WRIT

JUDS 1830. Esthers of the Diaspora (POBS 1500H).
Interested students must register for POBS 1500H.

JUDS 1840. The 'New Jew' and the Diaspora: Voices from Israel, Brazil and America (POBS 1500W).
Interested students must register for POBS 1500W.
Section numbers vary by instructor. Please see Banner for the correct course reference number (CRN) to use when registering for this course.

JUDS 1975. Honors Thesis Semester I.
First of two semesters working with a faculty member in the Program in Judaic Studies to complete an honors thesis. Instructor permission required. LILE

JUDS 1976. Honors Thesis Semester II.
Second of two semesters working with a faculty member in the Program in Judaic Studies to complete an honors thesis. Instructor permission required. LILE

JUDS 2040. Yiddish for Research.
This is a course in Yiddish reading for research purposes designed primarily for advanced undergraduates and graduate students. This means that the emphasis will be on learning how to read and decipher a range of texts in modern Yiddish in different genres written. We will read the Yiddish classics and discuss their language, style and content, as well as newspaper articles published at the beginning of the 20th century and various historical documents. We will learn to read and understand non-standard pre-1930s Yiddish as well as American and Soviet Yiddish. Participation in this course requires the instructor's permission. Enrollment limited to 40.

JUDS 2080B. Methods in Ancient History (HIST 2970I).
Interested students must register for HIST 2970I.

JUDS 2450. Exchange Scholar Program.

Center for Language Studies

Director

Ercan Balci

Members of the Center for Language Studies share intellectual interests in issues of learning and teaching second languages and their cultures. The mission of the center is to facilitate contact and cooperation among second language faculty across individual department boundaries. CLS aims to promote research in the field of language study, to develop experimental or innovative language teaching materials, and to design new curricular configurations which stress the central position and interdisciplinary nature of language study. The center supports the application of emerging technologies to language learning, it seeks to improve the professional development of graduate and undergraduate teaching assistants, and it strives to forge new links within the second language community as a whole.

The Center for Language Studies is dedicated to improving the study of languages at Brown University, to extending the field of second language study, and to increasing the collaboration between language specialists and faculty and students in other disciplines. Such collaboration may be pursued: 1. through the development of interdisciplinary programs (e.g., the “Languages Across the Curriculum” program); 2. through collaborative grants and research projects; 3. through lectures and conferences involving professionals in language education; and 4. through community-oriented initiatives and projects. Individuals interested in creating new opportunities for language study are invited to share their ideas with us.

For additional information please visit the Center’s website at: http://www.brown.edu/Departments/CLS/

Courses

American Sign Language

SIGN 0100. American Sign Language I, II.
Introduces basic ASL conversation. Features core vocabulary, common signing phrases, non-manual components (facial expression, body postures), signing space, fingerspelling, numbers, loan signs, cultural protocols, rules of ASL grammar and structure. Deaf cultural behavior is introduced in the classroom and through readings, videotapes, and Deaf community events.

This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade at the end of the course work in SIGN 0200 covers the entire year and is recorded as the final grade for both semesters.

SIGN 0200. American Sign Language I, II.
Introduces basic ASL conversation. Features core vocabulary, common signing phrases, non-manual components (facial expression, body postures), signing space, fingerspelling, numbers, loan signs, cultural protocols, rules of ASL grammar and structure. Deaf cultural behavior is introduced in the classroom and through readings, videotapes, and Deaf community events.

This is the second half of a year-long course. Students must have taken SIGN 0100 to receive credit for this course. If SIGN 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing.

SIGN 0300. American Sign Language III.
Explores sociolinguistic aspects of ASL within the Deaf cultural context. Focuses on classifiers, linguistic principles related to dialogues and storytelling techniques (e.g., role-shifting, narrative structure). Deaf culture is experienced by attending events and by voluntary service to the Deaf community. Prerequisite SIGN 0200 or placement interview.

SIGN 0400. American Sign Language IV.
Intensive use of expressive and receptive skills in complex grammatical structures, advanced classifiers, dialogues, and storytelling techniques. Discussion of social factors that give rise to code-switching; regional and ethnic sign variations; social, political, and cultural evolution of U.S. Deaf community. Interaction with Deaf community in directed and non-directed activities. Prerequisite SIGN 0300 or placement interview.

SIGN 0500. American Sign Language V.
Focuses on the use of ASL discourse in formal as well as informal settings. Students will explore and present the advanced ASL genres of public speaking, artistic expression, formal discussion, interview, and narrative projects. Development of ASL vocabulary in specialized area not covered in previous courses. Prerequisite: ASL IV (SIGN 0400) or equivalent.

SIGN 0900. Introduction to Deaf Studies.
Introduction to the Deaf Community and Deaf Culture. Discussion of similarities to, and differences from, mainstream hearing culture. Supplemental videotapes focus on aspects of the culture including Deaf education and history, autobiographical sketches, Deaf norms and values, and Deaf literature, art and folklore. Theoretical issues of culture and linguistics applied to Deaf culture, American Sign Language, and the variety of cultural perspectives of the Deaf community. Students also engage in a research project related to course content. Voice interpreter will be provided; all students are welcome; no previous knowledge of American Sign Language or Deaf Studies is needed. DPLL

Independent study in an area of special interest to the student, with close guidance by a member of the faculty, and leading to a major paper/project. Required of candidates for honors, and recommended for third year students. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Prerequisite: SIGN 0500 or instructor permission. DPLL LILE
Arabic

ARAB 0100. First-Year Arabic.
Builds basic listening, speaking, reading, and writing skills, introducing the Arabic language in its cultural environment. Six contact hours per week, with an emphasis on grammar and communication, plus written, audio, and video assignments outside of class. This is the first half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade at the end of the course work in ARAB 0200 covers the entire year and is recorded as the final grade for both semesters. If course is full, please sign the wait list in Room 205, 195 Angell Street. Enrollment limited to 18.

ARAB 0110. Egyptian Arabic.
This course will introduce students to one of the major colloquial variants of contemporary Arabic. The native language of Egyptian citizens, used predominantly in everyday communication, has long since become widely understood throughout the Arab world, since popularized by the media and pop culture. The beginning oral proficiency that students will acquire in this course, by examining a range of sources, from textbooks to short stories, movies, social media posts and personal accounts by guest-speakers, and by practicing conversation in class, will facilitate their communication with native speakers of Arabic in a variety of informal situations. Prerequisite: ARAB 200. Enrollment limited to 18.

ARAB 0200. First-Year Arabic.
Builds listening, speaking, reading, and writing skills, at the low intermediate level of Arabic proficiency. Six contact hours per week, with an emphasis on grammar and communication, plus written, audio, and video assignments outside of class. This is the second half of a year-long course. Students must have taken ARAB 0100 to receive credit for this course. If ARAB 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing. Enrollment limited to 18.

ARAB 0210. Egyptian Arabic.
This course will introduce students to one of the major colloquial variants of contemporary Arabic. The native language of Egyptian citizens, used predominantly in everyday communication, has long since become widely understood throughout the Arab world, since popularized by the media and pop culture. The beginning oral proficiency that students will acquire in this course, by examining a range of sources, from textbooks to short stories, movies, social media posts and personal accounts by guest-speakers, and by practicing conversation in class, will facilitate their communication with native speakers of Arabic in a variety of informal situations. Prerequisite: ARAB 200.

ARAB 0400. Second-Year Arabic.
Develops listening, speaking, reading and writing skills at the intermediate level of language proficiency through extensive use of various texts and multimedia. Promotes a better understanding of the Arabic cultural traditions. Six contact hours weekly, plus written, audio, and video assignments outside of class. Prerequisite: ARAB 0300. This is the second half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade at the end of the course work in ARAB 0400 covers the entire year and is recorded as the final grade for both semesters. If course is full, please sign the wait list in Room 205, 195 Angell Street.

ARAB 0400. Second-Year Arabic.
Develops listening, speaking, reading and writing skills at the intermediate level of language proficiency through extensive use of various texts and multimedia. Promotes a better understanding of the Arabic cultural traditions. Six contact hours weekly, plus written, audio, and video assignments outside of class. Prerequisite: ARAB 0300. This is the second half of a year-long course whose first semester grade is normally a temporary one. Neither semester may be elected independently without special written permission. The final grade at the end of the course work in ARAB 0400 covers the entire year and is recorded as the final grade for both semesters. If course is full, please sign the wait list in Room 205, 195 Angell Street.
Catalan

CATL 0100. Introduction to Catalan.
CATL 0100 will provide students with a basic foundation in Catalan through the practice of the four fundamental communicative skills: speaking, listening, comprehension, reading, and writing, but also by mediating and interacting in class. Students can expect to be able to maintain simple conversations by the end of the course. Additionally, the subject will provide an exploration of the Catalan culture, which will be carried out through cinema, performance art, architecture, design, literature and sociopolitical contents. Additionally, academic bibliography on various subjects will be available, opening the doors to the fascinating artistic heritage and current production in the Catalan-speaking areas. LILE

CATL 0200. Catalan Language and Culture.
An intermediate course which introduces students to Catalan culture and allows them to review and extend their knowledge of all basic patterns (e.g. grammar, vocabulary, phonetics, sociocultural norms) of the language. Students will develop their oral and written skills by describing, narrating, and presenting arguments. They will work with texts and audio-visual material that will provide them with a deeper understanding of Catalan literature, culture, and contemporary society. Classes will be conducted in Catalan. Therefore a basic knowledge of Catalan literature is a prerequisite or students may request the instructor's permission to take the course.

CATL 0300. Catalan Language and Culture.
This course continues to develop and strengthen students' proficiency in the Catalan language. The cultural component plays a central role in these classes, as a means to access diverse uses of the language within a cultural context. Varied cultural sources will be explored, such as Catalan cinema, music, artistic expressions, sociocultural elements and literature. These will play a role in enhancing the student's confidence in their knowledge of the Catalan language and the context in which it is inserted. Students can expect to develop their language skills further, and to be active agents in their learning process. LILE

An open content course, which may be offered each semester. Offered as an Independent Study, this course will be adapted to students' needs that are not currently covered by our curricular offerings.

English for Internationals

EINT 2100. Academic Discourse for Internationals.
This course develops the English skills of first-year international graduate students who are preparing to be teaching assistants. Students improve their listening comprehension and fluency in conversational interactions typical of academic settings. Areas of spoken English that are addressed include pronunciation, stress patterns, intonation, vocabulary, and structure. Instructor permission required.

EINT 2200. Academic Interactions.
This course develops the English language skills of first-year international graduate students who are preparing to be teaching assistants. Students improve their fluency and expression of complex ideas in a variety of lingustic situations typical of classroom interactions. Students also increase their control of vocabulary, pronunciation and listening comprehension when communicating with American undergraduates. Instructor permission required.

EINT 2300. Negotiating an American Classroom.
In this course, international graduate students increase their abilities to communicate accurately and fluently in English with American undergraduates. International students develop their ability to interact, in culturally appropriate ways, in a variety of teaching situations common to an institution of higher education, where they are responsible for expressing and explaining complex information and ideas in English. Instructor permission required.

EINT 2400. Speaking Professionally for Internationals.
This course develops the English communication skills of international graduate students with an emphasis on intelligibility of speech and clarity of expression in a variety of teaching and professional situations (e.g. presenting material, responding to questions, directing discussions). Students develop increased facility of English in extended discourse when they are the authority in a teaching or other professional context. Instructor permission required.

EINT 2500. Advanced Articulation Tutorial.
This course is an advanced pronunciation tutorial for international graduate students who have achieved a near-native speaker level of fluency in English, but who require greater precision of English articulations, pronunciation, fluency and/or expression. Instructor permission required.

Haitian Creole

CROL 0100. Basic Haitian Creole.
Fast-paced course for beginners. Course stresses acquisition of skills in speaking and listening comprehension; writing included to a lesser degree. Strong emphasis on cultural as well as linguistic competency. Enrollment limited to 18.

CROL 0200. Early Intermediate Creole.
Fast-paced course for beginners. Course stresses acquisition of skills in speaking and listening comprehension; writing included to a lesser degree. Strong emphasis on cultural as well as linguistic competency. Enrollment limited to 18. Prerequisite: Beyond basic level of reading, writing and comprehension or having successfully completed CROL 0100.

CROL 0300. Advanced Intermediate Haitian Creole.
Fast-paced course for advanced/intermediate students of Haitian Creole. Designed for those who speak and understand Haitian Creole with some fluency but are seeking ways of perfecting their language skills, overcoming grammatical snags, increasing vocabulary, and mastering the idiomatic use of the language and proverbs. Reading and responding to authentic literature in Haitian Creole will be the focus of the course. Prerequisite: CROL 0200. Enrollment is limited to 18.

CROL 0400. Advanced Haitian Creole.
Designed for those who wish to develop more advanced level conversational, reading, and writing skills. Students work with a variety of readings (stories, poems, plays), films, interviews, and popular songs that promote in-class discussion and written analysis. Extensive practice in translating from English to Haitian and vice versa, with the aim of developing accuracy, speed, and appropriateness (lexical, grammatical, and cultural). Prerequisite: CROL 0300. Enrollment limited to 20.

CROL 1804A. Framing Haiti: History, Culture, Politics + Literature.
In broadest terms, the objective of this multidisciplinary course will be to introduce students to the varied "nature" of the Haitian society and its fluid and dynamic culture, and then attempt to make historical and socio-anthropological sense of the country in relation to the region as a whole (particularly to the United States and Dominican Republic). Throughout the course we will discuss the dynamics of power in the realm of governance, with particular emphasis placed on the notion of struggle for sovereignty and the culture of resistance (through the arts) that forms the fundamental character of the national culture. DPLL

Hindi-Urdu

HNDI 0100. Beginning Hindi or Urdu.
Introduces conversation, reading, and writing of modern standard Hindi and the Devanagari script. Those who already know Devanagari but have rusty conversation skills may join the class second semester; obtain instructor's permission during the first semester. Those who prefer to learn Urdu and the Persian script should contact the instructor.

HNDI 0200. Beginning Hindi or Urdu.
Introduces conversation, reading, and writing of modern standard Hindi and the Devanagari script. Those who already know Devanagari but have rusty conversation skills may join the class second semester; obtain instructor's permission during the first semester. Those who prefer to learn Urdu and the Persian script should contact the instructor. Prerequisite: HNDI 0100.
HNDI 0300. Intermediate Hindi-Urdu. A continuation of HNDI 0100-0200, which is a prerequisite. Introduces the variation of the Arabic script used for Urdu. Prepares students to communicate in written and spoken language. Activities are conducted in Hindi/Urdu. Meets four hours weekly.

HNDI 0400. Intermediate Hindi-Urdu. A continuation of HNDI 0100-0200. Introduces the variation of the Persian script used for Urdu. Prepares students to communicate in written and spoken language. Activities are conducted in Hindi/Urdu. Meets four hours weekly. Prerequisite: HNDI 0300.

HNDI 1080. Advanced Hindi-Urdu. Each student follows an independent reading list determined in consultation with the instructor. The readings may include folk tales, journalistic prose, 20th-century literature, classical Urdu poetry of the 17th to 19th centuries, or subjects in nonfiction. The class meets together three hours weekly for discussion. Each student also spends one hour weekly with the instructor. Prerequisite: HNDI 0400.

Language Studies

LANG 2900. The Theory and Practice of Foreign Language Learning and Teaching. The course is intended for graduate students in departments of foreign languages and literatures, who are interested in acquiring a theoretical understanding of second language acquisition (SLA) and language teaching methodologies and, by extension, developing a pedagogically sound teaching practice, grounded in research.

Persian

PRSN 0100. Basic Persian. Fast-paced course for beginners. Course stresses acquisition of Persian alphabet and basic grammatical patterns, beginning levels of speaking, listening, reading, and writing. Strong emphasis on the links between language and culture.

PRSN 0200. Basic Persian. Fast-paced course for beginners. Course stresses acquisition of Persian alphabet and basic grammatical patterns, beginning levels of speaking, listening, reading, and writing. Strong emphasis on the links between language and culture. This is the second half of a year-long course. Students must have taken PRSN 0100 to receive credit for this course. If PRSN 0100 was taken for credit then this course must be taken for credit; if taken as an audit, this course must also be taken as an audit. Exceptions to this policy must be approved by both the academic department and the Committee on Academic Standing.

PRSN 0300. Intermediate Persian Language and Culture. Expands students’ proficiency in modern Persian language and culture, develops listening, speaking, reading and writing skills at the intermediate level through various texts and multimedia. Prerequisite: PRSN 0200.

PRSN 0400. Intermediate Persian Language and Culture. Expands students’ proficiency in modern Persian language and culture; develops listening, speaking, reading and writing skills at the intermediate level through various texts and multimedia. Prerequisite: PRSN 0300.

PRSN 0500. Advanced Persian Language and Culture I. For students who have completed PRSN 0400 or have acquired language skills above the intermediate level through contact with Persian in other ways. The main goal of this course is to improve speaking, listening, reading and writing skills and promote exposure to the culture. It will enable students to expand their knowledge of the language by studying samples of modern and classical Persian literature in order to advance toward mastery of contemporary literature. The course will motivate students to communicate both in written and spoken Persian by utilizing the adequate grammatical order and correct vocabulary. Prerequisite: PRSN 0400.

PRSN 0600. Advanced Persian Language and Culture II. Designed for students who have completed PRSN 0500 or have acquired language skills above the advanced level through other means. The main goal of the course is to improve speaking, listening, reading and writing skills and promote exposure to the language and culture through in-depth study of samples of Persian literature, history, journals, newspapers, radio and TV material to advance toward mastery of contemporary literature. Students will be motivated to communicate both in written and spoken Persian by utilizing adequate grammatical order and vocabulary. Activities will include poetry reading, informal gatherings and translation from and into Persian. Prerequisite: PRSN 0500.

PRSN 1200. Iranian Cinema: Before and After the Islamic Revolution. This course provides an overview of Iranian Cinema in general and explores in detail Iranian cinema after the Iranian revolution. It explores the politics, history, techniques and the art of cinema of the past several decades in Iran. Classes consist of screenings, discussions and lectures. Conducted in English, open to all students. Enrollment limited to 25. DPLL LILE

PRSN 2980. Reading and Research. Work with individual students in connection with special readings, problems of research, or preparation of theses. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Turkish

TKSH 0100. Introduction to Turkish Language and Culture I. This is a proficiency oriented introductory course to Turkish Language and Culture. It adopts an integrated skills approach and is designed for students with little or no prior knowledge of Turkish. The course combines an emphasis on the development of communicative competences with an understanding of language structures and grammar as well as insights into Modern Turkish society and culture. The aim is to introduce students to basic linguistic structures and develop the ability to comprehend and produce text, as well as to speak and understand speech, in a variety of contexts and registers. Enrollment limited to 18. DPLL

TKSH 0200. Introduction to Turkish. This is the second semester of a proficiency oriented introductory course to Turkish Language and Culture. It adopts an integrated skills approach and is designed for students who have taken Turkish 0100 or have placed into the class after consultation with the instructor or a placement exam. The course combines an emphasis on the development of communicative competences with an understanding of language structures and grammar as well as insights into Modern Turkish society and culture.

Latin American and Caribbean Studies

Director

Richard O. Snyder

The mission of the Center for Latin American and Caribbean Studies (CLACS) is to foster greater knowledge, teaching, and research on the history, peoples, environment, languages, and contemporary problems of Latin America and the Caribbean. The Center accomplishes these goals through promoting flexible, multidisciplinary undergraduate studies on the region and helping to provide an expanding range of offerings at the graduate level; conference, grant, and curricular development support for faculty research and teaching; and a full schedule of lectures, events, and films to complement a wide range of academic interests, faculty and student initiatives, and internal and external university affiliations. As a leading center for Latin America and the Caribbean studies with a growing national and international reputation, CLACS encourages vigorous and comprehensive dialogue on key political, economic, and cultural matters related to scholarship and policy concerns regarding Latin America and the Caribbean at all levels of the university and beyond. Brown faculty-student collaboration in all aspects of Latin America and the Caribbean is a hallmark of the Center's activities. In 2006, CLACS was designated as
Latin American and Caribbean Studies Concentration Requirements

The concentration in Latin American and Caribbean Studies is designed to help students develop an interdisciplinary understanding of culture, history, and contemporary issues in Latin America. Social, political, economic, scientific, literary, and cultural factors combine to explain the Latin American and Caribbean societies of today. The concentration in Latin American and Caribbean Studies provides the opportunity to integrate the methods of various disciplines. Requirements are intentionally broad and flexible to accommodate the interests of students in understanding the diverse reality of Latin America, yet the concentration also encourages focus. Concentration requirements cover four general areas: language, area studies, research, and internship / service work. Competency in Spanish or Portuguese is developed through intermediate and advanced coursework. Many concentrators also study abroad in Latin America and the Caribbean (http://www.brown.edu/academics/latin-american-caribbean-studies/undergraduate/study-abroad-latin-america-and-caribbean) for one or both semesters during their junior year to advance their language skills.

Requirements are intentionally broad and flexible to accommodate the interests of students in understanding the diverse reality of Latin America and the Caribbean, yet the concentration also encourages focus. Concentration requirements cover four general areas: language and literature, area studies, independent research, and out of classroom experience.

Language

Basic competence in either Spanish or Portuguese is required. Each student must take either HISP 0100, HISP 0200, POBS 0110 or any more advanced Spanish or Portuguese language course. This requirement may be satisfied by examination, but the examination will not count as a course. No more than one advanced language course (not including literature courses) may be counted among the ten courses required for the concentration.

Literature

Some familiarity with the literature of the region is required. Each concentrator must take at least one of the following: HISP 0730, POBS 0610, or a 1000-level Spanish or Portuguese literature course dealing with Latin America.

Area Studies

6 courses: Two types of area-focused courses are required: (1) courses specifically designated "Latin American Studies" (LAST, not including LACA 1990- LACA 1991), and (2) courses in several departmental programs that demonstrate the ways in which various disciplines have contributed to our understanding of Latin America. Approved area studies courses for the concentration are listed in Appendix B of the Concentration Guide. At least 2 disciplines (not including Latin American Studies) must be represented among the six area studies courses. Other 1000-level courses dealing with related subjects that are especially pertinent to the study of Latin America may be substituted with approval.

Senior Thesis or Project

2 courses: A Senior Thesis or Project is optional for concentrators. It includes course credit for a reading and research course (LACA 1990-LACA 1991). In order to integrate the diverse perspectives gained in courses and readings, seniors may elect to complete a Senior Thesis or Project under the direction of one faculty member. Seniors will also choose one additional faculty member to serve as a reader. The reader will receive a draft and a finished copy of the student's thesis or project, which the reader will be responsible to grade. The reader may be involved in the earlier development of the thesis or project depending upon the arrangement made by the student with the reader. The Senior Thesis or Project will normally consist of a major research paper. A student may, with prior permission of the Latin American and Caribbean Studies Concentration Advisor, present a film, videotape, museum exhibition, or other appropriate project, together with a paper that clearly demonstrates the academic relevance of the project. Only the Senior Thesis qualifies the student (along with a minimum B+ average) for Honors. The Senior Project is quite often of a more personal nature, such as observations on practice teaching or a survey of social resources on Latin America. Near the beginning of the seventh semester, students should submit to the concentration advisor a 5 to 8 page prospectus accompanied by the signature of one faculty member indicating that he or she is willing to serve as primary advisor on the project.

If a concentrator chooses to do neither a senior thesis nor a senior project, then a research paper must be written in an advanced undergraduate seminar (1000-level). The seminar must be among the approved area studies courses listed in Appendix B of the Latin American Studies Concentration Guide, and will count as one of the ten courses required for the concentration. Research papers will typically be 20-30 pages in length and must be approved by the Concentration Advisor. Students who choose this option do not take or LACA 1990 – LACA 1991. The seminar courses and the research component of the program. The distribution requirements for this option are: 2 language courses, 7 area studies courses and 1 research course (i.e. the seminar for which the paper is written).

Internships/Community Service

The Concentration in Latin American and Caribbean Studies requires students to complete an internship or volunteer service work in Latin America or with a local organization that works primarily with Spanish or Portuguese speaking peoples. The Center maintains a database of local and international internship opportunities. Students are also strongly encouraged to consult with the Swearer Center for Public Service. Internships and community service work are available to Brown students who study abroad at the Brown programs in Mexico (Universidad de las Americas) and in Brazil (Catholic University of Rio de Janeiro). Examples of local service work performed by concentrators in previous years include: helping compile a Spanish language guide to welfare service agencies, developing a culturally appropriate adaptation of a health testing and education program, and ESL instruction to Latin American immigrants. Such extracurricular work can be rewarding in itself, in consultation with a faculty member, it can often be used to earn academic credit and furnish material for either a Senior Thesis or Project.

A minimum of one semester or a summer of internship or volunteer service work is required. Students need to submit an internship/service work proposal form to the Latin American and Caribbean Studies Concentration Advisor for approval prior to starting the internship or service work. Upon completion of the internship or service work, students are required to submit to the Concentration Advisor a brief summary report of their experience, which must be signed by the supervisor of the student's internship or service work.

Honors

Qualified undergraduates may pursue work towards the B.A. with Honors. The requirements for graduation with Honors are the following:

1. Maintenance of at least a B+ average in the ten courses counting for the concentration.
2. Maintenance of at least a B+ average in all course work done for the B.A. at Brown.
3. Completion of a Senior Thesis approved by the primary advisor and reader as acceptable for Honors. The senior thesis should be "A" level work, although an "A" thesis does not automatically qualify for honors.

Prizes and Awards: Graduating seniors in Latin American Studies are eligible for an award administered by the concentration for outstanding Senior Thesis.
Foreign Study
Study abroad (normally in the junior year) is encouraged as an important part of the concentration. Interested students should begin early to prepare for such a venture. Popular programs with Latin American concentrators include Universidad de las Americas-Puebla, Mexico, and the Catholic University (PUC-Rio) of Rio de Janeiro, Brazil. Up to three courses or a set of cases in comparative perspective (countries or sub-national units).

Latin American and Caribbean Studies

Graduate Program
Brown offers no advanced degree in Latin American Studies, but our faculty work closely with interested graduate students in other departments such as Hispanic Studies, History, Economics, American Civilization, Anthropology, Sociology, Political Science, Portuguese and Brazilian Studies, and the A.M. in Development Studies. Information about these degrees may be obtained directly from these departments or programs.

Courses

LACA 1501A. Exclusion, Gender and Respect: Understanding Youth Violence in Latin American Cities.
Urban crime and fear is perhaps the most important concern for Latin Americans in countries across the region such as Colombia, Brazil, Mexico, and Venezuela. In this course we will develop a thorough analysis of youth violence, departing from the structural forces that drive youths to violent lifestyles. We will then pass through cultural dispositions associated with gender identities and the lived experience of violence, youth subjectivities and emotions expressed (such as the sense of hopelessness engendered by these experiences). Finally we will discuss the possibility of alternatives to violence for youths.

LACA 1501B. Environment and Development in Latin America.
The main questions to be examined are: Is resource abundance a curse? Is Latin America too poor to be green? Do institutions end up defining these issues, and how? Assignments will help students develop a research project to study one case or a set of cases in comparative perspective (countries or sub-national units).

LACA 1504C. Representation and Governance in the Federations of Latin America.
This course analyzes the relationships between federalism and four large topics: political stability in plural societies, economic development, democratic representation, and equality. The discussion focuses on the evolution of Latin American federations. Students will learn where federations come from, what they do, and why it matters. They will be able to compare alternative approaches to federalism and to recognize the normative problems at stake in the organization of federations. The course is intended for advanced undergraduate students in political science or international relations. It could also be useful for students majoring in economics, sociology and history.

LACA 1510B. Environment and Development in Latin America.
This seminar introduces a “developmental challenges approach” to thinking about resource-based development. The approach is critically used to survey the development of extractive industries and other environmental issues in Latin America.

LACA 1510C. Race, Music and Literature in the Spanish Caribbean.
“Americanization,” and “globalization.” This course is designed to illuminate the many ways that popular musicians shape, and are shaped by, the broader social milieu within which they act. Focusing largely on twentieth-century case studies from Cuba, Brazil, and Peru, it illustrates how social dynamics particular to Latin America have constrained popular musicians’ efforts to communicate, circumscribed their artistic and political goals, and enabled them to intervene in sociocultural debates in specific ways. Issues to be considered include the sanctioning of musical styles as national symbols; the harnessing of music to project promoting racial diversity; its use as a medium of political protest as well as a vehicle for populist politics; the shifts in style wrought by industrialization, migration, and urbanization; the importance of media dissemination and commercialization, both in driving musical change and in determining its scope of influence; and the ambivalent role of the processes variously dubbed “westernization,” “Americanization,” and “globalization.”

LACA 1510E. Race, Music and Literature in the Spanish Caribbean.
The course provides an interdisciplinary approach to racial representations in the Literature and Popular Music of the Spanish Caribbean. It explores the different definitions and representations of the Spanish Caribbean cultures and identities from a comparative view of the Anglo and French Caribbean writers.

LACA 1510F. Institutions of Justice and Democracy in Latin America.
The course will examine the relationship between democracy building and the performance of Institutions of Justice in Latin America. We will address issues of human rights violations, globalization and its threats, and the Challenges that Latin American regimes faces to build democratic institutions and the rule of Law. The course will focus will be both on the normative and sociological and analysis of the institutions of Justice in Latin America.
LACA 1510G. Literature and Popular Culture in Latin America.
Latin American cultures were built on the humanistic and intellectual perspectives exposed by José Enrique Rodó and José Martí. Among many others, which propose the artistic aesthetic as a social ideal and the spreading of education as a sign of progress. But these cultural and national projects were developed in "the era of mechanical reproduction" and their literary project soon was menaced by the "cultural industry." This course explores the dialogues and tensions between what has been branded as the "lettered" and the "real city" in Latin American societies in a selection of literature, film, television, and popular music. This course will be given in Spanish. DPLL

LACA 1510H. Shaping the Brazilian Nation through Music.
This course provides an introduction to the music of Brazil, with a particular emphasis on its role in creating and contesting visions of nationhood during the twentieth century. Focusing upon a limited number of musical practices, from different regions and periods, it is not intended to provide a comprehensive survey. Rather, using a small set of case studies, it highlights key dynamics that have shaped the relation between Brazilian music and Brazilian society more broadly. Topics range from traditional practices, such as candomblé and folias de reis; to samba, bossa nova, and Northeastern regional styles; to the work of composer Heitor Villa-Lobos; to the contemporary hip hop scene of São Paulo. There are no prerequisites, but it is recommended that students have either some knowledge of Latin American culture and/or history, or some musical background. Enrollment will be limited to twenty people, with preference given to those matching these criteria. DPLL

LACA 1510I. Urban Latin America.
This course will analyze the crucial dynamics, contradictions and consequences of urbanization in contemporary Latin America. Themes to be addressed include: urban culture, sports, national and ethnic identities, religion and violence. Prerequisite: at least one other class in Anthropology or other social sciences.

LACA 1510J. The Making of Modern Brazil.
Will focus on the building of the Brazilian nation and the meanings of social phenomena involved in this process. Based on studies of contemporary Brazilian society, it will analyze different aspects of that country: urbanization, popular culture, revival of tradition, hybridization, imageries, symbolic aspects of money and consumption, popular music.

LACA 1510K. Human Rights in Twenty-First Century Latin America.
Course offers a multidisciplinary introduction to the key advances in and challenges for the protection of human rights in contemporary Latin America. In contesting autocratic governments in the 1970's and 1980's, Latin America social movements and non-governmental organizations (NGOs) played a central role in the creation of the institutions and norms that constitute the international human rights system today. Enrollment limited to 20.

LACA 1510L. The Politics of Latin America: Dilemmas and Opportunities.
A survey course on the politics of Latin America which aims at exploring the transformations experienced by the region in the last few decades. The course combines the discussion of themes (the emergent economic realities, the quality of democracy) with a more detailed look at countries of particular relevance because of their importance (Brazil, Mexico, Argentina) their unique trajectories (Chile, Cuba) and their relationship with the United States (Venezuela). Enrollment limited to 20.

LACA 1510M. New Latin American Populisms in Comparative Perspective: Bolivia, Argentina, Venezuela + Ecuador.
Seminar: this course is based on the notion that there is more to populism and old dichotomies such as rational/irrational, rural/urban or modern/traditional: It will discuss and identify a more precise definition of populism, characterize the "new Latin American populism" and compare it with the classic populisms of the Post War era and the "neo-populisms" of the nineties. It will discuss the commonalities and differences of these regimes in terms of their coalitions of support and their public policies. Limited to 25 juniors and seniors.

LACA 1510N. Political Systems and Political Parties in Latin America.
This course will explore the seemingly contradictory reality of Latin American political systems and political parties. The goals of the course are to analyze the transformations of the political parties and the political party systems in Latin America from the year 2000 to the present day and to highlight the manner in which the party systems transformations had to do the transformations in the representative linkage between the political parties and the civil and political societies that they are rooted in.

For Latin American + Carribean Studies concentrators writing senior projects or honors theses.

For Latin American + Carribean Studies concentrators writing senior projects or honors theses.

This seminar serves as a capstone course for the Latin American and Caribbean Studies concentration. Its purpose is to enable students to synthesize the diverse material covered throughout their interdisciplinary coursework in the concentration and to reflect on overarching questions, issues, and concepts related to Latin America and the Caribbean. Open to senior Latin American Studies concentrators. Instructor permission required.

This seminar serves as a capstone course for the Latin American and Caribbean Studies concentration. Its purpose is to enable students to synthesize the diverse material covered throughout their interdisciplinary coursework in the concentration and to reflect on overarching questions, issues, and concepts related to Latin America and the Caribbean. Open to senior Latin American Studies concentrators. Instructor permission required.

For upper-division students interested in pursuing topics in Latin American and Caribbean Studies not currently taught in the Brown curriculum. Students must have significant prior coursework, language skills, and sufficient background knowledge to put together a comprehensive reading list and to produce a final paper that meets the research requirement in the LAST concentration.

Class requirements include weekly meetings with the instructor, reading responses submitted before each meeting, and a self-assessment at the end of the semester by the student. The independent study will culminate in a research paper of sufficient depth and sophistication to meet the research requirement for the concentration in Latin American and Caribbean Studies.

Registration requires a comprehensive reading list developed by the student in consultation with the faculty member and a written agreement on course requirements. The concentration advisor's approval is required if the course is to count toward the concentration.

No more than two (2) semesters of LAST 1994/1995 may be used toward concentration requirements in Latin American and Caribbean Studies.

For upper-division students interested in pursuing topics in Latin American and Caribbean Studies not currently taught in the Brown curriculum. Students must have significant prior coursework, language skills, and sufficient background knowledge to put together a comprehensive reading list and to produce a final paper that meets the research requirement in the LAST concentration.

Class requirements include weekly meetings with the instructor, reading responses submitted before each meeting, and a self-assessment at the end of the semester by the student. The independent study will culminate in a research paper of sufficient depth and sophistication to meet the research requirement for the concentration in Latin American and Caribbean Studies.

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Program in Literary Arts

Chair

Leigh Cole Swensen

Since 1968, Literary Arts at Brown University has been a creative and intellectual center for the U.S. literary avant-garde. Along with a handful of other writing programs nationwide, Brown provides a home for innovative writers of fiction, poetry, digital language arts and cross-disciplinary. Established in the mid-1960s by poet, translator and critic Edwin Honig, Literary Arts at Brown continues its tradition of hiring and retaining a faculty comprised of nationally and internationally known authors. Each year, the program offers 60 – 70 classes, awards the M.F.A. degree to approximately 12 graduate student writers, and confers Honors on about 35 talented seniors who will have completed the undergraduate concentration in Literary Arts.

For additional information, please visit the department's website: http://brown.edu/academics/literary-arts/home/literary-arts

Literary Arts Concentration Requirements

Brown’s Program in Literary Arts provides a home for innovative writers of fiction, poetry, playwriting, screenwriting, literary translation, electronic writing and mixed media. The concentration allows student writers to develop their skills in one or more genres while deepening their understanding of the craft of writing. Many courses in this concentration require a writing sample; students should consult a concentration advisor or the concentration website for strategies on getting into the appropriate course(s).

Candidates for the Bachelor of Arts degree with concentration in Literary Arts will be expected to complete the following course work:

1. At least four creative writing workshops from among the following series: LITR 0100, LITR 0110, LITR 0210, LITR 0310, LITR 0610, LITR 1010, LITR 1110, and LITR 1150. At least two genres must be covered within the four courses taken. An independent study in literary arts (LITR 1310) may count toward the workshop requirement. Other writing-intensive courses may also count, at the discretion of the advisor.

2. Six elective reading and research in literary arts courses, which must include:
   • a course in literary theory or the history of literary criticism
   • a course that primarily covers readings and research in literary arts created before 1800
   • a course that primarily covers readings and research in literary arts created between 1800 and 1900
   • a course that primarily covers readings and research in literary arts created after 1900

These courses, selected in consultation with a concentration advisor, may come from (but are not limited to) the following departments: Africana Studies, American Civilization, Classics, Comparative Literature, East Asian Studies, Egyptology, French Studies, German Studies, Hispanic Studies, Italian Studies, Judaic Studies, Linguistics, Literature and Cultures in English, Middle East Studies, Modern Culture and Media, Music, Portuguese and Brazilian Studies, Slavic Studies, South Asian Studies, Theatre, Speech and Dance, Visual Arts. With approval from the concentration advisor, courses covering pre-20th century time periods may be distributed in a variant manner, so long as they cover two distinct literary time periods that precede the 20th century

3. Among the ten required courses, at least four must be at the 1000-level or above. No more than a total of four classes (workshops or reading/research courses) may be taken outside of the Literary Arts Department at Brown (whether at another institution or within another department's curriculum). No more than two of the ten required courses for the concentration may also count toward fulfilling a second concentration.

4. During the senior year, all students must take at least one course within the Literary Arts course offerings (courses with LITR designation by the Registrar, or courses approved by the concentration advisor).

Honors in Creative Writing: Course requirements are the same as those for the regular concentration (four workshops, six elective literature-reading courses), with the following changes and additions: honors candidates must include two 1000-level workshops or independent studies among their courses; and complete a thesis. Students who are enrolled in or have completed at least one 1000-level workshop (or independent study) may submit honors applications to the Literary Arts Department from the first day of the fall semester to 20 September. Interested students should obtain information from the office of the Literary Arts Department.

Literary Arts Graduate Program

The Graduate Program in Literary Arts offers a Master of Fine Arts (M.F.A) degree with courses in fiction, poetry, digital language arts and work that cross the boundaries of discipline.

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/literary-arts

Courses

LITR 0100A. Introduction to Fiction.
A workshop for first year students, introducing them to the art of writing fiction. This course is reading and writing intensive. Enrollment limited to 17. S/NC required. FYS WRIT

LITR 0100B. Introduction to Poetry.
A workshop for first year students, introducing them to the art of writing poetry. This course is reading and writing intensive. Enrollment limited to 17. S/NC required. FYS WRIT

LITR 0110A. Fiction I.
A workshop for students who have little or no previous experience in writing fiction. Enrollment limited to 17 per section. This course is limited to undergraduates. S/NC. WRIT

LITR 0110B. Poetry I.
A workshop for students who have little or no previous experience in writing poetry. Enrollment limited to 17 per section. This course is limited to undergraduates. S/NC. WRIT

LITR 0110D. Digital Language Art I.
Project-oriented workshop for writers, visual/sound artists, filmmakers and programmers who wish to explore digital media techniques. No experience working in this field (or with computer programming) required. You’ll learn through doing, reading, talking and collaborating on works in various traditions. Enrollment limited to 17. S/NC. WRIT
Interested students must register for ETHN 0300.

This course will focus on the intersection of psychogeography and the city. Psychogeography is an artistic discipline concerned with the subconscious and pure contemplation of originality and purity is more substantial. Pursuing a definition of the fake, we will consider its many forms in contemporary society alongside novels that parody and complicate the history of these particular deceptions. Authors include: Borges, Bolano, Ishiguro, Byatt, and McCarthy. Enrollment limited to 17.

LITR 0210A. Fiction Writing II.
Topics often include stylistic matters related to tone and point of view, and structural matters like controlling switches in time. See general course description above for course entry procedures for all intermediate workshops. Enrollment limited to 17. Instructor permission required. S/NC. WRIT

LITR 0210B. Poetry Writing II.
Emphasis is placed on verse strategies, meter, rhythm, imagery and rhyme. Writing includes frequent exercises in various poetic traditions. See general course description above for course entry procedures for all intermediate workshops. Written permission required. S/NC. WRIT

LITR 0210D. Imagining the City: Visions from Film and Literature.
This course will look at representations of urban space both in films and fiction, and through the lens of critical writings on the intersections between city space, architecture, film, and narrative. How do cities affect us aesthetically and emotionally? How have film and fiction examined, reinvented and revolutionized urban space in the twentieth century? What is the future of cities? These are some of the questions we'll address through readings, screenings, and discussion. As a class we will do weekly creative writing exercises inspired by the films and designed to explore the ways in which poetic space might be evoked through text.

LITR 0310E. Making the Written Word.
While our primary focus will be on language, we shall explore its relationship to sound, video, and performance. Although no prerequisites are required, students should be competent in visual and language arts — we shall work with equal sensitivity in both. Works created shall interrogate the space between image and text as a single composite medium, therefore illuminating advantages and pitfalls of each. We'll consider works by Linda Montano, Jenny Holzer, Lyn Hejinian, Susan Sontag. Required lab sessions in new technologies (Final Cut Pro, Audacity, Logic, Processing) will provide skills necessary to produce conceptually driven works of digital language art. Enrollment limited to 17. WRIT

LITR 0310F. Visual Poetry.
This interdisciplinary workshop explores the visual possibilities of language. Considering the page as a starting point, we'll create new works between writing and visual art. Through researching early writing systems, concrete poetry, asemic writing and contemporary works, students will gain a deeper understanding of their own practices. We'll examine the works of Dieter Roth, Carl Andre, Sol Lewitt, Aram Saroyan, Kenneth Goldsmith, Rosmarie Waldrop and more. All visual media welcome. "[Blank space on a page means] freedom. The possibility of anything happening. Every mark on that paper is an interruption, an insertion into a kind of peace." -Susan Howe WRIT

LITR 0310H. Art of Film: An Introduction to Filmmaking.
This is a course in the art of film writing, directing, editing picture and sound, and producing, be it narrative or avant-garde. Students will engage the theory and practice of the art of filmmaking via readings, viewings, writings, and making their own films. S/NC required. WRIT

LITR 0310J. The Voice of Text.
The Voice of Text will explore the voice as mediator among text, sound and performance. The vocal instrument will be thoughtfully investigated with examination of extreme and unorthodox iterations of voice/text/sound, including: castrati repertoire, extended technique ranging from Diamanda Galas to black metal, coded shortwave radio transmissions, electronic vocal synthesis and the ecstatic speech of glosolalia. Additionally, voiced text will be given historical context through fiction and poetry, film, theater and music. Through individual and collaborative projects, students will explore a variety of techniques and technologies, harnessing the expressive potential of the voice across a wide variety of disciplines. WRIT

LITR 0510A. Masters and Servants.
We will consider the relationship between servants and masters as portrayed in fiction and films. We shall examine the basic relation of servitude to sovereignty, extrapolating to the broader power dynamics of two-person relationships. Beginning with the Hegelian dialect of the master and the servant, and building as well on a philosophical framework provided by Nietzsche, Kojeve and Bataille, we shall look at the complexities of the relationship between masters and servants, exploring the psychological, social and ethical dimensions of two-person relationships that value each person differently. We shall focus on issues of class and power and look at literature and film in which there are explorations of several complicated manifestations of servitude and mastery: overlaps into gender power dynamics and fetishism, power dynamic reversals both to comic and tragic effect, and questions of boundaries and violation of social propriety and human communication. Core texts will include work from Ishiguro, Wodehouse, D.H. Lawrence, Miabeau, Richardson, Broné, and Stanley Crawford, and film texts will include Joseph Losey's The Servant and Luis Buñuel's Diary of a Chambermaid. FYS

LITR 0310C. Ethnic Writing (ETHN 0300).
Interested students must register for ETHN 0300.
LITR 0510B. Into the Machine.
Starting from Turing's work on artificial intelligence, we shall examine the cultural and artistic ramifications of the rise of the machine, using Marx and Walter Benjamin to provide a framework. We will look at how machines generate anxiety, with special emphasis on robots, puppets and automatons; and we shall also consider utopian and dystopian images of machines, and visions of near and distant futures. Finally we will look at authors who utilize machine models of operation to generate artistic work. Authors and filmmakers include: Capek, E.T.A. Hoffman, Asimov, Lem, Breton, Redonnet, Fritz Lang, Chaplin, Tati. Enrollment limited to 20 first year students. FYS

LITR 0510C. The Pleasures of the Text.
Enter the radius of literature, music and film through devotional readings, viewings and listening experiences that will result in a series of weekly creative writing experiments. Dissolve into a narrative or sound or image the way a writer might and return from these experiences inspired and changed. Be prepared for the awe and wonder that only art can afford. Texts may include stories, poems and/or novels by Adler, Baldwin, the Bible, Coetzee, Cortazar, Gluck, Muller, Munro, Morrison, Pancake, Rankine, Schwartz, Wolf and others. Films by Akerman, Anderson, Kurosawa and Herzog. Music by classical, jazz and hip hop artists. FYS LILE WRIT

LITR 0610A. Unpublishable Writing.
This workshop explores writing projects which do not fit into conventional avenues of print publication (i.e. books). Through a series of prompted artistic projects we will explore how writing can interweave in new relationships with time, materials, sequence, procedural approaches, performance, and collaboration. Independent research will support your creative projects throughout the semester. Enrollment limited to 12. S/NC. FYS

LITR 0610B. Fiction Through Poetry.
This course is designed for poets, fiction writers, and cross-genre enthusiasts interested in looking at narrative as it occurs at the level of the sentence, even the level of the word. We will use a variety of poetic texts as well as other fractured content as a means to think about fiction and the borderlands of storytelling. Students will be given weekly writing exercises. Enrollment limited to 12 first year students. S/NC. FYS

LITR 0610C. Books By Hand.
We shall explore small press publishing and bookmaking from historical, contemporary and hands-on perspectives. Students will be asked to design and carry out small creative projects throughout the semester as well as research particular concerns in the field. Enrollment limited to 12 first year students. S/NC. FYS WRIT

LITR 0710. Writers on Writing Seminar.
Offers students an introduction to the study of literature (including works from more than one genre) with special attention given to a writer's way of reading. This course will include visits to the course by contemporary writers who will read to the class and talk about their work. Enrollment limited to 20 first year students. FYS WRIT

LITR 0999. Graphic Novels and Comic Masterworks.
Focused on the influence of graphic novels and comic art, this course examines graphic novels and comic art from seminal texts like Art Spiegelman’s Maus through a range of mainstream and independent comics from Marjane Satrapi, Grant Morrison, Alan Moore, David B., Lynda Barry, Daniel Clowes, Frank Miller, and many others, including graphic memoir, reportage, and Indie and DIY zines. The course explores image and language in collaboration, seeking a better understanding of this influential genre. Assignments are critical and creative, both individual and collaborative, and will involve daily reading and writing assignments. Enrollment limited to 20. WRIT

LITR 1010A. Advanced Fiction.
The writing of short stories or longer works in progress in regular installments, along with appropriate exercises and reading assignments. See general course description above for course entry procedures for all advanced workshops. Written permission required. S/NC. WRIT

LITR 1010B. Advanced Poetry.
Course work includes a body of exercises, close reading of poetry, workshop conversations and conferences. See general course description above for course entry procedures for all advanced workshops. Instructor permission required. S/NC. WRIT

LITR 1010C. Advanced Playwriting.
Course work includes a body of exercises, significant reading, workshop conversations and conferences. See general course description above for course entry procedures for all advanced workshops. Enrollment limited to 12. Instructor permission required. S/NC. WRIT

LITR 1010D. Advanced Digital Language Arts.
An advanced writing working for which participants produce, individually or in collaborative arrangements, a significant work of language-driven, digitally-mediated art in networked and programmable media. This work will be given historical and critical context, as participants become more aware of what it is they are doing when they use digital systems to write, or when they create instruments for and of writing. Throughout the course — and especially before final projects become the focus — there will be seminar-style reading and discussion: readings from other works of digital language art and from selected critical writing in the field. WRIT

LITR 1010E. Advanced Screenwriting.
The writing of short screenplays or a longer work in progress in regular installments, along with a body of exercises, workshop conversations and conferences. See general course description above for course entry procedures for all advanced workshops. Instructor permission required. S/NC. WRIT

LITR 1010F. Advanced Translation.
Translation draws from many fields including linguistics, comparative literature, literary studies, anthropology, cultural studies, cognitive science, and creative writing. While we consider different theories and approaches to translation, students will embark on a semester-length translation project. Expect to read and energetically discuss readings, to give a presentation on your ongoing translation, and to write a critical essay and numerous translation exercises on your way toward completing a manuscript in translation (the length of which will be determined by the work itself and an agreement between professor and student). Enrollment limited to 12. Instructor permission required. S/NC. WRIT

LITR 1010G. Writing 3D.
An advanced experimental workshop for writing in immersive 3D, introducing text, sound, spatial poetics, and narrative movement into Brown's Legacy Cave (now house in the Granoff Center for the Creative Arts) with links to the YURT (Yurt Ultimate Reality Theater in the Center for Computation and Vizualization). An easy-to-learn and easy-to-use application allows non-programmers to create projects on laptops and then to run them in immersive 3D audiovisuality without the necessity for specialist support. Broadly interdisciplinary, the course encourages collaboration between students with different skills in different media, who work together to discover a literary aesthetic in artificially rendered space. WRIT

LITR 1110B. American Political Drama.
What exactly is an American political play? We'll examine issues of personal freedom, community rights, and the positioning of public power. Are we different from the myths of America? Political theater enables us to see our moral choices and aspirations. From Aristophanes to Suzan-Lori Parks, we will look at various political texts while we attempt to create new approaches to the writing of American Political Theater. WRIT

LITR 1110E. Innovative Narrative.
Stereotexts: a project-driven writing workshop focused on innovative multidimensional approaches to narrative. Projects using two or more media such as print and digital formats or texts and sound, filmed text, hyperfictions, narratives with multiple voices or even multiple spaces, text installations, fictions that put contraries into play, etc., are all welcome. Writing samples and project descriptions required. WRIT
LITR 1110F. Narrative Strategies.
A course essentially geared to the creative and critical writer interested in experimenting with some of the narrative structures suggested by the great films. To include films of Akerman, Antonioni, Eisenstein, Hou Hsiao-Hsien, Godard, marker, Tarkovsky and others and texts by Duras, Sebald and Vittorini. Instructor permission required. WRIT

LITR 1110G. Narrative Voice: Fact and Fiction.
No description available. WRIT

LITR 1110J. The Short Story.
Experiments in writing: extensive reading in traditional and experimental collections of fiction in shorter forms. Writing samples of no more than ten pages should be left at 68 1/2 Brown Street on the first day of the semester. Instructor permission required. S/NC. WRIT

LITR 1110L. Aspects of Contemporary Prose Practice.
Using Chimamanda Ngozi Adichie's Purple Hibiscus, Tayeb Saleh's The Wedding of Zein and Other Stories, Luis Bernard Honwana's We Killed Mangy Dog, and Our Sister Kilijoy, this course will look at prose narrative in contemporary African Literature, for a background to general narrative practice. Among areas of special interest, the course will examine the contents and structure of the short story, not as an abbreviated novel, but as an autonomous genre. We shall also look at literature in translation, and discuss what the reader loses in the process if anything, and how much that matters, if at all. Students will be expected to work on short stories and novel chapters. Instructor permission required. Enrollment limited to 12. S/NC. WRIT

LITR 1110M. Stereotexts: Experimental Multidimensional Fiction Workshop.
A project-driven writing workshop focused on innovative multidimensional approaches to narrative. Projects using two or more media such as print and digital formats or text and sound, filmed text, hyperfictions, narratives with multiple voices or even multiple spaces, text installations, fictions that put contraries into play, etc., are welcome submissions. WRIT

LITR 1110N. Workshop for Potential Literature.
A novel without the letter "E", 100,000-billion sonnets by permutation and texts that take the shape of a Mobius-Strip-- all this time and more, as workshop participants try their hands in writing in response to problems created by and inspired by a group of writers engaged in strange constraints and procedures. Instructor permission required. S/NC. WRIT

LITR 1110O. Hybrid Texts, Hybrid Thinking.
In neither being fiction, poetry, memoir, theory, nor art writing but a crossing of these genres, the hybrid text proffers an open and complexly layered environment for engaging questions of perception, knowledge and articulation. In this course, we will study exemplary works of literature and venture briefly into visual art. Both critical and creative responses will be required. WRIT

LITR 1110P. Alternative Scriptwriting: Writing Beyond the Rules.
This course will consider various screenwriting genres and how to write against genre or extend the traditional screenwriting forms. Students applying must have already completed either a 90+ page screenplay or have taken Advanced Playwriting (LITR 1010C) or Advanced Screenwriting (LITR 1010E) at Brown. S/NC. WRIT

LITR 1110R. Performance Dimensions of Text.
This workshop (modeled on a traditional "atelier") explores the relationships between the performative and the printed/textual, asking in particular how the page can serve as a dynamic blueprint for sound, video, movement, and theatrical practice. Weekly examples of works that have pushed the boundaries of literary genres by incorporating performative elements will be combined with student experimentation in long and short pieces. As an interdisciplinary workshop, this course invites students from all backgrounds. S/NC. Instructor's permission required. Enrollment limited to 12. WRIT

LITR 1110S. Fiction into Film.
A study of various directors' attempts to transfer masterpieces of fiction into film. Concerning both genres we will ask Gertrude Stein's question: What are masterpieces, and why are there so few of them? Includes fiction by Austen, Bierce, Carter, Cowley, Doyle, Faulkner, Forster, Fowles, Kesey, Joyce, McCullers, Morrison, Nabokov, O'Connor, Thompson, Walker, Spielberg, Wouf, Yamamoto as directed by Burton, Forman, Feli, Gilliam, Huston, Jordan, Kurasawa, Lee, Potter, and others. Class and weekly screenings. Enrollment limited to 12. S/NC. WRIT

LITR 1150A. Ecopoetics in Practice.
What we have perpetrated on our environment has certainly affected a poet's means and material. But can poetry be ecological or display values that acknowledge the economy of interrelationship between human and non-human realms? Aside from issues of theme and reference, how might syntax, line break, or the shape of the poem on the page express an ecological ethics? How might poetry register the complex interdependency that draws us into a dialogue with the world? Readings, discussion, essays and creative writing. See general course description above for course entry procedures for all special topics workshop/seminars. Written permission required. S/NC. WRIT

LITR 1150B. The Foreign Home: Interdisciplinary Arts.
Project-centered workshop for exploration beyond one's "home" genre, whether in video, poetry, fiction, music, performance or visual arts. Contemporary and art-historical interdisciplinary works will ground our investigation into the tension between expertise and "beginner's mind". Collaborative and individual work expected. See general course description above for entry procedures for all special topics workshops/seminars. Written permission required. S/NC. WRIT

LITR 1150C. Unpublishable Writing.
Before becoming the dominant form of book-marking, "the codex" meant a tree stump where criminals were tied. After examining conventions of western print culture, we will explore literary practices which are performative, sculptural, multimedia, or out-scale. Through the course is primarily for creative projects, critical research will also be expected. WRIT

LITR 1150E. Strange Attractors: Adaptations/Translations.
A workshop for students from all genres and disciplines to explore adaptation as creative process. Adaptation can be between any genres and from any source. See general course description above for entry procedures for all special topics workshops/seminars. Written permission required. S/NC. WRIT

LITR 1150G. Books by Hand.
Collaborative and individual work expected. See general course description above for course entry procedures for all special topics workshop/seminars. Written permission required. S/NC. WRIT

LITR 1150F. Home and Abroad.
This course combines seminar and workshop sessions for students with special interest in the writing of novels and short fiction. Attention will be given to the ways certain English and American writers - Herman Melville, Joseph Conrad, E. M. Forster, Graham Greene - have interpreted the lives of people in other and foreign cultures. These are classic examples of the meeting of insiders and outsiders in the house of fiction. Instructor permission required. Enrollment limited to 12. WRIT

LITR 1150S. Books by Hand.
As both a seminar and workshop, this course will explore small press publishing and bookmaking from historical, contemporary and hands-on perspectives. Students will be asked to design and carry out small creative projects throughout the semester as well as research particular concerns in the field. See general course description above for course entry procedures for all special topics workshop/seminars. Written permission required. S/NC. WRIT

LITR 1150H. Latin American Poetry Live.
We focus on 18 essential poets from Latin America. If you do not weep and run naked shouting through the streets of Providence you will not have read the poems closely. Bilingualism is not a prerequisite, but all the texts are bilingual and we will consider translation issues in a way that is accessible to and engaging for everyone. Several of the poems we consider are book length magisterial works. The poems are political, erotic, domestic, colloquial, innovative, or incendiary, and sometimes all at once. This section does not require permission from instructor. WRIT
LITR 1150L. The Lyric Essay
Advanced level workshop for graduates and undergraduates to explore the possibilities of creative nonfiction in a radical or hybrid mode. See general course description above for course entry procedures for all special topics workshops/seminars. Written permission required. S/NC. WRIT

LITR 1150J. The Cinematic Essay
A creative writing seminar in which we take the Essay Film as the primary inspiration for weekly writing exercises. Works by Marker, Godard, Ivens, Resnais, Varda, Akerman, Herzog, Morris, Su Friedrich, Sadie Benning and Trihn Mon-Ha to be included. Also writing by Cannetti, Gass, Handke, Cha, Hong Kingston and more. See general course description above for course entry procedures for all special topics workshops/seminars. Written permission required. S/NC. WRIT

LITR 1150M. Short Fiction Experiments
A course in fiction which pushes against the very definitions of stories and fictions. Using short forms, we will examine our habits and assumptions of story telling and engage in willful adventures of mind, spirit, and language. Prerequisites include a passion for trying everything and anything once. No prior writing experience needed. Written permission required. WRIT

LITR 1150N. The Novella: An Adventure in Writing
In this workshop/seminar, we will explore the ever elusive world of the novella - how to think of this work, what the rules are, where the boundaries lay. Alongside their reading of writers such as Marguerite Dumas and Michael Ondaatje, students will embark on their own novella-writing journeys. Written permission required. S/NC. WRIT

LITR 1150P. John Cage and Meditative Poetics
Primarily an interdisciplinary literature course, we will experience the writing and thinking of John Cage in the context of a wider exploration of creative processes with a basis in American and European interpretations of Buddhist practice and thought. We will explore the work of contemporary artists such as Bill Viola, Philip Glass, Meredith Monk, Allen Ginsberg and Anne Waldman, as well as Samuel Beckett and others. Students in the course will be expected to write in both creative and critical modes. Instruction in basic meditation practice is recommended but optional throughout the semester. Written permission required. WRIT

LITR 1150Q. Reading, Writing and Thinking for the Stage
Composed of contemporary dramatic literature for playwrights. Contemporary texts are studied. Use of each author's dramatic techniques, the influence of the times on his drama, his themes, the demands of market driven theater and popular art considered. Simultaneously students will write an original 60-page manuscript. Students applying must have already completed plays of 60 pages or have advanced playwriting experience. Written permission required. S/NC. WRIT

LITR 1150R. Exemplary Ancient Fictions
We shall discuss and examine a selection of pre-Gutenberg narratives from Gilgamesh and Genesis through Ovid and fairytales and medieval romance, with a focus on the ancient art of narrative. We shall also try our hands at exercises in the alternative fictional strategies these works suggest. Course entry based on the submission of a writing sample (and in-class writing in response to an assignment) at the first class session. WRIT

LITR 1150S. What Moves at the Margins
A multi-genre seminar/workshop based on fiction, non-fiction and dramatic literature into tension between expertise and "beginner's mind". Collaborative and individual work expected. Instructor's permission required. WRIT

LITR 1150T. Foreign Home
Project-centered workshop for exploration beyond one's "home" genre, whether in video, poetry, fiction, music, performance or visual arts. Contemporary and art-historical interdisciplinary works will ground our investigation into the tension between expertise and "beginner's mind". Collaborative and individual work expected. Instructor's permission required. WRIT

LITR 1150U. Prose City: The Making of Spatial Texts
In this workshop/seminar, we will explore, through selected reading and writing exercises, some basic questions of "writing city": how is place captured, encompassed; how can the city emerge in language as a character, an event, as reflective space; how do we enter the city; how do we recognize its borders? Students will be asked to create a portfolio of texts for an imagined city, as well as to think through concepts such as "structure," "location," "encounter," and "identity" as they occur in the paragraph. Instructor's permission required. WRIT

LITR 1150V. The Novel in Brief
This workshop/seminar takes the novel form on a wild ride as it investigates concepts such as compression, fragmentation, miniaturization, and sequencing in the construction of narratives. Students will be required to write their own brief novel over the course of the semester. Writing sample due at first class session. Instructor permission given after review of manuscripts. Enrollment limited to 12. WRIT

LITR 1150W. Clown Aesthetics
Clown as literary structure and trope as well as character will be our focus. We will ask if this "clown aesthetic" exists, could exist, should or might continue to exist -- in fiction, performance, and film in particular. Clowning of all kinds considered from history, theory, literary and performing arts. Graduate and undergraduate students from all disciplines invited. This workshop course includes individual research as well as collaborative projects. Come to first class for permission. Enrollment limited to 12. S/NC. WRIT

LITR 1150X. Reading, Writing and Thinking
This is a class for writers and will entail close devotional readings of the texts and weekly writing experiments based on methods, motions, patterns, rhythms, abstractions and other narrative strategies employed by the novels. We'll read the following books by Woolf: Jacob's Room, Mrs Dalloway, To the Lighthouse, and Between the Acts. S/NC required. Writing samples due at first class meeting. WRIT

LITR 1151B. Figures of Thought
What can you say about what can be said, and what form does such a saying take? From the gnostic gospels to Agamben, Yeats to Yas Bonnefoy, we'll follow these fleeting figures of thought and their messages. We will read a variety of writings from the deep past to the present. These will be read in a variety of forms but illuminate a path ahead of the one we daily follow. Students will keep journals that respond to the world and writing and bring these as material for discussion in class. Each one will give a presentation during the term. LILE WRIT

LITR 1151C. Virginia Woolf: Four Novels
This is a class for poets, fiction writers, and cross-genre enthusiasts interested in looking at narrative as it occurs at the level of the sentence, even the level of the word. We will use a variety of poetic texts as well as other fractured content as means to think about fiction, and the borderlands of storytelling. Instructor permission required (bring a writing sample to the first class meeting). Enrollment limited to 12. S/NC WRIT

LITR 1151D. Art of Film
This is a course in the art of film writing, directing, editing picture and sound, and producing, be it narrative or avant-garde. Students will engage the theory and practice of the art of filmmaking via readings, viewings, writings, and making their own films. Each student will complete four films from initial conception to the final film in a collaborative environment. DPLL LILE WRIT
LITR 1200. Writers on Writing.
Offers students an introduction to the study of literature (including works from more than one genre) with special attention given to a writer's way of reading. This course will include visits to the course by contemporary writers, who will read to the class and talk about their work. Enrollment is limited to 30 students.

LITR 1220A. History and Practice of English Versification.
An opportunity to study through reading and imitating poems that represent a variety of poetic eras and traditions. S/NC.

LITR 1220B. Samuel Beckett.
This course will mark the centenary of the author by reading and discussing a range of works from Samuel Beckett's substantial output of fiction, poetry, drama and translation.

LITR 1220C. The Cantos in Their Environment.
A reading of Pound's Cantos, with attention to their origin and developments, their background and their influence.

LITR 1220D. The Bible as Literary Source.
A survey of the English Bible and its presence in English and American literature. Students will learn to notice and account for Biblical echoes in a wide variety of writings from several cultures.

LITR 1220E. Dada and Surrealism.
Two of the most famous modernist movements, studied through their writings, their visual arts, their performances, and their manifestoes; their origins and influence; their place in history. S/NC.

LITR 1220F. Restoration Drama.
A survey of English drama and theatrical practice from the reopening of the theaters at the Restoration to the early eighteenth century. Works of the major playwrights, including Dryden, Congreve, Wycherly, Gay. S/NC.

LITR 1220G. The Waste Land and After.
We shall examine Eliot's poem, and then deal with early poems by W.H. Auden and the work of Charles Williams and David Jones. S/NC.

LITR 1230A. History and Practice of English Versification.
This is a reading, writing, translation, and discussion class. Commit to a vigorous combination of all four. Some translation theory will be reviewed, but the emphasis of the course is upon models of translations. Texts will include works by Iva Blatny, Inger Christensen, Luljeta Lleshanaku, David Huerta, Takashi Hirade; new translations of Rimbaud and Baudelaire and others. Enrollment limited to 20. S/NC.

LITR 1230B. Poetry Newly in Translation in English.
A reading of Pound's Cantos, with attention to their origin and developments, their background and their influence.

LITR 1230C. Poetry and Ethics (COLT 1812J).
A seminar on selected texts deriving their blood from poetry, their visual arts, their performances, and their manifestoes; their origins and influence; their place in history. S/NC.

LITR 1230D. Poetry, Mind, World.
How does the poetic mind negotiate between an account of itself and an account of the world? How have poets used landscape as a model of mind, as an erotic, as elegy? Merleau-Ponty, Hardy, Houle, Alexander, Dewdney, Haas, D'Aquino, Audubon and others. Presentation, several short essays, a poem, and one final essay.

LITR 1230E. Form and Theory of Fiction.
"Form and Theory of Fiction" offers an exploration of narrative theories directed particularly at creative writers, in conjunction with a hands-on examination of contemporary fictional narrative practices. Theoretical readings include historical essays on fiction and work by Gaston Bachelard, Mieke Bal, Gilles Deleuze, and others. Enrollment limited to 20.

LITR 1230F. Writing, Reading City.
In this course, we will explore correlations, points of convergence, and possible mimesis between city and text. Students will be expected to keep a weekly journal, to have a city in question, and to write both imaginatively and critically in response to readings and class discussion.

LITR 1230G. Master Poets of Apartheid Streets: Sterling Brown,
Robert Hayden, Margaret Walker, Gwendolyn Brooks.
With the theme of "Slavery and Justice" in recent Brown University review, [4] "Master Poets of Apartheid Streets: Perpetual Resistance against de jure and de facto Segregation" is the formal and precise embouchure as Critical Realism which legislates as antidote to pernicious social, economic and educational racism: the aesthetic stance of this seminar is "An Integer Is a Whole Number." Through close attention to the conventions of poetry as praxis by these four master poets, in social context, the modality of this study is poetic discourse (what Frederick Douglass called "a sacred effort" in Douglass' description of President A. Lincoln's "Second Inaugural.
Peripheral insights will be provided by Brown University researchers of the past: Charles H. Nichols, Winthrop Jordan, Richard Slotkin, in their three dissertations, and James R. Patterson's most recent book on "Brown v. Board of Education." Written permission required. Enrollment limited to 20. S/NC.

LITR 1230H. Being in Time.
In this discussion-based course, we will examine the many roles time plays in the building of narratives as well as its impact on contemporary concepts of self. We will use both literary and philosophical texts to explore the spaces between time and perception, time and memory, time and experience, and time and grammar. Written permission required.

LITR 1230I. The Documentary Vision in New Literature of the Americas.
A study of genre-defiant works, lyric treatments, atypical narratives, film poems, etc., including works by Anne Carson, Elena Poniatowska, W.S. Merwin, Maggie Nelson, Raquel Zurrita and others. Enrollment limited to 20.

LITR 1230J. Writing: Material Differences.
An exploration of practices that make a material difference to writing, that may change what writing is in specific cultural circumstance and locations. We will look for such differences through transcultural and translingular experiments with writing, beginning "West" and moving "East." We will engage with a selection of widely divergent writers and genres, with emphases on poetics - particularly a translated rendition of Chinese poetics (such as was taken up by Pound and became influential in English literature) - and on theories that we can use for our practice, from: Fenollosa, Foucault, Derrida, and others. Enrollment limited to 20.

LITR 1230K. Latin American Death Trip.
Death is the subject of many of the greatest (most moving, innovative, funny, haunting, political, onerous) Latin American poems of the 20th century, from Gorostiza's Death without End to Villaurrutia's Nostalgia for Death to Saenz' The Night. What is up with Latin Americans and death? What particularities of culture, gender, age, faith or experience might account for the visionary clarity of death as constant companion and experience, and time and grammar. Written permission required.

LITR 1230L. Latin American Death Trip.
Death is the subject of many of the greatest (most moving, innovative, funny, haunting, political, onerous) Latin American poems of the 20th century, from Gorostiza's Death without End to Villaurrutia's Nostalgia for Death to Saenz' The Night. What is up with Latin Americans and death? What particularities of culture, gender, age, faith or experience might account for the visionary clarity of death as constant companion and experience, and time and grammar. Written permission required.

LITR 1230M. Poetry and Ethics (COLT 1812J).
Interested students must register for COLT 1812J.
LITR 1230N. Robert Coover -- Foremost Storyteller.
We shall examine the works of contemporary American fiction writer, Robert Coover. During his long, celebrated career, Coover has imaginatively responded to writers and forms that have come before him. We'll investigate how Coover appropriates earlier traditions and think about how he simultaneously preserves and subverts literary traditions. We shall consider such concepts as myth, religion, and history, and determine how Coover applies these. We'll focus on authorial strategies and themes explored. Furthermore, we'll define literary terminology as a tools for textual and critical analysis. Finally, through this experience you can develop or refine the capacity for self-expression and communication. Enrollment limited to 20. WRIT

LITR 1230O. Suppression and Invention in Modern Persian Literature.
This course begins with symbolic elements from classical mystic Persian literature and journeys into pre- and post-revolution Persian short fiction and poetry. We shall analyze creative responses to restricted expression, study efforts to modernize in a variety of genres, and finish with the rise of the woman writer in Iran. Enrollment limited to 20.

LITR 1230P. The New Wave in Iranian Cinema.
We shall explore this movement that produced remarkable award-winning films in Iran. Applying author (auteur) theory, we will study new Iranian movies, analyzing "signs and meaning" in their cinematic language, also investigating effects of Iranian culture on this new artistic wave. Enrollment limited to 20. S/NC

LITR 1230Q. London Consequences.
This course focuses upon a selection of British prose from the 1960s and 1970s, and gives particular attention to post-war literary history in Britain, autobiographical fiction and the legacy of neo-modernism. We'll consider the work of, among others, Anna Kavan, J.G. Ballard, Nicholas Mosley, Muriel Spark, Christine Brooke-Rose, Stefan Themerson, Ann Quin and B.S. Johnson, along with (if available) London Consequences, a collaborative novel co-edited by Johnson. WRIT LILE

LITR 1230T. The Origins of the Detective Story.
This class will explore the development of the Detective genre, focusing on its roots in the 19th century and considering more broadly how genres develop and change. Readings include E.T.A. Hoffmann's "Mademoiselle de Scudery", Edgar Allan Poe's Auguste Dupin stories, Wilkie Collins, Arthur Conan Doyle, Martin Hewett, and selections from Detection by Gaslight and The Penguin Book of Gaslight Crime. We will also look at theoretical texts, including Franco Moretti's "Clues". This course fulfills Literary Arts' pre-20th century literature requirement. Enrollment limited to 20.

LITR 1230U. Samuel Beckett.
This course will examine the works of Samuel Beckett--novels, plays and stories--from the beginning of his career to his death. We will read the majority of Beckett's work, with a major focus on his novel trilogy (Molloy, Malone Dies, and The Unnamable) and on the other work Beckett published between 1948 and 1961 (especially Endgame and How It Is). WRIT

LITR 1230V. Why Don't We Fall in Love?.
We focus here on intersections of the erotic and poetry. How do we fall in love? Why? We will explore joy and happiness, love and lust, devotion and seduction. We will also, unfortunately, explore longing, heartbreak, jealousy, unrequited love. We will explore, through literature and film, the ageless enigma that prompted Ruth Stone to proclaim, "there is no choice among the voices / of love..." WRIT

LITR 1230W. Spectroscopy: [Identifying] Black Bodies in Narrative.
We shall focus on character development and narrative structure through the formation and presence of textual and cinematic black bodies. Our discussions will focus on the identification of that which is not allowed to speak -- the prototypical foil (Caliban), the other (Man Friday), the black body (Jim). How are narratives (how are we) shaped by that which cannot be acknowledged? DPLL WRIT

LITR 1230X. The New Long Poem.
An energetic study of powerful, book-length poems recently published in English, including texts as core to 20th c. literature as Juan Rulfo's Pedro Paramo to books as archly exacting as John Ashbery's Flow Chart, as affably innovative as Lyn Hejinian's My Life, as ingeniously formal as Inger Christansen's alphabet and as unruly as Frank Stanford's The Battlefield Where the Moon Says I Love You. Also: Bernadette Mayer's Midwinter Day, Evan S. Connell's Notes Found in a Bottle on a Beach at Carmel, W.S. Merwin's The Folding Cliffs, and the intra-genre Cecilia Vicuna's Split Temple. WRIT

LITR 1300. Independent Study in Reading, Research, and Writing About Literature.
Provides advanced students with an opportunity to pursue tutorial instruction oriented toward a literary research topic.

LITR 1310. Independent Study in Creative Writing.
Offers tutorial instruction oriented toward some significant work in progress by the student. Typically taken by honors or capstone candidates in the antepenultimate or penultimate semester. See instructor to seek permission during the semester before undertaking the course of study. One advanced-level workshop is prerequisite. S/NC.

LITR 1410A. Fiction Honors.
A workshop setting for the completion of theses by advanced writers of fiction. See general course description above for course entry procedures for all honors workshops. Instructor permission required. Enrollment limited to 12 senior Literary Arts concentrators. S/NC.

LITR 1410C. Playwriting Honors.
A workshop setting for the completion of theses or capstone projects by advanced writers of dramatic literature. See general course description above for course entry procedures for all honors/capstone workshops. Written permission required. S/NC.

LITR 1510. Honors Independent Study in Creative Writing.
Provides tutorial instruction for students completing their theses or capstone projects. Typically taken by honors or capstone candidates in their final semester. See instructor to seek permission during the semester before undertaking the course of study. S/NC.

LITR 2010A. Graduate Fiction.
Advanced practice of the art: a writing seminar, limited to graduate students in Literary Arts. Emphasis is placed on developing a better understanding of the creative process, strategies and forms. Written permission required. S/NC.

LITR 2010B. Graduate Poetry.
Advanced practice of the art: a writing seminar, limited to graduate students in Literary Arts. Emphasis is placed on developing a better understanding of the creative process, strategies and forms. Written permission required. S/NC.

LITR 2010C. Graduate Playwriting.
Advanced practice of the art: a writing seminar, limited to graduate students in Literary Arts. Emphasis is placed on developing a better understanding of the creative process, strategies and forms. Written permission required. S/NC.

LITR 2110A. Theatrical Styles on Stage and Page.
An investigation of theatrical forms and for collaborations among actors, directors and playwrights. This course is limited to participants in the MFA programs in acting, directing and playwriting. Instructor permission required. S/NC.

LITR 2110C. Reading, Writing and Thinking.
A course for graduate prose writers. We will explore various ways to engage with a work of art in order to fuel one's imagination and projects. Close textual reading of several books with writing assignments based on the readings. Writers will include Woolf, Stein, Beckett, Coetzee, Kertesz and others. Written permission required. S/NC.
LITR 2110E. The Foreign Home: Interdisciplinary Arts
Project-centered workshop for exploration beyond one's "home" genre, whether in video, poetry, fiction, music, performance or visual arts. Contemporary and art-historical interdisciplinary works will ground our investigation into the tension between expertise and "beginner's mind". Collaborative and individual work expected. Written permission required. S/NC.

LITR 2110F. Essays Without Borders.
A workshop for writing, performing, or media artists exploring essay or non-fiction forms in any genre. No project too strange, no essay too fanciful. Readings and research into experimental non-fiction. Individual and group work as well as critical and artistic projects. Literary Arts MFAs will be given priority. Come to first meeting for permission. Enrollment limited to 12. Permission required. S/NC.

LITR 2110G. Writing The Novel.
For advanced fiction writers who wish to work in long form. Through this course, participants will read a selection of novels and investigate the form; the primary emphasis will be placed on the work being undertaken by the members of the workshop itself. S/NC.

LITR 2110H. Embodying the Book.
What are the limits of the book? How far can it go? Alternatively, what is its essence? What is absolutely essential to it? This collaborative class brings writers together with RISD industrial designers and graphics artists to consider these questions and to create inventive book structures. Focus will be on collaboration itself, with texts addressing various aspects, such as the ethics of cooperation and group dynamics, as well as on the history and nature of the book as a cultural tool and force. Working in teams of three, students will invent their own structures and work together to embody them.

Geographically and/or aesthetically suspect, often shelved under the wrong rubric. Word-works by hermits and wanderers, sots and sot nots, whose language confirm, as Sister Rosetta Tharpe sang: Strange Things Happening Every Day. Including work by Besmilr Brigham, Wong May, Bernadette Mayer, Mary Reufle, Frank Stanford, David Fisher, a new translation of Beowulf (by an American! A Woman!), and others. There may also be music.

LITR 2210A. House Language.
We shall explore the house and its adjacent places and categories, with a focus upon narrative mannerism, terror and the grotesque, and the creation of literary form. We'll discuss stories, essays, household artifacts and etiquette, architectural plans and dangerous parlor games. Works by, among others: Georges Perec, H.G. Wells, Shirley Jackson, Isabella Beeton, Alain Robbe-Grillet, Frank Lloyd Wright, Rube Goldberg and Edith Wharton.

LITR 2230. Graduate Independent Study in Reading, Research, and Writing About Literature.
Provides graduate students with an opportunity to pursue tutorial instruction oriented toward a literary research topic. S/NC.

LITR 2310. Graduate Independent Studies in Literary Writing.
Offers tutorial instruction oriented toward some significant work in progress by the graduate student. S/NC.

LITR 2410. Graduate Thesis Independent Study in Literary Writing.
Provides tutorial instruction for graduate students completing their graduate creative theses. Typically taken in the final semester. See instructor to seek permission during the semester before undertaking the course of study. S/NC.

LITR 2450. Exchange Scholar Program.

LITR 2600. Seminar in Teaching Creative Writing.
A course focused on how to design and lead a creative writing workshop. Reading, writing and laboratory workshop sessions. Designed for first-year Literary Arts graduate students. S/NC.

Mathematics
Chair
Jeffrey F. Brock
The Mathematics Department at Brown balances a lively interest in students and teaching with a distinguished research reputation. Our several strong research groups, Analysis, Algebraic Geometry, Geometry and Topology, and Number Theory, all have active weekly seminars that draw speakers ranging from the local to the international. We support 40 to 50 graduate students in a Ph.D. program whose graduates populate top mathematics departments and prominent positions in industry. Our joint graduate courses and seminars with the adjacent Division of Applied Mathematics add to the breadth of offerings available to our graduate students. The undergraduate program in mathematics at Brown is designed to prepare students for careers in the mathematical sciences and other careers requiring strong analytical skills, while engaging more ambitious students in creative projects that can culminate in a senior thesis.

For additional information, please visit the department's website: http://www.math.brown.edu/

Mathematics Concentration Requirements
Mathematics is a grouping of sciences, including geometry, algebra, and calculus, that study quantity, structure, space, and change. Mathematics concentrators at Brown can explore these concepts through the department's broad course offerings and flexible concentration requirements. The concentration leads to either the Bachelor of Arts or Bachelor of Science degree (the latter is strongly recommended for students interested in pursuing graduate study in mathematics or related fields). Concentrators begin their learning with multivariable calculus, linear algebra, and abstract algebra. Beyond these prerequisites, students take a variety of advanced topics on the 1000 and 2000 level based on their interests. Students also have the option of completing a thesis project.

Concentrators in mathematics should complete the prerequisites by the end of their sophomore year. It is strongly recommended that students take MATH 1010 before taking MATH 1130.

Standard program for the A.B. degree
Prerequisites:
Multivariable calculus and linear algebra (choose one of the following sequences): 2

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<tr>
<td>MATH 0180</td>
<td>Intermediate Calculus</td>
</tr>
<tr>
<td>&amp; MATH 0540</td>
<td>Honors Linear Algebra</td>
</tr>
<tr>
<td>MATH 0200</td>
<td>Intermediate Calculus (Physics/Engineering)</td>
</tr>
<tr>
<td>&amp; MATH 0520</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 0350</td>
<td>Honors Calculus</td>
</tr>
<tr>
<td>&amp; MATH 0540</td>
<td>Honors Linear Algebra</td>
</tr>
</tbody>
</table>

Or the equivalent

Program:
MATH 1530 Abstract Algebra 1
Five other 1000- or 2000-level Mathematics courses 5
Total Credits 8

Standard program for the Sc.B. degree
Prerequisites:
Multivariate calculus and linear algebra (choose one of the following sequences): 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 0180</td>
<td>Intermediate Calculus</td>
</tr>
<tr>
<td>&amp; MATH 0520</td>
<td>Linear Algebra</td>
</tr>
</tbody>
</table>

Brown University 519
Mathematics

| MATH 0180 | Intermediate Calculus & MATH 0540 | and Honors Linear Algebra |
| MATH 0200 | Intermediate Calculus (Physics/Engineering) & MATH 0520 | and Linear Algebra |
| MATH 0350 | Honors Calculus & MATH 0540 | and Honors Linear Algebra |

Or the equivalent

Program:

| MATH 1130 | Functions of Several Variables & MATH 1140 | and Functions Of Several Variables |
| MATH 1530 | Abstract Algebra |
| MATH 1540 | Topics in Abstract Algebra |
| MATH 1560 | Number Theory |

Four other 1000- or 2000- level Mathematics courses. 4
Four additional courses in mathematics, science, economics, or applied mathematics approved by the concentration advisor. 4

Total Credits 14

Honors

Honors degrees may be recommended for students who have exhibited high achievement in mathematics. Candidates must complete at least eight mathematics courses at the 1000 or 2000 level with sufficiently good grades and must write an honors thesis under the guidance of a faculty member. The honors thesis is usually written while the candidate is enrolled in MATH 1970. The candidate should consult with the concentration advisor for the precise grade requirements.

Those interested in graduate study in mathematics are encouraged to take:

| MATH 1130 | Functions of Several Variables |
| MATH 1140 | Functions Of Several Variables |
| MATH 1260 | Complex Analysis |
| MATH 1410 | Combinatorial Topology |
| MATH 1540 | Topics in Abstract Algebra |

Mathematics-Computer Science Concentration Requirements

Students may opt to pursue an interdisciplinary Bachelor of Science degree in Math-Computer Science, a concentration administered cooperatively between the mathematics and computer science departments. Course requirements include math- and systems-oriented computer science courses, as well as computational courses in applied math. Students must identify a series of electives that cohere around a common theme. As with other concentrations offered by the Computer Science department, students have the option to pursue the professional track (http://www.cs.brown.edu/ugrad/concentrations/professional.track.html) of the Sc.B program in Mathematics-Computer Science.

Requirements for the Standard Track of the Sc.B. degree.

Prerequisites

Three semesters of Calculus to the level of MATH 0180, MATH 0200, or MATH 0350 3
or MATH 0520 1
or MATH 0540 1

Core Courses

| MATH 1530 | Abstract Algebra |

Select one of the following series. 2

Series A

| CSCI 0150 & CSCI 0160 | Introduction to Object-Oriented Programming and Computer Science and Introduction to Algorithms and Data Structures |

Series B

| CSCI 0170 & CSCI 0180 | Computer Science: An Integrated Introduction |

Series C

| CSCI 0190 | Accelerated Introduction to Computer Science |

and an additional CS course not otherwise used to satisfy a concentration requirement; this course may be CSCI 0180, an intermediate-level CS course, or a 1000-level CS course

| CSCI 0320 | Introduction to Software Engineering |
| or CSCI 0330 | Introduction to Computer Systems |
| CSCI 0220 | Introduction to Discrete Structures and Probability |
| or CSCI 0510 | Models of Computation |

Three 1000-level Mathematics courses 3
Three advanced courses in Computer Science 3
Three additional courses different from any of the above chosen from Mathematics, Computer Science, Applied Mathematics, or related areas 3

A capstone course in Computer Science or Mathematics 3

Total Credits 19

1 These courses must be at the 1000-level or higher. The three courses must include a pair of courses with a coherent theme. A list of pre-approved pairs may be found at the approved-pairs web page (http://cs.brown.edu/ugrad/concentrations/approvedpairs.html). You are not restricted to the pairs on this list, but any pair not on the list must be approved by the director of undergraduate studies.

2 These must be approved by a concentration advisor.

3 A one-semester course, normally taken in the student's last undergraduate year, in which the student (or group of students) use a significant portion of their undergraduate education, broadly interpreted, in studying some current topic in depth, to produce a culminating artifact such as a paper or software project.

Requirements for the Professional Track of the Sc.B. degree.

The requirements for the professional track include all those of the standard track, as well as the following:

Students must complete two two-to-four-month full-time professional experiences, doing work that is related to their concentration programs. Such work is normally done within an industrial organization, but may also be at a university under the supervision of a faculty member.

On completion of each professional experience, the student must write and upload to ASK a reflective essay about the experience addressing the following prompts, to be approved by the student's concentration advisor:

• Which courses were put to use in your summer's work? Which topics, in particular, were important?
• In retrospect, which courses should you have taken before embarking on your summer experience? What are the topics from these courses that would have helped you over the summer if you had been more familiar with them?
• Are there topics you should have been familiar with in preparation for your summer experience, but are not taught at Brown? What are these topics?
• What did you learn from the experience that probably could not have been picked up from course work?
• Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
• Would you recommend your summer experience to other Brown students? Explain.
## Mathematics-Economics Concentration

### Requirements

**Standard Mathematics-Economics Concentration**

<table>
<thead>
<tr>
<th>Economics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1130 Intermediate Microeconomics (Mathematical)</td>
<td>1</td>
</tr>
<tr>
<td>ECON 1210 Intermediate Macroeconomics</td>
<td>1</td>
</tr>
<tr>
<td>ECON 1630 Econometrics I</td>
<td>1</td>
</tr>
<tr>
<td>Two courses from the &quot;mathematical-economics&quot; group:</td>
<td>2</td>
</tr>
<tr>
<td>ECON 1170 Welfare Economics and Social Choice Theory</td>
<td></td>
</tr>
<tr>
<td>ECON 1225 Advanced Macroeconomics: Monetary, Fiscal, and Stabilization Policies</td>
<td></td>
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<tr>
<td>ECON 1465 Market Design: Theory and Applications</td>
<td></td>
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<tr>
<td>ECON 1470 Bargaining Theory and Applications</td>
<td></td>
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<tr>
<td>ECON 1640 Econometrics II</td>
<td></td>
</tr>
<tr>
<td>ECON 1650 Financial Econometrics</td>
<td></td>
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<tr>
<td>ECON 1750 Investments II</td>
<td></td>
</tr>
<tr>
<td>ECON 1759 Data, Statistics, Finance</td>
<td></td>
</tr>
<tr>
<td>ECON 1810 Economics and Psychology</td>
<td></td>
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<tr>
<td>ECON 1820 Behavioral Economics</td>
<td></td>
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<tr>
<td>ECON 1850 Theory of Economic Growth</td>
<td></td>
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<tr>
<td>ECON 1860 The Theory of General Equilibrium</td>
<td></td>
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<tr>
<td>ECON 1870 Game Theory and Applications to Economics</td>
<td></td>
</tr>
<tr>
<td>One course from the &quot;data methods&quot; group:</td>
<td>1</td>
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<tr>
<td>ECON 1301 Economics of Education I</td>
<td></td>
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<tr>
<td>ECON 1305 Economics of Education: Research</td>
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<tr>
<td>ECON 1310 Labor Economics</td>
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<tr>
<td>ECON 1360 Health Economics</td>
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<tr>
<td>ECON 1410 Urban Economics</td>
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<tr>
<td>ECON 1480 Public Economics</td>
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<tr>
<td>ECON 1510 Economic Development</td>
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<tr>
<td>ECON 1520 The Economic Analysis of Institutions</td>
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<tr>
<td>ECON 1530 Health, Hunger and the Household in Developing Countries</td>
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<tr>
<td>ECON 1629 Applied Research Methods for Economists</td>
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<tr>
<td>ECON 1640 Econometrics II</td>
<td></td>
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<tr>
<td>ECON 1650 Financial Econometrics</td>
<td></td>
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<tr>
<td>ECON 1759 Data, Statistics, Finance</td>
<td></td>
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<tr>
<td>ECON 1765 Finance, Regulation, and the Economy: Research</td>
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<tr>
<td>Two additional 1000-level economics courses</td>
<td>2</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus: MATH 0180 or higher</td>
<td>1</td>
</tr>
<tr>
<td>Linear Algebra - one of the following:</td>
<td>1</td>
</tr>
<tr>
<td>MATH 0520 Linear Algebra</td>
<td></td>
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<tr>
<td>MATH 0540 Honors Linear Algebra</td>
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<tr>
<td>Probability Theory - one of the following:</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1610 Probability</td>
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<tr>
<td>MATH 1620 Mathematical Statistics</td>
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<tr>
<td>APMA 1650 Statistical Inference I</td>
<td></td>
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<tr>
<td>Analysis - one of the following:</td>
<td>1</td>
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<tr>
<td>MATH 1010 Analysis: Functions of One Variable</td>
<td></td>
</tr>
<tr>
<td>MATH 1130 Functions of Several Variables</td>
<td></td>
</tr>
<tr>
<td>MATH 1140 Functions Of Several Variables</td>
<td></td>
</tr>
<tr>
<td>Differential Equations - one of the following:</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1110 Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MATH 1120 Partial Differential Equations</td>
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</tbody>
</table>

One additional course from the Probability, Analysis, and Differential Equations courses listed above

| Total Credits | 14 |

1. Or ECON 1110 with permission.
2. No course may be "double-counted" to satisfy both the mathematical-economics and data methods requirement.

### Honors and Capstone Requirement:

Admission to candidacy for honors in the concentration is granted on the following basis: 3.7 GPA for Economics courses, and 3.5 GPA overall. To graduate with honors, a student must write an honors thesis in senior year following the procedures specified by the concentration (see Economics Department website). Beginning with the class of 2016, students not writing an honors thesis must complete an alternative senior capstone project and obtain approval of a faculty sponsor.

### Professional Track

The requirements for the professional track include all those of the standard track, as well as the following:

- Students must complete two two-to-four month full-time professional experiences, doing work that is relevant to their concentration programs. Such work is normally done within an industrial organization, but may also be at a university under the supervision of a faculty member.
- On completion of each professional experience, the student must write and upload to ASK a reflective essay about the experience addressing the following prompts, to be approved by the student's concentration advisor:
  - Which courses were put to use in your summer's work? Which topics, in particular, were important?
  - In retrospect, which courses should you have taken before embarking on your summer experience? What are the topics from these courses that would have helped you over the summer if you had been more familiar with them?
  - Are there topics you should have been familiar with in preparation for your summer experience, but are not taught at Brown? What are these topics?
  - What did you learn from the experience that probably could not have been picked up from course work?
  - Is the sort of work you did over the summer something you would like to continue doing once you graduate? Explain.
  - Would you recommend your summer experience to other Brown students? Explain.

### Mathematics Graduate Program

The department of Mathematics offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree. Ph.D. students may also earn a transitional A.M. or Sc.M. en route to the Ph.D.

For more information on admission and program requirements, please visit the following website:

http://www.brown.edu/academics/gradschool/programs/mathematics

### Courses

**MATH 0010A. First Year Seminar: A Taste of the Infinite.**

The concept of infinity occurs in many disciplines - philosophy, mathematics, physics, religion, art, and so on. This class will focus on the mathematical aspects of infinity, surveying some of the ways that the infinite arises in mathematics. Topics will include: the sizes of infinity, rates of growth, computational complexity, construction of the real numbers, the notion of compactness, geometric spaces, transcendental numbers, and fractal sets. I will not assume any prior knowledge of mathematics beyond the notion of compactness, geometric spaces, transcendental numbers, and fractal sets. I will not assume any prior knowledge of mathematics beyond the notion of compactness, geometric spaces, transcendental numbers, and fractal sets. I will not assume any prior knowledge of mathematics beyond the notion of compactness, geometric spaces, transcendental numbers, and fractal sets. I will not assume any prior knowledge of mathematics beyond the notion of compactness, geometric spaces, transcendental numbers, and fractal sets. I will not assume any prior knowledge of mathematics beyond the notion of compactness, geometric spaces, transcendental numbers, and fractal sets.
MATH 0101B. Exploring the Fourth Dimension.
This interdisciplinary seminar explores all the mathematics students have seen or ever will see, concentrating on an engaging topic that begins with elementary geometry and branches out to literature, history, philosophy, and art as well as physics and other sciences. Guideposts to the fourth dimension include Salvador Dalí's Corpus Hypercubicus, Edwin Abbott Abbott's Flatland, and Jeff Weeks' The Shape of Space. Students will investigate new mathematical topics such as combinatorics, regular polytopes, topology, and non-Euclidean geometry. Although students will use computers for visualization, no computer experience is required. There are no specific mathematical prerequisites except curiosity and a willingness to participate actively. Students considering concentrations in humanities, social sciences, and the arts are especially invited to this first-year seminar. Enrollment limited to 20 first-year students. FYS

MATH 0101C. From 'Flatland' to the Fourth Dimension.
No description available. Enrollment limited to 15 first-year students. Instructor permission required, after initial placement of students. FYS

MATH 0050. Analytic Geometry and Calculus.
MATH 0050 and 0060 provide a slower-paced introduction to calculus for students who require additional preparation. Presents the same calculus topics as MATH 0090, together with a review of the necessary precalculus topics. Students successfully completing this sequence are prepared for MATH 0100. S/NC only.

MATH 0060. Analytic Geometry and Calculus.
A slower-paced introduction to calculus for students who require additional preparation. Presents the same calculus topics as MATH 0090, together with a review of the necessary precalculus topics. Students successfully completing this sequence are prepared for MATH 0100. Prerequisite: MATH 0050 or written permission. S/NC only.

MATH 0070. Calculus with Applications to Social Science.
A one-semester survey of calculus for students who wish to learn the basics of calculus for application to social sciences or for cultural appreciation as part of a broader education. Topics include functions, equations, graphs, exponentials and logarithms, and differentiation and integration; applications such as marginal analysis, growth and decay, optimization, and elementary differential equations. May not be taken for credit in addition to MATH 0090. S/NC only.

MATH 0090. Introductory Calculus, Part I.
An intensive course in calculus of one variable including limits, differentiation, maxima and minima, the chain rule, rational functions, trigonometric functions, and exponential functions. Introduction to integration with applications to area and volumes of revolution. MATH 0090 and 0100 or the equivalent are recommended for all students intending to concentrate in the sciences or mathematics. S/NC only.

MATH 0100. Introductory Calculus, Part II.
A continuation of the material of MATH 0090 including further development of integration, techniques of integration, and applications. Other topics include infinite series, power series, Taylor's formula, polar and parametric equations, and an introduction to differential equations. MATH 0090 or the equivalent are recommended for all students intending to concentrate in the sciences or mathematics.

MATH 0170. Advanced Placement Calculus.
Covers roughly the same material and has the same prerequisites as MATH 0170, but is intended for students with a special interest in physics or engineering. The main topics are: calculus of vectors and paths in two and three dimensions; differential equations of the first and second order; and infinite series, including power series and Fourier series. The extra hour is a weekly problem session.

MATH 0200. Intermediate Calculus (Physics/Engineering).
Covers roughly the same material as MATH 0180, but is intended for students with a special interest in physics or engineering. The main topics are: geometry of three-dimensional space; partial derivatives; Lagrange multipliers; double, surface, and triple integrals; vector analysis; Stokes' theorem and the divergence theorem, with applications to electrostatics and fluid flow. The extra hour is a weekly problem session. Recommended prerequisite: MATH 0100, 0170, or 0190.

MATH 0350. Honors Calculus.
A third-semester calculus course for students of greater aptitude and motivation. Topics include vector analysis, multiple integration, partial differentiation, line integrals, Green's theorem, Stokes' theorem, the divergence theorem, and additional material selected by the instructor. Prerequisite: Advanced placement or written permission.

MATH 0420. Introduction to Number Theory.
An overview of one of the most beautiful areas of mathematics. Ideal for any student who wants a taste of mathematics outside of, or in addition to, the calculus sequence. Topics include: prime numbers, congruences, quadratic reciprocity, sums of squares, Diophantine equations, and, as time permits, such topics as cryptography and continued fractions. No prerequisites.

MATH 0520. Linear Algebra.
Vector spaces, linear transformations, matrices, systems of linear equations, bases, projections, rotations, determinants, and inner products. Applications may include differential equations, difference equations, least squares approximations, and models in economics and in biological and physical sciences. MATH 0520 or 0540 is a prerequisite for all 1000-level courses in Mathematics except MATH 1260 or 1610. Recommended prerequisite: MATH 0180, 0200, or 0350. May not be taken in addition to MATH 0540.

MATH 0540. Honors Linear Algebra.
Linear algebra for students of greater aptitude and motivation, especially mathematics and science concentrators with a good mathematical preparation. Matrices, linear equations, determinants, and eigenvalues; vector spaces and linear transformations; inner products; Hermitian, orthogonal, and unitary matrices; and Jordan normal forms. Provides a more extensive treatment of the topics in MATH 0520. Recommended prerequisites: MATH 0180, 0200, or 0350.

MATH 0580. Mathematical Forms in Architecture.
This project will explore and advance innovative applications of mathematics to architecture using computational methods. Historically, architecture has been guided primarily by an intuitive creative process. In contrast to the end-results of intuitive design, many "optimal" forms-i.e. geometric shapes and configurations that satisfy extremal conditions—are unique because they are the result of systematic physical experiments or explicit mathematical study in addition to imaginative input. Classic questions for which human intuition alone has been incapable of finding a solution include: What is the exact shape of the optimal arch?, or What is the shape of a child's slide that minimizes the time of travel? The use of computational methods to generate solutions to these problems will be made considerably simpler via optimization libraries in Mathematica. The application to architecture in this project will provide students a unique concrete backdrop to visualize solutions to these problems.

MATH 1010. Analysis: Functions of One Variable.
Completeness properties of the real number system, topology of the real line. Proof of basic theorems in calculus, infinite series. Topics selected from ordinary differential equations. Fourier series, Gamma functions, and the topology of Euclidean plane and 3-space. Prerequisite: MATH 0180, 0200, or 0350. MATH 0520 or 0540 may be taken concurrently. Most students are advised to take MATH 1010 before MATH 1130.
MATH 1040. Fundamental Problems of Geometry.
This class discusses geometry from a modern perspective. Topics include hyperbolic, projective, conformal, and affine geometry, and various theorems and structures built out of them. Prerequisite: MA 0520, MA 0540, or permission of the instructor.

The study of curves and surfaces in 2- and 3-dimensional Euclidean space using the techniques of differential and integral calculus and linear algebra. Topics include curvature and torsion of curves, Frenet-Serret frames, global properties of closed curves, intrinsic and extrinsic properties of surfaces, Gaussian curvature and mean curvature, geodesics, minimal surfaces, and the Gauss-Bonnet theorem.

MATH 1100. Ordinary Differential Equations.
Ordinary differential equations, including existence and uniqueness theorems and the theory of linear systems. Topics may also include stability theory, the study of singularities, and boundary value problems.

MATH 1120. Partial Differential Equations.
The wave equation, the heat equation, Laplace's equation, and other classical equations of mathematical physics and their generalizations. Solutions in series of eigenfunctions, maximum principles, the method of characteristics, Green's functions, and discussion of well-posedness. Prerequisites: MATH 0520 or MATH 0540, or instructor permission.

MATH 1130. Functions of Several Variables.
A course on calculus on manifolds. Included are differential forms, integration, and Stokes' formula on manifolds, with applications to geometrical and physical problems, the topology of Euclidean spaces, compactness, connectivity, convexity, differentiability, and Lebesgue integration. It is recommended that a student take a 1000-level course in analysis (MATH 1010 or MATH 1260) before attempting MATH 1130.

MATH 1140. Functions Of Several Variables.
See Functions Of Several Variables (MATH 1130) for course description. Prerequisite: MATH 1130 or instructor permission.

MATH 1230. Graph Theory.
This course covers important material about graph theory, such as spanning trees, network flow problems, matching problems, coloring problems, planarity, Cayley graphs, spectral theory on graphs, and Ramsey Theory. The emphasis will be on a combination of theory and algorithms. Depending on the instructor, connections to such fields as combinatorics, geometry, or computer science might be emphasized. Prerequisite: MATH 0180, 0200 or 0350 and MATH 0520 or 0540 are recommended. Enrollment limited to 40.

MATH 1260. Complex Analysis.
Examines one of the cornerstones of mathematics. Complex differentiability. Cauchy-Riemann differential equations, contour integration, residue calculus, harmonic functions, geometric properties of complex mappings. Prerequisite: MATH 0180, 0200, or 0350. This course does not require MATH 0520 or 0540.

MATH 1270. Topics in Functional Analysis.
Infinite-dimensional vector spaces with applications to some or all of the following topics: Fourier series and integrals, distributions, differential equations, integral equations, calculus of variations. Prerequisite: At least one 1000-level course in Mathematics or Applied Mathematics, or permission of the instructor.

MATH 1410. Combinatorial Topology.
Topology of Euclidean spaces, winding number and applications, knot theory, fundamental group and covering spaces. Euler characteristic, simplicial complexes, classification of two-dimensional manifolds, vector fields, the Poincaré-Hopf theorem, and introduction to three-dimensional topology. Prerequisites: MATH 0520 or MATH 0540, or instructor permission.

MATH 1530. Abstract Algebra.
An introduction to the principles and concepts of modern abstract algebra. Topics include groups, rings, and fields; applications to number theory, the theory of equations, and geometry. MATH 1530 is required of all students concentrating in mathematics.

MATH 1540. Topics in Abstract Algebra.
Galois theory together with selected topics in algebra. Examples of subjects which have been presented in the past include algebraic curves, group representations, and the advanced theory of equations. Prerequisite: MATH 1530.

MATH 1560. Number Theory.
A basic introduction to the theory of numbers. Unique factorization, prime numbers, modular arithmetic, quadratic reciprocity, quadratic number fields, finite fields, Diophantine equations, and additional topics. Prerequisite: MATH 1530 or written permission.

MATH 1580. Cryptography.
The main focus is on public key cryptography. Topics include symmetric ciphers, public key ciphers, complexity, digital signatures, applications and protocols. MATH 1530 is not required for this course. What is needed from abstract algebra and elementary number theory will be covered. Prerequisite: MATH 0520 or MATH 0540.

MATH 1610. Probability.
Basic probability theory. Sample spaces; random variables; normal, Poisson, and related distributions; expectation; correlation; and limit theorems. Applications in various fields (biology, physics, gambling, etc.). Prerequisites: MATH 0180, 0200 or 0350.

MATH 1620. Mathematical Statistics.
Central limit theorem, point estimation, interval estimation, multivariate normal distributions, tests of hypotheses, and linear models. Prerequisite: MATH 1610 or written permission.

MATH 1810A. Special Topics in Mathematics.
MATH 1810B. A Second Course in Linear Algebra.
We'll study various aspects of multilinear algebra, including tensors, differential forms and homological algebra, with emphasis on coordinate-free constructions and universal properties.

No background in abstract algebra, differential/algebraic geometry or manifold theory will be assumed. The only pre-requisites are a well-understood first course in linear algebra, a desire to do more with it, and a willingness to think abstractly.

MATH 1820A. Introduction to Lie Algebras.
Lie groups and Lie algebras are important, because they are the symmetries of structures such as quadratic forms, differential systems and smooth manifolds. The prototype of a Lie algebra is the space of 3-vectors together with their cross product, which is closely related to the Lie group of rotations. We will see how this basic example generalizes, mostly in the context of matrices. We'll examine special types of Lie algebras, such as nilpotent, solvable and semi-simple, study root systems and their diagrams, explore some representation theory, and end with the classification of the simple Lie algebras. Prerequisite: MATH 1530.

MATH 1970. Honors Conference.
Collateral reading, individual conferences. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Introduction to differential geometry (differentiable manifolds, differential forms, tensor fields, homogeneous spaces, fiber bundles, connections, and Riemannian geometry), followed by selected topics in the field.

MATH 2050. Algebraic Geometry.
Complex manifolds and algebraic varieties, sheaves and cohomology, vector bundles, Hodge theory, Kähler manifolds, vanishing theorems, the Kodaira embedding theorem, the Riemann-Roch theorem, and introduction to deformation theory.

MATH 2060. Algebraic Geometry.
See Algebraic Geometry (MATH 2050) for course description.

MATH 2110. Introduction to Manifolds.
Inverse function theorem, manifolds, bundles, Lie groups, flows and vector fields, tensors and differential forms, Sard's theorem and transversality, and further topics chosen by instructor.
MATH 2210. Real Function Theory.
Point set topology, Lebesgue measure and integration, $L^p$ spaces, Hilbert space, Banach spaces, differentiability, and applications.

MATH 2220. Real Function Theory.
The basics of Hilbert space theory, including orthogonal projections, the Riesz representation theorem, and compact operators. The basics of Banach space theory, including the open mapping theorem, closed graph theorem, uniform boundedness principle, Hahn-Banach theorem, Riesz representation theorem (pertaining to the dual of $C_0(X)$), weak and weak-star topologies. Various additional topics, possibly including Fourier series, Fourier transform, ergodic theorems, distribution theory, and the spectral theory of linear operators.

MATH 2250. Complex Function Theory.
Introduction to the theory of analytic functions of one complex variable. Content varies somewhat from year to year, but always includes the study of power series, complex line integrals, analytic continuation, conformal mapping, and an introduction to Riemann surfaces.

MATH 2260. Complex Function Theory.
See Complex Function Theory (MATH 2250) for course description.

MATH 2300. Partial Differential Equations.
The theory of the classical partial differential equations; the method of characteristics and general first order theory. The Fourier transform, the theory of distributions, Sobolev spaces, and techniques of harmonic and functional analysis. More general linear and nonlinear elliptic, hyperbolic, and parabolic equations and properties of their solutions, with examples drawn from physics, differential geometry, and the applied sciences. Semester II concentrates on special topics chosen by the instructor.

MATH 2301. Partial Differential Equations.
The theory of the classical partial differential equations; the method of characteristics and general first order theory. The Fourier transform, the theory of distributions, Sobolev spaces, and techniques of harmonic and functional analysis. More general linear and nonlinear elliptic, hyperbolic, and parabolic equations and properties of their solutions, with examples drawn from physics, differential geometry, and the applied sciences. Semester II of this course concentrates on special topics chosen by the instructor.

MATH 2410. Topology.
An introductory course with emphasis on the algebraic and differential topology of manifolds. Topics include simplicial and singular homology, de Rham cohomology, and Poincaré duality.

MATH 2420. Topology.
See Topology (MATH 2410) for course description.

MATH 2450. Exchange Scholar Program.

MATH 2510. Algebra.
Basic properties of groups, rings, fields, and modules. Topics include: finite groups, representations of groups, rings with minimum condition, Galois theory, local rings, algebraic number theory, classical ideal theory, basic homological algebra, and elementary algebraic geometry.

MATH 2520. Algebra.
See Algebra (MATH 2510) for course description.

MATH 2530. Number Theory.
Introduction to algebraic and analytic number theory. Topics covered during the first semester include number fields, rings of integers, primes and ramification theory, completions, adeles and ideles, and zeta functions. Content of the second semester varies from year to year; possible topics include class field theory, arithmetic geometry, analytic number theory, and arithmetic $K$-theory. Prerequisite: MATH 2510.

MATH 2540. Number Theory.
See Number Theory (MATH 2530) for course description.

MATH 2630. Probability.
Introduces probability spaces, random variables, expectation values, and conditional expectations. Develops the basic tools of probability theory, such fundamental results as the weak and strong laws of large numbers, and the central limit theorem. Continues with a study of stochastic processes, such as Markov chains, branching processes, martingales, Brownian motion, and stochastic integrals. Students without a previous course in measure theory should take MATH 2210 (or APMA 2110) concurrently.

MATH 2640. Probability.
See MATH 2630 for course description.

MATH 2710A. Probability, Quantum Field Theory, and Geometry.

MATH 2710B. Solitary Waves.

MATH 2710C. Gluing Constructions in Differential Geometry.

MATH 2710D. Lie Groups and Lie Algebras.

MATH 2710E. Arithmetic Groups.

MATH 2710F. Stable Homotopy Theory.
No description available.

MATH 2710G. Topics in Free Boundary Problems in Continuum Mechanics.

MATH 2710H. Topics in Complex and $p$-adic Dynamics.
No description available.

MATH 2710I. Topics in Effective Harmonic Analysis.
Graduate topics course in Harmonic Analysis.

MATH 2710J. Harmonic Analysis on Polytopes and Cones.
Graduate Topics course in harmonic analysis.

MATH 2710K. Problems of the Uncertainty Principle in Harmonic Analysis.
Graduate Topics course in Harmonic Analysis.

MATH 2720A. Topics in Harmonic Analysis.

MATH 2720B. Multiple Dirichlet Series.

MATH 2720C. Curves on Surfaces and the Classification of Finitely Generated Kleinian Groups.
This is a course in the study of geometry and topology of hyperbolic 3-manifolds.

MATH 2720D. Piecewise Isometric Maps.
This class will cover a variety of topics, all more or less related to dynamical systems that are defined by piecewise isometric maps. Topics may include: polygonal billiards and flat cone surfaces; outer billiards; interval exchange maps; the Gauss map and continued fractions; aperiodic tilings, such as the Penrose tiling; cut and paste theorems about polyhedra; and Ashwin's conjecture about piecewise rotation maps. A fairly large part of the class will be devoted to the explanation of the instructor's proof of the Moser-Neumann conjecture for outer billiards. For this part, the instructor will use his book on the subject. For other parts of the course, a variety of sources will be used.

MATH 2720E. Advanced Topics in Mathematics.

MATH 2720F. Topics in Geometric Analysis.
No description available.

MATH 2720G. Introduction to Hodge Structures.
No description available.

MATH 2720H. Stable Homotopy Theory.

MATH 2720I. Topics in Complex and $p$-adic Dynamics.
No description available.

MATH 2720J. Topics in Effective Harmonic Analysis.
Graduate topics course in harmonic analysis.

MATH 2720K. Problems of the Uncertainty Principle in Harmonic Analysis.
Graduate Topics course in Harmonic Analysis.

MATH 2720L. Topics in Harmonic Analysis.

MATH 2720M. Multiple Dirichlet Series.

MATH 2720N. Curves on Surfaces and the Classification of Finitely Generated Kleinian Groups.
This is a course in the study of geometry and topology of hyperbolic 3-manifolds.

MATH 2720O. Piecewise Isometric Maps.
This class will cover a variety of topics, all more or less related to dynamical systems that are defined by piecewise isometric maps. Topics may include: polygonal billiards and flat cone surfaces; outer billiards; interval exchange maps; the Gauss map and continued fractions; aperiodic tilings, such as the Penrose tiling; cut and paste theorems about polyhedra; and Ashwin's conjecture about piecewise rotation maps. A fairly large part of the class will be devoted to the explanation of the instructor's proof of the Moser-Neumann conjecture for outer billiards. For this part, the instructor will use his book on the subject. For other parts of the course, a variety of sources will be used.

MATH 2720P. Advanced Topics in Mathematics.

MATH 2720Q. Topics in Geometric Analysis.
No description available.

MATH 2720R. Introduction to Hodge Structures.
No description available.

MATH 2720S. Stable Homotopy Theory.

MATH 2720T. Topics in Complex and $p$-adic Dynamics.
No description available.

MATH 2720U. Topics in Effective Harmonic Analysis.
Graduate topics course in harmonic analysis.

MATH 2720V. Problems of the Uncertainty Principle in Harmonic Analysis.
Graduate Topics course in Harmonic Analysis.

MATH 2720W. Topics in Harmonic Analysis.

MATH 2720X. Multiple Dirichlet Series.

MATH 2720Y. Curves on Surfaces and the Classification of Finitely Generated Kleinian Groups.
This is a course in the study of geometry and topology of hyperbolic 3-manifolds.
MATH 2970. Preliminary Exam Preparation.
No description available.

MATH 2980. Reading and Research.
Independent research or course of study under the direction of a member of the faculty, which may include research for and preparation of a thesis. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

MATH 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

MATH XLIST. Courses of Interest to Graduate Students Majoring in Mathematics.

**Fall 2016**
The following courses may be taken for credit by graduate students majoring in Mathematics. Please check with the sponsoring department for times and locations.

**Applied Mathematics**
APMA 2110 Real Analysis
APMA 2630 Probability

**Spring 2017**
The following courses may be taken for credit by graduate students majoring in Mathematics. Please check with the sponsoring department for times and locations.

**Applied Mathematics**
APMA 2120 Hilbert Spaces and Their Applications
APMA 2640 Theory of Probability

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**Medieval Studies**

**Director**
Mercedes Vaquero

Medieval Studies offers two distinct areas of historical focus: the Medieval and the Late Antique. The former focuses on the sixth through the fifteenth centuries, combining interdisciplinary perspectives with in-depth study of one or two related disciplines. Late Antique Cultures deals with the third through the ninth centuries, when ancient cultural forms were still in place but medieval cultures were beginning to take shape simultaneously. The first undergraduate degree of its kind in this country, Late Antique Cultures facilitates the study of human activity in all of its variety. A traditional area of study in Medieval Cultures is Western Europe, but students are encouraged to work in other cultural areas such as Byzantine, Islamic, Judaic and Slavic. The concentration serves students interested in primary texts in a medieval language other than Middle English. Interested students are invited to discuss their plans with an appropriate faculty member of the Program. A concentration proposal should be prepared in consultation with the faculty advisor and submitted to the Program Chair for approval.

---

**Medieval Cultures Concentration Requirements**

Medieval Cultures offers two distinct areas of historical focus: the Medieval and the Late Antique. The former focuses on the sixth through the fifteenth centuries, combining interdisciplinary perspectives with in-depth study of one or two related disciplines. Late Antique Cultures deals with the third through the ninth centuries, when ancient cultural forms were still in place but medieval cultures were beginning to take shape simultaneously. The first undergraduate degree of its kind in this country, Late Antique Cultures facilitates the study of human activity in all of its variety. A traditional area of study in Medieval Cultures is Western Europe, but students are encouraged to work in other cultural areas such as Byzantine, Islamic, Judaic and Slavic. The concentration serves students interested in the changing relation of cultural practices, social patterns, political and economic forms, and artistic and literary traditions in this important transitional period.

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**Medieval Cultures Track**

It is recommended that prospective concentrators take the introductory course, Medieval Perspectives, during their freshman or sophomore year.

**Requirements**

Ten courses approved by the Program in Medieval Studies, including two courses in medieval history and one 1000- or 2000-level course that uses primary texts in a medieval language other than Middle English. Interested students are invited to discuss their plans with an appropriate faculty member of the Program. A concentration proposal should be prepared in consultation with the faculty advisor and submitted to the Program Chair for approval.

Under the supervision of the director of the program, students may choose courses from the following:

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<td>HIST 0521A</td>
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</table>
Honors
This is awarded to students who present a meritorious honors thesis in addition to completing the required courses of the concentration. The thesis permits the student to synthesize various disciplines or interests, or to pursue a new interest in greater depth. To be eligible for Honors, candidates must complete a minimum of six approved courses in Medieval Studies by the end of their third year with more grades of A than B. Students should apply for admission to Honors and should meet with their faculty advisor(s) no later than spring of the junior year to plan the thesis project. Accepted candidates write the thesis in a two-semester course sequence under the supervision of a director and second reader drawn from the Medieval Studies faculty.

Interested students should contact the concentration advisor for further details or consultation (863-1994).

Late Antique Cultures Track

Requirements:
One course in Roman history: 1

<table>
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<td>CLAS 1310</td>
<td>Roman History I: The Rise and Fall of an Imperial Republic</td>
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<td>The Holy Grail and the Historian's Quest for the Truth</td>
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<td>HIST 0621B</td>
<td>The Search for King Arthur</td>
</tr>
<tr>
<td>HIST 1205</td>
<td>The Long Fall of the Roman Empire</td>
</tr>
<tr>
<td>HIST 1210A</td>
<td>The Viking Age</td>
</tr>
<tr>
<td>HIST 1260D</td>
<td>Living Together: Muslims, Christians, and Jews in Medieval Iberia</td>
</tr>
<tr>
<td>HIST 1211</td>
<td>Crusaders and Cathedrals, Deviants and Domination: Europe in the High Middle Ages</td>
</tr>
<tr>
<td>HIST 1963L</td>
<td>Barbarians, Byzantines, and Berbers: Early Medieval North Africa, AD 300-1050</td>
</tr>
<tr>
<td>HIST 1963Q</td>
<td>Sex, Power, and God: A Medieval Perspective</td>
</tr>
<tr>
<td>HIST 1963M</td>
<td>Charlemagne: Conquest, Empire, and the Making of the Middle Ages</td>
</tr>
<tr>
<td>HIST 1974M</td>
<td>Early Modern Globalization</td>
</tr>
<tr>
<td>HIST 2970A</td>
<td>New Perspectives on Medieval History</td>
</tr>
<tr>
<td>JUDS 0050M</td>
<td>Difficult Relations? Judaism and Christianity from the Middle Ages until the Present</td>
</tr>
<tr>
<td>JUDS 0681</td>
<td>Great Jewish Books</td>
</tr>
<tr>
<td>JUDS 1630</td>
<td>The Talmud</td>
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<td>LATN 1110F</td>
<td>Fortunatus</td>
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<td>LATN 1110H</td>
<td>Literature at the Court of Charlemagne</td>
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<td>LATN 1120C</td>
<td>Survey of Late and Medieval Latin</td>
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<td>LATN 1120D</td>
<td>Alcuin</td>
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<tr>
<td>LATN 2080H</td>
<td>Seminar: The Sixth Century</td>
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<tr>
<td>MDVL 1970</td>
<td>Independent Study</td>
</tr>
<tr>
<td>MDVL 1990</td>
<td>Honors Thesis</td>
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<tr>
<td>PHIL 1100C</td>
<td>Medieval Arabic Philosophy</td>
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<tr>
<td>RELS 0025</td>
<td>Wealth: Religious Approaches</td>
</tr>
<tr>
<td>RELS 0110</td>
<td>Christian Classics</td>
</tr>
<tr>
<td>RELS 0150</td>
<td>Islam Unveiled</td>
</tr>
<tr>
<td>RELS 0290D</td>
<td>Islamic Sexualities</td>
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<td>Ancient Christianity and the Sensing Body</td>
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<td>RELS 1520</td>
<td>Pilgrimage and Sacred Travel in the Lands of Islam</td>
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<td>Methods and Problems in Islamic Studies: Narratives</td>
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<td>One class in medieval history 1</td>
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<td></td>
<td>One course at the advanced level (numbered at least 1000) in one approved language 1</td>
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<td>Six other courses drawn from appropriate offerings and with the approval of the concentration advisor. These courses should support a concentrational area of special interest.</td>
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</table>

Total Credits: 9

The language in most cases will be Latin, but students will present different competencies and interests; other languages, such as Greek, Hebrew, or one of the medieval vernaculars can be substituted for Latin, with the approval of the concentration advisor and in conjunction with a clearly articulated program of study.

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Interested students must register for RELS 0150.

MDVL 0110. Christianity (RELS 0110)

Courses

Honors

When in Late Antiquity Cultures, these are awarded to students who present a meritorious honors thesis in addition to completing the required courses of the concentration. Application for admission to honors should be made in the spring of the junior year, by which time honors candidates must have completed a minimum of six approved courses in Late Antique Studies. Accepted candidates write the thesis in a two-semester course sequence (MDVL 1990) under the supervision of a director and a second reader to be determined in consultation with the advisor.

MDVL 0025. Wealth: Religious Approaches (RELS 0025).

Interested students must register for RELS 0025.

MDVL 0110. Christianity (RELS 0110).

Interested students must register for RELS 0110.

MDVL 0150. Islam: An Introduction (RELS 0150).

Interested students must register for RELS 0150.

MDVL 0150B. The Philosopher’s Stone: Alchemy From Antiquity to Harry Potter (HIST 0150B).

Interested students must register for HIST 0150B.

MDVL 0150C. The Medieval King Arthur (ENGL 0150C).

Interested students must register for ENGL 0150C.

MDVL 0290D. Women, Sex and Gender in Islam (RELS 0290D).

Interested students must register for RELS 0290D.

MDVL 0300F. Beowulf to Aphra Behn: The Earliest British Literatures (ENGL 0300F).

Interested students must register for ENGL 0300F.

MDVL 0310F. Prose Sagas of the Medieval North (ENGL 0310F).

Interested students must register for ENGL 0310F.

MDVL 0321. Toward a Global Late Antiquity: 200-800 CE (HIAA 0321).

Interested students must register for HIAA 0321.

MDVL 0360. Cities: Medieval Perspectives.

What was a medieval city? Medieval imaginations were inspired by great cities like Cairo, Cordoba, Damascus, Jerusalem, Mecca, Paris, Rome, Samarra, and Toledo. New cities like Bruges arose out of commerce, learning, arts, and migrations. Some medieval societies built around city states, whereas others eschewed the urban for alternate social formations. In this course, faculty will focus on medieval cities from diverse disciplinary perspectives.

MDVL 0410. Christianity in Late Antiquity (RELS 0410).

Interested students must register for RELS 0410.

MDVL 0460. Muslims, Jews and Christians in Medieval Iberia (HIAA 0460).

Interested students must register for HIAA 0460.

MDVL 0510K. The 1001 Nights (COLT 0510K).

Interested students must register for COLT 0510K.

MDVL 0521A. Christianity in Conflict in the Medieval Mediterranean (HIST 0521A).

Interested students must register for HIST 0521A.

MDVL 0620. Muslims, Jews, and Christians in Medieval Iberia.

The cultural diversity of medieval Spain and Portugal is proclaimed by their Christian cathedrals, Islamic palaces, and Jewish synagogues. The three distinct cultures that produced these buildings lived together for centuries in medieval Iberia, sometimes in peace, sometimes not. This convivencia of Jews, Muslims, and Christians will be examined from the perspectives of literature, art, architecture, archaeology and history.

MDVL 0640. Dying to Be With God: Jihad, Past and Present (RELS 0640).

Interested students must register for RELS 0640.

MDVL 0660. The World of Byzantium (CLAS 0660).

Interested students must register for CLAS 0660.


Interested students must register for JUDS 0681.

MDVL 1020. Living Together: Muslims, Christians, and Jews in Medieval Iberia (HIST 1020).

Interested students must register for HIST 1020.

MDVL 1030. The Long Fall of the Roman Empire (HIST 1030).

Interested students must register for HIST 1030.

MDVL 1100C. Medieval Arabic Philosophy (PHIL 1100C).

Interested students must register for PHIL 1100C.

MDVL 1100E. Greek Literature in Italy and by Italians (GREK 1100E).

Interested students must register for GREK 1100E.

MDVL 1101F. Fortunatus (LATN 1110F).

Interested students must register for LATN 1110F.

MDVL 1110G. En Marge: Exilés et Hors-la-Loi au Moyen Age (FREN 1110G).

Interested students must register for FREN 1110G.

MDVL 1110H. Literature at the Court of Charlemagne (LATN 1110H).

Interested students must register for LATN 1110H.
Interested students must register for JUDS 1630.

MDVL 1630. The Talmud (JUDS 1630).
Interested students must register for JUDS 1630.

MDVL 1744. Difficult Relations? Judaism and Christianity from the Middle Ages until the Present (JUDS 1744).
Interested students must register for JUDS 1744.

MDVL 1750L. Erotic Desire in the Premodern Mediterranean (CLAS 1750L).
Interested students must register for CLAS 1750L.

MDVL 1813P. Captive Imaginations: Writing Prison in the Middle Ages (COLT 1813P).
Interested students must register for COLT 1813P.

MDVL 1900Y. Medieval Manuscript Studies: Paleography, Codicology, and Interpretation (ENGL 1900Y).
Interested students must register for ENGL 1900Y.

Interested students must register for HIST 1963L.

Interested students must register for HIST 1963Q.

Tutorial instruction on an approved topic in Late Antique and/or Medieval cultures, supervised by a member of staff. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. May be repeated once for credit.

Interested students must register for HIST 1972H.

Interested students must register for HIST 1976R.

Independent research and writing on a topic of special interest to the student, under the direction of a faculty member. Required of candidates for honors. Permission should be obtained from the Director of the Program in Medieval Studies.

MDVL 2030D. Fifteenth-Century Sentimental Romances and Celestina (HISP 2030D).
Interested students must register for HISP 2030D.

MDVL 2040D. Arts du récit, 1100-1400 (FREN 2040D).
Interested students must register for FREN 2040D.

MDVL 2080H. Seminar: The Sixth Century (LATN 2080H).
Interested students must register for LATN 2080H.

MDVL 2110F. Greek Palaeography and Premodern Book Cultures (GREK 2110F).
Interested students must register for GREK 2110F.

MDVL 2360Q. Manuscript, Image, and the Middle English Text (ENGL 2360Q).
Interested students must register for ENGL 2360Q.

MDVL 2970A. New Perspectives on Medieval History (HIST 2970A).
Interested students must register for HIST 2970A.
Middle East Studies Concentration

Requirements

Middle East Studies (MES) is an interdisciplinary concentration that draws upon courses offered by a distinguished core faculty in the humanities and the social sciences. Regardless of one’s passions — whether history, religion, politics, culture, literature, modern media, philosophy or practices of everyday life — the Middle East is an ideal site for considering the diversity and complexity of the human experience. A growing number of exciting courses, creative and relevant programming, and a steady stream of post-docs and visiting professors offer unparalleled opportunities for MES concentrators who wish to understand this region and to engage with a broad range of issues that affect our world.

Standard Program for the AB Degree

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 1968</td>
<td>Approaches to The Middle East</td>
<td>1</td>
</tr>
<tr>
<td>MES 0155</td>
<td>Cultures of the Contemporary Middle East</td>
<td>2</td>
</tr>
<tr>
<td>or ANTH 1151</td>
<td>Ethnographies of the Muslim Middle East</td>
<td></td>
</tr>
<tr>
<td>HIST 0240</td>
<td>- Middle East Beginnings</td>
<td></td>
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<tr>
<td>HIST 0243</td>
<td>- Modern Middle East Roots: 1492 to the Present</td>
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<tr>
<td>HIST 1455</td>
<td>The Making of the Modern Middle East</td>
<td></td>
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<tr>
<td>RELS 0150</td>
<td>Islam Unveiled</td>
<td></td>
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<tr>
<td>POLS 1270</td>
<td>Middle East Politics</td>
<td></td>
</tr>
</tbody>
</table>

Language Semesters: Basic competence in at least one of the modern Middle Eastern languages is required. This entails taking at least four semesters of coursework in one of the modern Middle Eastern languages such as Arabic, Persian, Hebrew, Turkish, etc.

Electives: Four courses chosen from the list of courses that are cross-listed by Middle East Studies and approved by the Concentration advisor. Students should acquire a good balance of courses by taking courses in the humanities and social sciences. Students should also seek a good balance between courses whose primary subject matter is pre-modern (ancient and medieval) and modern and contemporary Middle East.

Capstone/Honors Project: This can take many forms, such as:

a. a paper of no less than 30 pages for an existing concentration-eligible (MES-coded or X-Listed) WRIT-designated course, undertaken with the permission of the instructor

b. An independent study or project (artistic, research, or otherwise) supervised by at least one faculty member for at least one semester under MES 1970- Independent Study designation

c. An Honors Thesis

Total Credits: 12

1. Honors students will be required to have at least six semesters of language study (Advanced), two semesters of which may be counted toward the elective requirement.

2. Two semesters of Independent Study (MES 1970) are required for honors and will raise the number of required courses to 13.

Honors

To be eligible for honors, students will have earned an “A” in the majority of courses for the concentration. Honors students will be required to have at least six semesters of language study (Advanced), two semesters of which may be counted toward the elective requirement. Two semesters of Independent Study (MES 1970) towards the Honors Thesis with the thesis advisor(s) are required. This is typically done during senior year and will raise the total number of required courses to 13.

Courses

**MES 0155. Cultures of the Contemporary Middle East.**

In our exploration of Middle Eastern social movements, this course addresses the role of culture and art in social change; the relationship between faith and politics; as well as the impact of national, regional, and transnational discourses on identity, ethics, and citizenship. The study of social movements in the region will address the impact of technology, media, women’s rights and LGBT movements, as well as economic liberalization, entrepreneurship, and the politics of oil. Finally, we will trace the emergence and consequences of the “Arab Spring.” DPLL

**MES 0165. How Did We Get Here: Middle East City from Antiquity to the Present.**

This course examines the origins, evolutions, and radical transformations of Middle Eastern cities. By combining essential and original texts in religion, law, and politics with studies of architectural form and urban morphology we explore the cultural significance and ethical claims from historically situated cities. From the ancient Levantine household to the contemporary Gulf megalopolis, analysis of the relationships between subtle and articulated cultural meanings and corresponding concrete architectural embodiments reveals rich depth in each case. While we might see ancient hierarchies long buried by modernity’s desire for a capitalist city, our analysis shows they are very much alive and struggling. DPLL

**MES 0170. Visual Expressions of Social Change in the Contemporary Middle East.**

This course explores the relationship between the visual arts and social change in the contemporary Middle East. With a specific focus on visual art, architecture and cinema we examine how visual creativity expresses the desires of social and political groupings and, existing within historic traditions, give form and shape to larger social-political movements across the area. From the 20th century, we see the intertwining religious, political, and social movements, large and small, nationalist and separatist, embodied in visual expressions. This interdisciplinary course will uncover the iconographic origins of contemporary art to understand how visual expressions convey meanings in shaping our world. DPLL

**MES 1000. Tradition and Protest: Persian and Iranian Music.**

Examines Persian and Iranian musical approaches to tradition and protest. First half focuses on traditional Iranian music. Students will learn the basic cultural and musical traditions underpinning Persian/Iranian musical styles. Through directed reading and listening, and occasional in-class performance by the instructor, students will learn the primary characteristics of Iran’s classical music traditions and instruments; relevant musical concepts and terminology, and develop critical listening skills. Second half examines how modern Iranian musicians are disrupting these traditional concepts as a form of protest, making the music relevant to modern listeners while fundamentally changing conceptions of classical poetry in the process.

**MES 1001. Revolution and Poets: Content and Form in Iranian Poetry.**

Explains classical rules of Persian poetry and development of poetic content by several different modern Iranian poets. Examines how modern poets such as Shamlou, Akhavan, and Forough have been influenced by Nima Yooshoj, the father of modern poetry in Iran. We will explore different formalistic approaches to poetry in Iran from the 1960's to present, and examine various literary movements and their relation to the Islamic Revolution and post-revolutionary context. We will examine the new postmodern poets from the 1990's to present and the ways in which classical form is repurposed to achieve social commentary in subversive ways. DPLL

**MES 1050. Israel/Palestine: A Critical Lexicon.**

This is an introductory course to the question of Israel/Palestine. The course uses a series of alphabetically ordered and carefully selected concepts as a way to cut through the dense history of the region and the conflicting forces that shape its present. From “Colonialism” to “Zionism”, each concept will be surveyed with respect to its history, the pattern of its present usages, the discursive formations to which it belongs, and its political impact, taking into account the inevitable, conflicting ideological biases and discursive constraints of the many kinds of knowledge about Israel/Palestine. DPLL WRIT
MES 1350. Israel/Palestine: The One State Condition.
This course follows the formation and transformation of the Israeli Regime, since its inception in the last years of the British Mandate in Palestine. At the theoretical level, we shall explore the difference between State and regime, ask what is a political regime, how to classify types of regimes and how to determine the regime of any given state. At the historical level we shall reconstruct and question the structural transformations and continuities of the Israeli regime, giving special attention to the impact of Palestinians’ civic status and almost half a century of “occupation” of Palestinian territories. DPLL

MES 1450. The Archival of Gestures.
Often people think about archives as static spaces. How to develop a gestural archive able to translate instances and desires of justice? This course provides students with a theoretical and practical background on the archival of gestures in performance and the role that artists-archivists can play in contributing to change through exploring and problematizing social and political memories. We explore how Arab artists have sought and investigated this role after the “Arab Spring” and of civil disobedience against Arab regimes. We then look closely at a series of performance works, by Arab, Israeli and international artists. No dance experience required. DPLL

MES 1650. The Pen and the Gun: Literature and the Political Body.
This course will examine the sphere and influence of literature and film as vehicles of expression and memory reconstruction during and following periods of dictatorship. We will explore themes such as history and/or fiction, the structuring of truth and national narrative, the intersection of human rights and medicine, and discourse of the nation as a body. Taking a transnational and cross regional approach, we will include prominent writers from Latin America (with a focus on the political ‘disappearances’ of the 1970’s), Africa (post-colonial and civil war texts), and the Middle East (writing of, within, and through the Arab Spring). DPLL

MES 1700. Individual Research Project.
Limited to juniors and seniors. Section numbers vary by instructor. Please check Banner for the correct section and CRN to use when registering for this course. Required: all proposals for independent study must be approved by the faculty sponsor and the MES program director. Students should not register for any section of MES 1700 without this approval.

MES 1970. Middle East Studies Pro-Seminar.
This course explores the current state of Middle East Studies scholarship with an eye to its current moment of crisis. We will begin by situating MES within its institutional history, then survey classic works from its core disciplines. The second half of the course will trace contemporary debates over the significance and origin of political Islam. DPLL

MES 1970A. Islamic Economics.
Despite the fact that the conceptual and early historical legacy of Islam is widely considered to be market-friendly, debates about the relationships between Islam and capitalism abound. This course moves beyond simplistic concerns of compatibility or conflict, and delves into the diverse ways by which Muslims from around the globe have devised a range of social, cultural, religious, legal and fiscal strategies that enable them to both remain true to their faith and live in today’s swiftly-evolving economic context. DPLL

Seizing land in Israel/Palestine, colonizing it, shaping its boundaries, and reconstructing it as a governed space have played a major role in the struggles between Jews and Palestinians. Space has been a medium of domination and resistance, a scene of dispossession, construction and destruction, and its governmentalization has become a powerful state apparatus. Using concepts drawn from political theory, human geography, and postcolonial studies we shall examine and contrast the mental geographies and actual government of land and space(s) in Israel/Palestine and use space as a privileged perspective for understanding the history and structure of the Land’s political predication. DPLL

Media coverage presents two ways of thinking and approaching modern Islam. One assumes Islam to be an entire way of life and single set of religious beliefs with compulsive adherence to the Quran and the Prophetic Sunna. The other reduces Islam to a set of essentialist principles, rules and spiritual values that even many Muslims have trouble grasping.
Recent anthropological scholarship makes everyday practical interpretations, practices and living social relationships central towards understanding Islam. This class will explore socio-historical and cultural specificities by which Muslims grapple with their faith, and how they shape these resources into everyday beliefs and practices. DPLL

Western media has pervasively portrayed the Middle East as “a-historical”, “timeless”, an “Other” that is beyond the logic of modern time. Simultaneously, it is also considered the cradle of “Western Civilization” where vital elements of “world” patrimony may be traced. But how do those who inhabit the region relate to their past and what are the various ways by which its discourses are drawn upon to embody different socio-political and ethical life-worlds? This course explores recent texts on heritage and memory while offering insights of ways in which modalities of history and memory have shaped the postcolonial dynamics of this region. DPLL
MES 1998. The Arab Spring
The Middle East has witnessed significant socio-cultural, political, and economic transformations in recent decades. This seminar will explore the role of both state and non-state actors in these processes. In the face of globalization, liberalization, democratization, conflicts, and regional instability, what social movements have emerged and in what specific contexts? Additionally, how have civil society, mass media, global discourses, and Islamist groups and ideologies shaped the contemporary reality? What are the prospects for security, prosperity, and pluralism in the region? These are central questions we will attempt to address in this course.

MES 1999. Arab Youth: Movements, Cultures, and Discourses
"Youth" has become a central social concept in the contemporary global economy. In the wake of 9/11, the discussion of "youth" in the Arab world became a global priority. This course takes an anthropological and sociological approach to studying youth. Why has "youth" become a focus of concern now? How does this shape our thinking about social, economic, political, and historical issues in the Arab world, and what issues does it obscure? The course examines the historical emergence and transformation of categories of "youth," "teen" and "adolescent" in the contexts of capitalist industrialization, nationalism, post/colonialism, state formation and globalization. Enrollment limited to 20.

MES 1999A. Cultures of Neoliberalism in the Middle East
The course focuses on debates in the social sciences in the Arab world around contradictions of the cultures of neoliberalization in contemporary Arab culture(s), society (ies) and economy (ies). We will explore the relevance of neoliberalism to the increasing relevance of consumption and consumerism, for citizens and scholars alike, in shaping selfhood, society, identity and even epistemic reality, the concomitant eclipse of such modernist categories as social classes, the burgeoning importance of generation, ethnicity, gender, identity and social movements. Also covered, the relation of political Islam to neoliberalism, and the rise of labour migration in/out of the Arab world.

MES 1999B. Colonialism and Human Rights
Are anti-colonial struggles human rights struggles? Is emancipation the objective of these struggles? Where and when do anti-colonial and human rights discourses converge and diverge? What is the role of violence in the moral, political and discursive trajectories of anti-colonialism and human rights? This course takes up these questions, starting with the reconstruction of the historical relationship between colonialism, anti-colonial struggles and the post-World War II formation of the international human rights regime. We then turn to discuss different authors who developed their anti-colonial thought and dealt with, appropriated or ignored human rights in their different conceptions of anti-colonial justice.

DPLL

MES 1999C. Elites in Arab Culture and Society
Social science studies the marginalized while ignoring elites and their role. This is especially the case with "Arab" Elites. Yet, to understand the conditions of the poor and marginalized, one must study elites. Elites are a lens to historically understand class formation in the Arab World, and influences beyond. We will consider how and why we study elites, different theories and methodologies of studying elites, and focus on elites in Arab societies. The course will deal with elites in the mandate period and early independence. The last part of the course will focus on elites in contemporary Arab society.

DPLL WRIT

MES 1999D. Anthropology/Sociology of Development in the Arab World
After the Second World War, questions of economic growth, poverty, and inequality were internationalized, leading to the rise of national and international agencies which aimed to promote development in the "Third World." This course examines the anthropological study of development. Touching on development theory (and the political context of each model), we examine connections to anthropological models of socio-cultural change, and consider the relationship between anthropology and the development industry. How can cultural relativist and applied anthropology approaches be reconciled? Can anthropologists and anthropological knowledge contribute to improving development interventions and outcomes, or are they merely critical of such interventions? DPLL

MES 2000A. Decolonizing the Racialized Female Subject: Black and Indigenous Women's Self-Making Under Empire
This study grapples with conceptions of freedom and humanity emergent in Black and Indigenous women's practices under empire. Colonialism is prefaced on construction of an "other." Aime Cesaire refers to this as "thingification," whereby colonial subjects are dehumanized and the colonizer "decolonized." Totalizing dehumanizing forms are resisted by praxes and epistemologies which challenge the prevailing symbolic order and assert the humanity of those regarded as subhuman. We will examine how epistemological and political contestations of the human inform discourses on freedom and sovereignty and interrogate how various categories of identity refract and re-frame conceptions of humanity, freedom, and sovereignty.

MES XLIST. Courses of Interest to Students Concentrating in Middle East Studies.
For information on courses which may be of interest to students concentrating in Middle East Studies, please refer to the MES XLIST in the Class Schedule menu.

Modern Culture and Media
Chair
Wendy Hui Kyong Chun

Modern Culture and Media (MCM) is committed to the study of media in the context of the broader examination of modern cultural and social formations. Our curriculum proposes a distinctive subject matter, stresses comparative analysis and theoretical reflection, and highlights the integration of theory and practice, creative thought and critical production. In research and teaching at both the graduate and undergraduate level, MCM combines the analysis of diverse texts — visual and verbal, literary and historical, theoretical and popular, imaginative and archival — with the study of contemporary theories of representation and cultural production and creative practice in a range of media. Through studying MCM, students will be critically sophisticated and knowledgeable about the theory, history, and analysis of media and cultural forms and who are able to produce innovative work — whether in theory, media practice, or historical scholarship — that interrogates and transforms conventional understandings of these forms.

For additional information, please visit the department's website: http://www.brown.edu/academics/modern-culture-and-media/

Modern Culture and Media Concentration Requirements
Modern Culture and Media (MCM) is an interdisciplinary concentration that explores the ties between media and broader cultural and social formations. We stress creative thinking and critical production: comparative analysis and theoretical reflection, as well as work that integrates practice and theory. We thus bring together aspects of modern culture that are normally separated by departmental structures such as film and media studies, fine art, literature, literary arts and philosophy. This concentration offers the student a range of possible specializations. A student might decide to focus on the critical study and production of a certain type or combination of media (print, photography, sound recording, cinema, video, television, and digital media); or they might focus on certain cultural, theoretical and/or social formations (for example, gender/sexuality in post-Cold war television, postcolonial theory and film, the changing form of the novel, theories of subjectivity and ideology, video games and theories of representation).

These paths are united by a commitment to critical thinking/practice: rather than reproducing conventions, MCM concentrators learn how conventions emerge, what work they do, and explore ways to change them.

Track I
Track I concentrators may choose to study a particular historical moment, a medium, or a mode of textual production, in combination with theoretical studies that examine the categories of cultural analysis: for example, the distinction between high and low culture. Examples of areas of...
interest include but are not limited to film, gender/sexuality, digital media, television, post-coloniality, the novel, modern thought, the modern arts, sound, and theories of ideology and subjectivity. Productive work in some modern medium or textual mode is encouraged for all concentrators. MCM’s approach to production recognizes the inextricable link between theory and practice, and the possibility of a fruitful complicity between them. Production, in the sense defined here, is a theoretically informed sphere or practice, one within which acknowledged forms of cultural creation are tested and extended in close complementarity with the analyses conducted elsewhere in MCM.

Track I consists of 11 courses:

Core courses
MCM 0150 Text/Media/Culture: Theories of Modern Culture and Media
Select two of the following: 1
MCM 0220 Print Cultures: Textuality and the History of Books
MCM 0230 Digital Media
MCM 0240 Television Studies
MCM 0250 Visuality and Visual Theories
MCM 0260 Cinematic Coding and Narrativity
MCM 1110 The Theory of the Sign

Additional courses
One must be an upper level course from the MCM 1200 series
Two must be senior seminars from the MCM 1500 or MCM 1700 series
Two must be at any level in MCM above MCM 0260
Three additional courses. These courses must be in MCM or in related departments. 2

Total Credits 11

1 No more than three courses from this list may count for concentration requirements.
2 The specific courses must be approved by an MCM concentration advisor as part of a coherent program of study.

Other Requirements:
1. Focus Area: Of the 11 courses required for the concentration, at least 3 courses must be in a focus area approved by a concentration advisor. These courses may be MCM courses, related courses, or a combination of the two, and they must represent a focus on some aspect of modern literature, theory, media, art or culture. Examples of possible focus areas are: mass/popular culture, gender/sexuality, language/representation/subjectivity, narrative, digital media, film, modern thought, television, the modern arts, the novel, colonialism and post-colonialism. This is not an exhaustive list. Production courses may be in the focus area but must be in addition to the minimum 3 courses.
2. Production: Work in production is encouraged but not required for Track I concentrators. Of the 11 courses required for concentration, as many as 3 may be in production. These may be production courses offered by MCM (film, video, digital media) or courses in creative writing, painting, photography, journalism, etc., provided they do not bring the total number of concentration courses taken outside MCM to more than 3.

Honors:
The honors program in MCM is designed for students who wish to integrate their skills in a special project. Students who qualify for Honors in Track I are eligible to apply to do an Honors project or thesis. Students should submit a letter of interest in their 6th semester, and a formal proposal, by the first day of their 7th semester. Applications will be screened by the MCM Honors Committee. (Application forms are available in the MCM office.) If approved, a student must then register for MCM1970, a one credit course which can count towards their Focus Area requirements, and MCM1990, a one-credit thesis course in which they complete the Honors thesis.

Track II
Track II concentration combines production courses with the critical study of the cultural role of practice. It aims to engage students in the analysis of theories of production elaborated within philosophical, artistic, and technological traditions, while encouraging them to produce works that interrogate these traditions.

Track II consists of 11 courses:

Two core courses:
MCM 0150 Text/Media/Culture: Theories of Modern Culture and Media 1

Select one of the following Introductory Practice or History of a

Medium courses:

MCM 0710 Introduction to Film Production: Time and Form
MCM 0730 Introduction to Video Production: Critical Strategies and Histories
MCM 0750 Art in Digital Culture
VISA 0100 Studio Foundation
VISA 0110 Advanced Studio Foundation
VISA 0120 Foundation Media: Sound and Image
MUSC 0200 Computers and Music
CSCI 0150 Introduction to Object-Oriented Programming and Computer Science
A course from the LITR 0110 series
A course from the LITR 0210 series
HIAA 0010 A Global History of Art and Architecture
TAPS 0030 Introduction to Acting and Directing
MUSC 0010 Introduction to Western Music
MUSC 0040 World Music Cultures (Africa, America, Europe, Oceania)

One additional course from the following:
MCM 0220 Print Cultures: Textuality and the History of Books
MCM 0230 Digital Media
MCM 0240 Television Studies
MCM 0250 Visuality and Visual Theories
MCM 0260 Cinematic Coding and Narrativity
MCM 1110 The Theory of the Sign
Three additional courses from the MCM 1200 or MCM 1500 series 1
Four practice courses selected in consultation with an advisor. 2
One Senior Seminar from the MCM 1700 series or other equivalent in production

Total Credits 11

1 At least one must be from the MCM 1500 series.
2 Courses can be in any medium or combinatorial sequence of media from the following departments: Modern Culture and Media, Visual Art, Music, Literary Arts, Theatre Arts and Performance Studies, Computer Science, Engineering, supplemented by approved courses at Rhode Island School of Design and study abroad. This list is not exhaustive.

Honors:
The honors program in MCM is designed for students who wish to integrate their skills in a special project. Students who qualify for Honors in Track II are eligible to apply to do an Honors project or thesis. Students should submit a letter of interest in their 6th semester, and a formal proposal, by the first day of their 7th semester. Applications will be screened by the MCM Honors Committee. (Application forms are available in the MCM office.) If approved, a student must then register for MCM1970, a one credit course which can count towards their Focus Area requirements, and MCM1990, a one-credit thesis course in which they complete the Honors project/thesis.
Modern Culture and Media Graduate Program

The department of Modern Culture and Media offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree. There is no terminal Master’s program, but students who enter the doctoral program only with an undergraduate degree may earn an A.M. en route to the Ph.D.

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/modern-culture-and-media

Courses

MCM 0110. Theory and Analysis of Modern Culture and Media.
An introduction to critical theory, cultural studies, and media analysis that addresses print, photography, film, television, and digital media. We will examine these media in relationship to influential theoretical approaches such as structuralism and post-structuralism, ideological analysis, feminist and queer theory, critical race theory and theories of post-colonialism and globalization, and media and technology studies. LILE WRIT

MCM 0150. Text/Media/Culture: Theories of Modern Culture and Media.
An introduction to the theoretical foundations of contemporary cultural criticism. We will study theories of representation, signification and culture; image and narrative; ideology and discursive power; and modernity and postmodernity. Such theories are crucial to understanding modern culture and media (including literary, photographic, film, television, and digital media texts). Readings from theorists such as Saussure, Benjamin, Levi-Strauss, Derrida, Barthes, Marx, Freud, Fanon, Arendt, Foucault, Irigaray, Appadurai, and Butler. Students must register for both the lecture and one screening; a signup sheet will be available for discussion sections after the first class meeting. Open to undergraduates only. LILE WRIT

Print media are ubiquitous, appearing in myriad forms, material configurations, and genres. This course investigates the concept of print as a mass medium, the first produced by means of mechanical reproduction. We will give particular attention to the theoretical problematics that govern its analysis and to competing concepts of print as a form. The course will trace the emergence of mass literacy and reading habits, print culture and the public sphere, the rise of the novel and the history of the book, as well as concepts of literariness and representation, mediation and signification, narrativity and virtuality, the work and the text. LILE

MCM 0230. Digital Media.
This course introduces students to the critical study of digital media: from surveillance to hastivism, from cyberpunk fiction/films to art installations, from social media to video games. We will analyze the aesthetics, politics, protocols, history and theory of digital media. Special attention will be paid to its impact on/relational to social/cultural formations, especially in terms of new media’s “wonderful creepiness,” that is, how it compromises the boundaries between the public and private, revolutionary and conventional, work and leisure, hype and reality.

MCM 0240. Television Studies.
Introduces students to the rigorous study of television, concentrating on television forms (texts, industry, audience) in relation to social/cultural formations (gender, generational, and family dynamics; constructions of race, class, and nation; consumerism and global economic flows). That is, this course considers both how television has been defined and how television itself defines the terms of our world. Students MUST register for the lecture section, the screening, and a conference section. Open to undergraduates only. LILE WRIT

MCM 0250. Visuality and Visual Theories.
Theories of visual representation in such traditional media as painting, in photography, and in emergent digital media (VR, robotics, etc.). Connects problems of representation to issues of power, information, subjectivity. These media are read as historically constituted and specific to particular cultures through complex forms of mediation.

MCM 0260. Cinematic Coding and Narrativity.
Introduces students to rigorous study of the structural and ideological attributes of cinema, concentrating on the dominant narrative model developed in the American studio system and the alternatives to that model. Attention to film theory in relation to questions of representation, culture, and society. Students become conversant with specific elements and operations of the cinematic apparatus (e.g., camerawork, editing, sound-image relations) and how they produce discursive meanings. Students MUST register for the lecture, section and one screening. A sign-up sheet will be available for conferences after the first class meeting. Open to undergraduates only.

MCM 0700. Introduction to the Moving Image.
The purpose of this course is to provide a basic introduction to film and video production and to begin to consider the kinds of texts that might be produced using these media. Students are expected to work in an intelligent manner, take risks with the content and form, and engage in empirical research of the medium, and in so doing, examine common presumptions about media production. Students will utilize 16mm non-sync film cameras and small format video to produce a series of short projects emphasizing the creative use of these media in various social and visual arts contexts. Classes will consist of screenings and discussion of a wide variety of works, basic technical demonstrations, and critiques of student work. No previous production experience necessary. Prerequisites (two of the following or equivalent): MCM 0100, 0150, 0230, 0240, 0250, 0260, 1110. Application required. Enrollment limited to 15. Written permission required. Mandatory S/NC.

MCM 0710. Introduction to Filmic Practice: Time and Form.
A studio-style course on working with time based media, focused specifically on the technology of 16mm film production. With its focus on photographic and montage processes, as well as lighting and sound, the principles established in this course provide a solid foundation for all subsequent work in media, whether cinematic, video or new media, and it is strongly advised as a foundation level, skills oriented media course. Students produce a series of short, non-sync films. No previous experience required. Screenings, demonstrations and studio work.

The purpose of this course is to provide a basic introduction to film and video production and to begin to consider the kinds of texts that might be produced using these media. Students are expected to work in an intelligent manner, take risks with the content and form, and engage in empirical research of the medium, and in so doing, examine common presumptions about media production. Students will utilize 16mm non-sync film cameras and small format video to produce a series of short projects emphasizing the creative use of these media in various social and visual arts contexts. Classes will consist of screenings and discussion of a wide variety of works, basic technical demonstrations, and critiques of student work. No previous production experience necessary. Screenings, demonstrations and studio work.

MCM 0730. Introduction to Video Production: Critical Strategies and Histories.
Provides the basic principles of independent media production through a cooperative, hands-on approach utilizing digital video. Emphasizes video as a critical intervention in social and visual arts contexts. A major project, three shorter works, and in-class presentations of work-in-progress required. Weekly screenings contextualize student work. No previous experience required. Application required. Application is available in the MCM office. Students must bring a completed application to the first class to be considered for admission. Class list will be posted 2 days after the first class meeting. Enrollment limited to 12. Instructor's permission required. S/NC.
Expanded principles of independent video production utilizing small format video (Mini DV). Emphasizes video as a critical intervention in social and visual arts contexts. A major project (10-20 minutes) and a class presentation concerning your project are required. Prerequisite: MCM 0730. Application required. Application is available in the MCM office or from http://www.brown.edu/Departments/MCM/. Students must bring a completed application to the first class to be considered for admission. Class list will be posted 2 days after the first class meeting. Enrollment limited to 15. Instructor's permission required. S/NC.

MCM 0750. Art in Digital Culture.
How do we produce, disseminate, and exchange images in a global networked society? How do digital technologies challenge conventions about art making, authorship, and audience? This production course introduces students to the practice, and critical inquiry into art in digital culture. The class will engage in contemporary debates on art and new media and will experiment with digital photography, video, and coding. Throughout the semester, students will work on a series of short projects, and a final individual or collaborative work. Artist case studies include Harun Farocki, Oliver Laric, and anonymous-memes-creators; readings include, Hito Steyerl, David Joselit, and Boris Groys. Enrollment limited to 40. LILE

MCM 0760. Intermediate Digital Media Production.
How do technologies enabling new forms of media and communication reconfigure notions of geography, location, speed, presence, community, autonomy, public, private, and one's ability to participate in culture? This class is an exploration of how artists and other cultural producers use these new technologies and new conditions to activate networks, form communities, create access, self-publish, proliferate, draw attention to context, demand agency, redefine property, and develop spaces for exchange and play.

A production course that examines the role of sound in film, video, and installation forms. The listening assignments and visual media screenings will foreground the usage of audio in the works of selected artists/filmmakers. The course also considers works of sound art. Readings by sonic theorists and producers will examine the possibilities of sound production as a key register of modern social and aesthetic experience. Class members should have completed at least one time-based media class. Students are expected to be competent technically. Application required. Application is available in the MCM office. Students must bring a completed application to the first class to be considered for admission. The final class list will be determined after this meeting, with permission of the instructor. Enrollment limited to 15. S/NC.

MCM 0790. This is a Public Service Announcement.
This course will examine the broad mission of “public service” media in its various iterations, both in commercial broadcast television, state run television, and in numerous forays by artists and collectives into public space. Students will produce a series of short video and/or installation projects that will explore critically the content and form of the Public Service Announcement and its historical precedents. In addition, the class will also collectively design, shoot, and produce, in collaboration with the RI Department of Education, their own Public Service Announcement that will air on local television stations. This will be a rare opportunity for undergraduate students not only to gain hands-on production experience, but also to think about and exhibit work outside of the University classroom context. Prerequisite: MCM 0700, MCM 0710, MCM 0720, MCM 0730, or MCM 0740.

MCM 0800A. Agency and Representation.
Agency is one of the most popular concepts across the disciplines today, but its definitions are often far from satisfactory in relation to representational forms such as literature and film. Using both fictional and theoretical texts, this course will examine some common assumptions about agency and develop a range of possible interpretations that will make the term viable in the study of artistic representation. For first year students only. FYS

MCM 0800B. Freshman Seminar on Visuality.
An examination of the key texts (from such diverse fields as philosophy, visual arts, cultural studies) which describe the historical transformation of personal and social visual space. We will explore, for example, Renaissance and Cartesian optics, the mechanization of vision in the late nineteenth century and recent hypotheses around machine-centered visuality. For first year students only. FYS

MCM 0800C. Marx, Nietzsche, Freud: History of Theory.
Many of the most pressing theoretical issues addressed by contemporary cultural analysis were first investigated in the works of these three ground-breaking intellectuals. This course will survey some of their major works, with attention to such concepts as ideology and the commodity; the will to power and truth in language; the unconscious and sexual difference. For first year students only. FYS

MCM 0800D. Sound for A Moving Image.
A production/seminar. An examination of the role of sound in the works of five exemplary artists/filmmakers while we produce sound works for filmic projects. For first year students only. FYS

MCM 0800E. Race and Imagined Futures.
Why is race so important to imagining utopian or dystopian futures - to signaling world peace or Malthusian disaster? What do these imaginings tell us about contemporary anxieties over/ desire for multiculturalism and globalization? This course responds to these questions by examining speculative, science and utopian fiction and films by African-, Asian- and Euro-American authors/filmmakers. Readings will be theoretical, as well as literary. Enrollment limited to 20. Students MUST register for the lecture section and the screening. DPLL FYS

MCM 0800F. The Face in Cinema.
Cinema has always been obsessed with the thematics of the human face. The close-up is most frequently associated with a revelation of intense human signification, with a rendering legible of the face as the signifier of the soul, and with the face as the privileged signifier of individuality, truth, beauty, and interiority as well as the most basic support of intersubjectivity. We will examine the face in the cinema in relation to the star system, theories of desire and affect, and a history of representation of the face (Darwin, Galton, Duchenne, etc.). Films by Dreyer, Hitchcock, Warhol, Wiseman, and others. Students must register for the primary meeting and one film screening. Enrollment limited to 20 first year students. FYS.

MCM 0800H. TV/Not TV: Theory and Production.
This freshman seminar examines both commercial television and non-commercial media forms, considering the dialogue and/or tensions between them. What are the critical potentials and political stakes of viewing TV and of making independent media? How can we re-write TV's cultural codes by stimulating alternative readings, fostering new interpretive practices, creating different texts, or developing diverse modes and sites of distribution? Combining theory and practice (media studies, televisual and anti-televisual screenings, and simple production assignments using available technologies), this course encourages students to read and critique commercial television through both analysis and their own creative media practices. Enrollment limited to 20 first year students. FYS

MCM 0800I. Victim Testimonies.
This seminar will explore primarily first person narratives and historical and other accounts that seek to recreate victim's voices (of the Jewish Holocaust, Stalin's terror, the Algerian War, the Rwandan genocide) in order to understand the cultural contexts and narrative styles that fashion victims, shape readers' views of them, and lead us to take some more seriously than others. Enrollment limited to 20 first year students. FYS
MCM 0800J. The Revolution is Being Photographed.
The course will examine the following idea: revolution is not an epoch making event but a dialect, a genre and grammar of practices and gestures. Images and moving images will be read as the "written" signs of this dialect, which document more and less known revolutionary moments. The recurrent familiar gestures repeated by the demonstrators will be studied as components of a language rather than planned actions carried out to achieve a given goal. The recurrence of the same idioms and gestures in various parts of the world requires questioning the universal and regional dimension of this language. Enrollment limited to 20 first year student. DPLL FYS LILE

MCM 0800K. Pirates!.
This course examines the figure of the pirate and understandings of piracy from Treasure Island and Pirates of the Caribbean to Pirate Bay and the WTO—that is, from sea-faring pirates and early print culture to the Internet and "pirate modernity." What do pirates do, mean, stand for, teach us? Readings, discussions and screenings will focus on both the history of pirates and piracy as well as the contemporary (media) pirate and issues related to creativity and originality, intellectual property rights and global governance, participatory cultures and democratization, information feudalism and the pirate modernities of the Global South, enclosures and the common. Enrollment limited to 20 first year students. FYS

MCM 0800L. "I Don't Even Know Why They Call It Color TV": Television and Race in America.
Our era has been called both "post-televisional" and "post-racial," yet images that define and are defined by (mis)understandings of race fill our screens (whether on TV sets or other means for disseminating TV). Formations of television and race not only remain pressing concerns but are intertwined, mutually constructing one another. This course thus explores how notions of race have been mediated and how media have figured race. Topics include: stereotype analysis; race in television history; scandal and crisis; intersections of gender and sexuality; consumerism and commodification; racial representation across TV genres (comedy, drama, sports, reality TV), and new media possibilities. DPLL LILE FYS

MCM 0800M. The Terrible Century (ENGL 0150U).
Interested students must register for ENGL 0150U.

MCM 0900A. Cinema and Stardom: Image/Industry/Fantasy.
Focuses on the star within the "machinery" of Hollywood cinema: how stars function in the film industry, within cinematic and extra-cinematic texts, and at the level of individual fantasy and desire. Including screenings of films which exploit, foreground, or critique star images, also considers the ideological implications and cultural consequences of stardom.

MCM 0900B. Global Cyberpunk.
Examines how cyberpunk functions both as a global phenomenon and as a way to imagine the global. Texts include American science fiction by authors such as Octavia Butler and Neal Stephenson; anime such as Akira and AD Police Force; feature films such as Blade Runner; as well as theoretical texts on globalization, science fiction, and animation.

MCM 0900F. Real TV.
This course will investigate the construction of reality on U.S. television, considering not only specific reality genres (news and "magazine" programs, crisis coverage, docudrama, talk and game shows) but the discursive and representational modes that define the "reality" of commercial television as a whole. Issues include: "liveness"; social relevancy; therapeutic discourse; TV personalities; media simulation; independent television; and new technologies/realisms.

MCM 0900G. Representing the Internet.
Investigates popular representations of the Internet (many of which precede the WWW) from cyberpunk to Supreme Court decisions, from mainstream film to Internet map sites. Considers the relationship between representation, ideology, culture, and technology. All written work for the seminar will be digital.

MCM 0901C. Photography/Film/Art: Memory, History and Ruin.
Questions of the nature of the photographic image have come to the fore in some of the most exciting modern art, such as the work of Cindy Sherman and Andy Warhol. In particular, the question of how the photograph relates to film and history has generated important questions about art and media. This course will analyze these questions through the work of such artists as Jeff Wall, Jean-Luc Godard, and Hiroshi Sugimoto. We will examine these in relation to writings that theorize the relationship of photography to film and art after World War Two. Readings include Benjamin, Barthes, and Krauss. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 undergraduates. WRIT

MCM 0901D. Film Comedy.
What makes some films so funny? This course will investigate many different forms of film comedy--from slapstick physical gags involving hapless men and umbrella-wielding matrons, to eccentric verbal banter, to parodies that subvert state politics using puppet characters. Instead of treating film comedy as "just mindless escapism," we will study how comedy's complex and slippery devices are central to the history of cinema. Readings in critical discourses about comedy, film history and film theory, e.g. Freud, Bergson, Benjamin, Rob King, Miriam Hansen, and Kathleen Rowe. Screenings range from silent slapstick, to communist satire, to romantic comedy, to political mockumentary. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20.

MCM 0901E. The Fantastic in Contemporary Cinema.
This course addresses the idea of the Fantastic from its definition to its articulations in contemporary cinema. Focusing more on form than on content, we will privilege a reading of the Fantastic as an effect rather than a genre or a theme: specific attention will be given to the relationships between filmic texts, spectatorship and the production of meaning. Screenings will include popular Hollywood cinema as well as European and independent films. We will discuss works by directors such as Lynch, Nolan, Fincher, Spielberg, Gondry, Cronenberg and Haneke. Readings will range from literary theory and psychoanalysis to film theory and semiotics. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 undergraduates.

MCM 0901F. "America" in Diaspora Literatures.
How have diasporic and immigrant writers come to see the United States? How do these writers negotiate dominant understandings of race, gender, ethnicity, religion, and language that come to define "the nation"? Is all immigrant/minority writing necessarily (auto)biographical? How are notions of history, memory, and futurity taken up by writers of diasporic and hybrid cultures in the US? These are some of the questions that this course will take up through a close reading of canonical and contemporary African-American, South/Asian-American, and Arab-American texts. This course is ideal for students interested in minority literatures, diaspora studies, and Ethnic Studies.

MCM 0901G. Digital Culture and Art after 1989.
How can we contextualize new media art alongside earlier forms of media such as photography and cinema? Is its relation to the "outside world" primarily conceived as representation, or as process? What are the cultural effects of this mediatization? Taking as our starting point the fall of the Berlin Wall and the resulting spread of capitalism as a near-global political-economic system, we will "read" a variety of works of art and culture from several contemporary theoretical perspectives. Topics include digital media, the Internet, European cinema, and popular music. Readings from Galloway, Fukuyama, Deleuze, Hardt and Negri, Freud, Jameson, etc. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20. LILE
MCM 0901H. Uncomfortable Media.
Why are we often addicted to that which disgusts us? This course analyzes why "uncomfortable media" – media that plays with notions of the perverse, the abject, and the taboo – remain so popular in the American cultural imaginary. Studying a variety of popular television programs and films, this course will approach these viscerally transgressive media texts through analyzing representation (how cultural taboos appear in popular culture) and analyzing spectatorship (how viewers perform discomfort). We will examine how developments in genre and narrative form, affect studies, performance studies, and queer theory have contributed to theorizing the perverses. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20. DPLL LILE

MCM 0901I. Body Count: Technologies of Life and Death.
From the War on Terror and the global obesity crisis to self-help reality TV and new biotechnologies, questions of life and death have come to center stage of contemporary politics. This course investigates the theoretical and historical contexts under which "life itself" has emerged as a key arena of social, cultural, and technological importance. We will read critical studies of race, media, embodiment, and the state, tracing how distinctions between life and its others have structured the distribution of death, risk, and freedom in modernity. Topics include biocolonialism, cyborgs and swarms, U.S. prison regime, computer viruses, "bugchasing," suicide bombing. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20. DPLL LILE

MCM 0901J. Adaptation Culture: New Media `<-->` Traditional Theatres (TAPS 0800).
Interested students must register for TAPS 0800.

What is citizenship? What does it mean to be granted or refused state protection within the global system? To better understand how nation-states govern subjects, we will consider the condition of refugees, displaced persons, illegal residents, undocumented aliens, and stateless persons. We will read the representations of non-citizenship in global media texts (humanitarian graphic narrative, migrant diary, atrocity photography, world cinema, war fiction, crowdsourced crisis mapping). This course will place a special emphasis on how perpetual warfare, territorial re-mappings, and nationality legislation continue to generate sliding scales of non-citizenship. Readings include Arendt, Baillar, Chatterjee, Foucault, Lowe, and Said. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20.

MCM 0901L. African American Media Visibility: Image, Culture, Crisis.
This course explores the "problem" of the black image in 20th - 21st century U.S. film and television. What is the role of spectacle and scandal in (re)presenting blackness to the public? Emphasis placed on the tension between invisibility and (hyper)visibility of the black subject in relation to gender and sexuality as well as the political, ethical, social, and psychical implications of such varying degrees of visual exposure. Topics include the aesthetics of black celebrity from Josephine Baker to Beyoncé, cinematic practices from filmmakers Spike Lee to Tyler Perry, and televisual blackness from The Cosby Show to Flavor of Love. Prerequisite: MCM 0110, 0220, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20.

MCM 0901M. Ishiguro, Amongst Others (ENGL 0710L).
Interested students must register for ENGL 0710L.

MCM 0901N. Body/Gesture/Cinema.
Antonin Artaud once called the body "a language to which it seems we no longer have the key." This course is an attempt to take up his challenge in light of our experience at the cinema. Two questions will guide our investigation: Do the bodies on film "signify"? If so, how does this signifying practice trigger our own corporeal unconscious? We will explore a wide range of texts across film studies, theatre, anthropology, linguistics, and critical theory. Topics include gesture, ethnography, disability, violence, horror, and phenomenology. Readings include Didi-Huberman, Benjamin, Ricoeur, Merleau-Ponty, Kristeva, Shaviro, Sobchack, Naremore, Clover, Linda Williams, etc.

The impulse to connect art with life runs through the avant-gardes of the early and mid-twentieth century. Yet recently, the question of what constitutes life itself has emerged with increasing persistence. In this course, we will reconsider the history of the avant-gardes — and avant-garde cinema particularly — in relation to this question. Drawing broadly on theories of how contemporary forms of life have been managed and made productive, we will explore the links between the avant-garde's aesthetic and political practices and its ongoing efforts to redefine and reinvent social existence. Readings include Benjamin, Foucault, Lacan, Fanon, Debord, Mulvey, and Agamben.

From the photographs of Abu Ghraib, to Tyler Clementi's suicide, and the rise of "revenge porn," contemporary media have been central to understanding the ways in which sexuality, law, and citizenship are negotiated in our present moment. This course will take these moments of public crisis as instances from which to understand the politics of belonging within the framework of the contemporary nation-state. We will examine the inter-related problematics of sexuality as a site of state governance, and the anxieties about sexual violence as national crises. Assigned readings will include queer of color critique, critical race theory, feminism, and postcolonialism.

MCM 0901R. Altered Cinema: The Cultural Politics of Film Revision.
Repetition and variation define contemporary cinema texts. Media producers create multiple "cuts" of the same picture for domestic/ international theater, television and home video markets. Meanwhile, consumers use new technologies to create their own textual variations and share them using informal distribution channels. This is a primary concern of Altered Cinema, which examines the history and culture of film revision from multiple perspectives, including originality, authorship, censorship, globalization, preservation, translation, copyright, fandom, new media and piracy. Screenings compare and contrast different editions, including director and fan cuts, of Metropolis, Star Wars, Dune and Night Watch among others.

MCM 0901S. Mediating Reproduction: Feminism, Art, Activism.
How have feminist artists and activists imagined and transformed the politics of reproduction? This course explores the complex meanings of "reproduction" across media, performance, and public culture, with a focus on questions of sexuality, race, labor, and aesthetic practice. Situating reproduction in an expanded frame, we will consider the relationship between biological reproduction and the gendered labor of reproducing social life (e.g., domestic labor, sex work, care work). Throughout, we will pay special attention to the entanglements of artistic labor with women's reproductive labor. Topics include: eugenics, housework/welfare activism, art workers movements, biotechnologies, queer kinship, and feminist utopias.

MCM 0901T. Shakespeare: The Screenplays (ENGL 0310E).
Interested students must register for ENGL 0310E.

MCM 0901W. The Space Within: Contemporary Borderland Moving Image Practice.
This course will examine post-NAFTA moving images that take as their subject the culture and politics of the Mexico-US Borderlands. We will tackle problems such as globalization, neoliberalism, the drug war, securitization, migration, biopolitics, and feminism. To make our claims we will place importance on film form as we unpack how the films figure and/or represent the bodies and spaces of the Borderlands. More, we will think seriously about how the concepts we adopt—including that of "border" itself—function as epistemological tools. This will be a course for those invested in Borderland issues and political moving image practice.
MCM 0901X. Digital Cinema and the Inhuman.
From the incursions of biopolitics to the specter of ecological collapse, the problem of how life is organized, sustained, and functionalized strikes at the heart of contemporary society. And yet to whom or what “life” belongs remains an open and evolving question. This course examines contemporary digital cinema as a textual, technological, and political site to rethink the concept of “the human.” Drawing on theoretical traditions that investigate the nature of vitality, automation, and the distinction between human and nonhuman, we will study how bodies, identities, and categories of thought are troubled and transformed by moving images.

MCM 0901Y. Puzzle Films.
This course explores a group of diverse and increasingly popular films termed “puzzle” or “mind game” films. The first unit of the course focuses on a sample of the debates surrounding post-classical cinema and its stylistic and institutional features. We will then explore these films against the background of the economic and political shift to Post-Fordism and Neoliberalism. Since many of these films explicitly with philosophical issues, we will also examine these. The topics will include skepticism and its relation to a changing and expanding media environment, and the importance of speculation in neoliberal economics and culture.

MCM 0901Z. Reading Practices: An Introduction to Literary Theory (ENGL 0700P).
Interested students must register for ENGL 0700P.

MCM 1110. The Theory of the Sign.
A survey of three late twentieth-century theorists: Louis Althusser, Jacques Derrida, and Michel Foucault. Our analyses will focus on these figures as they emerge from and reorient the broad field of semiotics, with particular attention to the evolution of each oeuvre, the continuities and discontinuities that distinguish their theoretical claims, and their diverging legacies. Readings will include Althusser’s Reading Capital and “Contradiction and Over-determination;” Derrida’s Of Grammatology and Spurs; and Foucault’s This is Not a Pipe and History of Sexuality. Critical concepts to be examined include signification, reading, discourse, subjectivity, power, historicism, archaeology, the supplement, and difference.

MCM 1200D. African Cinema.
Sub-Saharan African cinemas 1960-present, primary emphasis on narrative films. We will analyze cultural and aesthetic strategies, (cinematic style, narrative, and subjects), in the context of postcolonial African and international film histories. Themes include: anticolonial resistance/nationalist ideologies; third cinema/international art cinemas; oral aesthetic culture and cinematic style; political critique (e.g., gender, state politics); media globalization and resistance; the struggle for a mass audience. Enrollment limited to 50. Previous coursework in MCM, Africana Studies, or related areas highly recommended.

This course focuses on the role of the star within the “machinery” of Hollywood: how stars function in the film industry, within cinematic and extra-cinematic texts, and at the level of individual fantasy and desire. The paradoxes posed by stars—represented as like yet unlike us, public yet privately known, commodities yet (super)human—suggest complex formations and implications of the star system. We will read film theories and histories and investigate films in which star images are foregrounded to explore these issues.

MCM 1200K. Hollywood as Global Cinema.
Commonly treated as a U.S. national cinema, Hollywood film has long been a global institution dominating worldwide distribution. We retrace U.S. narrative filmmaking and its products in relation to its global ambitions. Topics include: internationalizing the history of U.S. cinema; rethinking theories of the classical and anticlassical text; local, national and global spectatorship; concepts of cultural imperialism and cultural globalization; etc. Students interested in the class who have not fulfilled the prerequisite may apply to the instructor for permission to enroll. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50. Students must register for the primary meeting and one film screening.

MCM 1200Q. Publicity and Surveillance.
Investigates the converging technologies and practices of publicity and surveillance. Considers phenomena such as webcams, face recognition technology and networked art, as well as concepts such as enlightenment, paranoia and exhibitionism. Theoretical, historical and legal readings.

MCM 1201C. Imagined Networks, Global Connections.
This course examines emergent “imagined networks” (Arab Spring activists, global anti-globalization networks, global climate and financial systems) impacted by new media technologies and applications. Emphasis will be placed on understanding the changing relationship between the local and the global, and how “globa” phenomena affect national and personal identities. Readings will be theoretical, historical, political and literary. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1201E. Feminist Theory and the Question of Sexual Subjectivity.
Many contemporary theories of sexual subjectivity have to do not with the body but with gender. Gender is seen to have liberated people from the dictates of biology. But there are other feminist theories that see sexual subjectivity as reducible neither to anatomy (biologically male/female) nor to gender (culturally male/female/other). We’ll look at current debates among theorists and will ask what these debates have to do with the canonical work of earlier feminist film theorists on questions of spectatorship. Readings include Butler, Copjec, Freud, Lacan, Irigaray, Kristeva, Mulvey, Doane, and others. Prerequisites: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1201J. Aesthetics and Politics (ENGL 1900E).
Interested students must register for ENGL 1900E.

MCM 1201K. Queer Relations: Aesthetics and Sexuality (ENGL 1900R).
Interested students must register for ENGL 1900R.

MCM 1201O. Global Media/Global War.
The 20th Century has been called the age of total war. Alongside the globalized military conflicts of the past 100 years is a corresponding globalization of visual media technologies. This course is a study of the links between the technologies, strategies, tactics and technologies of the military and those of various media industries. Topics include: target markets; flight simulators; Google Earth; “the logistics of military perception;” the bombing of television and radio stations in Serbia and Iraq; the global presence of U.S. military bases and their role in the Americanization of global culture; and Michael Bay’s Pentagon contracts. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50. First year students require instructor permission.

MCM 1201P. Freedom in Africana Political Thought (AFRI 1020B).
Interested students must register for AFRI 1020B.

Interested students must register for MUSC 1920.

MCM 1201T. Russian Cinema (RUSS 1250).
Interested students must register for RUSS 1250.

MCM 1201W. Modernity, Italian Style (ITAL 1030A).
Interested students must register for ITAL 1030A.

MCM 1201X. Global Media: History, Theory, Production (INTL 1800N).
Interested students must register for INTL 1800N.

MCM 1201Y. Reading Michel Foucault.
This course will explore Foucault’s work and impact primarily through his own writings, but also by exploring the transformation his thought has effected on traditional ways of approaching state and society, the body, social discipline, and a number of other areas of study. In short, this course seeks to put his work in the context of ideas he meant to this course seeks to put his work in the context of ideas he meant to
MCM 1201Z. On Being Bored (ENGL 1561W).
Interested students must register for ENGL 1561W.

MCM 1202A. The Poetics of Confession (ENGL 1561J).
Interested students must register for ENGL 1561J.

MCM 1202B. Literature and Politics (ENGL 1900D).
Interested students must register for ENGL 1900D.

MCM 1202C. Camera Works: The Theory and Fiction of Photography (ENGL 1900V).
Interested students must register for ENGL 1900V.

Interested students must register for EAST 1270.

MCM 1202E. Extreme Asian Cinema: Contemporary Genre Cinemas in an East Asian Context.
Since the late 1990's, a discourse of "extreme Asian cinema" has gained traction among aficionados of global cinema, transforming our understandings of "national cinema." In this course, we will interrogate the spectacular aesthetics of "extremity," with its violence, polymorphous perversion, and grotesquerie, in relation to social and cultural phenomena in contemporary East Asia. By analyzing the genres of the gangster film, the revival of wuxia (herioc martial arts genre) and samurai films, horror, revenge films, and techno-dystopia and ecological disaster anime, we will explore "extreme Asian cinema," as a response to cultural shifts in global identities and film experience. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1202F. Science Fiction Cinema.
Although it raises compelling philosophical, aesthetic, and socio-historical questions, science fiction cinema has been underrepresented in scholarly literature and the academic curriculum. This course surveys the modern science fiction film from experiments in the silent era through the contemporary science fiction blockbuster (with particular emphasis on the latter). Covers various thematic concerns (disaster, post-apocalypse, the future, simulation, space travel and inhabitation, future cities, alien arrivals/invasions, posthumanity) and is international in scope. Films by Kubrick, Cameron, Scott, Verhoeven, Gilliam, Bigelow, Boyle, Emmerich, and others. Readings in theory, philosophy, cultural studies, film studies, gender studies, and fiction. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50. Not open to first-year students.

MCM 1202H. French Cinema: The First Fifty Years (FREN 1150C).
Interested students must register for FREN 1150C.

By analyzing films from a variety of popular genres, from war to horror, gangster, action-thriller, and disaster films, we will consider the problem-solving function, visual pleasure, visceral thrills, and ethical stakes of multiple forms of film violence, including state violence, gendered violence, heroic and anti-heroic violence, and spectacular, extreme, or fantastmatic violence. Further, we will ask what forms of sociality or intersubjective relations these differing modes of violence posit or problematize, to gain insight into broader questions concerning the anti-sociality of violence and the prevalence of film violence in the social, cultural, and historical contexts of contemporary East Asia. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50 sophomores, juniors, and seniors.

This course explores issues related to media, piracy, and development—centering on two entangled processes: faking and globalization. It asks: how do we understand globalization? And what does it mean to fake, forge or fail at it? We will examine theories of globalization and global media as well as challenges to dominant models of neoliberal modernity. Key examples include "pirate modernity," "information feudalism," parasites, terrorists, copycats and other markers of excess or imitation. Rather than dismissing alternative or counter-globalization practices as aberrations, the course examines how faking globalization enables both new forms of control and capacities in political society. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1202K. Garibaldi Panorama: the Invention of a Hero (from pre-cinema to digital) (ITAL 1340).
Interested students must register for ITAL 1340.

MCM 1202L. The Many Faces of Casanova (ITAL 1400J).
Interested students must register for ITAL 1400J.

How can we begin to think about contemporary Hollywood? This course examines Hollywood filmmaking from the end of the studio era through the present. It interrogates the concept of "classical Hollywood cinema" as it persists, develops, and/or attenuates outside of its natural habitat under the studio monopolies, addressing topics and areas like genre revisionism, New Hollywood, technological development, postmodernity/simulation, digitization, corporatization, merchandising, globalization, Vietnam, counterculture, Reaganism, 9/11, etc. Films by the likes of Sirk, Fuller, Hitchcock, Peckinpah, Kubrick, Scorsese, Coppola, Cassavetes, Polanski, Malick, Spielberg/Lucas, Carpenter, Bigelow, Cameron, Scott, Verhoeven, Lynch, Nolan, Peter Jackson, Jonze, P.T. Anderson, Rian Johnson, Winding Reifn. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1202N. Performance Theory and World Theatre History: Paleolithic to Medieval (TAPS 1230).
Interested students must register for TAPS 1230.

MCM 1202P. Fellini (ITAL 1030A).
Interested students must register for ITAL 1030A.

MCM 1202Q. Word, Media, Power in Modern Italy (ITAL 1590).
Interested students must register for ITAL 1590.

MCM 1202R. Rhetorics of New Media.
Digital technologies have shaped culture, but they've also shaped how we talk about culture, and about art, bodies, and communities. Is there political potential in the trend toward computerization? Or might technophobia and technocracy obstruct collective betterment? We'll study the legitimizing rhetorics of our increasingly digital present, and read electronic literature, print sci-fi, film, games, and art, along with cultural theory spanning the past half century. Historically arrayed, our topics range from globalization to the aesthetics of code, the newness of new media, technics-out-of-control, gamification of war, technologies of race and gender, digital narratology, and the ideology of computationalism. Prerequisite: MCM 0110, 0220, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 50 sophomores, juniors, and seniors.

MCM 1202S. Click Here to Continue: Bodies, Identities and Practices in a Digital Age.
Why is the notion of ‘post-racial’ synonymous with this digital age? How are political and social effects visible not only in the practice of digital technology, but in the underlying structural logic itself? Crossing the fields of digital humanities, critical theory, feminist theory, race studies, and new media studies, this course considers how technology is a constant reflection of fantasies and fears. We will consider the interplay between users, humans, bodies, avatars, code and systems as we simultaneously practice and critique the prevalent forms of digital technology in our lives today. Readings include work by Nakamura, González, Haraway and Coleman.

MCM 1202T. Perverse Cinema (ENGL 1762A).
Interested students must register for ENGL 1762A.

MCM 1202U. Sex and Sexuality in American Film.
What is the connection between “sex” and “sexuality,” and how do these terms intersect in film and theory? In this course, we take a long historical view of both mainstream and experimental American film. We look at how sex and sexuality have been depicted on screen, while exploring cinema's role in the construction of diverse, often radical, identities and practices. We test a range of critical approaches—deconstruction, feminism, close reading, queer historiography—to the theory of sexuality, and read major figures in film from Greta Garbo, Orson Welles, and Rock Hudson to Lizzie Borden, Divine, and the Brokeback cowboys.

MCM 1202X. Twentieth-Century Western Theatre and Performance (TAPS 1250).
Interested students must register for TAPS 1250.
MCM 1202Y. World Cinema in a Global Context (ITAL 1029). Interested students must register for ITAL 1029.

MCM 1202Z. Native Americans in the Media: Representation and Self-Representation on Film (ETHN 1890G). Interested students must register for ETHN 1890G.

MCM 1203A. Gaming of the Oppressed: Theory and Design. This course gives an overview of various types of “serious games” or “anti-oppressive games” that range from videogames to immersive transmedia storytelling games. We will explore issues of why gaming is so enticing and the potential games have through their history, procedure, and design. We will then examine the role games play in our everyday lives and games’ potential for understanding motivation, education, and labor. Students will also work with complimentary theories of race formation, queer theory, and gender identity. At the end of the semester, students have the opportunity to create their own game.

MCM 1203B. Politics + Aesthetics of Hollywood. Hollywood is an industry, a cultural bellwether, and a globally distributed artform. This course will consider these functions together, asking how Hollywood’s aesthetics connect to its ideology and commerce. Focusing on the post-studio life of Hollywood, and on Hollywood’s preoccupation with sex and violence, we’ll pay special attention to the genres of melodrama and crime film, 1945-2000. We’ll read film theory, “Hollywood novels,” and documents of film culture, and watch films by filmmakers who were central to the industry (like Hitchcock and Minnelli) as well as by those at its margins (from Lupino and Waters to Burnett and Cronenberg).

MCM 1203C. Tv Time Machine: History, Representation, Politics. How does television both document and represent historical events? This course examines American history “as seen on TV”: how viewers watch noteworthy events live; how television archives crucial moments and time periods; and how genres such as the news, period drama and sitcom, and reality TV differ in their representations. We consider what makes television a unique medium for which to study history, particularly focusing on questions of gender, class, race, and sexuality. Utilizing approaches including the study of collective memory, historiography, aesthetic and textual analysis, and media theory, we will assess the imbrication of American history and popular culture.

MCM 1203D. Back to the Future: Nostalgia and Futurity in Contemporary Sci-Fi TV and Telefantasy. How do contemporary science fiction and fantasy television programs not only imagine our future, but also our past? How do visions of the future from the past inform both of these genres today? And what does contemporary TV’s nostalgic longing for futures past suggest about where the medium is headed? This course addresses these and other related questions while providing students with an overview of contemporary English-language science fiction television. The course combines elements of both the lecture and seminar, and will included screenings of such varied programs as Babylon 5, True Blood, and Dr. Who.

MCM 1203E. Intellectual Life and Culture in the Post-Western World. No one alive today has experience of a world in which the United States is not the leading economic power. This is the world we shall all encounter, however, very soon. Such headlines are small indices of an emerging post-Western future. We will investigate the intellectual, political, and aesthetic culture of this future. What will change when Judeo-Christian societies no longer monopolize global conversation? When societies that have historically rejected Western capitalism come to dominate it? What new ideas will be unleashed in such a world, and what will their consequences be for our thinking about politics, economy and identity? This is a half-credit course.

MCM 1203G. East Asian Internet Cultures. This course examines the social, cultural, and aesthetic dimensions of internet life in China, Japan, and South Korea. Our focus will be on the formal diversity of internet use (including websites, social media, mobile phones, blogs, gaming, and streaming video); the relationship between the internet and other media (literature, film, animation, documentary); and interdisciplinary methods for studying online life. By considering how the internet has developed in each country and how it has reshaped identity, sociality, politics, public space, and aesthetic form, we will work towards building a conceptual and critical vocabulary for the comparative study of internet cultures.

MCM 1203H. The Visual Culture of Freedom. Organized around three classics of anticolonial thought by M.K. Gandhi, C.L.R. James, and Frantz Fanon, this course aims to formulate the relationship between visual media and the pursuit of freedom across the globe. We will critically examine various forms of resistance, from insurgency to civil disobedience, from fugitivity to refusal, in the theatre of colonialism. Through visual materials like the monster film, human rights photos, and new wave cinema, we will consider the cultural mechanisms of othering, stereotyping, removal, and exoticization that constitute the history of colonial rule and determine the course of resistance against it.

MCM 1203I. Media, or Affect. The concept of affect—what we feel, what our bodies do and can do—is now at the center of vibrant theoretical debates. This course selectively surveys the “affective turn,” focusing on four related areas: 1) the philosophy of Baruch Spinoza and its influence today; 2) the work of Deleuzian theorist Brian Massumi, who rejects the very concepts of media and mediation; 3) developments in film theory and new media theory following from Spinoza, Deleuze and Massumi; 4) psychoanalytic accounts of affect that endeavor to reaffirm mediation, representation, and sexuality against affective immediacy. Films by Malick, Cronenberg, Resnais, and others.

MCM 1203J. Anime Studies. The scholarly study of anime has rapidly matured over the past few years, and now represents a key site for debates over the social status of drawn characters, the role of animation within larger media ecologies, and the transnational reach of Japanese popular culture. Through close engagement with the central books in anime studies and the major works of anime history, this course examines how anime has forced the rethinking of gender, sexuality, labor, intellectual property, narrative form, and the convergence of on and off-screen space.

MCM 1203K. Sharing. What is sharing? What exactly is shared? Do we “own” what we share or is sharing in conflict with ownership? When something is shared, does it become a “common” or being revealed as such? Is it divided into small units of ownership, “i.e., “shares”? What authorizes our ownership, and what can be shared? Which rights are presupposed or invoked in the act of sharing? And who are we who share? We shall examine practices of “sharing” from the constitution of archives to the web and look at how different practices and technologies imply distinct concepts of sharing.

MCM 1203L. Media and Everyday Life in Japan. This course examines how media use intersects with the aesthetics of everyday life in modern Japan. We will examine the role of mediation through Japan’s tumultuous modern history, from the early 20th century to the early 21st, drawing on accounts from a range of creative works and critical studies. In the process, we will map out shifts in the circulation of emotion, the border between private and public, the deployment of routine and habit, and the objective design of the ordinary.

MCM 1203M. Recent Experiments in American Fiction (ENGL 1710R). Interested students must register for ENGL 1710R.

MCM 1500C. Archaeology of Multimedia. A historical and theoretical study of “multimedia” from magic lanterns to the Internet. Examines the ways in which media have always been multiple and have always impacted on each other, as well as the ways that various media discourses constitute an “archive” of the knowable and sayable.
MCM 1500D. Contemporary Film Theory.
Major arguments in film theory from the late 1960s to the present, contextualized by contemporaneous intellectual tendencies and selected films. Some key issues: cinematic specificity and signification, the politics of form and style, subjectivity/spectatorship, gender/sexuality, postmodern media, digital theory and cinema. Readings from figures such as Baudry, Bordwell, Deleuze, Doane, Elsaesser, Gunning, M. Hansen, Heath, Jameson, Koch, Manovich, Metz, Mulvey, Pasolini, Rodowick, L. Williams, Willemsen, Wollen, etc. Enrollment limited to 15. Prerequisite: one MCM core course.

MCM 1500J. Feminist Theory and the Problem of the Subject.
Readings in contemporary feminist theory and 20th-century theories of subjectivity. Topics include interpellation, modes of address, apostrophe, positionality; texts include Butler, Haraway, Spillers, Spivak. Previous work in feminist theory strongly recommended.

MCM 1500K. Film and the Avant-Garde.
An examination of film's historical relations with various avant-garde movements from surrealism, French Impressionism, German Expressionism, and Dadaism to the theoretically informed independent film of the 1970s and beyond. However, the goal of the course is not a historical survey but the investigation of various conceptualizations of "avant-gardism" and its relation to modernity, mass-culture, and technology.

MCM 1500L. Film Theory.
Major positions in the history of film theory, contextualized by both contemporaneous filmmaking and intellectual approaches (phenomenology, Marxism, structuralism/poststructuralism, feminism, etc.).

MCM 1500O. Film Theory: From Classical Film Theory to the Emergence of Semiotics.
Readings from earliest film theory through the emergence of cinema semiotics, with awareness of contemporaneous filmmaking and underlying philosophical and ideological tendencies. Some key issues: cinematic specificity and relations to other media; the politics of cinema; filmic representation and the real; the politics of form and style, cinema and language, subjectivity and spectatorship, film and postmodern "media." Readings in Munsterberg, Amheim, Krakauer, Bazin, Balázs, Metz, Heath, Mulvey, Williams.

An examination of the use of the close-up in film and theory, from the "primitive" cinema to IMAX and from Münsterberg to Aumont and Deleuze. Insistently with the face and its heightened cultural significance, with the "primitive" cinema to IMAX and from Münsterberg to Aumont and Deleuze. "primitive" cinema to IMAX and from Münsterberg to Aumont and Deleuze.

MCM 1500S. In the Public's Eye: Publicity and Surveillance.
Investigates the converging technologies and practices of publicity and surveillance. Considers phenomena from the paparazzi to digital surveillance, from the commodification of privacy to reality television, in order to analyze this convergence's impact on theories of public sphere. Theoretical and historical readings. Class hours include viewing time.

MCM 1500X. Middlemarch and the Sopranos.
The world of The Sopranos has been called "a postmodern Middlemarch," whose inhabitants' moral and spiritual development (or devolution) unfolds within a parochial social milieu. This course offers a comparative analysis of Eliot's 1871-72 novel and HBO's (continuing) television drama, juxtaposing these two very popular, very powerful serializations in formal, thematic, ideological and narrative terms.

MCM 1501B. Nation and Identity: The Concept of National Cinema.
Comparative study of constructions of nationhood in films and written texts about cinema. Interrogation of the discursive, political and epistemological power achieved by different version of the concept "national cinema" and the kinds of collective identities they imagine, from early cinema to globalized media. Readings by theorists, historians and filmmakers. Readings from pertinent contexts (e.g. Weimar Germany, U.S. classical cinema, Japanese 1930s, third cinema, New German Cinema, New Chinese cinema, multinational corporate cinema, etc.)

MCM 1501C. National Cultures/Global Media Spaces.
Contemporary cultural practices and media processes are often described as being implicated in "globalization," but this is a linkage that may well predate the present. This course examines theoretical, historical, and critical texts that conceive of media culture through notions of globalization, with attention to the status of nation and cultural identity in a transnational context.

MCM 1501I. Reading Marx.
What is it to read Marx now? We will begin with a group of key texts written by Marx drawn from different points in his development, including the first volume of Capital and sections from the other volumes. We will study influential later reinterpretations and commentaries on Marx that argue for his contemporary importance (drawn from figures such as Althusser, Balibar, J. Butler, Derrida, Haraway, Hardt, Negri, Virno, Zizek, etc.

MCM 1501K. Seeing Queerly: Queer Theory, Film, Video.
While cinema has typically circumscribed vision along (hetero) sexually normative lines, can film also empower viewers to see "queerly"? How do we, as sexual subjects (gay and straight), "look" in the cinema, in both senses of the word? How have sexual desires been portrayed across film history, and how might audiences wield the look, appropriating or creating imagery with which to (re)formulate subjectivity and sexuality? This course addresses such questions as it considers both "mainstream" and "alternative" productions. Enrollment limited to 20 juniors, seniors and graduate students. Prerequisite: MCM 0110, 0230, 0240, 0260, or 1110, or instructor permission. Students MUST register for the lecture section and the screening.

MCM 1501N. Television Time and Space.
Explores television's temporal and spatial construction, considering how television demarcates time (regulating it through flow and segmentation, articulating work and leisure times, marking familial and national events, encouraging rhythms of reception) and space (mapping public and private space, defining a "global media culture" through local viewings, representing and enacting travel and exchange, creating imaginary geographies and communities).

MCM 1501O. Television, Gender, and Sexuality.
This course investigates how television produces and reproduces constructions of gender and sexuality through its institutional form (as it maps relations between the public and the private, the domestic and the social, the inside and the outside), narrative patterns (as it circulates family romances, links gender and genre, and mediates sexual and social tensions), and spectatorial relations (as it variously addresses viewers as sexual and gendered subjects, consumers and commodities, familial and defamiliarized viewers). DPLL

An examination of the use of the close-up in film and theory, from the "primitive" cinema to IMAX and from Münsterberg to Aumont and Deleuze. Special attention to the way in which the close-up has been associated consistently with the face and its heightened cultural significance, with the advent of a "cinematic language," and with questions of cinematic space and scale.

MCM 1501W. The Rhetoric of New Media.
An examination of contemporary theories and practices of "new media," but in particular cyberspace; investigates the ways in which information technologies are challenging our inherited ideas about knowledge and ethics. All written work for the seminar will be digital. Application required. Occasional screenings to be announced during semester.

MCM 1502B. Publicity and Surveillance.
Investigates the converging technologies and practices of publicity and surveillance. Considers phenomena such as webcams, face recognition technology and networked art, as well as concepts such as enlightenment, paranoia and exhibitionism. Theoretical, historical and legal readings.

MCM 1502C. Race And/As Spectacle.
Theoretical and historical examination of race and/as spectacle, from 19th century world fairs and exhibitions to 20th century media events. Focuses on the productive relationship between race and media, from early cinema to the Internet.
MCM 1502E. Theories of the Photographic Image.
Examines the history of attempts to assimilate the photographic image to a theory of representation. Will analyze theories of photography, chronophotography, film with respect to issues of time, subjectivity, historicity, the archive. Will also address the rise of the digital image and its potential threat to photography. Readings in Kracauer, Benjamin, Bourdieu, Barthes, Batchen, Marey, Bazin, Aumont and others.

MCM 1502H. Information, Discourse, Networks.
What is information and how can we understand its relation to narrative, networks and power? This course offers a historical and theoretical examination of the rise of information and networks. Key issues include: the relationships between cybernetics and humanistic theories, information and language, the rise of big data, questions of gender, sexuality and race.

MCM 1502J. Race as Archive.
Examination of the importance of race to the logic and practice of biological, technological and cultural archives. Engaging the similarities and differences between the categorization of race in these fields, the course will focus on race as a justification for archives more broadly, and race as an archival trace "evidence" of a biological or cultural history. Readings will be theoretical, historical and literary. Preferences given to students in Modern Culture and Media, Art-Semiotics, Modern Culture and Media-German, Modern Culture and Media-Italian, Semiotics-French, Ethnic Studies, and Science & Technology Studies. All others seek permission from the instructor.

MCM 1502K. Real TV.
How does television bring "real" events to us? How do we know what's "real"? What kinds of "realities" exist on television, and how do they operate (in relationship to one another, to TV fantasy, and to our everyday lives)? This course will consider not only some specific "reality genres" (news, catastrophe coverage, "surveillance programming," documentary and docudrama, talk and game shows, reality series and "docu-soaps") but also the representational modes that define the reality of commercial television as a whole. Issues to be addressed include: TV "liveliness," crisis and scandal, therapeutic discourses, "surveillance society," media simulation, realism and anti-realism, civic and commercial discourses, and television's construction of history and knowledge. Preference given to graduate students, seniors, and juniors in Modern Culture & Media and Art-Semiotics. Prerequisites - two of the following: MCM 0100, 0150, 0230, 0240, 0250, 0260, 1110. Interested students who cannot pre-register should come to the first day of class for an application for admission by instructor permission.

MCM 1502N. Derrida and Telecommunications.
Derrida famously pronounced that "writing preceded speech," rendering all communications a form of writing. But he also argued that the history of psychoanalysis would have been different if Freud had used e-mail instead of snail-mail. Tracing Derrida's thought re. telecommunications from Grammatology to Writing Machines, as well as engaging his interlocutors (Samuel Weber, Avital Ronell, etc.), this course examines the importance of medium-specific pre-structuralist thought toward the following: MCM 0100, 0150, 0230, 0240, 0250, 0260, 1110. Preferences given to juniors and seniors in Modern Culture and Media, Art-Semiotics, Modern Culture and Media-German, Modern Culture and Media-Italian, Semiotics-French, Science Studies, Anthropology, Comparative Literature, English, Gender Studies, and Philosophy. All other seek permission from the instructor.

MCM 1502P. Nation and Identity in Cinema.
Comparative study of constructions of nationhood in films, different cinematic strategies, and written texts about cinema. We will examine the discursive, political and epistemological power achieved by different versions of the concept of "national cinema" and the kinds of collective identities they imagine, from early cinema to current globalization. Readings by theorists, historians and filmmakers. Screenings from pertinent contexts (for example, Weimar Germany, U.S. classical cinema, Japanese 1930s, New German Cinema, New Chinese cinema, multinational corporate cinema, etc.). Enrollment limited to 20 juniors, seniors and graduate students. Prerequisite: MCM 0110, 0230, 0240, 0260, or 1110, or instructor permission. Students MUST register for the lecture section and the screening.

MCM 1502T. Film Noir: Femmes Fatales, Urban Space, and Paranoia.
An examination of film noir, concentrating on the classic films of the 1940s and 1950s, but also investigating film noir's relation to German Expressionism as well as remakes and reincarnations of the genre such as Blade Runner. We will discuss various methodologies: psychoanalysis, ideological analysis, close textual analysis, the historiography of noir. Films by Lewis, Tourneur, Wilder, Hawks, Lang, Pabst, Welles, Preminger, Hitchcock, Ray. Readings in Copjec, Zizek, Naremore, Dimendberg, Vernet, Jameson. Enrollment limited to 20. Primarily for MCM senior concentrators and MCM graduate students; other qualified students must obtain permission from the instructor.

MCM 1502U. Media and Memory: Representing the Holocaust.
The Holocaust has been described as unimaginable, at the limits of representation. Yet there have been numerous attempts to imagine and represent it, across media (film, television, graphic novels), genres (documentary, melodrama, comedy, fantasy), and modalities (through history and memory, "high" and "low" culture, fiction and nonfiction, reporting and marketing). Considering such attempts to represent the unrepresentable and "mediate" the immediacy of trauma, this course will explore media texts and theoretical/philosophical reflections on the Holocaust. Enrollment limited to 20. Prerequisite: one of the following: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Preference given to juniors, seniors, and graduate students. All others seek permission from the instructor.

MCM 1502V. Theories of the Body and the Limits of Constructionism.
Scholars currently argue that cultural constructionism went too far, that theories of subjectivity that dominated the academy for over two decades neglected the materiality of the body. We will examine these criticisms as well as what it means to theorize the body. Readings include Merleau-Ponty (phenomenology), Freud and Danto (psychoanalysis), Damasio (neurology), Fausto-Sterling (biology), Butler, Grosz, Kirby, Moore, Wilson, etc. Enrollment limited to 20. Prerequisite: one related MCM course.

MCM 1502X. Race and/as Technology.
This course asks: to what extent can race be considered a technology? That is, not an identity that is true or false, but rather a technique that one uses, even as one is used by it? Ranging from contemporary cyborgs to early 20th century eugenics, it investigates what race does, regardless of what we think it is. Readings will be theoretical, historical and literary. Enrollment limited to 20 juniors, seniors and graduate students. All other seek permission from the instructor. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. DPLL.

MCM 1502Y. Simulation Speed Implosion: Theories of Media Technology.
Jean Baudrillard and Paul Virilio are generally regarded as two of media studies most notorious pessimists and hyperbolists. Yet they are also theorists who treat the media as technological systems that transcend the traditionally held boundaries of the cultural, economic, social and political. This course will place Baudrillard and Virilio in a context of media theory and technology studies rooted in the work of Harold Innis and Marshall McLuhan while demonstrating important differences between these figures. We will engage in close readings of Baudrillard's and Virilio's major works as well as some of the writings of their interlocutors. Enrollment limited to 20 juniors, seniors and graduate students. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110.

MCM 1502Z. Art Cinema and Its Legacy.
Art cinema is associated with directors who achieved international prominence after World War II, with unconventional narrative films that were understood as expressions of original artistic subjectivities and film movements like the French New Wave (e.g., Antonioni, Bergman, Fellini, Godard, Resnais, and many others). Art cinema defined how many were understood as expressions of original artistic subjectivities and film movements like the French New Wave (e.g., Antonioni, Bergman, Fellini, Godard, Resnais, and many others). Art cinema defined how many were
MCM 1503A. The Ethics of Romanticism (ENGL 1560Y). Interested students must register for ENGL 1560Y.

MCM 1503B. Jane Austen and George Eliot (ENGL 1560A). Interested students must register for ENGL 1560A.

MCM 1503C. "Terrible Beauty": Literature and the Terrorist Imaginary (ENGL 1760). Interested students must register for ENGL 1760I.

MCM 1503D. W. G. Sebald and Some Interlocutors (ENGL 1761Q). Interested students must register for ENGL 1761Q.

MCM 1503E. Aesthetic Theory/Cultural Studies. Aesthetic thought has a long and varied history, but aesthetic categories have recently become a central concern of cultural studies. This course combines readings in the history of aesthetics; twentieth-century work on aesthetics from various philosophical and disciplinary perspectives (from the "anti-aesthetic" to "a return to aesthetics"); and recent scholarship addressing (while not necessarily celebrating) the reemergence of aesthetic questions in cultural and media studies and the evolving relationship of the aesthetic to categories such as ideology, form, and virtuality. Readings from Schiller and Kant to Adorno, Berube, Foster, Ranciere, and Spivak. Prerequisite: MCM 0110, 0230, 0240, 0250, or 1110. Enrollment limited to 20 juniors and seniors.

MCM 1503F. Critical Methodologies: Contemporary Literary Theory (ENGL 1900I). Interested students must register for ENGL 1900I.

MCM 1503G. Representations of Suffering in History and Media. This course will explore accounts of suffering in works on slavery, genocide, as well as extra-legal violence (lynching, gay bashing) in order to explore debates about the representation of violence and the use of new technologies of representation. Readings include historians, critical and legal theorists, and journalists. We will also explore recent debates around images of suffering and the reemergence of "shame" as a topic in the context of combating violence and asserting identity in queer theory. Enrollment limited to 20 juniors, seniors and graduate students. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110, or instructor permission.

MCM 1503H. Literature and the Ideology of the Aesthetic (ENGL 1950B). Interested students must register for ENGL 1950B.

MCM 1503I. Digital Media and Race: Ethnicity, Technicity, Embodiment. Are we becoming post-racial in the digital age? This course questions what constitutes "race" through exploration of the ways technology affects identity. Turning to examples from new media art, World of Warcraft, cyborgs and cyberspace, the role of race in the "natural" body, and the formation of identity in online communities, we will explore the relationship between race and digital media. We draw upon critical race theory, critical theories of new media and technology, postcolonial theory and posthumanism to provide a clear and nuanced understanding of race and identity, situating it within the digital culture of our increasingly virtual world. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 juniors and seniors.

MCM 1503J. Film Authors and Authorship. Who is the "author" of a film? Drawing on readings about authorship from literary theory, semiotics, poststructuralist philosophy and film studies, and close attention to films by major American and international directors (e.g. Hitchcock, Welles, Mizoguchi, Antonioni, Tarkovsky, Godard, Akerman, Jodorowsky, Deryn, Brakhage, Malick, Scorsese, Lynch, Kiarostami, Aronofsky, Nolan, Bigelow), this course examines theories and practices of film authorship and the historical development of the idea of film directors as authors within film criticism and theory. Film authorship will also be considered in relation to other formations such as genre, national cinema, gender, race, coloniality, etc. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 juniors and seniors.

MCM 1503K. Memory and Modern Media: Permanence and Presence in Film and Digital Media. Film and digital media, often claim to remember or preserve our experiences. But what does it mean to capture, catalogue and archive experiences by such media? How are mediated memories encoded within a larger cultural order? How do these media make fleeting moments permanent, lend an air of truth to the image, compose an archive of experiences? We will study key examples in photography, experimental and mainstream cinema, video art, and new media, which engage with memory and visuality. Readings include key critics and theorists concerned with these issues. Screenings will include Raye, Brakhage, Kurosawa, Tarkovsky, Frampton, and Marker. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 juniors and seniors.

MCM 1503L. South Korean Cinema: From Golden Age to Korean Wave (EAST 1950U). Interested students must register for EAST 1950U.

MCM 1503O. Market Economy, Popular Culture, and Mass Media in Contemporary China (EAST 1950G). Interested students must register for EAST 1950G.

MCM 1503Q. Communication Culture and Literary Politics. A common concept of "medium" ties communication culture to art and literature. But what's a medium? Is it basic material for a work of art, like a sculptor's clay? Is it a communications device, like a telephone? Or is it a means to share information, like a network? The course explores the social ramifications of these questions, while also considering how politics can mediate art and technology, not just the other way around. Materials include novels by Delany, Yamashita, Mackey, and LeGuin; video art; and media and community theory by Nancy, Terranova, Rancière, Riley, Mattelart, and Liu. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 juniors and seniors.

MCM 1503S. Cinema and Memory. This course investigates some of the major ways in which cinema has been associated with memory from the late nineteenth century to the present day. Drawing from the history of cinema practice and criticism, as well as from key theories of memory, it provides multiple frameworks for making sense of cinema as a technology of memory. While we will examine popular films, emphasis is also placed on local, minority, non-theatrical, and small-scale cinemas. Topics to be covered include film archives, prosthetic memory, trauma, community and home movies, race, migration, nostalgia, and postmodernism. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110. Enrollment limited to 20 juniors and seniors.


MCM 1503V. Reading Michel Foucault. A study of Foucault's work from his early texts through his last. We will look at the ways Foucault challenged conventional thinking with his theories of discourse, epistemic rupture, disciplinary formations, power, sexuality, biopolitics, governmentality, and the care of the self. We will examine the questions and tensions that drive Foucault's work internally and will consider the ways his thinking has been both used and perhaps abused. Enrollment limited to 20 juniors and seniors. Prerequisite: MCM 0110, 0230, 0240, 0250, 0260, or 1110.

MCM 1503W. Getting Emotional: Passionate Theories (ENGL 1560W). Interested students must register for ENGL 1560W.

MCM 1503X. The Ekphrastic Mode in Contemporary Literature (ENGL 1762B). Interested students must register for ENGL 1762B.
"Cinema is a language," so they say. But what kind of language? Is it prose, telling stories about the world? Or is it poetry, with no formal rules but those it imposes upon itself, and with enough creative energy to remake or shatter the world? As we'll see, "film poetry" has, since cinema was born, been a watchword to filmmakers and theorists for whom cinema might deform the world's grotesque structures of power. We'll read manifestoes of radical poetics and "film poetry"—authors range from Glissant and Kristeva to Ruiz and Pasolini—and watch political films from all seven continents.

MCM 1504M. The Politics and Practices of Digital Media. Crossing the fields of digital humanities, critical theory, feminist theory, race studies, and new media studies, this course considers how technology is a constant negotiation of fantasies and fears, politics and practices. We will consider the negotiation between users, bodies, code and systems as we simultaneously practice and critique the prevalent forms of digital technology. We will address questions such as: how are political and social effects visible not only in the practice of digital technology, but in the underlying structures themselves? How are digital technologies both producing and produced by certain forms of sociality and cultural discourse?

MCM 1504Q. Reading Narrative Theory (ENGL 1950G). Interested students must register for ENGL 1950G.

MCM 1504S. 1948 Photo Album: From Palestine to Israel (COLT 1440F). Interested students must register for COLT 1440F.

MCM 1504T. Freud Writer and Reader (COLT 1810N). Interested students must register for COLT 1810N.

MCM 1504V. Technologies of/and the Body: Mediated Visions (GNSS 1720). Interested students must register for GNSS 1720.

MCM 1504X. Landscape and Japanese Cinema. This class explores what a hundred years of Japanese cinema can reveal of the shifting meanings, emotions, and values ascribed to human and non-human landscapes. What role has film played in crafting our collective imagination of landscape and lived space? How does the meaning of "landscape" shift across time and culture? Engaging with a range of interdisciplinary approaches to these questions (including cultural studies, environmental history, philosophy, geography, and film theory), this seminar pairs an introduction to key works of Japanese film with a close look at the shifting landscapes at the base and the "background" of this cinema. WRIT
MCM 1700D. Reframing Documentary Production: Concepts and Questions.
An advanced seminar for students of video and/or film production. Focuses on the critical discussion and production of documentary media. A major project (10-20 minutes), three shorter works, and in-class presentations of work-in-progress required. Readings on the theory and practice of the form and weekly screenings augment the presentation of student work. Class members should have completed at least one time-based media class. Students are expected to be competent technically. Application required. Application is available in the MCM office. Students must bring a completed application to the first class to be considered for admission.

MCM 1700F. Theory for Practice / Practice as Theory.
This advanced seminar explores the tensions between theory and practice in contemporary media and art works. The course examines how recent creative practices use theoretical concepts, and how practices today often include textual production or crucial theoretical implications. Requirements include: a major production project, short papers, presentations of work-in-progress, and weekly readings and screenings. Application required. Application is available in the MCM office. Students must bring a completed application to the first class to be considered for admission. The final class list will be determined after this meeting, with permission of the instructor. Enrollment limited to 20. S/NC.

MCM 1700J. TV/TV: Commercial and Alternative Television.
Given the centrality of commercial television in our culture, what possibilities exist for independent television viewing and/or independent television production? How might we re-write TV, either by stimulating alternative readings and new interpretive practices or by creating alternative texts and new modes of transmission? Combining theory and practice (television studies and video production), this course will encourage students to critique commercial television through both media analysis and their own video work. Enrollment limited to 20. Preference given to advanced students (graduate students, seniors, juniors) in Modern Culture & Media, Art-Semiotics, MCM German, MCM Italian, Semiotics French and Visual Arts. Prerequisites: any two previous MCM courses. Interested students who cannot pre-register should come to the first day of class to fill out an application for admission by instructor permission.

MCM 1700M. Techniques of Surveillance.
In the decades since George Orwell wrote 1984, Big Brother has evolved from a menacing specter of government power into a form of entertainment—a reality TV show that makes a game of the camera's watchful eye. Yet from NSA wiretapping to Facebook, our images and words are relentlessly tracked and profiled. This production seminar investigates surveillance as an object of cultural fascination and as a means of production in cinema, television, social software, and media art. Students give presentations and produce media art projects. Readings include Michel Foucault, Gilles Deleuze, and Laura Mulvey. Enrollment limited to 20. S/NC.

MCM 1700N. Open Source Culture.
Where do we draw the line between sampling and stealing? What would it mean to call a urinal a work of art? This production seminar explores the tension between artistic appropriation and intellectual property law, considering open source software as a model for cultural production. We will trace a history of open source culture from Cubist collage and the Readymades of Marcel Duchamp through Pop art and found footage film to Hip Hop and movie trailer mashups. Students give presentations and produce media art projects. Readings include Roland Barthes, Nicholas Bourriaud, and Rosalind Krauss. Enrollment limited to 40. S/NC. LILE

MCM 1700P. Radical Media.
Walter Benjamin wrote that in the age of mechanical reproduction art ceases to be based on ritual and "begins to be based on another practice--politics." What is the relation between art and politics in an age of digital distribution? This course explores the nexus of media production and political action from the films of Sergei Eisenstein to WikiLeaks. Students give research-based presentations produce media art projects. Readings include Walter Benjamin, Jacques Rancière, and Claire Bishop. The final class list will be determined by the instructor. Enrollment limited to 40. S/NC. LILE

MCM 1700Q. Approaches to Media Form.
A production seminar for advanced students, organized around the completion of a substantial film or video project. Screenings and discussions will emphasize alternative approaches to media practice. Students will conduct a series of presentations on their own work as it progresses. Intermediate level production class required. Application required. Applications (available at the MCM department) should be completed and returned. Decisions will be posted on the MCM office door at the beginning of pre-registration. Enrollment limited to 20. Instructors permission required. S/NC. Students MUST register for the lecture section and the screening.

MCM 1700R. The Art of Curating.
It is sometimes said in contemporary art circles that curators are the new artists. Curating involves a wide range of activities, including research, selection, commissioning, collaboration with artists, presentation, interpretation, and critical writing. This production seminar considers curatorial practice as a form of cultural production, paying particular attention to questions of audience, ethical responsibility, and institutional context. Students give presentations, develop exhibition proposals, curate online exhibitions, and collaborate on gallery exhibitions, screenings, performance art presentations, or public art programs. Visiting curators present case-studies on recent projects. Readings include Pierre Bourdieu, Douglas Crimp, and Boris Groys. Enrollment limited to 40. S/NC. LILE

MCM 1700S. Narrative and Immersion.
A production course examining the potentials for engagement in new media installations. The course draws on techniques of narrative to establish engagement in immersive environments. Students will be introduced to cinematic concepts, interactive technologies, multi-channel video and surround sound environments. Classes meetings will consist of viewing and analysis of exemplary work, discussion of readings, and critiques of student projects. An additional 1-hour technical workshop will be devoted to learning Jitter. Class members should have completed advanced work in film/video, digital sound, and/or creative writing. Open to upper-level undergraduate students and graduate students. The final class list will be determined after the first class meeting, by permission of the instructor. Lab times to be announced. S/NC

MCM 1700T. Approaches to Narrative.
A media production course concerned with practical and conceptual aspects of narrative in contemporary film and dv cinema. After attention to technique (use of 16mm film and digital cameras, lighting, sound and editing), the second half of the semester will be devoted to individual projects and discussion of them. Screenings and close analysis of contemporary narrative films from the current global renaissance in narrative cinema, involving filmmakers in China, Thailand, the Philippines, Argentina, Greece, Portugal, etc. – partly led by feature filmmakers with backgrounds in the art world. Requirements include a group project and an individual, advanced level project in film/video. Application required. Application is available in the MCM office. Students must bring a completed application to the first class to be considered for admission. The final class list will be determined after this meeting, with permission of the instructor. Enrollment limited to 20 juniors and seniors. S/NC

MCM 1700U. Experimental Data Representation.
Experimental Data Representation (EDR) focuses on generatively composed, multimedia experiences utilizing the large-scale, video wall within the Digital Scholarship Lab. This interdisciplinary course brings together students from Brown and RISD to explore the creation of screen-based visualizations via programs authored by course participants. EDR provides a platform for students to examine and design ways in which experiential variables (as output) may be algorithmically determined by data sets (as input). Readings and projects will engage areas such statistical graphics, cartography, multimodal interaction, data visualization, sonification, and media art. Instruction will be offered in programming environments: NodeBox, Processing, Max/MSP, and Pure Data. Enrollment limited to 20.
MCM 1700W. History, Theory and Practice of Storytelling Using Stereoscopic (“3D”) Motion Pictures (HMAN 1971C). Interested students must register for HMAN 1971C.

MCM 1700X. New Genre: Site and Sound (VISA 1710). Interested students must register for VISA 1710.

MCM 1700Y. Expanded Storytelling: Capture, Share and Expose. How can we tell a story together with hundreds of other people? How can we create portraits with data retrieved from the Internet/mobile companies about ourselves? In this production course we will explore how emerging technologies and new habits of image making/sharing are challenging traditional forms of storytelling. In particular, we will focus on collaborative authorship, citizen journalism, fictional online persona creation, big data, and digital archives editing. Includes screenings, readings, technical-workshops (video/lighting/editing/coding), assignments, and a final project.

MCM 1701A. Art/Gender/Technology. This production course explores and actively engages digital media and art practices that investigate questions of technology, gender, sexuality, and the body. Key topics include: cyberfeminism, game and virtual worlds, the social and the deep web, health apps and the datafication of the body, gendered social media bots, and affective digital labor. Technical workshops (on video/editing/coding/live-video-performance), guest speakers, and in-depth analysis of relevant case studies will provide students with the necessary skills and theoretical understanding to develop their own artworks during the course. This class is a Distributed Open Collaborative Course networked with FemTechNet. DPLL

MCM 1701B. Hearing Image, Seeing Sound. This course explores how composers, filmmakers, painters, and others have forged connections between sound and image, and how we might learn from them to create our own meaningful creative work. Our readings and screenings will dig deep into the geneologies of film sound, and students will create their own imaginative combinations of sound and image through the semester. Final projects will be screened, performed, and/or exhibited publicly at the end of the semester. Note: although there will be a few labs, students should have experience with media production of some kind, be it sonic or visual.

MCM 1970. Directed Research: Modern Culture and Media. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

MCM 1990. Honors Thesis/Project in Modern Culture and Media. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Eighth semester students only.

MCM 2100A. Contemporary Feminist Theory and the Problem of the Subject. Recent feminist theory represents the persistence of identity politics and the problem of the subject in various forms: through the “intersectionality” of race, class and gender; in the idioms of psychoanalysis; in terms of the “queer” subject. We will examine these often conflicting theories and the subjects of feminism they invoke with particular attention to the modes of address.

MCM 2100B. Culture and Criticism in Marxist Theory. Major texts and arguments in 20th and 21st century theories, with emphasis on the Western Marxist Western Marxist thought, from Lukács through the present. Focus on problems in the conception and reading of culture and cultural texts, with some emphasis on cinema and other media where possible. Where appropriate, consideration of interaction with other major theoretical frameworks (e.g., aesthetics, phenomenology, semiotics, psychoanalysis, feminism, postcolonial criticism, globalization theory, etc.) Readings from theorists such as Lukács, Benjamin, Eisenstein, Bakhtin, Adorno, Sartre, S. Hall, Mouffe, Virno, Spivak, Lazaratto, Jameson, Zizek, etc. Some screenings. Enrollment limited to 12 graduate students. Upperclass undergraduates require instructor permission.

MCM 2100G. Freud and Lacan. Readings of major texts by Freud and Lacan will stress the relations between language, subjectivity and sexuality and the feminist use and/or critique of psychoanalytic concepts. We will also look at texts by other theorists (e.g. Melanie Klein, Heinz Kohut) and also compare the responses of Foucault and Lacan to the events of May '68; examine their opposed readings of Las Meninas; and consider the clinical implications of various approaches. Familiarity with semiotic and poststructuralist theory required. Enrollment limited to 20. Primarily for MCM graduate students; other qualified graduate students and MCM seniors must obtain permission from the instructor.

MCM 2100J. Space and Time in Media Discourse. The course asks how space and time are conceptually, socially and aesthetically constructed through different media. Perspectival constructions of space and time were always in the center of analysis when it came to cultural representations of the subject. Here will be the main focus of the course: Reconstructing the discourses on perspectivism (Nietzsche), pictorial perspective (Renaissance perspective) and temporality of media like seriality, repetition, duration etc. During the course we will look on concepts of narrative and temporal perspectives in the context of general theories of time as well as in the context of specific media as photography and film.

MCM 2100Q. Queer Theories. This course will engage with possibilities and problems of queer theorizing, from the emergence of queer theory, through its (precarious) institutionalization, to its multiplied interventions. Rather than under standing queer theory as a unified approach, we will consider a range of queer theoretical work as well as challenges within queer analysis itself. Issues to be explored include formations of gender and sexuality, race and nation, epistemology and ethics, politics and communities, subjectivities and socialities, identifications and disidentifications, bodies and pleasures, public and private, and the temporality and locations of our world. This course is for Graduates only. Upperclass undergraduates require instructor’s permission.

MCM 2100P. Around 1948: Interdisciplinary Approaches to Global Transformation (ENGL 2901F). Interested students must register for ENGL 2901F.

MCM 2100Q. Lacan vs. Foucault. On a number of issues, Lacan and Foucault seem to be aligned. How, then, to account for The History of Sexuality in which Foucault negatively engages not psychoanalysis per se, but psychoanalytic doxa instead? Why this oblique attack? This seminar will compare Foucault’s account of psychoanalysis with the actual arguments of Freud and Lacan. It will also compare the responses of Foucault and Lacan to the events of May ‘68; examine their opposed readings of Las Meninas; and consider their different relations to and theories of neo-liberalism. This course is for Graduates only. Upperclass undergraduates require instructor’s permission.

MCM 2110B. Freud and Lacan. This course will stress the relations between language, subjectivity and sexuality and the feminist use and/or critique of psychoanalytic concepts. Familiarity with semiotic and poststructuralist theory required. Additional readings in Laplanche, Weber, Zizek, Gallop, Butler.

MCM 2110E. The Reading Effect and the Persistence of Form (ENGL 2900M). Interested students must register for ENGL 2900M.
MCM 2110M. Literary Theory I: Continental Aesthetics and the Questions of Politics (COLT 2650M).
Interested students must register for COLT 2650M.

MCM 2110N. Literary Theory II: Post-Structuralism and the Problem of the Subject (ENGL 2901B).
Interested students must register for ENGL 2901B.

MCM 2110O. Reading Remains.
The question "What is it to read?" animates a wide range of critical discourses, cutting across disciplines and media forms. This course interrogates the tenacity of the question of reading, from the invention of the "New Criticism" in the twentieth century to contemporary polemics for the "critique of critique." We will examine concepts of "close" and "distant" reading, hermeneutics of suspicion, and the "symptomatic" reader; examine potentially cognate terms for the "reader": "spectator," "user," "gamer"; and consider the ways in which literary models shape subsequent accounts of interpretation and "new" media impact our understanding of what it means to read.

MCM 2120A. Media Archaeology.
Provides an intellectual history of "Media Archaeology," focusing on contributions by the "SophienstræBe" departments of Humboldt University in Berlin and on the importance of Marshall McLuhan and Michel Foucault, amongst others, to its development. Readings by Friedrich Kittler, Wolfgang Erst, Cornelia Vismann.

MCM 2120B. New Media Theory.
An interdisciplinary investigation of "New Media Theory," bringing together historically significant texts from the fields of media, film, literary, music, visual, HCI and cultural studies, with more recent texts in new media studies. As well as exposing students to the canon (from hypertext theory to software studies, HCI to media archaeology), the course will also address the question: what is at stake in the creation of this canon and this discipline? This course is for Graduates only. Underclass undergraduates require instructor's permission.

Theoretical and political conceptions of state and global violence posed against the theory and history of cinema, as representational apparatus and as instruction. Special attention to the establishment of film as global medium around World War I; current issues around the global, state, and biopower; "postmodern media culture," etc. Readings from sociopolitical theorists (e.g. Weber, Schmitt, Arendt, Foucault, Agamben, Hardt and Negri, etc.) and media scholars/theorists (e.g. Virilio, Prince, L. Williams, Miller, etc.) Enrollment limited to 20. Permission required for undergraduates only.

MCM 2120D. Derrida and Telecommunications.
Derrida famously proclaimed that writing preceded speech--rendering all communications a form of writing--but he also argued that the history of psychoanalysis would have been different if Freud had used e-instead of snail-mail. Tracing Derrida's thought re. telecommunications from Grammatology to Writing Machines, as well as engaging his interlocutors (Samuel Weber, Avital Ronell, etc.), this course examines the importance of medium-specificity to post-structuralism. Enrollment limited to 20 graduate students. Permission required for undergraduates only.

MCM 2120E. Cinema, Media Culture and Political Theory: Rancière and Others.
There is a strand of contemporary thinkers concerned with political theory, in whose writings media and especially film play significant roles. Jacques Rancière has produced a major body of work on political theory, on aesthetics, and on film as well as media culture. This class will focus on a close examination of his political theory, his conceptions of film and media, and relations between the two fields in his writings. For comparison, we will also look at smaller samples of texts on political theory and film drawn from figures such as Agamben, Badiou, Jameson, etc. Enrollment limited to 20. This class is for Graduates only. Underclass undergraduates require instructor permission.

MCM 2120F. Concepts of Space and Time in Media Discourses (HMAN 2970C).
Interested students must register for HMAN 2970C.

MCM 2120H. Objects of (and in) Animation.
The course focuses on the notion of animation as a general concept. This includes more than just the genre of animation films. It also includes the animation of objects that are neither organic nor alive: The animation of the machine. The technical object plays here an important role The focus will be on the discussion of concepts of film as medium of animation per se and on different procedures of animating. Our debates here will cover: cartoon, the digital, experimental and animated effects in film. The aim is to gain a deeper understanding of the animated character of film.

MCM 2300A. Real TV.
This course will investigate the construction of reality on U.S. television, considering not only specific reality genres (news and "magazine" programs, crisis coverage, docudrama, talk and game shows) but the discursive and representational modes that define the "reality" of commercial television as a whole. Issues include: "liveness"; social relevancy; therapeutic discourse; TV personalities; media simulation; independent television; and new technologies/realisms.

MCM 2300B. Television, Gender and Sexuality.
This course investigates how television produces and reproduces constructions of gender and sexuality through its institutional form (as it maps relations between the public and the private, the domestic and the social, the inside and the outside), narrative patterns (as it circulates family romances, links gender and genre, and mediates sexual and social tensions), and spectatorial relations (as it variously addresses viewers as sexed and gendered subjects, consumers and commodities, familial and defamiliarized viewers). Enrollment limited to 20. Preference given to graduate students, and then to seniors and juniors in Modern Culture & Media, Art- Semiotics, MCM-German, MCM-Italian, Semiotics French and Gender and Sexuality Studies. Instructors permission required for all undergraduate students. Interested students who cannot pre-register should come to the first day of class to fill out an application for admission.

MCM 2300C. After Postmodernity: New Fictional Modes (ENGL 2760X).
Interested students must register for ENGL 2760X.

MCM 2300D. Historicism/Photographic Media: From Kracauer and Benjamin to the DEFA Documentary (GRMN 2660H).
Interested students must register for GRMN 2660H.

MCM 2300E. Things Not Entirely Possessed: Romanticism and History (ENGL 2651B).
Interested students must register for ENGL 2651B.

MCM 2300F. Animation.
The course focuses on the notion of animation as a general concept. This includes more than just the genre of animation films. We will start with an introduction into the tradition of the notion of ‘livelhood’ and the concept of the soul (e.g. anima): How is the spectator animated by film? Further we will proceed to texts that are discussing anthropological meanings of animation in the sense of animism. The main focus will then be on the discussion of general concepts of film as medium of animation per se and on different procedures of animating of and in film. Enrollment limited to 20.

MCM 2310C. Eisenstein and Political Modernism.
Eisenstein's theories and films are a formative moment in cinema and media history, bringing together the ambitions of politicized film and modernist aesthetics. From the first, they were invoked by a range of radical theorists and filmmakers all the way from Brecht and Benjamin to Kracauer and Deleuze. In a variety of filmmaking practices such as militant documentary, third cinema and Godard. In this seminar, we will intensively study Eisenstein's theories, filmic practices and shifting historical contexts, from the heady days of the politically and aesthetically avant-garde 1920s, through the transformations of his theories in the 1930s and 1940s (many only available posthumously) and of his later film projects (several unfinished). We will also trace out some filiations and re-readings of Eisenstein within the history of politically conversant modernist film practices and theories. Permission required for undergraduates only; undergraduates seeking permission must attend the first class session.
MCM 2310D. The Idea of a Medium.
What is a "medium" (a term we often seem to take for granted)? An examination of issues of medium specificity, intermediality, convergence, formalism and the idea of a "post-medium era," in relation to the media of print, photography, film, television, and digital media. We will also investigate the role of the museum and alternative screening or exhibition spaces as well as "virtual space" in delineating reception of the media. Enrollment limited to 20. Primarily for MCM graduate students; other qualified graduate students and MCM seniors must obtain permission after the first class. Students MUST register for the lecture section and the screening.

MCM 2310E. TV Space and Time.
Explores television's temporal and spatial construction, considering how television demarcates time (regulating it through flow and segmentation, articulating work and leisure times, marking familial and national events, encouraging rhythms of reception) and space (mapping public and private space, defining a "global media culture" through local viewings, representing and enacting travel and exchange, creating imaginary geographies and communities). Enrollment limited to 20. Preferences given to graduate students. All others seek permission from the instructor. Students MUST register for the lecture section and the screening.

MCM 2310G. Cultural Studies and the Problem of Form.
This course examines the emergence and contemporary practice of "cultural studies" with a focus on concepts of form. We will consider cultural studies critiques of disciplines, canons, and the aesthetic; the politics of form; theories of reading and spectatorship; "popular" and "mass" forms; and competing definitions of culture as form arising in fields from visual and media studies to postcoloniality and queer theory. Readings from Williams, Hall, Mulvey, Althusser, Spivak, Deleuze, Hartman, Agamben, Sedgwick, Galloway. Instructor permission required. All students seeking permission must attend first class.

MCM 2310H. Television Realities.
How does television bring "real" events to us? How do we define or know what's "real"? What kinds of "realities" exist on television, and how do they operate (in relationship to one another, to TV fantasy, to social structures, and to our everyday lives)? This course will consider not only some specific "reality genres" (news, catastrophe coverage, "live" and "historical" programs, "surveillance programming," documentary and docudrama, talk and game shows, reality series and "docu-soaps") but the representational modes that define the reality of commercial television as a whole. Enrollment limited to 15 graduate students. Permission required for undergraduates only.

MCM 2310L. At the Limits: Media Representation of the Holocaust.
The Holocaust has been described as unimaginable, at the limits of representation. Yet there have been numerous attempts to imagine and represent it, across media (film, television, graphic novels), genres (documentary, melodrama, comedy, fantasy), and modalities (through history and memory, "high" and "low" culture, fiction and nonfiction, reporting and marketing). Considering such attempts to represent the unrepresentable and mediate the immediacy of trauma, this course will explore media texts and theoretical/philosophical reflections on the Holocaust. Enrollment limited to 12. This course is for Graduates only. Upperclass undergraduates require instructor's permission.

MCM 2310M. Romantic Detail (ENGL 2561O).
Interested students must register for ENGL 2561O.

MCM 2330. Critical Genres.
Introduces graduate students to specific aspects of the history, methods, and arguments of the academic interdisciplinary known as "cultural studies." In a workshop forum, we discuss the conventions governing academic genres and consider the evidence, argumentation, rhetoric, and the construction of expertise.

MCM 2500A. Film and Modernity.
An examination of films and film movements from 1895 through the 1930s in relation to the rise of modernity, modernization, and modernism. We will analyze the films through the lenses of theories of technology, temporality, the avant-garde, and the emergence of mass culture. Readings in Gunning, Bergson, Simmel, Kracauer, Benjamin, Jameson, Hansen, and others.

MCM 2500C. Media Archaeology.
Provides an intellectual history of "Media Archaeology," focusing on contributions by the "Sophienstraße" departments of Humboldt University in Berlin and on the importance of Marshall McLuhan and Michel Foucault, amongst others, to its development. Readings in Friedrich Kittler, Wolfgang Erst, Cornelia Vismann. Permission required for undergraduates only.

MCM 2500D. Archaeologies of the Projected Image.
Analysis of the history and theory of projected images from the magic lantern to IMAX. We will examine theories of scale, architecture, and perspective in order to consider the changing size of moving images, from the flip book to the cinema screen to the cell phone. We will also consider theories of mass culture, aesthetic technologies, the sublime, and public art. Readings in Jonathan Crary, Siegried Kracauer, Sigmund Freud, Walter Benjamin, Henri Lefebvre, Jean-François Lyotard, Friedrich Kittler, Laurent Mannoni, Erkki Huhtamo, and others. Enrollment limited to 20 graduate students. Permission required for undergraduates only.

MCM 2500E. Temporality in and the Cinema.
An examination of the cinema's historical and theoretical position as a mode of representing time. Is time recorded or produced by film? How can we analyze duration in the cinema? What is the cinema's relation to the archive and to modernity? We will read work by Bergson, Freud, Maré, Kracauer, Benjamin, Deleuze, and others. Films by Lumière, Griffith, Snow, Tsai Ming-Liang, Hitchcock, and others. Enrollment limited to 20. This course is for Graduates only. Upperclass undergraduates require instructor's permission.

MCM 2510A. Art Cinema as Transnational Textual Strategy.
In the 1960s, Antonioni, Bergman, Buñuel, Fassbinder, Fellini, Godard, Resnais, etc. achieved international, global, prominence by bending mainstream narrative cinema conventions in the name of original national and artistic subjectivities. But such "art cinema" has pervaded film history, from the 1920s (e.g. German Expressionism) to the present (e.g. New Iranian Cinema). Investigation of art cinema's textual strategies, conceptual underpinnings, and historical functions. Enrollment limited to 20.

MCM 2510B. Cinema and State Violence.
Theoretical and political conceptions of state and global violence posed against practices and histories of cinema, as representational apparatus, textuality and institution. Attention to the establishment of film as a global medium through World War I, current work on "global media culture," textual configurations of violence, etc. Readings from sociopolitical theorists (e.g. Weber, Benjamin, Schmitt, Arendt, Agaberm, Hardt and Negri, Foucault) and cinema/media scholars (e.g. Virilio, Prince, L. Williams, Kaes, etc.). Enrollment limited to 15. This course is for Graduates only. Upperclass undergraduates require instructor's permission. Students must register for the primary meeting and one film screening.

MCM 2510C. The Adventures of Dignity.
What is the ideological function of "dignity" as it is invoked in human rights discourses? What concepts of humankind and what fantasies of wholeness are assumed and reiterated? Readings include histories of human rights, treatises on dignity from Kant to Foucault, Elaine Scarry, and other theorists. Enrollment limited to 20. This course is for Graduates only. Upperclass undergraduates require instructor permission.

MCM 2510F. The Racial Lives of Affect (ENGL 2761F).
Interested students must register for ENGL 2761F.

MCM 2580. Independent Reading and Research in Modern Culture.
Individual reading and research for doctoral candidates. Not open to undergraduates. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

MCM 2990. Thesis Preparation.
No description available.
Music

Chair

Joseph W. Rovan

The study of music—a phenomenon known to all people in all ages—lies naturally at the heart of a liberal education. The Department of Music at Brown provides an ideal environment for such an education, with its integrated faculty of scholars, performers, composers, and theorists.

The curriculum of the Department of Music combines studies in history, theory, ethnomusicology, and musicianship with courses in composition, technology, and performance. Application merges with analysis, creation with cultural study, and multimedia experiments with broad meditations on sound, in a unique department that welcomes all.

For additional information, please visit the department’s website: http://www.brown.edu/Departments/Music/

Music Concentration Requirements

The concentration in Music integrates theory, history, ethnomusicology, technology, composition, and performance. Students may select from among three tracks within the concentration: the first track emphasizes theory, history, and composition; a second track emphasizes ethnomusicology; and a third track focuses on computer music and multimedia. The Music curriculum is supported by the Orwig Music Library, a state-of-the-art facility with holdings of over 40,000 books and scores and an equal number of sound and video recordings. Concentrators are encouraged to participate in one or more of the departmentally sponsored performing organizations: Chorus, Orchestra, Jazz Band, Wind Symphony, Chamber Music Performance, Electroacoustic Ensemble, Sacred Harp/Shape-Note Singing, Old-time String Band, Javanese Gamelan, or Ghanaian Drumming.

MUSC 0550 and MUSC 0560 are prerequisite for many upper-level music courses and are required for all three concentration tracks. These courses lay the foundation for an understanding of the structure of Western music, and develop the musicianship and keyboard skills expected of all concentrators. Students considering a concentration in Music should complete this sequence as early as possible, preferably by the end of sophomore year.

The Department of Music does not award course credit for Advanced Placement (A.P.) courses. Students may receive placement credit for MUSC 0550 and/or MUSC 0560, however. Students interested in placing out of MUSC 0550-MUSC 0560 must take the theory placement test administered during the first class meeting of MUSC 0550 at the beginning of the fall semester. Each student who passes the test will consult with the director of the course to work out individual arrangements for placement credit.

Participation in one or more of the departmentally sponsored performing organizations is highly recommended: Chorus, Orchestra, Jazz Band, Wind Symphony, Chamber Music Performance, Electroacoustic Ensemble, Sacred Harp/Shape-Note Singing, Old-time String Band, Javanese Gamelan, Brazilian Choro Ensemble, or Ghanaian drumming.

All music courses—including performance courses—are open to all Brown students, provided that they have satisfied the prerequisites.

Concentration Requirements:

Music Theory

MUSC 0550 Theory of Tonal Music (offered every fall) 1
MUSC 0560 Theory of Tonal Music (offered every spring) 1

History

Select two of the following (the third is optional): 2
MUSC 0910 Medieval and Renaissance Music
MUSC 0920 Baroque and Classic Music
MUSC 0930 Romantic and Modern Music

Advanced Theory

Select two of the following: 2
MUSC 1020 Modal Counterpoint (usually offered every other fall)
MUSC 1030 Tonal Counterpoint (usually offered every other fall)
MUSC 1040 Advanced Music Theory I (usually offered every other fall)
MUSC 1050 Advanced Music Theory II (usually offered every other fall)

Advanced Musicianship

MUSC 1010 Advanced Musicianship I (offered every fall) 1 0.5
MUSC 1011 Advanced Musicianship II (offered every spring) 1 0.5

Ethnomusicology

MUSC 1900 Introduction to Ethnomusicology (usually offered annually) 1

Electives:

Three upper-level courses are required (i.e., no course below MUSC 0950); 3

Total Credits 11

1 Prerequisite: MUSC 0560
2 Should be taken before the senior year.
3 1600-level seminars are preferred. Up to two full Applied Music or ensemble credits (i.e., four semesters) may be applied to the concentration requirements.

Ethnomusicology Track:

Music Theory

MUSC 0550 Theory of Tonal Music (offered every fall) 1
MUSC 0560 Theory of Tonal Music (offered every spring) 1

Other Foundational Courses

ANTH 0100 Introduction to Cultural Anthropology 1
MUSC 1900 Introduction to Ethnomusicology (usually offered annually) 1

History

Select two of the following (the third is optional): 2
MUSC 0910 Medieval and Renaissance Music
MUSC 0920 Baroque and Classic Music
MUSC 0930 Romantic and Modern Music

Electives in Ethnomusicology

Four additional courses in ethnomusicology numbered 1000 or higher are required. 2

Total Credits 10

1 Should be taken before the senior year.
2 For a list of qualifying courses, see the Concentration Advisor.

Computer Music and Multimedia Track:

Music Theory

MUSC 0550 Theory of Tonal Music (offered every fall) 1
MUSC 0560 Theory of Tonal Music (offered every spring) 1

Computer Music Foundation

MUSC 0200 Computers and Music 1
MUSC 1200 Seminar in Electronic Music: Recording Studio as Compositional Tool 1
MUSC 1210 Seminar in Electronic Music: Real-Time Systems 1

Musicology Ethnomusicology Elective

One scholarly course numbered above MUSC 0950 1

Electives:

Four elective courses selected in any combination from the following groups:

Computer Music and Multimedia courses, MUSC 1220–1290 or MUSC 2200–2290

Total Credits 11
Music Graduate Program

The department of Music offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) degree in either Computer Music and Multimedia or Ethnomusicology.

For more information on admission and program requirements for Computer Music and Multimedia, please visit the following website: http://www.brown.edu/academics/gradschool/programs/music-computer-music-and-multimedia

For more information on admission and program requirements for Ethnomusicology, please visit the following website: http://www.brown.edu/academics/gradschool/programs/music-ethnomusicology

Courses

MUSC 0010. Introduction to Western Music.
A study of a thousand years of music of Europe and America through CDs, DVDs, and YouTube. We'll explore how individuals, institutions, and societies create music, use it, experience it, pay for it, and control it. We'll discuss music and time, music and politics, music and identity. Still, the heart of the course is listening to great music, and learning how it works.

Critical survey of a variety of contemporary American popular music styles (including rock'n'roll, folk revival, heavy metal, progressive rock, reggae, punk, rap, world beat) and their sociocultural contexts. Aural analysis of musical examples and critical reading of media texts, with study of the music's relationship to commerce, racial and ethnic identity, subculture, gender, and politics.

MUSC 0021A. The Changing Broadway Musical.
Can the history of the musical on (or near) Broadway provide useful insight into changing American values? Starting with Show Boat (1927), this course offers a multi-faceted analysis of one significant musical from each subsequent decade. Students choose the examples and direct the analysis of shows from the 1980s, 1990s, and if time permits, the 2000s. Enrollment limited to 20 first year students. FYS D PLL LILE

MUSC 0021B. Reading Jazz.
This course will explore the musical aesthetics of jazz in texts about its world. Students will listen to music and read poetry, fiction, autobiography and criticism to investigate techniques (including improvisation, rhythm, timbre and articulation), which authors such as Langston Hughes, Ralph Ellison, Charles Mingus, Stanley Crouch and Jack Kerouac employed to describe and support a creative community. Enrollment limited to 20 first year students. FYS D PLL LILE

MUSC 0021C. Bach.
The course will explore the life and work of J. S. Bach, with an emphasis on his place in the Baroque era, and his influence on later composers. Topics will include issues of performance practice, surviving source material, and performance issues in our own time. Students will listen to music, live and recorded, compare several biographies, and explore the world of Bach criticism. Enrollment limited to 20 first year students. FYS

MUSC 0021D. Latino Diaspora Music.
This first-year seminar will explore the discipline of ethnomusicology and the cultural diversity of the Americas through the lens of Latin American music. Readings will focus on popular music and dance genres that originated in the Caribbean and Mexico and are now practiced in North American diaspora contexts. Students will undertake individual ethnographic projects on a wide variety of Latino diaspora music traditions, to be documented via publicly-accessible research blogs. Recurring themes that cross-cut the course will include migration, cultural hybridity, youth culture, and musical collaboration/appropriation. The seminar will facilitate an understanding of the historical development and transnational pathways of musical traditions. No formal background in music is required. Enrollment limited to 20 first-year students. FYS D PLL LILE

MUSC 0021E. Good Vibrations: The Music of Everyday Objects.
This seminar will investigate the sonic properties of everyday objects and environments, and how they can transform into musical expression. Through a focus on listening and experimentation, the seminar will explore resonance, reverberation, field recording, feedback, circuit bending, archaeological acoustics, and other topics. Students will create individual and collaborative compositions and performance situations. No formal music background is required. Enrollment limited to 20 first year students. Instructor permission required. FYS LILE

MUSC 0021F. Popular Music and Society in Latin America.
This course examines the way that popular music shapes, and is shaped by, its social environment, with a special focus on twentieth-century Cuban and Brazilian styles. It introduces students to sociomusical analysis, by exploring the way that selected styles connect with the lived experiences of local audiences, the artistic and political goals that have motivated key performers, and the effect of their actions on broader regional debates. Issues covered include the way that musical styles become national symbols; music as a medium for social politics; and the roles of industrialization, migration, urbanization, and media dissemination in driving musical change. Enrollment limited to 20 first year students. D PLL LILE WRIT

MUSC 0021G. Duke Ellington.
This class will be an examination of the life and work of Duke Ellington. We will use recordings, scores, films, autobiographies, interviews, oral histories and other primary source materials as well as biographical, theoretical and analytical readings to study Ellington's three careers: the composer, the performer and the band leader. We will analyze his work largely within the musical parameters of form, improvisation techniques, orchestration, instrumentation, rhythmic and chordal structures, and concepts of tone quality. Although musical literacy is not required for this course, students who so wish may receive tutorials in the rudiments of theory and score reading. Enrollment limited to 20 first year students. FYS WRIT

Ever since Karl Marx and Friedrich Engels wrote their "Communist Manifesto" (1848), artists, activists and politicians have used manifestos to announce radical change and justify provocative new ideas or practices. This seminar examines the manifesto as a genre of writing with a particularly strong influence on artistic movements in 20th century Modernism. Looking at examples by poets, musicians, and visual artists, we consider how they are informed by visions of progress, social action, political efficacy, and artistic or historical necessity. Authors include, Russolo, Apollinaire, Schoenberg, Munch, Klee, Kandinsky, Stravinsky, Dali, Borges, Artaud, Frank O'Hara, Duchamp, Mallarmé, and Boulez. Enrollment limited to 20 first year students. FYS WRIT

MUSC 0030. History of Jazz.
The development of jazz from its roots to the present. Focuses on the study of style types (including New Orleans style, early piano jazz, swing, bebop, and cool jazz) and their major instrumental and vocal exponents. Jazz as a social phenomenon is studied in relation to contextual aspects of folk, popular, and art music traditions in the U.S.
MUSC 0033. From the Blues to Beyoncé: Rock, A Portrait of America. This course seeks to view American cultural and social history of the last century through the lens of rock music. We will investigate the history of rock and popular music from its roots in the early twentieth-century to the present. We will examine the social, cultural and political contexts that gave birth to the various genres of rock music by exploring the music through the lenses of race, class, gender, advances in technology, and developments in the music business. No musical background is required.

MUSC 0040. World Music Cultures (Africa, America, Europe, Oceania). A survey of a variety of musical styles from Africa, the Americas, Europe, and Oceania outside the Western art music tradition. Introduces these musics in their historical, social, and cultural context, in an attempt to understand them in their own theoretical systems and aesthetic frameworks.

MUSC 0041. World Music Cultures (Middle East and Asia). Introductory survey of several of the world’s musical traditions, with an emphasis on East, South, and Southeast Asia. Expands powers of musical appreciation through lectures, guided listening, and active participation in music-making. Focuses on traditional music and its relations to dance and theatre, and to its social, religious, and historical contexts, but also includes popular music and the effects of modernization. No prerequisites.

MUSC 0042. Diaspora Music in the Americas. A comparative approach to musical practices in diaspora contexts in the Americas. We will engage with the critical literature on ethnicity, globalization, hybridity, and identity in connection with ethnographic case studies of particular diaspora communities (including African, Jewish, Asian, Arab, and Latino diasporas). Students will conduct ethnographic projects and investigate music’s role in the American “ethnic media.” No prerequisites.

MUSC 0043. Music of Africa. How do Senegalese rappers mix traditional and African American musical meanings and traditions? How did drumming and dancing traditions become emblematic of the African continent abroad? How did South African musicians challenge apartheid? This course explores the diversity of popular and traditional musics on the African continent. Approaching music as inextricably linked to culture, students will explore how musics live in communities and interact with issues such as globalization, race, and nationalism. Framing their study within the fields of ethnomusicology, cultural anthropology, cultural studies, and history, students develop practical and theoretical bases for the study of music and culture.

MUSC 0044. East Asian Popular Music. This course provides a critical overview of the production, reception, and circulation of East Asian popular music. The course applies broad themes—nationalism, race, gender, diaspora, technology, and globalization—to specific case studies in Japan, North and South Korea, Mainland China, Taiwan, and areas outside of this region where the music circulates. Rather than approaching “East Asian popular music” as a distinctive category of music from a particular region, we will consider how such designations rely on certain ideas of origin, authenticity, and identity. Course materials include academic scholarship, music, music videos, documentaries, reviews, and journalistic accounts. No prerequisites. DPLL LILE

MUSC 0051. Mozart. Mozart’s life and music from soup to nuts. While we’ll read some of the rich correspondence that anchors his biography, the heart of the course is a study of his glorious music, from intimate private piano pieces to public operas and ending with the Requiem. A rudimentary ability to read music is necessary. We’ll offer an optional listening section.

MUSC 0052. Beethoven. This course will study the life and music of the iconic Western composer, the genius who triumphed over adversity and wrote music that traced the same heroic arc. We will investigate some sources that feed into his music, among them the French Revolution, Napoleon’s remaking of Europe, the Romantic concept of composer as suffering artist, and his response to his debilitating deafness. A particular focus will be the Ninth Symphony, including attendance at rehearsals and a performance with the Brown Orchestra and interviews with the musicians involved.

MUSC 0059. Jazz Masters. Examines recordings, scores, films, autobiographies, interviews, oral histories, and other primary source materials as well as biographical, theoretical, and analytical readings to study the life and work of Duke Ellington. His career as performer, band leader, and composer is examined in the context of his predecessors and contemporaries. Tutorials in the rudiments of theory, score reading, and ear training are available. Prerequisite: MU 36 or permission of instructor.

MUSC 0060. Bluegrass, Country, and Old-Time Music. Folk songs, fiddle tunes, lined-out and shape-note hymnody, bluegrass, and country music, mainly in Appalachia and the South. Historical development, musical design, and how the musics construct working-class and regional identities, religious experience, gender, and rural values, with attention to commodification and the rise of the national country music industry.


MUSC 0062. Musical Youth Cultures. A cross-cultural examination of music-oriented youth subcultures. Topics will include youth-produced vs. youth-consumed music, club culture and associated media technologies, online communities, activist musical collectives, student organizations, and concepts of the mainstream vs. the underground. Students will undertake ethnographic projects and will use web-based multimedia to present their findings. No prerequisites.

MUSC 0063. Contemplative Music of India. Contemplative Music of India provides a comprehensive overview of many important traditions within the contemplative musical heritage of India, including a detailed exploration of Vedic hymnology, the classical musical traditions of both North and South India (Hindustani and Carnatic musics), the devotional music of the medieval bhakti mystics, and the ecstatic modes of the Sufi saints. With these varied practices in mind, the class will explore the myriad ways in which South Asians have used music as a vehicle to achieve and sustain contemplative states of mind. The class is open to everyone regardless of musical background. Enrollment limited to 20.

MUSC 0064. Honky Tonk Heroes. This course explores country music from its origins to the present. We will trace its development through the careers of foundational artists like the Carter Family, Hank Williams, Loretta Lynn, and Willie Nelson, and evaluate the way that their legacy is reflected in the work of contemporary artists like Corb Lund, Hayne Carl, and Neko Case. Beyond the individual creativity of these figures, we will consider the way that country music has been shaped by the recording industry, the relation it has to race, gender, and political identities, and the international spread of the American country sound.

MUSC 0065. Music and Social Protest. This class will explore music as a vehicle for social protest, including historical examinations of music within the U.S. labor and civil rights movements, music and political campaigns, contemporary activist street bands (with a field trip to the Providence HONK! festival), and other examples from global independence and social justice movements in Nigeria, South Africa, Brazil, Estonia, Indonesia, and others. Students will write: two short papers on the role of music within recent protest movements, a midterm essay, and a final research paper on a protest topic of their choice. No previous musical background necessary; open to all students.

MUSC 0066. Music and Social Protest. This class will explore music as a vehicle for social protest, including historical examinations of music within the U.S. labor and civil rights movements, music and political campaigns, contemporary activist street bands (with a field trip to the Providence HONK! festival), and other examples from global independence and social justice movements in Nigeria, South Africa, Brazil, Estonia, Indonesia, and others. Students will write: two short papers on the role of music within recent protest movements, a midterm essay, and a final research paper on a protest topic of their choice. No previous musical background necessary; open to all students.

MUSC 0071. Opera. A survey of the history, aesthetics, and politics of opera from 1600 to the present day. Analyzes operas and scenes by Monteverdi, Purcell, Mozart, Rossini, Verdi, Wagner, Strauss, and others. Ability to read music not required.
MUSC 0075. Jazz: Race, Power and History.
Explores jazz in relation to American history, discussing how economics, war conditions, regional differences and race relations shaped the music at its local reception. With readings from A. Baraka, L. Levine, R. Ellison, L. Erenberg, E. Lott, G. Early, S. DeVeaux and others, we address how jazz embodies social and political values or expresses national character. Open to non-musicians. Music proficiency preferred but not required. Enrollment limited to 60.

MUSC 0080. Adaptation Culture: New Media --> Traditional Theatres (TAPS 0080).
Interested students must register for TAPS 0080.

MUSC 0120. Words About Music: Discovering Music Through Writing.
This seminar will explore the elusive meanings of music and the challenges of representing music in text. Exploring a variety of musical genres and approaches to the study of music, we will examine how authors treat music in text, and develop strategies for the analysis of musical performance in its cultural and social context.

An introduction to the field of computer music, focusing on the use of electronics and computers in music and performance. Investigates basic acoustics, perception of sound, the history of music technology, and musical applications. Extensive listening assignments illustrate the impact of technology on popular and experimental genres. No prerequisites, though some experience with computers and some knowledge of music is very helpful. Significant hands-on experience with computer music systems. Enrollment limited to 80 students. Permission will be granted based on a questionnaire given in the first class, with preference given to lower-level students. LILE

MUSC 0210A. Introductory Topics in Interactive Performance and Composition: Performing with Media.
This course uses media for performance and composition. The course will focus on the use of media in the musical process and the collaboration between music and media. Through the creation of new works, we will explore practical issues, compositional strategies, and aesthetic aspects of hybrid performance. Students will create collaborative and independent multimedia works. Some instruction in video, sound, and advanced media software will be offered.

MUSC 0210B. Real-Time Systems.
A study of works employing electronic media, including music on CD, multimedia, and live performance. Technical aspects of the course focus on programming and signal processing using Max/MSP to create interactive projects and algorithmic compositions. Prerequisite: MUSC 0200 or equivalent. Enrollment is limited. Written permission required. LILE

MUSC 0210C. Music/Video: An Introduction to Electronic Sound and Image.
A survey of basic techniques in creating computer-based music and video, with a special focus on the ways that sound and image impact one another. We will work to develop critical thinking and viewing skills through the study of important historical and contemporary works ranging from experimental audio and video to film soundtracks to TV. Through ten progressive weekly assignments, you will learn how to create imaginative electronic music and video. The final project will consist of a five-minute audiovisual piece which will be screened, performed, or exhibited at a public event. Enrollment is limited to 12 and will be determined by a questionnaire handed out during the first class. LILE

MUSC 0210D. Advanced Studio Composition.
This course will focus on developing and reinforcing fundamental technical skills, musical concepts, and critical listening abilities associated with the practice of composition in an electronic music studio. These studies will be tied to a broad range of aesthetic approaches and discussions of medium, audience, and context. Through a series of self-directed projects, students will be encouraged to expand their knowledge and craft, and will provide each other with a forum for exploring their creative studio work. Prerequisite: MUSC 0200. Preference will be given to students who have previously taken MUSC 1200, 1210, and/or 1250. Enrollment limited to 15.

MUSC 0210E. Systems for Play.
Complex patterns emerge while playing with simple processes. This course focuses on systems as creative constraints and sites for composing sound and other materials. Amplifying, multiplying, delaying, cutting, folding, growing, and randomizing become lenses for animating our practices and playgrounds for exploring tendencies (our own, the materials’, the systems’). Assignments are project-based and informed by short readings. There are no prerequisites and enrollment is limited to 18.

MUSC 0210F. Audio Recording and Production for Multimedia.
The understanding and use of multimedia materials is an important tool for an academic, not only to effectively present one’s research, knowledge and skills in their field of study, but also to realize their creative ideas. In this course students will acquire operational and theoretical knowledge in audio that enhances multimedia works. Home recording studio design, using smartphones in production, and basic video editing will be also covered. By the end of the course, students will create audio production for multimedia work suitable for their purposes—a documentary video in anthropology research or an art/music project are good examples.

MUSC 0220. Electroacoustic Improv Ensemble.
An ensemble devoted to free improvisation with new media. Experimental approaches to sound and focused listening techniques are explored with acoustic instruments, live electronics, real-time video, together with networked improvisation, and more. Enrollment limited to 12 students by audition.

MUSC 0221. Electroacoustic Improv Ensemble.
An ensemble devoted to free improvisation with new media. Experimental approaches to sound and focused listening techniques are explored with acoustic instruments, live electronics, real-time video, together with networked improvisation, and more. Enrollment limited to 12 students by audition.

MUSC 0400. Introduction to Music Theory.
An introduction to musical terms, elements, and techniques, including notation, intervals, scales and modes, triads and seventh chords, modulation, melody writing and harmonization, analysis, and composition. Ear-training and sight-singing are included. For students with some musical training. Enrollment limited to 40.

MUSC 0450. On Songs and Songwriting.
A study of the art and craft of song from the perspective of the listener, the critic, the writer, and the performer. Students will examine a large range of music, from the middle ages to the present. Topics to include: song and memory; voice and literary register; declamation and delivery; melody and melodicism; rhyme and rhythm; phrasing and form. Emphasis will be on both criticism and creation, as students perfect their ear, hone their analytical skills, and try their hand at writing music. Some prior knowledge of music desirable. Course will feature at least one visit by a living songwriter, and will culminate in a performance and a recording of original songs by students enrolled in the class. Enrollment by audition and limited to 25. Instructor permission required. LILE

MUSC 0460. Opera and Musical Theatre Workshop.
This course will familiarize the student with the processes necessary to be an effective singing actor. Performance opportunities within the parameters of the class will both broaden the musical palette of the student and enhance his/her understanding of preparation, coaching, and performance. Enrollment is by audition. Enrollment limited to 16. Instructor permission required.

MUSC 0500. Thinking About Music.
Designed for students who can read music, this course introduces ways of conceptualizing our musical experience. Many different repertories—from Beethoven to the blues—form the basis for explorations of musical time, gesture, and color, and raise questions of expression and meaning. How is our understanding of music shaped by language, rhetoric, performance? Non-concentrators welcome.
An exploration of research on music and the brain, music’s interrelationship with literature, and connections between music, mathematics, and history. Readings include The Power of Music (Mannes), Musicophilia (Sacks), The Kreutzer Sonata (Tolstoy), Doctor Faustus (Mann), A Clockwork Orange (Burgess), excerpts from Gödel, Escher, Bach (Hofstadter), and other writings in which music plays an essential role. Compositions by Bach, Mozart, Beethoven, Debussy, Schoenberg, Stravinsky, Shostakovich, and others will be examined. Goals: increased understanding of music’s relationship to other fields and improved writing skills. Although musical ability is not required, qualified students will be encouraged to perform relevant works in class. WRIT

MUSC 0550. Theory of Tonal Music.
Prerequisite to music concentration. For students with knowledge of rudiments of music, including scales, intervals, key signatures, rhythm, and meter. Knowledge of keyboard strongly recommended. Intensive study of voice leading and tonal harmony; analysis, ear training, sight singing, keyboard exercises. An entrance exam will be administered in Orwig 315 at the first regular class meeting. Students intending to enroll in MUSC 0550 must pass this test. Experienced instrumentalists or singers who have facility sight reading music normally place into MUSC0550. MUSC0400 is appropriate for students who need training in the rudiments to prepare for MUSC0550. MUSC0550 is prerequisite to MUSC0560.

See Theory Of Tonal Music (MUSC 0550) for course description. Prerequisite: MUSC 0550 or permission of the instructor.

MUSC 0600. Chorus.
Half credit each semester. A practical study of choral literature, techniques, and performance practice from Gregorian chant to the present, offered through rehearsals, sectionals, and performance. Enrollment is by audition, based on voice quality, experience, and music-reading ability. Instructor permission required.

MUSC 0601. Chorus.
See Chorus (MUSC 0600) for course description.

MUSC 0610. Orchestra.
Half credit each semester. A practical study of the orchestra repertory from Bach to the present, offered through coaching, rehearsals, and performances. Enrollment is by audition. Students will be notified of audition results within the first seven days of the semester. Restricted to skilled instrumentalists. May be repeated for credit.

MUSC 0611. Orchestra.
See Orchestra (MUSC 0610) for course description.

MUSC 0620. Wind Symphamy.
Half credit each semester. A practical study of the wind band repertory from Mozart to the present, offered through coaching, rehearsals, and performances. Enrollment is by audition. Restricted to skilled instrumentalists. Instructor permission required.

MUSC 0621. Wind Symphamy.
See Wind Symphamy (MUSC 0620) for course description.

MUSC 0630. Jazz Band.
Half credit each semester. A practical study of jazz from the 1920s to the present through coaching, rehearsals, and performance. Seminars on arranging, ear training, and improvisation are conducted for interested students but the focus is on performance. Enrollment is by audition. Restricted to skilled instrumentalists and vocalists. Instructor permission required.

MUSC 0631. Jazz Band.
See Jazz Band (MUSC 0630) for course description.

MUSC 0640. Ghanaian Drumming and Dancing Ensemble.
A dynamic introductory course on drumming, dancing, and singing of Ghana and the diaspora. Students learn to perform diverse types of African music, including Ewe, Akan, Ga, and Dagomba pieces on drums, bells, and shakers. No prerequisites. May be repeated for credit. Enrollment limited to 15. Instructor permission required.

MUSC 0641. Ghanaian Drumming and Dancing Ensemble.
A dynamic introductory course on drumming, dancing, and singing of Ghana and the diaspora. Students learn to perform diverse types of African music, including Ewe, Akan, Ga, and Dagomba pieces on drums, bells, and shakers. No prerequisites. May be repeated for credit. Enrollment limited to 15. Instructor permission required.

MUSC 0645. Brazilian Choro Ensemble.
Half credit each semester. Students will play this popular Brazilian style, which emerged in the late 19th century and is often compared to early jazz. Classes run according to the traditional roda model, a structured jam session where performers read through, improvise upon, and hone their abilities to play familiar tunes. Prior familiarity with choro music not required, but some instrumental expertise is; ability to read notation preferred. Typical instruments include guitar, cavaquinho (Brazilian ukulele), mandolin, flute, and pandeiro (Brazilian tambourine), but others are welcome to participate on instructor approval, as are performers interested in learning these. Enrollment limit 20.

MUSC 0646. Brazilian Choro Ensemble.
Half credit each semester. Students will play this popular Brazilian style, which emerged in the late 19th century and is often compared to early jazz. Classes run according to the traditional roda model, a structured jam session where performers read through, improvise upon, and hone their abilities to play familiar tunes. Prior familiarity with choro music not required, but some instrumental expertise is; ability to read notation preferred. Typical instruments include guitar, cavaquinho (Brazilian ukulele), mandolin, flute, and pandeiro (Brazilian tambourine), but others are welcome to participate on instructor approval, as are performers interested in learning these. Enrollment limit 20.

MUSC 0650. Javanese Gamelan.
Half credit each semester. Instruction, rehearsals, and performances in the gamelan music of Java, on instruments owned by the department. No prerequisites. Enrollment limited to 18 students.

MUSC 0651. Javanese Gamelan.
See Javanese Gamelan, MUSC0650, for course description. Enrollment limited to 18 students.

MUSC 0660. Sacred Harp/Shape-Note Singing.
Half credit each semester. Students will learn the traditional performance practices associated with the shape-note tunebook The Sacred Harp, a compilation of American vernacular hymnody first published in Georgia in 1844. This is an unaccompanied, four-part, participatory singing tradition. Ability to read Western music notation helpful but not required. No concert performances. No prerequisites. Repeatable for credit. S/NC.

MUSC 0661. Sacred Harp/Shape-Note Singing.
Half credit each semester. Students will learn the traditional performance practices associated with the shape-note tunebook The Sacred Harp, a compilation of American vernacular hymnody first published in Georgia in 1844. This is an unaccompanied, four-part, participatory singing tradition. Ability to read Western music notation helpful but not required. No concert performances. No prerequisites. Repeatable for credit. S/NC.

MUSC 0670. Old-Time String Band.
Half course each semester. Instruction and ensemble playing. Music taught by ear. American (southern Appalachian Mountain) traditional music on violin (fiddle), 5-string banjo, mandolin, and guitar. Enrollment limited to 20 students.

MUSC 0671. Old-Time String Band.
See Old-Time String Band (MUSC 0670) for course description. Enrollment limited to 20 students.

MUSC 0680. Chamber Music Performance.
Half credit each semester. The practical study of the literature of chamber music through participation in a small ensemble. Regular rehearsals, coaching by department staff, and performances are required. Enrollment is by audition. Students will be notified of audition results within the first ten days of the semester. Restricted to skilled instrumentalists. May be repeated for credit.

MUSC 0681. Chamber Music Performance.
See Chamber Music Performance (MUSC 0680) for course description.
MUSC 0560. Middle Eastern Ensemble.
Instruction, rehearsals, and performances in music from Turkey. String players (violin, viola, cello, bass), percussionists, brass and reed instruments as well as singers are welcome. We will explore classical Ottoman music, a variety of Turkish, Greek, Kurdish and Sephardic Jewish folk music as well as Turkish Sufi music, Greek-Orthodox church music and Maftirim music in Hebrew. Students audition at first class. This is a half-credit course. May be repeated for credit. Enrollment limited to 24. Final class list will be determined after the first meeting. S/N C

MUSC 0691. Middle Eastern Ensemble.
Instruction, rehearsals, and performances in music from Turkey. String players (violin, viola, cello, bass), percussionists, brass and reed instruments as well as singers are welcome. We will explore classical Ottoman music, a variety of Turkish, Greek, Kurdish and Sephardic Jewish folk music as well as Turkish Sufi music, Greek-Orthodox church music and Maftirim music in Hebrew. Students audition at first class. This is a half-credit course. May be repeated for credit. Enrollment limited to 24. Final class list will be determined after the first meeting. S/N C

Half credit each semester. Restricted to skilled musicians. Openings are limited. Enrollment and re-enrollment is by audition and jury. Lessons are given by consultants to the Applied Music Program. A fee is charged for enrollment. Copies of the Applied Music Program Guidelines giving detailed information are available online at www.brown.edu/music. May be repeated up to four times for credit.

A history of western European music to Monteverdi’s Orfeo (1607), with emphasis on the analysis of individual works supported by reading and listening. Among the major composers studied are Byrd, Dufay, Josquin, Machaut, andPalestrina. Strongly recommended for freshmen and sophomores considering a concentration in music. Limited to students who can read music. Prerequisite: MUSC 0550 or permission of instructor.

A history of music in European society from Monteverdi’s opera Orfeo to Beethoven’s Ninth, studied through texts, scores, CDs, DVDs, and YouTube. We’ll spend two-thirds of our time on five composers: Bach, Handel, Haydn, Mozart, and Beethoven. Prerequisite: MUSC 0550 or equivalent.

A history of European and American art music from Beethoven’s Ninth Symphony to the Postmodernists. Prerequisite: MUSC 0550 or permission of instructor.

MUSC 1010. Advanced Musicianship I.
Training in advanced musicianship skills relevant to Western art music from the sixteenth Century to the present, including sight reading, ear training, score reading, keyboard harmony, improvisation, and musical transcription. Prerequisite: MUSC 0560 with a grade of B, or permission of the instructor.

MUSC 1011. Advanced Musicianship II.
Continuation of MUSC 1010. Prerequisite: MUSC 1010 or permission of the instructor.

MUSC 1020. Modal Counterpoint.
An introduction to contrapuntal techniques of the 16th century with particular attention to the music of Lassus andPalestrina. Two hours per week of ear training and sight singing. Prerequisite: MUSC 0560.

MUSC 1030. Tonal Counterpoint.
The contrapuntal techniques of the 18th century with emphasis on music of Bach. Written exercises in and analysis of several genres including fugue. Prerequisite: MUSC 0560 or permission of instructor.

MUSC 1040. Advanced Music Theory I.
A study of chromaticism and advanced tonal techniques, with a focus on 19th-century European art music. Assignments will include exercises in analysis and composition and in-class presentations. Prerequisite: MUSC 0560 with a grade of B, or the equivalent.

MUSC 1050. Advanced Music Theory II.
A study of theories of Western art music since Debussy. Exercises in analysis and composition, focusing on works of Debussy, Stravinsky, Schoenberg, Webern, Bartok and Ives. Students give presentations on selected later composers. Prerequisite: MUSC 0560 with grade of B, or the equivalent.

Study of the implications of musical analysis for performance. Students prepare solo or chamber works for performance in a formal concert presented at the end of the course. Focuses on problems of interpretation and their resolution through analysis of musical structure. Short analytical assignments and an extended analytical project required. Prerequisite: MUSC 0560 or permission of the instructor and proficiency on a musical instrument.

MUSC 1070. Music After 1945.
A study of the most important composers and styles of European and American concert music since the end of the second World War. Assignments will include readings from theoretical and critical writings of the period; score study, analysis and performance of representative works; and compositions in the style of selected composers. Prerequisite: MUSC 0560 plus one course numbered between MUSC 1020 and MUSC 1050.

MUSC 1100. Introduction to Composition.
Composition students begin by using technical resources developed in their previous theoretical studies. Analysis and discussion of contemporary music provides examples of alternatives to traditional compositional strategies, which students integrate into later assignments. A study of contemporary notational practices and computer-based manuscripting and sequencing is also included. Prerequisite: MUSC 0560 or permission of the instructor. Enrollment limited to 20 students.

MUSC 1110. Seminar in Composition.
Finding a personal voice as a composer. Assignments develop familiarity with large forms and increasingly complex structures. Analyses of contemporary compositions elucidate issues of aesthetic and political stance inherent in compositional activity and teach technical facility and range of expression. Problems of rehearsal and performance for new music are considered. Prerequisite: MUSC 0560 and 1100, or permission of the instructor. Enrollment limited to 20 students.

MUSC 1120. The Technique of Orchestration.
The study of orchestration includes the ranges, sounds, and idiosyncrasies of the individual instruments, and the combination of those instruments into ensemble textures. A series of graduated assignments, including pieces for solo cello, string quartet, wind quintet, wind ensemble, and full orchestra, form the basis of this course. Prerequisite: MUSC 0560 or permission of the instructor. Not open to first year students.

MUSC 1130. Jazz Composition and Arranging.
A review of jazz theory topics, including rhythmic structures, scales and modes, harmonic progressions and substitutions, improvisation techniques, forms and development. Weekly writing assignments for two to five parts with rhythm section accompaniment. Students compose and orchestrate three works for small and large jazz ensembles. Guest composers review students’ compositions and various Brown jazz bands rehearse and record them. Prerequisites: MUSC 0550.

MUSC 1140. Classical Improvisation.
A historical and practical study of improvisation in western classical traditions from the middle ages to the 19th century, with emphasis on the common practice period 1700-1850. Students will apply theoretical knowledge in harmony and counterpoint to in-class improvisations, learning such skills as melodic ornamentation, chaconne-bass elaborations, variations, preluding, and free improvisation starting with simple exercises and gradually elaborating more complex pieces. These practices will be studied in relation to their historical contexts and shifting aesthetic purposes. Historical topics include cadenzas, harmonic experimentation, the relationship between oral and written transmission, and the social contexts of performance. MUSC0560 and consultation with instructor recommended. Prerequisite: MUSC 0550. Enrollment limited to 15.
A study of advanced studio techniques taught in parallel with topics in psychoacoustics. Students will create original studio work while developing listening and technical skills for audio production. Technical topics include recording, signal processing and mixing software, microphone technique, and live sound engineering. Class size is limited. Preference will be given to students who have completed MUSC 0200. Students will be evaluated for potential future work in the MEME program (Multimedia and Electronic Music Experiments) and past participation in MEME. Admission is determined by an entrance questionnaire completed at the first class meeting. Prerequisite: MUSC 0200

Seminar in Electronic Music is a study of music employing electronic media, including real-time digital signal processing, multimedia, and live performance. Technical aspects of the course focus on programming using Max/Max/Jitter and using various types of sensors for human-computer interaction. Collaborative projects may combine performance, sculpture, computer music, hypertext, live video processing, and graphics in order to stimulate experimentation with new integrated art forms. Enrollment is limited to 14. Preference will be given to students who have completed Music 200. Others will be evaluated for potential future work in the MEME program (Multimedia and Electronic Music Experiments) and past participation in MEME. Admission is determined by an entrance questionnaire completed at the first class meeting. May be repeated for credit. S/NC

MUSC 1220. Interactive Installation.
Production class exploring ideas and techniques using multiple digital media to create audio-video installations. Technical issues focus on programming with Max/MSP/Jitter and using various types of sensors for human-computer interaction. Collaborative projects may combine performance, sculpture, computer music, hypertext, live video processing, and graphics in order to stimulate experimentation with new integrated art forms. Enrollment is limited to 14. Preference will be given to students who have completed Music 200. Others will be evaluated for potential future work in the MEME program (Multimedia and Electronic Music Experiments) and past participation in MEME. Admission is determined by an entrance questionnaire completed at the first class meeting. May be repeated for credit. S/NC

MUSC 1230. Sound/Image Composition.
This seminar examines various ways that image and sound can be combined in unified artworks. The course will include extensive reading assignments and analysis of preexisting works, as well as the creation of new mixed-media works. Some experience with music composition is required and knowledge of current video editing, animation, and/or image processing techniques are also highly recommended. Course admittance is by permission of the instructor. For graduate and advanced undergraduates (with prerequisite MUSC0200).

MUSC 1240A. Sonic Psychogeography.
Psychogeography loosely describes a cluster of art practices that explore the effects of the geographical environment on the emotions and behaviors of individuals. How can sound, uniquely powerful in triggering memory and connecting us to the present moment, be used in psychogeographical work? Traveling, mapping, walking, and otherwise getting around both urban and rural landscapes will inspire class projects: audio collages, video works, headphone tours, interactive installations, public interventions. Come prepared to walk, to read, to listen, to look, and to make. Some experience with sound or video editing required. Permission will be granted based upon a questionnaire given in the first class. Enrollment limited to 14 students.

MUSC 1240B. Narrative and Immersion.
A production course examining the potentials for engagement in new media, drawing on narrative techniques to establish engagement in immersive works. Students will be introduced to cinematic concepts, interactive technologies, multi-channel video and surround sound environments. Classes will consist of viewing and analysis of exemplary work, discussion of readings, critiques of student projects, and technical workshops on Max/Jitter. Class members should have completed advanced work in film/video, digital sound, and/or creative writing. Open to upper-level undergraduate and graduate students. The class list will be determined after the first class, by permission of instructor. S/NC

MUSC 1240C. Chamber Music/Video.
Focuses on the creation of multimedia chamber performances incorporating live music and video. The class will explore issues such as instrumentation and color, structural relationships, the dynamic between performers and video, and the practicalities of performance. Class meetings will consisting of viewing and analyzing exemplary chamber video works and workshopping collaborative student projects, and the course will culminate with a performance of student projects at the end of the semester. Open to upper-level undergraduate students and graduate students with experience in composition, performance and/or video. The final class list will be determined after the first class meeting, by permission of instructor. Enrollment limited to 14.

MUSC 1240D. Experimental Musical Instrument Design (VISA 1800Q).
Interested students must register for VISA 1800Q.

MUSC 1240E. Experimental Data Representation (MCM 1700U).
Interested students must register for MCM 1700U.

MUSC 1240F. Circuit Bending and Hardware Hacking as Musical and Artistic Expression.
Creative experimentation with hardware electronics and re-appropriated technologies is the main focus of this course. No prior experience of electronics is required. Initially, we will build a range of simple electronic circuits and explore a variety of strategies to animate and interpret pre-existing electronic devices. Students will then develop individual instruments and/or performance environments and engage in a number of solo and collaborative projects. The aesthetics of handmade electronic music and post-digital performance practice will be foregrounded throughout. Permission of instructor is required.

MUSC 1240G. Topics in New Media Theory and Production: Post-Vernacular Composition/’Pop Music’ Gone Feral.
This seminar explores the role creative theory found around the more adventurous edges of ‘popular’ musics. We will focus on non-notated contemporary composition, but will not be restricted to the recording studio, or to the production of ‘fixed’ works. The idea of post-vernacular is utilised to challenge the view that vernacular musics are only oriented towards commercialism and mass popularity. It seeks to extend and develop the inherently experimental dimensions of much vernacular musical practice. Students will respond to increasingly open-ended assignment briefs, and explore cultural and aesthetic considerations via a portfolio of practical and theoretical work. Written permission.

This is an interdisciplinary production course in making pieces, systems, and performances that play with the limits of possibility. Drawing from science fiction and speculative practices in various media, we explore how myth and technology have shaped current world-views and create speculative projects of our own—making (and faking) new myths and technologies for shaping the future. Musical robots, network interplays, digital gardens, living rooms, automated companies, virtual worlds, and non-technical performances are all possible projects. No prerequisites. All disciplines are welcome, but experience in music, new media, engineering, architecture, and/or performance is preferred. Enrollment is limited to 12.

MUSC 1250. Sound Design.
This production seminar is a study of techniques and aesthetics used to create sonic environments and effects that enhance a variety of media including video, radio and audio art, new media, theater, and installation art. Technical topics include audio production in multi-channel formats, advanced audio editing, mixing and synthesis techniques, and audio system design. Enrollment limited to 12 students. Preference will be given to students who have completed MUSC 1200. Others will be evaluated for potential future work in the MEME program (Multimedia and Electronic Music Experiments) and past participation in MEME. Admission is determined by an entrance questionnaire completed at the first class meeting. Prereq: MUSC 1200. LILE
MUSC 1260. Seminar in Electronic Music: Advanced Studio Techniques. This course will focus on developing and reinforcing technical skills, musical concepts, and critical listening abilities associated with the practice of composition in an electronic music studio. These studies will be tied to a broad range of aesthetic approaches and discussions of sound synthesis and processing, spatialization, and recording techniques.

Through a series of projects and focused study, students will expand their knowledge and craft, and will provide each other with a forum for exploring their creative studio work. MUSC 1200 is a prerequisite, and preference will be given to students who have also taken MUSC 1210, and/or 1250.

MUSC 1270. Making it in the Music Business: The New Artist Model. This course examines the music industry and highlights areas where music and business intersect. Students will work in groups to explore the role of artists as they form a band, create original music, work with producers, record music, and plan a tour to develop and maintain their fanbase. Students will learn the building blocks of a successful musical career including copyrights, fan engagement, social marketing, building and managing the artist’s team, forming business entities, budgeting, taxes, and intellectual property rights. We will examine the publishing, recording, and touring industries and explore methods and tools for developing a sustainable business strategy.

MUSC 1290. Analog/Digital Hybrids. This intensive studio course focuses on the creation of experimental sound works utilizing hybrid analog/digital systems developed by class members. Students will investigate synthesis techniques via the SuperCollider programming language/environment and Brown’s ARP 2500 analog modular synthesizer, and leverage these tools’ unique strengths towards a personal production platform that is more than the sum of its parts. Weekly meetings include discussion of historical works, hands-on demonstrations, in-class projects, and critical engagement with new works by class members, culminating in a final project incorporating knowledge gained throughout the semester. Limited enrollment. Attendance at first class mandatory. Prerequisite: MUSC1210 or written permission.

MUSC 1400. Music, Civil Society, and Public Service. The course will explore questions of an artist’s role in the world, and will include an inquiry into a set of ideas in philosophy of aesthetics; an inquiry into activism and developing social practice as artists; discussion on philosophy of education as it relates to the question of positive social change; and an exploration of musical and artistic initiatives that have been particularly focused on a positive social impact.

MUSC 1500. Major Masters and Repertoires of Music. The advanced study of the music of selected composers. Prerequisites: MUSC 550 or permission of the instructor.

MUSC 1500A. Major Masters and Repertoires of Music: Bach. An examination of the life and work of Bach, including its place in German church music and in the repertoires of his contemporaries and explanation of his manuscript and publishing history.

MUSC 1500B. Major Masters of Music: Olivier Messiaen. This seminar explores Messiaen’s life, theoretical writings, and above all his music. Listening and analysis will focus on Messiaen’s idiosyncratic harmonic and rhythmic language as well as performance practice issues. We will investigate Messiaen’s use of color, plainsong, “modes of limited transposition,” “personages rhythmique,” birdsong, serialism, Greek modes, and Indian ragas via representative works. We will also examine Messiaen’s formation and his legacy as teacher/composer/performer. Final project is either student performance/analysis or a theoretical/historical paper. Prerequisite MUSC 0560. Class size limited to 16.

MUSC 1500C. Major Masters of Music: Igor Stravinsky. An examination of the works of Igor Stravinsky within the context of 20th-century music history. Works from throughout his career will be studied, including Firebird, Petrushka, Rite of Spring, L’Histoire du Soldat, Les Noces, Symphony of Psalms, The Rake’s Progress, Agon, and Variations: Aldous Huxley in memoriam. Readings by Stravinsky, Craft, Walsh, Taruskin, and others. Prerequisite: MUSC 0550 or instructor’s permission. The ability to read music is required.

MUSC 1510. Baroque and Classic Music. A history of western music from Monteverdi's Orfeo (1607) to Beethoven's Ninth Symphony (1824). Prerequisite: MUSC 0550 or equivalent.

MUSC 1600A. Seminar in Music and Critical Theory: Adorno on New Music. A close study of Adorno's Philosophy of New Music, in the new translation by Robert Hullot-Kentor, and selected secondary readings relevant to this work. The course emphasizes notions of canon (the Western musical canon starting with Beethoven); of modernism (as exemplified in music by Schoenberg and Stravinsky); and of an avant garde. It also focuses on relationships between art traditions and popular music; and on problems of writing legitimate (or so-called "authentic") music of any kind in a post-canonic age. An interdisciplinary student body enriches this course; thus, students from all backgrounds with a scholarly interest in any type of music since 1900 or in any of these issues are encouraged to enroll. LILE

MUSC 1600B. Adorno and Jankelevitch in Dialogue. Philosophers Theodor Adorno and Vladimir Jankelevitch were both leading philosophers of the mid-20th century (in Germany and France respectively). Both were also avid pianists who produced several philosophical books on music. This course examines their musical writings both independently and comparatively. Jankelevitch's ethical and metaphysical questions, together with Adorno's socio-cultural and historical ones, will be studied in relation to the philosophical traditions they inherited and transformed. The course will also be evaluated in the volatile European context of the period 1930-70. Enrollment limited to 20 students.

MUSC 1610. Writing about Music. A study of music criticism through three intertwined enterprises: analyzing classic 19th- and 20th-century writings on Western art music; analyzing representative writings on popular music in recent newspapers and magazines; and writing short critical pieces on a mixture of art and popular music, some assigned, some chosen by the student. Non-music concentrators welcomed. Prerequisite: MUSC 0550 or instructor permission. Enrollment limited to 15. Instructor permission required.

MUSC 1612A. Writing about Music. A study of music criticism through three intertwined enterprises: analyzing classic 19th- and 20th-century writings on Western art music; analyzing representative writings on popular music in recent newspapers and magazines; and writing short critical pieces on a mixture of art and popular music, some assigned, some chosen by the student. Non-music concentrators welcomed. Prerequisite: MUSC 0550 or written permission.

MUSC 1620. Seminar in American Music: The Great American Songbook (Part II: Performers). Emphasizes the musical and cultural effects of various styles of vocal performance on American standards written between 1914 and 1960. Performers in the series include Louis Armstrong, Bing Crosby, Fred Astaire, Ethel Waters, Ella Fitzgerald, Billie Holiday, Frank Sinatra, Nat King Cole, and Tony Bennett. More recent jazz and cabaret singers also receive consideration. Course ends by considering changes represented by Elvis Presley and Bob Dylan. This course complements another that emphasizes the songs of this period in themselves. Students from all backgrounds are welcome. Prerequisite: MUSC0550 or written permission. DPLL LILE

MUSC 1622. Seminar in Music and Theater. Students compare selected Broadway musicals with their principal sources (novels, short stories, dramas, films, another musical) and, in some cases, their subsequent transformations (a film, another musical). Emphasis is on primary sources; students largely determine and run the film component of the course. The class is likely to study Porgy and Bess; Pal Joey; Kiss Me Kate; My Fair Lady; Flower Drum Song; Cabaret; and Wizard of Oz / The Wiz / Wicked. Students may choose other works for individual projects. Majors and non-majors are encouraged to enroll. Prerequisite: MUSC0550 or written permission. May be repeated for credit. DPLL LILE

MUSC 1632A. The Great American Songbook (Part I: The Songs). This course analyzes interests and values exhibited in American popular songs in the period between 1914 and 1945. Topics range from sexual mores and work ethic to race relations and the Melting Pot. Emphasis is on the songs and their writers; performance and performers will be emphasized in a subsequent course. DPLL LILE
MUSC 1640A. Opera, Politics, History, Gender.
The will to social order and the desire to transgress it: this conflict in modern culture has been negotiated dramatically in opera. This seminar concentrates on operas by Mozart, Wagner, Verdi, Debussy, and Puccini. Each opera will be placed into dialogue with historical and theoretical texts and analyze how opera engages power in relation to gender, nationalism, modernism, and crises of representation. DPLL LILE

MUSC 1640B. Seminar in Opera Studies: Performance Analysis and Opera.
The seminar will explore current tendencies in (radical) opera productions in Germany and elsewhere as well as methods to analyze opera in performance. Based on the premise that the performative dimension of opera is to be understood as the ephemeral and reciprocal process between performing actors/singers and recipients, this seminar will raise the question of how this special relationship can be theorized and analyzed. LILE

MUSC 1640C. Wagner's Ring.
This seminar will pursue a rigorous musical, textual, historical, and political analysis of Wagner's tetralogy The Ring of the Nibelung. It will include an analysis of production styles, with specific attention to the production currently in joint development at the Teatro alla Scala, Milan, and the Berlin State Opera, to be directed by Guy Cassiers. We will address themes such as globalization and its discontents, the interplay of music drama and visual technologies, and the contextual importance of serial novels such as those of Marcel Proust, Robert Musil, and Hermann Broch. Enrollment limited to 20 students. Instructor override required.

MUSC 1640D. Opera: History, Theory, Practice.
This seminar will analyze the history, theory, and practice of opera in its textual (words and music), and performative (in the theater and in society) dimensions. We will focus paradigmatic works of Mozart, Verdi, and Wagner alongside key works in philosophy, cultural theory, and gender/performance/opera studies. We will also discuss the genesis and implementation of key productions. In addition, each student will select a 20th or 21st-century work for individual research and presentation to the group.

MUSC 1640E. Seminar in Opera Studies: Mozart's Operas Then and Now.
Mozart wrote seven operas during his Vienna years. While we'll touch on all of them, the heart of this seminar will be his three Italian comic operas - The Marriage of Figaro, Don Giovanni, and Cosi fan tutte - and his German opera, The Magic Flute. We'll examine them as musical dramas, psychological studies, social documents, and sites for stage directors. We'll give special attention to Mozart's characterizations of women and the issues these raise for directors and singers. Work will include DVDs, CDs, readings, and scores for those who read music. Students will adopt an opera for the course.

Film has long attracted artists working outside the mainstream. Yet most surveys of music and film still privilege Hollywood cinema and the classical film “underscore” as the exemplar of cinematic multimedia. In this course, we will set this important tradition within a wider historical narrative that also embraces avant-garde and underground genres, from abstract animation and the city symphony to graphical sound and found-footage films. And in weekly special screenings ranging from opera films to backstage musicals to “mock rockumentaries,” we will examine patterns that self-consciously thematize their own music, or in which music itself becomes a character in the narrative.

MUSC 1650. Adorno Goes to the Opera.
"Of all the tasks awaiting us in the social interpretation of music," wrote T.W. Adorno, "that of Mozart would be the most difficult and the most urgent." Using writings by Adorno on opera as a point of departure, this course goes on to a critical examination of selected Italian, German and French operas between Fidelio and Wozzeck. Finally, it takes up Adorno's challenge by reconsidering some of Mozart's mature operas, from Figaro though The Magic Flute, in terms of later opera history and theory.

MUSC 1660A. Mahler's Century.
This seminar will explore key works of Gustav Mahler in multiple contexts, including critical/interpretive traditions, conducting and performance practices, and the contexts of political, cultural, intellectual, and aesthetic history. Readings will include work of Sigmund Freud, Theodor Adorno, Carl Schorske, Julia Kristeva, Judith Butler, and others; we will think about problems such modernism, orientalism, Jewishness, montage, noise, shock, and melancholy.

MUSC 1661. Death and Dying.
A study of the cultural treatment of death in Europe and America from the French Revolution to the Vietnam War. Using CDs, DVDs, and YouTube, we'll listen to operas, songs, Requiems and oratorios, and instrumental and orchestral works, from Mozart's Don Giovanni to Crumb's Black Angels. We'll also read short stories, novels, and poems; watch war films; and study art, architecture, cemetery sculpture and design, mourning rituals, and state funerals.

MUSC 1662. Music and Childhood in the Western Tradition.
This seminar examines significant moments in the history of children as creators, performers, consumers, and subjects of music in the Western tradition. From Mozart to Michael Jackson, medieval psalmody to Stockhausen, we will survey the enlisting of children, childhood, and the childlike across a range of performance contexts and pedagogical, aesthetic, and cultural-political agendas. We will sharpen our critical awareness of the ways Western music mediates negotiations of childhood agency, innocence, and authenticity. For their final project, students may work with a historical item of children's musical culture, or undertake a "mini-ethnography" of a local children's music program or ensemble.

MUSC 1671. Conductors, Orchestras and Repertory.
A study of conductors and the orchestras they directed, and an exploration of great musical compositions of the past 200 years. We will cover the evolving function and status of conductors from Arturo Toscanini and Wilhelm Furtwängler to Allan Gilbert and Gustavo Dudamel; orchestras from Berlin and Vienna to New York and Los Angeles; and music from Beethoven to Stravinsky. Our work will involve scores, CDs, DVDs, YouTube, memoirs, letters, and secondary sources. Each student will adopt two conductors and orchestras for the course. LILE

MUSC 1672. Hitler's Gift.
The flight of musicians from Europe in 1933-45 exile changed the face of Western music, and it changed them. Among them were many of the great musicians of the 20th century, including Bartok, Casals, Klemperer, Rubinstein, Schoenberg, Toscanini, and Weill. We examine patterns of emigration, settlement, and adaptation through memoirs, letters, essays, newspaper articles, biographies, recordings, and videos.

MUSC 1673. Interpreting Debussy.
A study in musical poetics. Debussy forms the launching point for a discussion of pleasure and liberty in harmony, melody, rhythm and form; of orchestral impressionism and of music's links to poetry and painting. Close readings of scores and recorded performances will yield different approaches to interpretation, leading to two analytical papers and a final class concert. Prerequisite: MUSC 0550, 0560 or permission of instructor.

MUSC 1675. Music, Religion, Politics.
This is a course about the cultural origins and the national and global legacies of central European musical traditions and their role in the building, survival, and transformations of the city of Berlin. How do we understand the cultural importance of musical works, performance, and experience at the intersection of art, politics, and religion (including the process of and debates over secularization)? How has music served to build both inner life and community, including the "imagined community" of the nation? How do we understand the legacy of European and national musics for the age of globalization? Prerequisites: Prior to the first class, interested students must submit a brief paragraph to the instructor indicating why they wish to take this course and how it will fit in with their course of study. Limited to 12. Permission required.
MUSC 1676. Homage and Theft: Musical Borrowing in the Past Century
This course examines the evolving use of musical borrowing over the past century through a series of in-depth case studies of composers, performing and recording artists across concert, electronic, jazz and popular music. How have artists used preexisting material to give meaning to music, engage with social, cultural and political issues, or form their own artistic identity? What is the line between homage and theft, borrowing and appropriation? We investigate a wide range of artists from John Adams to Jay-Z, Duke Ellington to Igor Stravinsky, John Cage to Public Enemy.
Prerequisite: MUSC0550 or permission of instructor. Enrollment limit 12.

Explores the visual and theatrical dimensions of music performance--both recent and historical--through the analysis of live performances, video clips, and historical documents. Using the critical methods of performance studies, we seek to uncover those aspects of musical experience that have become transparent or normalized by their familiarity, and which are eluded by a traditional focus on music as "sound alone." We concentrate on five genres--rock, classical, pop, jazz, and experimental--and consider figures such as Arturo Toscanini, David Bowie, Jimi Hendrix, Louis Armstrong, Miles Davis, Pauline Oliveros, John Zorn, Diamanda Galás, Madonna and Michael Jackson. Enrollment limited to 24. First year students require instructor permission.

MUSC 1690A. Miles Davis: An Evolution in Jazz.
This seminar examines the life, music, and iconic status of Miles Davis, the most complex and varied figure in the history of jazz. From the mid-40s, when he emerged as a sideman to bebop virtuoso Charlie Parker, to his death in 1991, Davis was often on the cutting edge of jazz's evolution, spurring on the development of cool jazz, hard bop, progressive jazz, modal jazz, post-bop, and various forms of fusion. He was at the same a powerful though elusive personality who continues to inspire creative and critical controversy. We will examine his creative evolution in the context of the history of popular music taste, race relations, gender roles, and social class in America. Readings include biographies, studies of his music, and collections of critical essays. There will be extensive listening assignments and occasional required video screenings.

MUSC 1690B. Seminar in Jazz Studies: Transatlantic Jazz.
Chronicles the interaction of African American, American and European jazz perspectives over the past century of accelerating transatlantic musical and cultural exchange. Using a number of case studies, we will examine these interrelated and shifting perspectives in the context of broader geopolitical developments that have structured (and continue to structure) their interaction. Accordingly, we will divide the course roughly into three chronological periods: interwar, cold war, and post-cold war. Discussions will focus upon source readings, recordings and other materials and also important theories of transatlantic cultural exchange drawn from American, European, and African and African American Studies. Enrollment limited to 20 juniors, seniors, and graduate students. Instructor permission required.

MUSC 1700. Score Reading and Conducting.
The art of reading, analyzing, and conducting a musical score. Studies in clef reading, transposition, ear-training, and structural analysis to develop the skills needed for full comprehension of an orchestral score. Introduces the theory and technique of conducting with practice in the art of physical gesture. Selected repertoire from the Baroque through contemporary periods are studied and conducted in class. Prerequisite: MUSC 0550 or permission of the instructor. May be repeated for credit.

MUSC 1710. Choral Conducting.
An introduction to the art of conducting, with emphasis on choral training. A study of the relationship of gesture to sound will be combined with a survey of the choral repertoire, beginning with Gregorian Chant and covering renaissance motets, masses and madrigals, Baroque works with instruments, excerpts from Mozart's vespers, 19th- century Romantic partsongs, and selected 20th-century. Issues of basic vocal production, warm-ups, rehearsal planning, editing, programming and concert performance will also be included. Prerequisite: MUSC 0400 or 0550. Written permission required. May be repeated for credit.

Half credit each semester. Restricted to skilled musicians. Restricted to skilled musicians demonstrating mastery of an advanced repertory in their fields. Openings are limited. Enrollment and re-enrollment is by audition and jury. Lessons are given by consultants to the Applied Music Program. MUSC 0830, 0840 is prerequisite to this course. A fee is charged for enrollment. Copies of the Applied Music Program Guidelines giving detailed information are available online at www.brown.edu/
music. Prerequisite: MUSC 0400, or MUSC 0550, MUSC 0560. Written permission required. May be repeated up to four times for credit.

MUSC 1900. Introduction to Ethnomusicology.
The study of people making music. Ethnographic research and writing on musical practices; history of ethnomusicology; musical case studies from around the world highlighting such issues as authenticity, tradition, commercialism, amateurism, postcolonial politics, and the ethics of fieldwork.

MUSC 1905A. Music and Cultural Policy.
What is to be done about music and the people who make it? All over the world, individuals, governments, NGOs, and other groups are making plans for music: to ensure its survival, to make it known to a wider public, or to use it as an engine of economic growth. This course will examine various social engineering projects involving music. Topics will include media and internet regulation; ownership of music and intellectual property law; the role of institutions such as UNESCO; music in war and peace; music, heritage, and cultural tourism; and conservation, stewardship, and sustainability. No prerequisites.

MUSC 1905B. Indigenous Music of the Americas (ETHN 1890D).
Interested students must register for ETHN 1890D.

MUSC 1905C. Open Source Culture (MCM 1700N).
Interested students must register for MCM 1700N.

MUSC 1905D. African American Musical Theatre.
This seminar explores the rich history of African American musical theater, from the first black musical (A Trip to Coontown (1897)) through Dreamgirls and beyond. The class will encompass shows with all-black performance and creative teams as well as those with white producers and black casts. Drawing on the resources of the African American Sheet Music Collection at the John Hay Library, there will be a special focus on the lesser-known musicals of the early twentieth century. Issues of race, representation, and performance will be explored through theoretical and historical readings, as well as through available scores, recordings, and films. DPLL

MUSC 1905E. Music in the Middle East and North Africa.
This course provides an introduction to the music of the eastern Mediterranean, north Africa, Turkey, and Iran. Throughout this tour we will view music culture through a variety of thematic lenses. We will see how music is implicated in ideational discourses; how musical forms transcend political boundaries, ethnic lines, and religious divides; how religion constrains and stimulates musical expression; and how music intersects with gender and sexuality. We will explore elite, folk, and popular genres. Though we will also discuss musical structures and terminology, no musical training is necessary for this course.

Explores music perception in terms of auditory and cognitive processes such as auditory perception, memory, and learning. Lectures, discussions, and demonstrations review and analyze a body of scientific research on the psychology of music. Problem sets and a collaborative laboratory project. Prerequisites: PSYC 0101 and MU 1 (MUSC 0010) or permission of the instructor.

Examines topics related to the everyday use of music: the determinants of musical taste; music for emotional self-management (in the health club or Iraq War); "high" vs. "low" music; eclectic taste; popular music and the music industry; mp3blogs; new business models. Readings (in sociology, history, and cultural studies) and original field research by class members. Instructor permission required. Enrollment limited to 20. WRIT
Explores how music mediates human relations to the natural world. Via case studies drawn from Western and non-Western societies, we will examine how theorists use sound to think through the difference between humans and non-humans; how composers and soundscapes artists like Grieg, Ives, Westerkamp, and John Luther Adams shape listeners' perceptions of natural worlds and ecological systems; how people in Papua New Guinea, Mongolia, and the Bolivian Andes use sound to coordinate ecological awareness; how instruments are implicated in human relationships with the environment; and the ways that sound art helps to challenge longstanding distinctions between nature and its others.

MUSC 1922. Black Sound.
How might sound studies resonate queerly when heard through racialized ears? In this seminar we will intervene in the developing interdisciplinary field of sound studies by bringing the analytic framework of blackness to bear on its core topics, including voice, audio technologies, soundscapes, listening practices, and sound's relationship with modernity. We will explore ideas about black sound (and black ideas about sound) through listenings and readings from popular music studies, ethnomusicology, media studies, performance studies, and critical race theory, foregrounding the intersection of race with gender and sexuality throughout. Enrollment limited to 15. Prerequisite: junior standing or instructor permission. DPLL LILE

MUSC 1925. Musical Youth Cultures.
A cross-cultural examination of music-oriented youth subcultures. Topics include youth-produced vs. youth-consumed music; club cultures, media technologies, online communities, minority and diaspora youth cultures, the mainstream vs. the underground, and ethnomusic theory and method. This course requires critical engagement with a variety of popular music genres and cultures, encouraging students to examine their own musical production and consumption practices. Students will undertake individual ethnographic projects and will use web-based multimedia to present their findings. Some background in ethnomusicology, cultural anthropology, or media studies will be helpful (e.g., MUSC 1900, ANTH 0100, MCM 0100). Sophomore standing or instructor permission required. Enrollment limited to 25. DPLL

The traditional music of Java, Bali, and Sumatra, with special attention to the bronze percussion orchestras (gamelan) and their use in ritual, dance, and drama. Topics include: music and trance; the impact of colonialism; nationalism, modernization, and tourism; and Indonesian music and "world beat." Theory and practice are integrated through extensive instruction on Brown's gamelan instruments. Enrollment limited to 20 students.

MUSC 1931. Music of Ireland.
An introduction to the traditional music of Ireland through readings, lectures, listening, and participation. The historical and cultural context of the music is considered as well as the instruments, genres, and styles.

This seminar offers a critical and comparative exploration of American roots music, a category comprising folk, traditional, and popular genres that have been labeled "heritage music" or "ethnic music" in the context of American multiculturalism. Major case studies include African American, Mexican American, and Anglo American traditions/repertoires, with geographical emphases in Appalachia, the city of Chicago, and the state of California. Readings draw on both historical and ethnographic scholarship. Some background coursework in ethnomusicology, cultural anthropology, American Studies, and/or ethnic studies is required. Prerequisite: MUSC 1900 or ETHN 0500 or instructor permission. DPLL

MUSC 1933. Music of India.
A survey of the music cultures of India. Intensive study of the classical traditions as well as an introduction to folk, tribal, and urban popular musics. Reading, listening, and class discussions focus on theory, history, and aesthetics. Improvisation; music and the dramatic arts; the social organization of music-making; and music as an expression of class, culture, and subculture in modern India. Prerequisite: MU 55 (MUSC 0550) or permission.

MUSC 1934. Music of Turkey.
A study of the traditional, classical, folk, and popular music traditions of Turkey. Through directed reading, listening, and video viewings, students will become familiar with Turkey's major music traditions and instruments, learn relevant musical concepts and terminology, and develop critical listening skills. Students will also learn to perform the basic modes and rhythmic cycles of several Ottoman/Turkish musical styles. No instrumental skills are required. Students will be expected to learn to sing Turkish melodies, but will not be graded on their vocal performances.

With a musical culture that ranges from roots samba to favela funk, and from the music of indigenous Amazonian peoples to the neo-African sounds of candomblé ritual, Brazil's soundscape rivals its social and geographic diversity. This course provides an introduction to the "erudite," traditional, and mass-popular sounds of Brazil, emphasizing their role in creating and contesting visions of nationhood and Brazilian society over the twentieth century. There are no prerequisites, but a background in either music or Latin American studies will greatly aid students' progress in the course. Open to sophomores, juniors, and seniors. DPLL LILE

Interested students must register for MES 1000.

MUSC 1937. Dancing the African Diaspora.
This course investigates the politics of movement, across oceans and dance floors, at the rich intersection of African Diaspora and Dance Studies. We examine the relationship between dance, movement, gesture and music in the expressive practices of the African Diaspora. Students will engage with theoretical and ethnographic approaches to transnationalism, music, performance and the body, and race and gender, alongside multimedia and experiential workshops. Espousing a broad geographical focus, we will explore music and dance practice from Chicago's clubs to the Broadway stage to the streets of Rio and Cape Town. No previous musical knowledge required. Enrollment limited to 20.

MUSC 1940. Applied Ethnomusicology.
Theory and practice in applying the cultural study of music outside the academic world and in the public interest. Students will research, document, interpret and present music from local and regional ethnic communities. Prerequisite: MU 5, 6, 120 (MUSC 0050, 0060, 1200), graduate standing, or written permission from the instructor.

This seminar-practicum explores the art, science, and politics of music technology from a variety of theoretical and experimental perspectives. Topics will include early mechanical instruments; World War II radio; 1960s-70s studio innovations (multitrack, analog synthesis, tape effects); and contemporary "virtual" tech (mp3, Internet, remix apps). We will read from ethnomusicology, music history, cultural studies, and cognitive science. Most class meetings will include lab where students will create sound projects related to course topics. We will work with Ableton Live software, plus samplers, drum machines, and vinyl. No previous musical or technological training required. Enrollment limited to 15.

MUSC 1950. Transcription and Analysis of Jazz.
Transcriptions from major jazz recordings are made by the students. The personal styles of the musicians are defined through analysis in the context of the various trends in jazz history. The transcriptions are analyzed within the parameters of rhythmic and harmonic structures, tone quality, motivic design, and idiomatic performance. Singing, ear-training, and dictation are used to develop transcription skills. Instructor permission required.

Students with experience in African and related musical traditions perform drumming, dancing, and singing of Ghana and the diaspora. Focus on a more challenging repertoire with emphasis on multi-part, lead, and improvisational playing. Prerequisite: audition. May be repeatable for credit. Instructor permission required. Enrollment limited to 15 students.
MUSC 1961. Advanced Ghanaian Drumming and Dancing Ensemble. Students with experience in African and related musical traditions perform drumming, dancing, and singing of Ghana and the diaspora. Focus on a more challenging repertoire with emphasis on multi-part, lead, and improvisational playing. Prerequisite: audition. May be repeatable for credit. Instructor permission required. Enrollment limited to 15 students.

MUSC 1970. Individual Independent Study. Directed undergraduate research for advanced students. Prerequisite: permission of the instructor. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

MUSC 1980. Group Independent Study. Directed undergraduate research for advanced students. Prerequisite: permission of the instructor. Section numbers vary by instructor. Please see the registration staff for the correct section number to use when registering for this course.

MUSC 2000. Theory and Method in Ethnomusicology. This core seminar offers a graduate-level survey of the discipline of ethnomusicology and its history, building on previous coursework in ethnographic methods and the history of anthropological theory. Students will complete independent research projects as well as shorter assignments geared to professional development (e.g., exam field proposal, scholarly book review, historical investigation of the Society for Ethnomusicology). Prerequisites: MUSC 1900 and ANTH 2000 or instructor permission.

MUSC 2010. Field Research in Ethnomusicology. Introduction to the theory and practice of fieldwork with people who make music. Project design, interviewing, still and video photography, recording, ethics, the researcher's roles, relations with human subjects, and strategies for documenting music in its human context. Prerequisite: Graduate standing or written permission.

MUSC 2020. Interpretation in Ethnomusicology. How to think and write about people making music. Ethnomusicalocological representation and authority; analytical, interpretive and experiential approaches; postmodern and postcolonial considerations; hypertext multimedia representations. Prerequisite: Graduate standing or written permission.

MUSC 2030. Modernizing Traditional Music. This course examines two types of modernization: changes in the sounds of traditional music, and changes in its social-ideational contexts. We examine general theories of modernity, and the association of modernity with the urban, rational, secular, mobile, and technologically advanced. We then inspect the processes of modernization at work in four case studies taken from four very different societies. Prerequisite: Graduate standing or written permission.

MUSC 2040. Current Directions in Ethnomusicology. The field of ethnomusicology has become increasingly interdisciplinary over the past decade, drawing inspiration from cultural studies, gender studies, popular culture, studies, performance studies, psychology, phenomenology, postcolonial studies, and science and technology studies. In this seminar we will read major works of musical scholarship (most from the past ten years) that illustrate the key theoretical approaches alive in ethnomusicalogical research today.

MUSC 2050. Musical Thinking. An ethnomusicalalogical approach to the analysis of musical structures and processes. Case studies include jazz, Irish music, French-Canadian fiddling, North Indian singing, Javanese gamelan, African drumming, and Japanese court music. Topics include linguistic, psychological, and oral-formulaic theories; historical change; cross-cultural modal theory; improvisation; the nature of African rhythm; "insider" versus "outsider" accounts. Readings, discussion, and first-hand experience of selected musics. Facility with Western staff notation required.

MUSC 2060. The Efficacy of Music. The power of music to influence the human body and mind is widely acknowledged but poorly understood. This course considers the efficacy of music in general and connections between music and altered states of consciousness in particular. Perspectives come from musical ethnography, participant observation, phenomenology, religious studies, and neuroscience.

MUSC 2070. Music and Identity. From 19th-century European nationalism to 20th-century American multiculturalism, people have used music to affirm their identities. Drawing on anthropological and sociological theory, we examine the variety of connections between music and identity in several case studies. We consider the possible contributions of music to cross-cultural understanding, and discuss the ethics of musical border-crossing.

MUSC 2080A. Seminar in Ethnomusicology: Music and Technoculture. This seminar investigates ethnographic approaches to technologically-mediated musical practices. Case studies will focus on recording studios, electronic dance music, broadcast media, digital gameplay, virtual-reality spaces, multimedia installations, and popular music reception. Theoretical readings will be drawn from anthropology of the media, reception studies, and media design/production texts. Students will conduct ethnographic projects. Prerequisite: graduate standing or written permission.

MUSC 2080B. Ethnography of Popular Music. This seminar explores ethnographic work on popular music, including scholarship rooted in ethnomusicology, sociology, and performance studies. We will discuss case studies from around the world and will compare contemporary ethnographic research with other approaches to popular music (e.g., Frankfurt School critical theory, Birmingham School cultural studies, and text-oriented popular music studies). Prerequisite: graduate standing or written permission.

MUSC 2080C. Music and Memory. This graduate seminar will investigate how music is bound up with human memory (individual and collective, cultural and cognitive). Readings will draw on scholarly work in ethnomusicology, anthropology, history, and cognitive science. Key themes include diaspora, nostalgia, oral and written transmission, ritual commemoration, and music's place-making potential. Students will undertake individual research projects. Prerequisites: graduate standing or written permission.

MUSC 2080D. Music, Nation, and Nationalism. This course explores the relation between music and nationhood, as a historically particular form of collective identity, and a dominant political category in late modern societies. Students will work with key texts in the study of nationhood and nationalism, applying them to musical case studies from different world regions. Touching upon art and popular music, these classes will explore the use of nationalist rhetoric to draw citizens into state projects; the appropriation of minority expressions in defining a national self; efforts by postcolonial societies to forge national sentiment from the fragments left by decolonization; and the nation's fate after globalization.

MUSC 2080E. Seminar in Ethnomusicology: Historiography of Music and the Performing Arts. Advanced seminar in methods of historical research and their relevance to the interpretation of music, the performing arts, and culture. Readings include Foucault, Collingwood, Schorske, Said, Adorno, Pierre Nora and Diana Taylor, as well as musicological essays by Taruskin, DeVeaux, Nettl, Tomlinson, Trentier, Lawrence Kramer, Susan McClary, Kerman, and Nicholas Cook. Open to juniors, seniors, and graduate students.
This course explores the effects that follow when music is set in motion beyond local spaces of creation. Bringing a variety of different theoretical perspectives to bear upon case studies from around the globe, it surveys the distinct social and technological networks that enable sounds to travel, and considers the way that methods of circulation give rise to different kinds of social groups. It explores the way that such processes challenge inherited cultural and political boundaries, and shows how technological changes present musicians and listeners with novel means to resituate musical meaning, in new contexts. Open to graduate students only.

MUSC 2085. Ethnomusicology Workshop.
This workshop-style seminar focuses on professional writing genres in ethnomusicology (e.g., conference papers, grant proposals, human-subject research protocols, syllabus development, dissertation-craft, preparing job application materials, navigating the scholarly peer-review process). Students at all stages of the Ph.D. program will present work in progress and offer collegial feedback. Mandatory S/NC, half-credit per semester, repeatable for credit. Prerequisite: Graduate standing in Music or instructor permission.

MUSC 2090A. Seminar in Ethnomusicology: Hypertext, Multimedia.
Instruction in, and critical discussion of, computer-based hypertext and multimedia representation and interpretation of people making music. Sounds, pictures, texts, animations, movies. Students will complete a nonlinear, reflexive hypermedia project to take advantage of the experimental moment in musical ethnography. Prerequisite: graduate standing or permission of instructor.

This seminar investigates "world music" as a contested term in ethnomusicology, a music-industry marketing category, and a college classroom subject. We will read critical accounts of the development and significance of the "world music" concept, compare several world music textbooks, experiment with teaching the exercises/assignments therein, and explore the scholarly literature on multiculturalist pedagogy. Prerequisite: graduate standing or written permission.

MUSC 2100A. The Instrumental Sonatas of Beethoven.
An analytic survey of Beethoven's sonatas for piano, violin and piano, and cello and piano from a variety of perspectives, including: topical, semiotic, and hermeneutic analysis; Schenkerian analysis; historical and critical studies; and recent developments in theory of sonata form. Students who have taken MUSC 1040 may request permission to enroll in this course. Written permission required.

MUSC 2110. Seminar in Advanced Orchestration and Analysis.
An advanced study of orchestration an analysis of contemporary concert music, focusing on music of the last fifty years, both acoustic and electroacoustic. A series of graduated assignments, including short pieces for chamber ensemble to large instrumental ensembles (with and without electronics), provide hands-on engagement with concepts explored through the analysis of model compositions. Prerequisite: MUSC0560, MUSC1120 or permission of the instructor. Not open to first year undergraduate students. Enrollment limited to 8 students.

MUSC 2200. Composition Seminar.
A forum for graduate composers to share and critique current projects. Visiting artists and analysis of relevant outside repertoire will augment the group and one-on-one meetings. Enrollment is limited. Written permission required. May be repeated for credit.

MUSC 2210. Digital Performance.
A production seminar examining the artistic impact and creative potential of digital media in the context of live performance. Readings and analysis of work examine innovations in performance practice from dance, theatre, performance art and music. Collaborative assignments investigate video projection, sound design and interactive sensor technology, culminating in a final large-scale performance. Permission will be granted based upon a questionnaire given in the first class.

This seminar will explore the science and aesthetics of designing alternate controllers for musical performance. Topics will include basic electronics and hardware prototyping, instrument construction, theories of gesture, human-computer interface issues, and the challenges of mapping sensor data to meaningful musical parameters. Previous experience with MaxMSP or other real-time programming required. Permission of instructor required.

MUSC 2221. Seminar in Computer Music and Multimedia Composition.
A weekly forum for graduate composers to share and critique current projects. Visiting artists and analysis of relevant modern repertory will augment class discussion of student work. Individual private lessons - taught in addition to the three-hour seminar - help students focus on compositional technique and other problems of expression specific to their own projects.

This seminar will explore the use of interactive systems from the point of view of the programmer/performer. Using the dialectic between composition and improvisation as a starting point, we will explore the aesthetics and philosophy of performance, from the perspective of real-time systems that enhance the relation between action and event. The experience of writing a real-time composition will then be developed in experiments in improvisation and real-time networks. The goal is to blur the boundaries of composer and performer by exploring the intersections of each role within a real-time electronic environment.

This seminar will explore the use and creation of interactive computer music systems from the point of view of the performer/programmer. Using improvisation as a starting point, we will explore the aesthetics and philosophy of performance, designing real-time systems in MaxMSP that enhance the relation between action and event using network strategies.

MUSC 2260. Topics in Computer Music Theory and Analysis.
Explores the science and aesthetics of designing alternate controllers for musical performance. Topics include basic electronics and hardware prototyping, instrument construction, theories of gesture, human-computer interface issues, and the challenges of mapping sensor data to meaningful musical parameters. Written permission required.

MUSC 2270A. Exploring Technologically Mediated Performance via Attali's 'Noise: The Political Economy of Music'.
This course configures Attali's notions of 'representing', 'repeating', and 'composing' as theoretical catalysts for the development of contemporary creative practice. The course is structured around seminars, collaborative ensemble work, and individual projects. We negotiate Attali's text in its entirety and realize appropriate responses in a variety of formats, including: performance, installation/intervention, audio/video documentation. Additional short readings and presentations enrich critical discussion and practical activity. This course is intended to follow on from various MEME courses such as 1210, 1240F, 1240G, 2220, 2230, 2280. Enrollment is restricted to fourteen. Permission of instructor is required.

MUSC 2270B. Performance in a Virtual World.
A co-taught production course exploring emerging technology in the context of live performance, focusing on techniques where the body appears both on stage and on screen. What does it mean to be "live" in a virtual world, and how does that impact movement, interaction and expression? Students participate in a series of hands-on workshops that examine embodied performance using projections, motion capture, video processing, and sound design, along with various interactive and immersive techniques. The course culminates in a public performance of new works created in collaborative groups. Open to graduate and advanced undergraduate students. Permission required.
MUSC 2280. Designing-Large-Scale Multimedia Projects.
A production seminar designed for students working on a single, large project in Multimedia and/or Computer Music. The course covers planning and implementation strategies, with group critiques of proposals and works-in-progress. The class structure includes individual lessons for students working on a graduate or undergraduate thesis project. Permission will be granted based upon a questionnaire given in the first class.

MUSC 2300A. The Improvisor's Art.
Advanced seminar exploring improvisation from various perspectives: historical, anthropological, philosophical, ethical, and creative. We study improvisation in diverse musical traditions, in other arts, and in problem-solving contexts such as business, technology, and games. Discussion topics include individual vs. group improvisation, the status of "freedom" in creative processes, and the social and artistic functions of improvisation. Instructor permission required.

MUSC 2450. Exchange Scholar Program.

MUSC 2970. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

MUSC 2980. Reading and Research.
Directed graduate research. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

MUSC 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

Pembroke Center for Teaching and Research on Women

Director
Suzanne Stewart-Steinberg

The Pembroke Center supports interdisciplinary research on the ways gender systems--understood as systems of meaning--structure both the concrete and the symbolic organizations of social and cultural life; and the ways gender systems intersect with other systems of difference such as ethnicity, race and class. Faculty associated with the Center are available to advise students, who may concentrate in gender and sexuality studies or who may develop a cluster of gender and sexuality studies courses to enrich a standard concentration. In addition to its curricular interests, the Pembroke Center funds postdoctoral fellows for a year of research in residence at Brown, conducts an annual two-semester research seminar, and sponsors numerous research initiatives.

For additional information please visit the Center's website at: http://www.pembrokecenter.org/

Gender and Sexuality Studies
Concentration Requirements
Gender and Sexuality Studies is an interdisciplinary concentration that examines the construction of gender and sexuality in social, cultural, political, economic, or scientific contexts. Each concentrator focuses on a well-defined topic or question and works closely with a concentration advisor to develop a program that investigates this focus area rigorously and supplements it with foundational courses in the relevant disciplines. Typical areas of focus include the acculturation of gender, sexuality and race in American politics or activism, the construction of sexual and gendered identities in educational institutions or in various forms of visual media, a contrast between different cultural understandings of sexual identity, a particular national literature and history. Such topics will frequently bring questions of gender and sexuality together; however students may also organize their concentrations to emphasize questions specifically related to gender or to sexuality. Introductory and methodology courses in the disciplines appropriate to students' focus will help them understand the principles grounding such practices as historical research, literary interpretation, and sociological analysis.

Requirements:
The concentration requires 10 courses, 12 for honors concentrators. No more than two courses may count for multiple concentrations.

1. GNSS 0120. Introductory course on gender and sexuality across the disciplines
2. Four–course focus on some thematic, theoretical, or historical aspect of gender and sexuality
3. Two introductory or methodology courses in disciplines pertinent to the focus
4. One course in gender history, women's history, or history of sexuality
5. One course in feminist theory or theory of sexuality
6. GNSS 1990. A senior seminar which counts as your capstone course. Senior seminar participants are expected to write a research essay. The senior seminar fulfills the second half of Brown's writing requirement.
7. Prior to Commencement, all graduating senior concentrators are required to give a short presentation of either their senior essay or thesis project.

Honors
Candidates for honors must apply to the program's director at the beginning of their seventh semester. Honors concentrators fulfill the regular requirements plus completing a two–semester thesis as their capstone project.


Courses
GNSS 0090B. Bodies Out Of Bounds.
In this seminar we will examine what happens to bodies - and the world around them - when they refuse to stay within "normal" boundaries. We will focus on readings on literature, essays, and memoir from the past two centuries, and use film and contemporary cultural theory for comparison and context. Readings range from Jeannette Winterson's Written on the Body to fiction by Octavia Butler. Enrollment limited to 20 first-year students. FYS WRIT

GNSS 0090C. Reproductive Health: Science and Politics.
Reproductive health issues such as contraception, abortion, sexually transmitted infections and gay and lesbian health are some of the most controversial and politically charged issues in the US today. After an introduction to the interpretation of medical literature we will explore scientific, political, religious and cultural aspects of these important public policy issues. Successful national and international programs will be discussed. Although all views are welcome, it is expected that students will be respectful of other's opinions and will incorporate the best available scientific data into their conclusions. Enrollment limited to 20 first-year students. Instructor permission required. FYS DPLL WRIT

GNSS 0100. Introduction to Feminist Theory.
An historical and cross-cultural introduction to the various strands of feminist theory. The course will cover a range of theoretical frameworks, examine the connections and discomforts between theory and activism, and explore the impact of feminist theories on contemporary thought.
GNSS 0120. Introduction to Gender and Sexuality Studies. 
Explores the interdisciplinary fields of Gender and Sexuality Studies, considering the relation between formations of gender and those of sexuality across a range of historical and disciplinary contexts. Considers how both sexuality and gender are shaped in relation to race and ethnicity, economic inequality, and the postcolonial legacy. WRIT

GNSS 1201. Feminist Utopias and Dystopias. 
From the religious overtones and abhorrence of heterosexual sex in the all-female world of Millenium Hall (1762), to the need for a new race of cyborg in Octavia Butler’s Lilith’s Brood Trilogy (1987-89), to the gender-inflected environmental apocalypse of Margaret Atwood’s Oryx and Crake, feminist writers have used their utopian and dystopian fiction to imagine worlds where the standard system of male/female (or even human/machine) does not work. This course will examine feminist utopias and dystopias across historical periods and within the context of contemporary feminist and queer theory about gender, “race,” sexuality, environmental justice, and interspecies communication. Sophomore seminar. SOPH WRIT

GNSS 1500. The Art of Being Cared For - Gender, Race, and The Politics of Humanitarianism. 
This course will explore the nature and language of humanitarianism and its political and ethical effects. We will interrogate humanitarianism as a set of practices that emerge from specific contexts and historical circumstances, rather than as a normative set of laws and rules. We will explore humanitarianism not as a triumphal project that transcends violence but as a mediated space that demands reckoning with the violence, uncertainties, and possibilities inherent in contemporary humanitarianism. We will examine cases throughout the world where humanitarianism simultaneously functions as a remedy for absent justice, a rationale for intervention, and an ally for state-sponsored violence. DPLL

Feminist theory has long been a central site of critique of the excesses and inequalities of capitalist modes of production and social relations, whether calling for reform or theorizing a revolution. In this course, we will examine feminist critiques of capitalism, focusing in particular on questions of labor, housework and reproduction, property, and the experiences of sexuality and pleasure. We will attend first to Marxist (and anti-Marxist) feminist theory before turning to feminist critique of capitalism in the contemporary era marked by biopolitics and neoliberal government. Finally, we will consider (feminist) alternatives to capitalism and examine the possibilities for post-capitalist politics.

After the Islamic Revolution in Iran in 1979, the new government targeted women’s legal rights in the name of Islam. Family Law, Criminal Law, and even Constitutional Law were designed or amended in ways that imposed gender discriminations on Iranian women’s public and private lives. Iranian women from both secular and religious backgrounds have employed diverse strategies to resist these laws. Students will learn about the rules and regulations imposed on Iranian women and also the creative and innovative ways through which they overcome these discriminatory laws. Enrollment limited to 20. WRIT

This class will examine legal debates about sexual activity and sexual speech generated by alternate, incompatible views of the source and function of laws and the role of the legal system in enforcing moral codes. We will look at works that see the law as given by God, later natural law traditions intended to enforce a common morality, and texts that see law as a human construct. Not open to first year students. WRIT

This seminar examines problems that arise in marriage from the failures of couples to speak to each other, and when they do, from their failures to speak openly, honestly, and from a position of social equality. We examine from a metaphysical and moral perspective the agency in men and women as it is reflected in what couples say and think. We look at whether marriages fail when women consciously choose or unconsciously fall into oppressive, subordinate postures and examine whether men take advantage of these postures. Class materials will be primarily novels and films, supplemented with philosophical, sociological, and legal essays.

GNSS 1720. Technologies of and the Body: Mediated Visions. 
The relationship between body and machinery, technology and biology is often thought in terms of the mechanical doll, the animated robot and other hybrid figures. Science fiction films for example offer double visions of the gendered body: women are masters/slaves of the technology and still symbolic bodies of biological surviving of the human species. We will explore mediated visions in films and other media of different kinds spanning a bridge between SciFi-films and performance art. We will also study theoretical texts (Donna Haraway et al.) on the problem of the merging of technology and body.

GNSS 1721. Cinema’s Bodies. 
The course explores the cinematic construction of bodies – female, male, animal, and other. Cinematic bodies do not stand alone as they are framed, cut, exposed, veiled, enlarged, distorted, and gendered. The body is screened and composed into an image of beauty, of death, of sex, of work. Cinematic devices like the close-up, camera angle, light are transform bodies into the body of the film and its specific style. This leads to the question of the spectator’s body as a screen for the filmic body and to theoretical explorations of the embodied visions cinema entails and stimulates. DPLL

GNSS 1810. Independent Study and Research. 
Independent reading and research for upper-level students under the direction of a faculty member. Please check Banner for the correct section number and CRN to use when registering for this course.

GNSS 1820. Independent Study and Research. 
Independent reading and research for upper-level students under the direction of a faculty member. Please check Banner for the correct section number and CRN to use when registering for this course.

GNSS 1960C. Gender, Sexuality, and Science. 
Examines how American and European science has naturalized differences in the human body and gendered the natural world from the seventeenth through the twenty-first centuries. Will consider historical changes in the scientific study of sex, gender, race, and sexuality, as well as the participation of men and women in scientific work. First-year students require an instructor override to register. WRIT

GNSS 1960D. Feminist Theory/Feminist Activism. 
Some complain that feminist theory is “too academic”, that it has no ties to social justice or activism. On the other hand, there are those in the academy who accus gender/women’s studies of not being sufficiently academic, of not being intellectually rigorous. With those two stereotypes in mind, we will read a variety of feminist theorists, some generally thought of as “academic”, and some generally seen as “activist”. Can academic theory be useful to political and social activists? Can activism inform academic theorizing? Prerequisite: one theory course, one gender and sexuality studies course, or permission of instructor.

GNSS 1960E. Advanced Feminist Theory. 
Feminism and Poststructuralism are two major theoretical approaches to the understanding of society, politics, and culture. What do they have in common? Where do they part company? We’ll examine their views on agency, the subject, language, and materiality; and their engagements in the “cultural wars.” Readings include Butler, Deleuze, Derrida, Irigaray, Kristeva.
GNSS 1960K. Gender and the Modernist Self
Are women more modern than men? In the early decades of the twentieth century it may have seemed so, for in these years the figure of woman came to stand as emblematic of modernity itself. In this course, we will read the literature of the turn-of-the-century (including Ibsen's A Doll's House, Grant Allen's The Typewriter Girl, Freud's Dora, Woolf's A Room of One's Own and To the Lighthouse) alongside the sociology, psychology, and philosophy from the same period to see how exaggerated portraits of hyper-modern women came to seem descriptive of a new, twentieth-century version of selfhood. Enrollment limited to 20.

GNSS 1960L. The Laws of Violence: Lawful Killings in Law Enforcement, Punishment, War and the War on Terror
States kill: law enforcement officers kill to protect innocent victims and the military kills to protect the nation. This seminar explores the constitutive relation between law and violence. Since the rise of modern statehood, sovereignty depends on the ability of a state to hold monopoly over the legitimate use of violence and thus enforce its order. But without law, bare violence is incapable of establishing order, in the absence of order there is no sovereign. Without violence law has no enforcement power, in the absence of a coercive obligation, there is no law. Enrollment limited to 20. First year students require instructor permission.

GNSS 1960M. Sense and Scientific Sensibility: Beyond Vision, From the Scientific Revolution to Now
Scientific inquiry is often considered an endeavor pursued using one's sense of vision: researchers peer into microscopes and telescopes and stare at graphs, diagrams, and computer screens. But on what other senses do scientists rely? Do they also gather evidence using senses of smell, taste, hearing, and touch? This class combines readings in the history, philosophy, and anthropology of science with primary sources to address questions such as: why non-visual senses historically have been devalued in the sciences, what a sensuous approach to scientific practice might be, and how attention to sensory epistemologies could contribute to feminist science studies. Enrollment limited to 20. First year students require instructor permission.

GNSS 1960N. Theories and Politics of Sexual Consent
What is sexual consent good for? Does the language of sexual consent facilitate useful ethical interrogation? Or does it neutralize any worthwhile inquiry into power inequalities? This course interrogates sexual consent through surveying political theory texts, liberal and feminist legal scholarship, studies in sex and gender, court cases, and literature. We query how and to what effect the idea of consent organizes sexual politics and politicizes sex. We first consider consent in legal and political discourse; we next turn to modern theories and doctrines of sexual consent; we then explore case studies. The last weeks focus on youth. Enrollment limited to 20. Instructor permission required.

GNSS 1960O. Desiring the Nation: Gender and Nationalism in South Asia
Examines the development and afterlives of nationalisms in South Asia to consider the attachments that tie citizens and subjects to the nation and to one another. What are the political, personal, and ideological commitments that allow or prevent individuals from belonging to the nation? Beginning with early 20th century anticolonialism, this course will trace multiple nationalist movements that lead up to the 1947 Partition of British India, and to the 1971 independence of Bangladesh. Through novels, short stories, and films, will examine the role of gender in anticolonial protest and in early nation-building in India, Pakistan, and Bangladesh. Enrollment limited to 20.

GNSS 1960P. Post-Colonial Technoscience and the Body
This seminar examines the intersections of race, gender, culture, and sexuality with science and technology in colonial and post-colonial contexts. How is the body a site of contestation for power enacted through medical, scientific, or technological interventions? What are the social and historical dimensions of such encounters between the global North and South? Drawing on colonial-era primary sources and accounts by science studies scholars, post-colonial theorists, historians, and anthropologists, we analyze how the uneven flow of technoscientific experts, practices, objects, and knowledge reconfigures and transforms bodies, selves, and societies. The course's geographic focus is sub-Saharan Africa. Enrollment limited to 20.

GNSS 1960Q. On Love and Intimacy
Love and Intimacy are terms that have a lot of cultural cache. In this course, we will analyze the ways in which intimacy has been embedded within certain discourses of privacy, rights, and individuality. In addition to the couple form, we will examine friendship, celibacy, therapy and relationships people form with pets and with objects to flesh out intimacy's multiplicities to see how these forces impact these affective tides. This course will bring together history, critical theory, and film to think through various expressions of intimacy and what it means to relate to the other. Enrollment limited to 20.

GNSS 1960R. Sensing Time: Affect and the Moving Image
Through screenings and transdisciplinary readings, this film-philosophy seminar explores concepts of time, affect, death and subjectivity. We will examine the cinema's capacity to convey events and experiences of twentieth and twentieth-first century history. Philosopher Gilles Deleuze echoes Shakespeare: "The time is out of joint." What can this mean for cinema, thought and life? What is a 'time-image' and can filmic images of time reveal or heal past wounds, those scars that haunt all time to come? How does an image conceal or expose time? How do such images respond to intimate experiences, and even shape politics, history and cultural memory? Enrollment limited to 20.

GNSS 1960S. Media and Modern Childhood
Will explore a range of key themes in children's media and material culture since the nineteenth century. Through readings, screenings, and the close analysis of media objects themselves (including books, toys, film, television, and digital media), the class will investigate a variety of constructions of and attitudes toward children as they are visible in these cultural forms. We will explore several methodological approaches to studying children's media, and will observe how particular values, economic and political interests, and assumptions about childhood are encouraged, discouraged, and variously position children as consumers, active agents, citizens and cultural participants. Enrollment limited to 20.

GNSS 1960T. Commodity Fetishism: Theoretical and Historical Perspectives
This course will provide an introduction to critical theory focusing on Marx's mature analysis of capitalism as a social formation founded on the fetishism of commodities. Our examination of this analysis will serve as a point of departure for a wider discussion of the relationship between Marxism and other methodologies and modes of critique, including feminist theory, deconstruction and psychoanalysis. In addition, we will also consider the contemporary relevance and implications of Marx's conception of commodity fetishism from different disciplinary perspectives, including anthropology, aesthetics, postcolonial criticism and the philosophy of law. Enrollment limited to 20.

GNSS 1960U. Reinventing Cinema and Media in Post-Mao China
Focuses on cinematic production and media culture in mainland China since the late 1970s. How was cinema reinvented beyond the conventions of socialist realism? How did cinema transform itself as a result of its intersections with other forms of media, such as television, cassette and video tape, video games and the internet? What does this mediascape tell us about the society of post-Mao China? How do we not only "see," but also "listen to" post-socialist culture? Examines films ranging from 1980s experimental and entertainment films to more recent documentaries, as well as gaming and internet culture-inspired video art. Enrollment limited to 20.

GNSS 1960V. The Communist Experience in Eastern Europe: Genres of Interpretation
Almost twenty-five years after the disintegration of the communist regimes across Eastern Europe, the question of how to remember the communist experience is highly contested. This interdisciplinary course highlights the complexities of the collective memory of communism, which fluctuates between attempts to come to terms with communist crimes and tendencies to idealize state socialism. Focusing on a range of issues—such as nostalgia, consumer culture, sexuality, gender, violence, the legacy of repression, and attempts at transitional justice—we will explore the nature of communist and post-communist realities by discussing scholarly studies and weekly screenings of full-length feature and documentary films. Enrollment limited to 20.
GNSS 1960W. Fiction/Addiction.
In eighteenth-century Britain, the rise of global mercantile capitalism coincided with the novel's consolidation as a cultural form. Each in its own way poses questions about habit and vocation: do we control what we consume, or does what we consume control us? This course explores aspects of narrative form and character representation in the early English novel with relation to the cultural history of addiction. To anchor our approach to 18th-century fiction (Defoe, Haywood, Lennox, Burney, Edgeworth), we will investigate discussions of appetite, reason, motivation, and compulsion in philosophy and critical theory (Plato, Locke, Johnson, Foucault, Derrida, Sedgwick, Gallagher).

This course introduces undergraduate students to the central themes and debates in the vibrant history of color from antiquity through the present. While we focus on color in modern and contemporary visual art, design, and media, we begin with the premise that color—like the feminine—has long been subordinated and marginalized as the “Other” within Western culture. We then challenge this assumption using an interdisciplinary approach rooted in feminism, art, visual studies, film theory, fashion, and education. Through descriptive writing, responses to critical texts, and subjective encounters with color in art and culture, students learn the fundamental paradoxes and properties of color.

This course interrogates how psychoanalysis understands the relation between the sexuated body, femininity, knowledge, and desire. We will read texts at the intersection of literature and film, feminist studies, continental philosophy, and postcolonial studies to consider the specific challenges that feminism poses for psychoanalysis, particularly an international feminism that is attentive to class, race, and history. Readings will include texts by Freud, Lacan, Beauvoir, Irigaray, Gallop, Rose, Cornell, Spivak, and Djebar. Films could include: “A Dangerous Method” (Dir. John Kerr), “Her” (Dir. Spike Jonze), and “Fire” (Dir. Deepa Mehta).

How does feminist art help us think through the matter of abstraction? How does feminism’s emphasis on the social constructiveness of needs, desires, bodies, and subjectivities affect - and resist - the terms of not only formal abstraction but also economic and political abstraction? This course considers the influence of feminist theories and practices in the arts, especially their impact upon debates about abstraction versus representation, formalism versus realism. We begin with feminist art in the 1960’s, and proceed to the recent resurgence of abstraction in contemporary art alongside analyses of an ever more abstracted world of capital.

GNSS 1961B. Queer Discipleship.
“Queer theory” names both a set of reading practices and a series of reflections on the dangers, and the possibilities, of being taught. This course will pair fictions of discipleship with recent queer accounts of why we read and what we read for. As we encounter a range of leaders and followers, fans and teen idols, bad teachers and impressionable students, we will attend to the place of queer discipleship in the discipline of queer theory. Students will gain familiarity with this discipline’s history and methods, as well as a critical vocabulary for the analysis of modern cultural forms.

Independent research under the direction of a faculty member, leading to a thesis. Required of honors candidates. Open to seniors only. Instructor permission required.

Independent research under the direction of a faculty member, leading to a thesis. Required of honors candidates. Open to seniors only. Instructor permission required.

GNSS 1990. Senior Seminar.
A research seminar focusing on the research and writing of the participants. Required of senior concentrators; open to other advanced students by permission. WRIT

Gender and Sexuality Studies is by its very nature transdisciplinary. Can we speak of a single methodology that ties GNSS together? How might scholars work on gender and/or sexuality while respecting disciplinary boundaries and training? We will start with the premise that studies in gender and sexuality are tied together by critique that questions foundational assumptions and takes account of its own position within a given field of knowledge. By studying canonical theoretical texts alongside disciplinary studies characterized by a feminist and/or queer focus, we will investigate how critique operates and how standards of evidence are marshaled in particular disciplines.

GNSS 2010D. The Power and Mystery of Expertise.

GNSS 2010E. Pembroke Research Seminar: The Question of Consent.
No description available. Instructor’s permission required.

An advanced feminist research seminar in feminist theory and gender studies. Presentations made by Brown faculty, Pembroke Center fellows, visiting scholars, and students. Offered in conjunction with the Pembroke Seminar. Enrollment limited to 8.

An advanced research seminar in feminist theory and gender studies. The seminar’s focus for 2016-17 is “Anti-War! Theaters of War/Politics of Refusal.” Presentations made by Brown faculty, Pembroke Center fellows, visiting scholars, and students. Offered in conjunction with the Pembroke Seminar. Enrollment limited to 8.

GNSS 2020D. The Power and Mystery of Expertise.
GNSS 2020E. Pembroke Research Seminar: The Question of Consent.
No description available. Instructor’s permission required.

An advanced feminist research seminar in feminist theory and gender studies. Presentations made by Brown faculty, Pembroke Center fellows, visiting scholars, and students. Offered in conjunction with the Pembroke Seminar. Enrollment limited to 8.

An advanced research seminar in feminist theory and gender studies. The seminar’s focus for 2016-17 is “Anti-War! Theaters of War/Politics of Refusal.” Presentations made by Brown faculty, Pembroke Center fellows, visiting scholars, and students. Offered in conjunction with the Pembroke Seminar. Enrollment limited to 8.

GNSS XLIST. Courses of Interest to Concentrators in Gender and Sexuality Studies.

Philosophy
Chair
Bernard M. Reginster
Like all of Brown’s fine departments, the Philosophy Department takes a special pleasure in contributing to the teaching and training of undergraduates, as part of Brown’s overall commitment to a liberal education. The Department offers a range of courses suited to newcomers to philosophy, covering subjects from the philosophy of religion, to the philosophy of science, to the philosophy of literature, as well as survey courses on various periods of the history of philosophy.

For additional information, please visit the department’s website: http://www.brown.edu/Departments/Philosophy/
Philosophy Concentration Requirements

The Philosophy concentration offers courses covering subjects from the philosophy of religion to the philosophies of science and literature. It also provides survey courses on various periods in the history of philosophy. Concentrators can expect to strengthen their knowledge of and skills in ancient philosophy, early modern philosophy, logic, epistemology and metaphysics. Students are asked to identify an area of specialization. There is also a related, but separate concentration in physics and philosophy.

Standard Concentration

10 courses total, of which no more than one may be below PHIL 0350, and at least three must be at or above PHIL 0990.

One course in Ancient Philosophy, e.g. 1
- PHIL 0350 Ancient Philosophy
- PHIL 1250 Aristotle
- PHIL 1260 Plato
- PHIL 1310 Myth and the Origins of Science

One course in Early Modern Philosophy, e.g. 1
- PHIL 0360 Early Modern Philosophy
- PHIL 1700 British Empiricists
- PHIL 1710 17th Century Continental Rationalism
- PHIL 1720 Kant: The Critique of Pure Reason

One course in Epistemology or Metaphysics, e.g. 1
- PHIL 1660 Metaphysics
- PHIL 1750 Epistemology
- PHIL 1760 Philosophy of Language
- PHIL 1770 Philosophy of Mind

One course in Ethics or Political Philosophy, e.g. 1
- PHIL 0500 Moral Philosophy
- PHIL 0560 Political Philosophy
- PHIL 1640 The Nature of Morality
- PHIL 1650 Moral Theories

One course in Logic, e.g. 1
- PHIL 0540 Logic
- PHIL 1630 Mathematical Logic
- PHIL 1880 Advanced Deductive Logic

One seminar 1
- A course from the PHIL 0990 series
- Or any seminar at the 2000-level, which may be counted for one of the other requirements

Specialization: Three related courses from one single area of philosophy; e.g., logic and language; philosophy of science; epistemology; philosophy of mind; moral philosophy; political philosophy; ancient philosophy, etc. See Notes below for further details.

Capstone 1

Reading Course (PHIL 1990): a reading course for one semester involving one professor and one student, leading to the preparation of a substantial research paper on a particular topic. The Reading Course may accompany a 1000-level course being taken concurrently. In this case, the 1000-level course would provide a general overview of the topic and the reading course would consist of a deeper foray into the topic. A one-semester Reading Course may also be a first step towards writing an Honors Thesis.

Senior Seminar (PHIL 0990): Seminars aimed primarily at advanced undergraduates, on varying topics each year, requiring the completion of a substantial research paper.

Graduate Seminar (PHIL 2000-level): seminars mainly aimed at graduate students, but also open to advanced undergraduates, requiring the completion of a substantial research paper.

Honors Thesis: a piece of work expected to be more substantial than the above-mentioned research papers, typically researched and written over the course of the entire senior year (possibly starting with a relevant Reading Course in the first semester) under the supervision of a thesis advisor (possibly, though not necessarily, the specialization advisor). For honors, see below.

Notes:
- No more than one course may fulfill both a general distribution requirement and a specialization requirement.
- No more than two courses from departments other than the philosophy department may be counted among the ten courses required for the concentration; no more than one of these two outside courses may count toward the three specialization requirements.
- The specialization and the courses that will fulfill it are standardly declared at some point in the course of the Junior year. Those making a Concentration Declaration at an earlier time (e.g. at the end of their Sophomore year) may make a provisional choice of courses which can be revised at a later date with the approval of the department's DUS (Director of Undergraduate Studies).
- Concentrators who aim at a general acquaintance with the discipline of philosophy may forgo a specialization and devise an appropriately balanced program of courses beyond the requirements with the approval of the DUS.

Honors Requirements:
- Philosophy GPA must be greater than 3.5. (This refers to the GPA at the beginning of the senior year in all philosophy courses, and including at least six courses).
- Thesis (see Capstone Options)

Prior Concentration Requirements

For declarations made prior to January 2013, there was one standard concentration in Philosophy with two optional tracks. For requirements please refer to the Bulletin Archive from prior years.

Physics and Philosophy Concentration Requirements

The Physics and Philosophy concentration is for students with a deep interest in physics who do not need to acquire the laboratory and computational skills of a professional physicist. The concentration allows students to grapple with computational problems and deepen their investigation of conceptual and epistemological issues. By the end of the program, concentrators possess an excellent conceptual understanding of the most philosophically interesting physics, relativity and quantum mechanics.

This concentration should prepare a student either for graduate study, especially in a history and philosophy of science (HPS) program, or for employment in science education or journalism. Other professions such as law and medicine will look favorably on such concentrators for having versatile interests and being able to master difficult material. The concentration may serve as an excellent preparation for a law school since physics and philosophy both exercise a rigorous approach to problems of immediate relevance to life but at the same time assume two complimentary and sometimes competing viewpoints.

Advising

Concentration advisors from the Departments of Physics and Philosophy will guide students working towards the A.B. degree.

Curriculum

The curriculum builds around the fields of physics that have had the biggest impact on philosophy, especially Quantum Physics, and the fields of philosophy most relevant for physics, such as Epistemology, Metaphysics and Philosophy of Physics. It is strongly recommended that students complete at least one relevant history course.
Required courses for the A.B. degree are listed below:

**Philosophy Courses**

Select one of the following introductory courses in Modern Physics:

- PHYS 0060 Foundations of Electromagnetism and Modern Physics
- PHYS 0160 Introduction to Relativity and Quantum Physics  

One course in Special Relativity and Classical Field Theory:  

- PHYS 0470 Electricity and Magnetism

Select one of the following in Methods of Experimental and Theoretical physics:

- PHYS 0500 Advanced Classical Mechanics  
- PHYS 0560 Experiments in Modern Physics

Select one of the following in Quantum Mechanics and its applications  

- PHYS 1410 Quantum Mechanics A
- PHYS 1530 Thermodynamics and Statistical Mechanics

One more 1000-level Physics course  

**Philosophy Courses**

Select one of the following gateway courses:

- PHIL 0210 Science, Perception and Reality
- PHIL 0100 Critical Reasoning
- PHIL 0060 Modern Science and Human Values
- PHIL 0540 Logic

Select one of the following courses in Early Modern Philosophy:  

- PHIL 0360 Early Modern Philosophy
- PHIL 1700 British Empiricists
- PHIL 1710 17th Century Continental Rationalism
- PHIL 1720 Kant: The Critique of Pure Reason

Select two of the following courses in Epistemology, Metaphysics and Philosophy of Science:  

- PHIL 1590 Philosophy of Science
- PHIL 1620 Philosophy of Quantum Mechanics
- PHIL 1660 Metaphysics
- PHIL 1670 Time
- PHIL 1750 Epistemology

**History Courses**

Select one of the following courses in History of Science:  

- HIST 0522N Reason, Revolution and Reaction in Europe
- HIST 1825M Science at the Crossroads
- HIST 1976I The World of Isaac Newton

**Calculus**

Select one of the following:

- MATH 0180 Intermediate Calculus
- MATH 0200 Intermediate Calculus (Physics/Engineering)
- MATH 0350 Honors Calculus

**Final Project**

Select one of the following:

- PHIL 1990 Independent Studies
- PHYS 1990 Senior Conference Course
- A course from the PHIL 0990 Senior Seminar series
- Any graduate seminar in Philosophy

Total Credits: 12

Or one more Philosophy course.

**Honors**

Seniors wishing to earn honors by presenting a senior honors thesis should consult their concentration advisor during their sixth semester or at the start of the seventh semester concerning procedures and requirements. Students may earn honors by presenting a senior thesis judged to be of honors quality by two readers. In addition to completing the usual nonhonors requirements, the student should also have a grade point average of over 3.4 in physics, philosophy and history of science courses (of which at least five must be taken for a letter grade). Honors theses are usually prepared over a period of two semesters with an advisor from the Department of Physics or the Department of Philosophy.

**Philosophy Graduate Program**

The department of Philosophy offers graduate programs leading to the Master of Arts (A.M.) degree and the Doctor of Philosophy (Ph.D.) Degree. The A.M. degree is only awarded as part of the Ph.D. program.

For more information on admission and program requirements, please visit the following website:

http://www.brown.edu/academics/gradschool/programs/philosophy

**Courses**

**PHIL 0010. The Place of Persons.**  
We’ll concentrate on some fundamental moral and metaphysical issues concerning ourselves as persons: What (if anything) gives us a moral status different from that of other animals? Do we have the sort of free will required for us to be morally responsible for our actions? What makes you one individual person or self at a particular time? What makes you today the same individual person as that obnoxious 5-year old who went by your name a few years back? WRIT
PHIL 0020. Mind and Matter.
The purpose of this course is to introduce students to philosophical problems, arguments, and theories about the nature of the mind and its place in nature. Questions that will be examined include: What is consciousness? What is the mind-body problem and what are the prospects for solving it? Does the existence of consciousness imply that the world is not wholly physical? How is mental causation possible? Are there souls or selves, and, if so, what are they? Do we have free will? We will approach these and other questions by examining how contemporary analytic philosophers have responded to them.

PHIL 0030. Skepticism and Knowledge.
What is knowledge? What is the extent and basis of one's knowledge about physical objects, other people, oneself, the future, morality, and religion? WRIT

PHIL 0040. Reason and Religion.
This is an introductory course in the philosophy of religion. We will be considering central questions in the philosophy of religion, e.g. the existence of God, from a contemporary analytic perspective. As this is a course in analytic philosophy, we will be addressing these issues in a way that stresses clarity and rigor.

PHIL 0050. Philosophy of Art: Art and Morality.
From Plato to the present, the power of the arts to trigger powerful emotions has been seen by some thinkers as a threat to morality, by others as a vital support. This debate raises such issues as whether aesthetic experience is a distinctive kind of experience and whether the creation and reception of art are autonomous activities free from the constraints of morality and politics. Beyond Plato, authors to be read will include such figures as Hume, Mendelssohn, Rousseau, Kant, Schiller, Hegel, Schopenhauer, Ruskin, Tolstoy, Collingwood, Stanley Cavell, Martha Nussbaum, Alexander Nehamas, and others. WRIT

PHIL 0060. Modern Science and Human Values.
Devoted to the critical study of moral problems that have been raised or affected by modern science and technology, with a particular emphasis on problems in bioethics and environmental ethics. Possible topics include abortion, euthanasia, organ transplantation, pharmaceutical enhancement, animal rights, population control, and climate change. Throughout the course we will keep track of recurring questions about obligations, rights, harm, and justice, as well as the various ways in which philosophers have attempted to answer these questions. WRIT

PHIL 0070. The Individual and the State.
Chief among the demands that states make of individuals is that they obey. But why should we? This introductory-level course takes this challenge as a touchstone for a broader examination of political philosophy that falls into three main categories: arguments over the basis of the state's claim to an individual's obedience; arguments over the scope of its claim to authority; and arguments over the existence of our obligation to obey in the face of that claim.

PHIL 0080. Existentialism.
An introduction to philosophical thinking through the study of existentialist themes, including being oneself, loving others, the limits of morality, and the meaning of life in the face of suffering and death. Readings are drawn primarily from Schopenhauer, Dostoyevsky, Nietzsche, Kierkegaard, Heidegger, Sartre, de Beauvoir, and Camus.

PHIL 0090. Philosophy East and West.
Investigates themes associated with what is known as the "Western" philosophical tradition—e.g., idealism, skepticism, and the limits of understanding—as they arise in various philosophical traditions in the East (including Upanishadic, Buddhist, and Taoist traditions). The "Western" philosophers studied include key historical figures such as Wittgenstein, Kant, and Plato, as well as more recent philosophers.

PHIL 0100. Critical Reasoning.
The overall goal of this course is to improve students' ability to think clearly and carefully and to enable them to identify and evaluate arguments, not only those used in philosophy, but in politics, law, public policy, religion, and science as well. This includes enabling them to: understand and apply relevant concepts like truth, validity, soundness; determine the structure of an argument; work with arguments using basic propositional logic; understand and apply rules of inference; understand the basics of probability theory; identify and avoid common fallacies. No prior knowledge of philosophy or formal logic will be presupposed in this course.

PHIL 0110. The Nature of Fiction.
This course is concerned with philosophical questions arising from the concept of fiction. Topics will include: What makes a story a fiction? What are fictional characters? Are fictions "created”? Are fictions physical things, like books? How do fictions make us care about things we don’t even believe in? How do fictions affect our moral beliefs.

PHIL 0111. Personal Identity.
What makes me the same person over time? How can we decide whether a person at a time is identical with a being alive at another time? We will consider the continuing existence of the body, the ability to remember experiences, and other criteria. Readings from classic (17th and 18th century) and contemporary sources.

PHIL 0120. Freedom and Responsibility.
An introduction to philosophy by way of consideration of such issues as: whether we are, can be, or ought to be free to think and act as we choose; whether we are or can be responsible (morally or legally) for our thoughts or actions or their consequences; and whether we ought to be punished for any of our thoughts or actions or their consequences. Readings from classical and contemporary sources.

PHIL 0130. Introduction to Analytic Philosophy.
This course will be an introduction to some of the main issues and methods in contemporary analytic philosophy. We will look at work on free will, the mind-body problem, knowledge and skepticism, truth and relativism, morality, and value. We will also take note of some of the main methodological tools employed in that work, such as reflective equilibrium, use of counterexamples, appeal to the best explanation, and thought experiments.

PHIL 0180. Topics in Feminist Philosophy.
This survey course is designed to introduce students to core issues of feminist philosophy. Questions central to the course include: What is the nature of women? Is there a distinctly female method of moral or theoretical reasoning? What would a feminist theory of justice look like and how does our conception of the family fit into that theory? And finally, what is the moral impact of pornography? In addition to considering problems specific to feminist philosophy, this class is intended to develop critical skills and serve as an introduction to analytic methodology as well as moral and political philosophy. No prerequisites.

PHIL 0190. Contemporary Moral Problems.
This course will be a study of a number of moral issues of broad contemporary interest, about which there is excellent philosophical writing. After an introduction to moral reasoning from a philosophical perspective, topics include Animals, Race, Sex, Speech, Punishment, War, Surveillance, and Climate. Depending on resources students will write 3 or 4 short papers, and regular very short ungraded reading reports. The final grade will be based mainly on the papers so long as the requirements for reading reports and attendance are met. The course will meet three times a week, with the Friday meeting devoted to structured discussion.

PHIL 0200A. Consciousness.
This course will provide an introduction to the main philosophical theories of consciousness, and also to the relevant experimental work in neuroscience and cognitive psychology. Among the issues to be considered are: the different forms of consciousness, the relationship between consciousness and attention, the role of consciousness in perception, and the "hard problem" of consciousness (that is, the problem of determining how "qualitative" psychological characteristics like pain and the taste of lemons are related to neurobiological characteristics of brain states). FYS
PHIL 0200B. Time Travel.
Although time travel is a commonplace of popular fiction, considering it closely reveals some interesting paradoxes. Studying these paradoxes provides a natural introduction to many core topics in metaphysics, including causation, possibility, personal identity, free will and the relationship between philosophy and physics. For first year students only. FYS

PHIL 0200C. Personal Identity.
What makes me the same person over time? How can we decide whether a person at a time is identical with a being alive at another time? We will consider the continuing existence of the body, the ability to remember experiences, and other criteria. Readings from classic (17th and 18th century) and contemporary sources. Enrollment restricted to first-year undergraduates. FYS

PHIL 0200D. Thinking Through Faith.
Since the dawn of science, reason has been seen as a threat to faith. We will approach the issue obliquely, reading contemporary authors who approach it from very different directions. Writers include: Dietrich Bonhoeffer, Marcus Borg, Rita Brock, John Crossan, William Jones, Jon Levenson, Elaine Pagels, Rebecca Parker, and Barbara Taylor. Faith is no prerequisite, but those who have no appreciation for what it might mean to "live faithfully" may find it difficult to engage with the readings, as will those who regard it as blasphemous to subject the claims of faith to critical appraisal. Enrollment to 15 first year students. FYS

PHIL 0200E. Global Justice.
In this course we will study contemporary treatments of issues including the following: Is patriotism a morally respectable stance? Is war ever morally permitted? What are the moral rules of conduct within a war? Are soldiers permissibly targeted in a way that others are not? How should obligations to remediate global climate change be distributed across developed nations (who have disproportionately contributed to the problem) and developing nations (given that economic development tends to produce pollution)? There will be short reading reports and two papers. Enrollment limited to 20 first year students. FYS WRIT

PHIL 0210. Science, Perception and Reality.
It is implausible that scientific discoveries could make us give up commonsensical beliefs. It is even less plausible that commonsense could make us reject established scientific theories. So when science and commonsense appear to clash, as they do over colors, solidity, mental content, values, and death, serious philosophical problems arise. We will investigate possible responses to these problems.

PHIL 0220. Introduction to Philosophy.
This course will introduce the student to the how, what, and why of philosophical enquiry through engagement with some of the major themes, and major figures, of the field. We will follow our wonder about the world around us, ourselves and about how we should act in it, using classical as well as contemporary writings. Through a combination of lectures, readings, class discussions, and assignments the student will develop their ability to understand and engage with philosophical texts, evaluate arguments, and express their critical and reflective opinions in writing.

PHIL 0230. Human Knowledge and Truth.
Science is widely considered our best way of gaining knowledge about the world, and so we believe it deserves a privileged place in our epistemic lives. But is the view that gives science its privileged position correct? If so, why? What is the methodology of science, and does this methodology produce rational and reliable beliefs? And what does it mean to give some belief formation system a privileged position anyway? Why should any belief formation system be privileged over another? We will discuss some of these questions by looking at central issues in the philosophy of science and epistemology.

PHIL 0240. Dreams.
This course is concerned with philosophical questions arising from dreams and dreaming. We will be dealing with contemporary and historical philosophers' work in an exploration of this mysterious and fascinating, yet extremely widespread, activity.

PHIL 0300A. Introduction to the Philosophy of Wittgenstein.
The course will be a careful guided reading of Wittgenstein's main works: the Tractatus Logico-Philosophicus and the Philosophical Investigations, together with some of the authors he was arguing against, Gottlob Frege and Bertrand Russell.

The essential predicate of feminism is that men and women are equal, that each is entitled to all the rights that flow from full personhood and moral agency. Feminism contrasts with sexism—the view, express or implied, that men and women are not equal and shouldn't have the same rights. Feminism has gained a central place in much of western culture. Nonetheless, there remain philosophical disagreements about the implications of feminism and the extent to which sexism remains in our social and legal institutions and philosophical assumptions. The subject matter of the class will be taken from these areas of disagreement.

PHIL 0300C. Unacceptable Conclusions: Arguments Against Common Sense.
Consider three claims: "Plants obtain energy from sunlight." "The earth will not suddenly lurch out of orbit tomorrow." "Hurting people is morally wrong." Probably, we take these claims to be objectively true. And probably, we take ourselves to know them to be true. According to both the relativist and the skeptic, we are wrong. This course introduces students to the two most fundamental challenges to views widely taken to be core tenets of "common sense." We will first consider the challenges in their most general forms and then examine domain specific challenges, with special regard to the domains of science and morality.

PHIL 0300D. Love and Friendship.
Love and friendship are of central importance to a flourishing life. But what are love and friendship? This course will begin with a study of a few key historical texts (Plato, Aristotle, and Montaigne). After that we will turn to contemporary philosophy. We will consider the following questions: What is the nature and value of friendship? Do we have reason to love the people we love? What may parents do for their children and what do grown children owe their parents? Ought we to love our country? An emphasis will be placed on careful reconstruction and evaluation of philosophical arguments.

PHIL 0300E. Causes and Effects.
This course will introduce students to the methodology, aims, and concerns of analytic philosophy by way of an extended study of a particular issue in metaphysics over time: causation. Students will become familiar with identifying, reconstructing, and evaluating philosophical arguments and the philosophical methodology practiced in the analytic tradition, as well as reading some central figures in the philosophical canon.

PHIL 0300F. Animals and Ethics.
We will consider some philosophical questions that confront us when we reflect on the place of animals within our moral thinking. What do we owe to the other animals, and why? What kinds of treatment and relationships are consistent with what we owe to animals? Should or could animals have rights? What is the moral significance of sentience, rationality, and species membership? In what ways is the de facto subjugation of animals similar and dissimilar to the subjugation of other groups? We will consider and evaluate different answers to these questions, and students will be encouraged to develop their own.

PHIL 0350. Ancient Philosophy.
We will discuss the ethics, epistemology, and metaphysics of the principal figures in ancient philosophy from the Presocratics to Aristotle. Emphasis is given to understanding the problems the philosophers were trying to solve and to assessing the arguments for their various positions. Primary readings are from the original sources in translation. WRIT
PHIL 0360. Early Modern Philosophy
An introduction to central themes in Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Major topics include: reason, experience, and knowledge; substance and the nature of the world as it really is; induction, causation, and the origin of our ideas; skepticism, realism, and idealism. Connections are made with the scientific revolution of the 17th century. There will be discussion and advice on ways to approach philosophical reading, research and writing. Students should register for both a section and a conference. WRIT

PHIL 0390. Global Justice.
Is it unjust that people in some countries have less wealth, worse health, etc., than those in other countries? Does this depend on whether the better off countries partly caused the disparity? Does it depend on whether the worse off are poor, or is it enough that they are relatively worse off? If there are global injustices, what obligations are there, and on whom do they fall, to remedy them? We will study (mostly) recent philosophical work on such questions, including attention to special contexts such as immigration, climate change, poverty, colonialism, secession, intervention, and war.

PHIL 0400. Marxism.
In the first part of the course, we will examine Marx’s economic, political, and philosophical writings, focusing on his analysis of capitalism, his critique of liberal democracy, and his theory of history. Then in the second part, we will look at some recent attempts to renew and extend the Marxist tradition. WRIT

PHIL 0410. Marxism after Marx.
A study of current debates in Marxist theories concerning such issues as dialectic market socialism; class, race, and gender; and democracy. Prerequisite: PL 40 or permission of the instructor.

PHIL 0450. The Meaning of Life.
This is an introductory course in ethics, with a focus on the question of what is the nature of the human good, or of a life lived well. Readings will be from classical sources (Aristotle, Epicurus, Kant, Nietzsche, Camus) as well as from contemporary authors. In investigating this question, the course will also introduce students to some of the main problems and positions in moral philosophy. Central concepts such as obligation, responsibility, pluralism, and moral knowledge will be discussed, but in the larger context of what is the nature of the good life. No prior work in philosophy will be presupposed. WRIT

PHIL 0500. Moral Philosophy.
An introduction to ethics, the part of philosophy that is concerned with right and wrong, good and bad, virtue and vice. We will look at some central issues in the field as well as some of the main theories in it. Is an action good or bad because of its anticipated results or regardless of these results? Is it ever right to kill one person to save five? Is relativism true? Is abortion wrong? These would be some of the topics discussed. WRIT

PHIL 0540. Logic.
An introduction to perhaps the most fundamental tool of rational thought: deductive logic. Course begins with basic sentential logic, then moves on to deduction, quantification, and prediction. Argumentation and reasoning may also be addressed at times. No previous experience with logic or philosophy is required.

PHIL 0560. Political Philosophy.
An analytic investigation of some central problems and topics in political philosophy, including political obligation and civil disobedience, liberty, rights, equality, and democracy. Readings are drawn from recent work in the field, along with a few classics. WRIT

PHIL 0570. Environmental Ethics.
In the first half of the course, we will ask what sorts of things have value. Does the realm of moral consideration extend past human beings to include animals, plants, and nature itself? How does environmental concern figure into the worthwhile life? What role do consumer goods play in a good life? How do we know? Good intentions are not enough to make good policy. Thus, in the second half of the course, we will try to determine what sorts of policies actually help to protect the environment. We will learn what economics and other social sciences tell us about human behavior and how to shape institutions. We will examine issues in wildlife management, human population, resource use, and more.

PHIL 0650. Psychology and Philosophy of Happiness.
The course explores four fundamental questions about happiness: What is happiness—pleasure, life satisfaction, something else? How is happiness achieved—what are the myths and realities about what conduces to happiness? Can happiness be achieved—are we naturally well suited to be happy? Why pursue happiness—is it sufficient, or even necessary, for a good life? The course examines classic contributions from philosophy and psychology, the two disciplines that have studied happiness most extensively. Team-taught by professors from both philosophy and psychology, it invites students to compare and combine both approaches.

PHIL 0660. Philosophy of Psychology.
An introduction to philosophical issues concerning the foundations of psychology and the cognitive sciences. Possible topics include behaviorism and functionalism, mentality and neural processes, mental representation, the computational model of mind, the implications of artificial intelligence, the connectionist model, the role of consciousness in psychology, and the status of psychology as a science.

PHIL 0670. Art, Music, and Science: An Introduction to Aesthetics.
Topics will include: art and representation; art and the emotions; beauty, form, and aesthetic experience; and the definition of art. We will focus especially on the visual arts, though we will consider examples drawn from music as well. We will be looking throughout to understand how empirical research bears on traditional topics in the philosophy of art, drawing from empirical perception science, evolutionary biology, and cognitive neuroscience. The course will be example driven: We will try out philosophical theories against our lived reactions to many dozens of images of visual art, and against our reactions to a number of music selections.

PHIL 0700. Philosophy of Religion.
This course will discuss a representative group of philosophical issues and problems that arise in connection with religious worldviews. Specific topics may include but are not limited to the following: concepts of a god, the existence and attributes of God, the problem of evil, miracles, religion and morality, faith and science, and the possibility of religious knowledge. Prerequisite: At least one previous philosophy course.

PHIL 0770. Introduction to the Philosophy Mind.
Examines three central mysteries in the philosophy of mind: the relationship between the mind and the body; the nature of thoughts; and the nature of consciousness. Prephilosophical and historical approaches, and discussion of the currently dominant themes.

PHIL 0850. Philosophy of Language.
Discussion of the nature of linguistic meaning and other topics, such as vagueness; metaphor; and language, thought, and culture.

PHIL 0880. Ethical Themes in the Contemporary American Short Story.
Consideration of contemporary American short stories in terms of their treatment of such philosophical themes as love, loyalty, envy, belief, despair, and charity. Focuses on themes in moral philosophy, rather than themes in social and political philosophy. This course has no prerequisites.

PHIL 0990A. Distributive Issues in Health Care.
No description available.
PHIL 0990B. Equality in Political Theory.
A study of the connections and conflicts between the liberal democratic commitment to political equality of all citizens, and the more leftist goal of economic equality, or equality of well-being. For example, do the purported rights that produce economic inequality override those that support political equality, or vice versa? Texts will be mostly contemporary.

PHIL 0990C. Foucault and Epistemology.
Provides both an overview of Foucault's major contributions to philosophy and a focused analysis of his theory of knowledge, especially the links between power, discourse, and knowledge. Considers debates over Foucault's claims and whether his account leaves us with an epistemic nihilism.

Three main sections: first, the main philosophical theories of distributive justice and their implications for the right to health care; second, a number of specific moral issues in allocating, prioritizing, or rationing health care resources; and, third, fair institutional procedures for health care rationing. Readings drawn both from philosophical work on justice and from literature in health policy and bioethics. Prerequisite: one course in ethics or political philosophy. Preference given to concentrators in philosophy or biomedical ethics.

PHIL 0990E. Kant's Moral Philosophy.
No description available.

PHIL 0990F. Perception.
Begins with a reading of some classic works, and then moves on to contemporary work. Topics include: naive realist versus representational theories of sensory experience, the possibility that sensory experience is massively illusory (so that we already occupy a kind of "virtual reality"), the role of the brain in shaping sensory experience, and the alleged foundational role of sensory experience in knowledge. The focus will be on vision but we will also discuss other sense-modalities.

PHIL 0990G. Plato.
A close reading of Plato's major dialogues from a philosophical perspective. Topics may include his ethics, politics, metaphysics, epistemology, philosophy of mind, philosophy of language, or aesthetics. Readings are from original sources (in translation) and contemporary secondary literature. (Students wishing to read the texts in the original Greek should make arrangements with the instructor.)

PHIL 0990H. Race and Racism.
With special attention to the U.S., this course examines the origins of the concepts of race and racism and current controversies about it.

PHIL 0990I. Self-Respect.
We often act as if the sole object of morality were treating others properly. In this course, we will consider how we ought to treat ourselves. Among the questions we will consider are: What is self-interest? How is it attained, preserved, and lost? Can self-respect exist in the absence of personal and moral integrity? This course is a Senior Seminar; lectures and discussions will be led at the level of advanced undergraduates.

PHIL 0990J. The Concept of Alienation.
We will read texts concerning the concept of alienation from Hegel, Marx, Kierkegaard, Nietzsche, and Sartre with a view to developing a concept of alienation that proves useful for an understanding of contemporary conditions.

PHIL 0990K. Topics in the Philosophy of Language.
During the first half of the semester, we will read several of the classic works that form the background for contemporary philosophy of language, including works by Frege, Russell, Ayer, Quine, and others. During the second half, we will take up one or more topics of contemporary discussion, chosen from the following: vagueness, paradoxes of self-reference, the nature of truth, realism versus antirealism.

PHIL 0990L. Moral Psychology.
We all have notions of good, bad and ordinary people, but reality defies our concepts. Many otherwise "nice"people voted for Hitler. People with stupid views about morality are sometimes better "in practice" than their smart counterparts. The same person may be honest with her husband but dishonest with the IRS, brave in battle but scared of public speaking. This class will explore this complexity, touching upon topics like free will and rationality, through the work of contemporary philosophers.

PHIL 0990M. Descartes Meditations.
This seminar will focus on the main arguments and overall goals of Descartes' Meditations, read in conjunction with the Objections and Replies and some of Descartes' other writings. Also discussed will be some philosophically engaging studies of the Meditations by contemporary writers such as Harry Frankfurt and Bernard Williams.

PHIL 0990N. Moral Metatheory: What is Moral Theory Good For?:
Moral theory investigates morality, but moral metatheory investigates moral theory. Some problems we'll consider include: Is moral theorizing worthwhile? What's the point of moral theory? What should good theories do? Does widespread disagreement or the reliance on questionable intuitions invalidate moral theorizing? What exactly does the moral theorist know? What counts as good philosophical methodology, and how do we know?

PHIL 0990O. The Structure of Scientific Revolutions.

PHIL 0990Q. To Be Determined.

PHIL 0990R. Rational Belief.
We'll examine a number of issues concerning rational belief. Specific questions will probably include: What is the relationship between rational belief and logic? Is what's rational for me to believe completely determined by my evidence? Does what's rational for me to believe depend on my practical interests? Can I be rational in holding opinions that are denied by others who are seemingly as smart, unbiased, well-informed, etc., as I am? We'll look at these questions from a couple of different perspectives, one which sees beliefs as all-or-nothing states (either one believes P or one doesn't), and the other which sees belief as coming in degrees.

PHIL 0990S. The Problem of Political Obligation.
No description available. Enrollment limited to 20 seniors.

PHIL 0990T. Paradox and Infinity.
This course will focus on several important paradoxes that arise within philosophy and mathematics. We will use these paradoxes to investigate central issues in metaphysics, the philosophy of language, decision theory, physics, mathematics, and logic. Among the paradoxes we will discuss are Zeno's paradoxes of space, time, and motion; the paradoxes of set theory; the paradoxes of truth and reference; the sorites paradox; and paradoxes of rational action and rational belief. Enrollment limited to 20.

PHIL 0990U. To Be Determined.
No description available. Enrollment limited to 20 first year students. FYS.

PHIL 0990V. Current Questions About Rational Belief.
We'll study some "hot topics" in epistemology. Some possible questions:
(1) What's the relationship between rational belief and logic? (2) Is belief best thought as all-or-nothing, as coming in gradations, or both? (3) Can the same evidence support divergent belief-states? (4) Is rational belief completely determined by evidence, or also by values or practical interests? (5) Are graded beliefs best seen as coming in precise degrees, or as more "spread-out"? (6) Can I have rational beliefs I know are denied by others just as intelligent, unbiased, well-informed, etc., as I am? Enrollment limited to 20 juniors and seniors.

PHIL 0990W. Early Modern Theories of Ideas.
Early modern philosophers routinely employed the notion of ideas in their epistemologies. But what are ideas? Where do they fit in the prevalent substance-mode ontology of the period (if at all)? How are they supposed to avoid skepticism? And how was Hume able to turn them to his advantage? This course is a study of the evolution of theories of ideas from Descartes, Arnauld, Malebranche, Locke, Leibniz, Berkeley and Hume. Recommended prerequisites: PHIL 0220 or 0360. Enrollment limited to 20. Not open to first-year students.
PHIL 0990X. Conditionals
In this seminar we will look at different theories of what "if" means. Is it a truth-functional connective, like the material conditional used in logic? Do sentences of the form "if P, then Q" even have truth conditions? Some logic will be very helpful; some familiarity with philosophy of language also helpful. Enrollment limited to 20 juniors and seniors.

Philosophy of science was greatly influenced by the views of Henri Poincare and Pierre Duhem. We will read their works along with contemporaries such as Emile Meyerson and Gaston Bachelard. All readings will be in English. Prerequisite: one course in Philosophy, or instructor permission. Enrollment limited to 20 juniors and seniors.

PHIL 0991A. Seminar on Ethics, Education, and Fiction.
This seminar focuses on fiction as a vehicle for discussing ethical issues in education. It also uses works by philosophers. Topics include the following: What are appropriate aims for various types and levels of education? What are appropriate student-teacher relationships? How much, if at all, should schools concern themselves with the non-academic side of students' and teachers' lives? How should the performance of students and teachers be evaluated? How can fiction enrich the philosophical discussion of such questions? This seminar is open to students with backgrounds in philosophy, literature, or the social sciences (including the study of education). Enrollment limited to 20 juniors and seniors.

PHIL 0991B. Causation.
This course will explore the relation between cause and effect from multiple perspectives. We will investigate how humans normally conceive of causation, how scientists investigate causality, how to apply judgments of causation in legal and moral situations, and what ultimately ties everything in the universe together. Enrollment limited to 20 juniors and seniors.

PHIL 0991C. Reasons and Ought.
Contemporary philosophical problems of the fundamental deontic concepts. Topics will include: ought implies can, 'buckpassing' accounts of value, narrow and wide scope requirements, subjective and objective reasons (and ought). Enrollment limited to 20.

PHIL 0991E. Identity and Authenticity.
Identity and authenticity are typically thought to be closely allied in that being oneself (authenticity) presupposes and depends on a conception of what one is (identity). However, close scrutiny of the ideal of authenticity and of the nature and development of identity exposes significant tensions between the two concepts. Drawing on sources from philosophy, psychoanalytic psychiatry, and sociology, the course will examine these concepts and the tensions that arise between them.

PHIL 0991H. Medieval Philosophy.
This course is a survey seminar on major philosophical topics in medieval philosophy in the Latin tradition, which spans from about the 5th to the 15th century, with a special concentration on thinkers and texts in the hundred years between 1250 and 1350. The goal is to gain an overall view of the issues that were important to thinkers of this time period and the approaches taken to try to solve them.

PHIL 1100A. Plato and His Opponents.
This class offers a close, contextual study of five major Platonic dialogues: Republic, Gorgias, Protagoras, Phaedo and Meno. Our special interest is the particular thinkers, movements and ideas that Plato is opposing or responding to in these works. So we will examine his opposition to Presocratic naturalism, his rejection of empirical science, his critiques of humanistic ethics (hedonism and the social contract) and of rhetoric and democratic process, and his dispute with Homer and tragedy. We will treat these several opponents as charitably as possible, to get the fullest possible overall sense of Plato's motives and interests.

PHIL 1100B. Life and Money.
Money is not just an economic, but a deeply philosophical issue. It figures in theories of interaction based on exchange and contracts. Money is said to be an "abstract" form of happiness, thus it permeates the debates on well-being, welfare, and wealth. By opening up a vast horizon of possibilities, money also sharpens our sense of temporality. Issues of social cooperation and cohesion come into play, questions of personal identity and individual life-plans are to be raised. In the aftermath of the latest economic crisis it is recommendable to reappraise philosophical texts scrutinizing the role of money in our lives.

PHIL 1100C. Medieval Arabic Philosophy.
Medieval Arabic philosophy is, broadly speaking, a derivation and continuation of the philosophy of the Hellenistic world. This course is a general study of the most important figures and ideas in this philosophical tradition with a special emphasis on metaphysical thought. The goal is to gain an overall view of the issues that were important to thinkers of the tradition and of the approaches taken to try to solve them. This course is a sort of philosophical journey into the past aiming at getting to know it as best as we can.

PHIL 1100E. Moral Emotions.
This class ultimately considers the ethical relevance of how we feel. Throughout, we will focus our attention on emotions that arguably have the greatest ethical significance: significance for our interactions with others, for what they express about our characters, and what they reveal about our assessments of the characters of others. Specific emotions that we will discuss include: respect, anger, resentment, guilt, contempt, shame, disgust, pride, gratitude, and love.

PHIL 1250. Aristotle.
A close study of Aristotle's major works: his metaphysics, philosophy of nature, philosophy of mind, and ethics. Readings from original sources (in translation) and contemporary secondary material. (Students wishing to read the texts in the original Greek should make arrangements with the instructor.) WRIT

PHIL 1260. Plato.
A close reading of Plato's major dialogues from a philosophical perspective. Topics may include his ethics, politics, metaphysics, epistemology, philosophy of mind, philosophy of language, or aesthetics. Readings are from original sources (in translation) and contemporary secondary literature. (Students wishing to read the texts in the original Greek should make arrangements with the instructor.) WRIT

PHIL 1270. Pragmatism.
Course examines the central themes of American pragmatism - the belief/doubt model of inquiry, assertibility theories of truth, the critique of philosophical dualisms - with some attention to their applications to social philosophy. The focus will be on the classical theories of Peirce, James, and Dewey, as well as on contemporary philosophers such as Quine, Rorty, and Putnam.

PHIL 1280. History of Moral Philosophy.
The course will focus on Aristotle and Kant, the two most influential figures in the history of moral philosophy. We will examine their principal ethical writings, seeking to evaluate the fundamental similarities and differences in their understanding of moral life and of the purposes of moral philosophy. Attention will also be given to some contemporary treatments of the relations between Aristotle and Kant. Enrollment limited to 40.

PHIL 1290. Kant's Moral Philosophy.
An introduction to the central themes of Kant's moral philosophy, including autonomy, freedom, happiness, obligation, and virtue. Kant's position in the history of moral philosophy will also be considered. Readings to include all of Kant's major writings in this field, thus Groundwork for the Metaphysics of Morals, Critique of Practical Reason, Religion within the Boundaries of Mere Reason, and Metaphysics of Morals, as well as several essays and lectures. Work will include two short papers and one term paper.
PHIL 1300. Philosophy of Mathematics.
This course provides an introduction to the philosophy of mathematics. We will discuss the nature of mathematical objects: Are they mental constructions, do they inhabit some Platonic realm, or are there no mathematical objects at all? We will also discuss the status of our knowledge of mathematics: How is that we are justified in reasoning as we do in mathematics? The first part of the course will be devoted to discussing the history of the philosophy of mathematics. The second part of the course will focus on contemporary debates in the philosophy of mathematics.

Examines explanations of the origin of the cosmos, human beings and issues of human concern, such as illness, death and the afterlife, with readings from literary, philosophical, and scientific sources from the ancient Near East and Greece. We will ask how we and the ancients distinguish science from non-science and how ancient science differs from our own.

PHIL 1400. Ethics in the Novel.
Consideration of novels in terms of their treatment of such philosophical themes as death, courage, faith, betrayal, responsibility to others, and mercy. Focuses on themes in moral philosophy rather than themes in social and political philosophy. The course deals with contemporary American novels and also with Malory. No pre-requisites. WRIT

PHIL 1420. Philosophy and Poetry.
An examination of philosophy and poetry as rival avenues to the apprehension of truth, as well as an introduction to the basic problems of aesthetics. Philosophical readings will range from Plato to Hegel to contemporary writers. The focus of the course will be three philosophical poems: Lucretius' *On the Nature of Things*, Wordsworth's *Prelude*, and Eliot's *Four Quartets*. One previous course in philosophy is recommended.

PHIL 1430. Feminist Philosophy.
A rigorous philosophical examination of five topics addressed in contemporary feminist writing: justice and gender; gender justice and developing countries; the social construction of gender, sexuality, and sexual orientation; the claim that women reason differently and have different ways of knowing and arguing; and radical feminism on pornography, rape, and intercourse. Prerequisite: one semester course in philosophy.

PHIL 1440. Virtues and Vices.
How should one live? CONSEQUENTIALIST moral theories direct us to do the most good. Deontological theories tell us we must do what is right, where this might prohibit us from doing the most good. (E.g., acting rightly might require refraining from harvesting a non-consenting person’s kidney in order to save another’s life.) Opposed to both these prominent theories are philosophers who advocate returning concepts of virtue and vice to the central place they enjoyed in ancient ethics. This course provides an introductory survey of the motivations for, prospects of, and opposition to the return to virtue in contemporary ethical theory.

PHIL 1450. Aesthetics.
This course will treat Kant’s contribution to philosophical aesthetics. We will study his theory of the beautiful as well as his theory of the sublime; the latter one has been particularly appreciated in post-modern debates. Our work will be centered upon two guiding issues: (1) Kant’s distinction between aesthetics and ethics on the one hand, and his exploration of their deep-rooted connection on the other hand; (2) the importance of the reflective power of judgment within the scope of Kant’s overall philosophical project. Both issues lead to the question of what it means for human beings to be capable of approaching the world aesthetically.

PHIL 1500. Methodology of Philosophy.
Does successful philosophical inquiry yield new facts or new ways of looking at old facts? Is philosophical truth absolute or relative? Relative to what? Why does philosophy lack not only a body of generally agreed-upon truths, but even an established method of settling disputes? Must the results of philosophical inquiry accord with "common sense" and if so, why?

PHIL 1520. Consciousness.
Topics will include: (i) the different features of various types of consciousness; (ii) dualist, physicalist, and representationalist theories of experience; (iii) the nature of pain and other bodily sensations; (iv) the nature of conscious thought; (v) the qualitative dimension of perception; (vi) introspection; (vii) the roles of attention and working memory in perceptual consciousness; (viii) blindsight, inattentional blindness, hemineglect, and related phenomena; (ix) the unconscious; and (x) what it is for a state of consciousness to be unified. WRIT

PHIL 1530. Experimental Philosophy.
Experimental philosophy (X-phi) is the offspring of a marriage between traditional conceptual analysis and scientific method. It investigates intuitions about such traditional philosophical topics as free will, moral responsibility, knowledge, and causation, but it does so systematically and rigorously, by giving carefully worded questionnaires to samples drawn from the general population, and subjecting the results to statistical analysis. The samples may include but are not limited to philosophers and philosophy students. Thus far X-phi has achieved interesting results in moral philosophy, metaphysics, philosophy of mind, and epistemology. The course will survey some of these results, examine the current objections to X-phi, and provide some instruction in the art of designing X-phi questionnaires. Open to juniors and seniors.

Decision theory is a formal apparatus for analyzing preferences and choices. Students learn the formal theory and then examine its foundations and philosophical implications. Specific topics: the role of causation in decision problems, the status of the axioms of the theory, problems of infinite utility, rudimentary game theory, social choice functions, utilitarianism as a theorem.

PHIL 1590. Philosophy of Science.
Some very general, basic questions concerning science. Can evidence justify belief in theories which go beyond the evidence? What is the nature of good scientific reasoning? Is there a single scientific method? What is a scientific explanation? Does science reveal truths about unobservable reality, or merely tell us about parts of the world we can measure directly? WRIT

PHIL 1600. Philosophy of Law.
Philosophical examination of the chief classical and contemporary theories of the nature and function of law. Topics include the definition of law, the nature of legal systems, the logic of legal reasoning, the analysis of basic legal conceptions (e.g., of right and duty), legal rules and principles, law and justice, and law and morality. WRIT

PHIL 1610. Philosophy of Relativity Physics.
This course will examine how Einstein's Special and General Theory of Relativity bears on important philosophical issues with a focus on whether spacetime constitutes a kind of substance and what spacetime structures are required to support explanations of physical phenomena. Also discussed are connections with logical positivism, cosmology, spacetime singularities, determinism, wormholes, time travel, causation, and the passage of time.

PHIL 1620. Philosophy of Quantum Mechanics.
Can cats be both dead and alive? Can baseballs tunnel through solid walls? Is the universe constantly branching? What does that even mean? In this course we'll examine the standard non-relativistic quantum mechanical formalism and show how various interpretations of that formalism give surprising answers to the questions above. Among the philosophical issues at stake: the nature of explanation and probability in the physical world, how if at all we can make choices between empirically equivalent theories, and the role of appeals to intuition, common sense, and simplicity in science. Prerequisite: One previous course in philosophy. No physics experience required. WRIT
PHIL 1630. Mathematical Logic
This course provides a rigorous introduction to the metatheory of classical first-order predicate logic. Topics covered include the syntax, formal semantics, and proof theory of first-order logic, leading up to the completeness theorem and its consequences (the compactness and Lowenheim-Skolem theorems). There will be some discussion of philosophical issues, but the focus of the course will be on the technical material. This course provides a more rigorous and mathematical treatment of material covered in PHIL 0540. No previous familiarity with logic is required, but it may be taken after 0540.

PHIL 1640. The Nature of Morality.
Investigates major theories and issues concerning the nature of moral value. Readings from 20th-century authors. Issues include naturalism, supervenience, moral motivation, subjectivity/objectivity of value, skepticism, moral relativism, and moral realism. WRIT

PHIL 1650. Moral Theories.
A systematic examination of the main alternative normative moral theories: consequentialism; moral rights; moral duties; moral virtues. Focuses on the principal issues in the formulation of the different theories, on the main points of conflict between them, and on the critical evaluation of each. Readings are drawn mainly from contemporary work in moral philosophy.

PHIL 1660. Metaphysics.
A survey of some major topics in metaphysics, with a particular focus on radical metaphysical arguments – arguments that call into question our most basic beliefs about the world. Topics covered may include: are there ordinary objects? What is personal identity? Does personal identity matter? Does consciousness matter? Is there right and wrong and objective value? Is there free will? Do the laws of nature genuinely govern the evolution of the universe, or should we rather think of laws of nature as just summaries of what in fact has happened? Is there an explanation for the laws of nature themselves? WRIT

PHIL 1670. Time.
This course will survey the major topics in the philosophy of time from Augustine's Confessions and the Leibniz-Clarke correspondence to contemporary philosophical work on the possibility of time travel. Although the main focus will be on philosophical theories of time, and students will be learning to read, think, and write like philosophers, we will also consider the portrayal of time in various works of fiction, and the role of time in various scientific theories. WRIT

PHIL 1680. Medieval Philosophy.
Since the Renaissance, medieval philosophy has often been unjustly dismissed as arcane and irrelevant, despite impressive innovations in ethics, philosophy of mind, metaphysics, and logic. Instead of surveying so vast a field, the course focuses on one or two sets of problems, such as the problem of evil, the freedom of the will, the existence of God, universals, substance, mind and meaning.

PHIL 1690. The Problem of Free Will.
If everything we do is causally determined, is there still moral responsibility? Is there still meaning in life? Is there still a sense in which we can be said to choose our actions? These and related questions will be discussed through the writings of contemporary philosophers.

PHIL 1700. British Empiricists.
A detailed study, both historical and critical, of central issues in Locke, Berkeley, and Hume. Topics include a selection from: innate ideas; substance; personal identity; abstract ideas; theory of language; perception, materialism, and idealism; induction and causation; and skepticism. Also includes some discussion of later critics of classical empiricism.

PHIL 1710. 17th Century Continental Rationalism.
The course will focus on the principle of sufficient reason and involve a close reading of Spinoza's Ethics, along with other texts from Leibniz, Schopenhauer, Heidegger, and some contemporary writers.

We will cover the main topics of Kant's masterpiece, including his third way between rationalism and empiricism, his approach to skepticism and idealism, his foundational approach to science and everyday experience, and his limitation of knowledge to leave room for practical faith. Prerequisites: PHIL 0360, 1700, 1710 or instructor permission.

PHIL 1730. Nietzsche.
A systematic study of Nietzsche's philosophy as it developed throughout his works. Substantial attention also given to Nietzsche's major philosophical predecessors (e.g., Kant and Schopenhauer) as well as to the most significant recent secondary literature on his philosophy. Prerequisite: at least one prior course in philosophy.

PHIL 1740. Nineteenth-Century Philosophy.
This course will treat 19th century German philosophy. We will examine the development leading from German Idealism to Nietzsche. Starting and focal point of all debates in 19th century German philosophy is the work of Immanuel Kant. Therefore basic ideas of Kant's philosophy will be discussed first. The German idealists criticized Kant for what they called his "dualism" which they thought splits up life's unity into unrelated aspects. A special concern brought up was Kant's alleged negligence of both what is different from reason and what is beyond its scope. In this context we will be reading Jacobi's famous letter to Fichte in which he raised the issue of impending nihilism, parts of Hegel's Faith and Knowledge, and Schelling's Philosophical Investigations into the Essence of Human Freedom. Arthur Schopenhauer passionately opposed the systems of German Idealism (though his own philosophy has quite a bit in common with them). He emphasized the limitations of reason's power. We will be studying selected pieces from his main work The World as Will and Representation. Thus prepared, we will move on to Nietzsche who reflects and criticizes all the tendencies of 19th century philosophy, casting doubt on traditional conceptions of reason, morality, truth, and religion. The threat of nihilism reappears, even stronger and even more provocative. We will be studying Nietzsche's analyses as well as his answers.

PHIL 1750. Epistemology.
We'll concentrate on several issues involving knowledge and rational belief: What is knowledge, and how does it relate to rational or justified belief? Does a person's knowing something depend on non-evidential factors such as the practical importance of the person's being correct? Does the justification of a person's belief depend just on facts internal to the person—or might it depend on her environment? And what can we learn from thinking about the skeptical position which claims that we're not justified in believing even the most ordinary things about the world around us? WRIT

PHIL 1760. Philosophy of Language.
How is language used both to express and to communicate our beliefs and other thoughts? What is the relation between the meaning of a sentence and the meanings of the words that comprise it? We will discuss philosophical work on these and related questions including, potentially: the meanings of metaphors; the way meaning depends upon context; the nature of slurs and hate speech.

PHIL 1765. Sense and Reference.
Introduction to issues in philosophy of language and mind relating to sense and reference, including: definite descriptions, proper names, rigid designation and the description theory of names, the internalism--externalism debate, demonstratives ("this", "that"), and indexicals ("I", "here"). At least two prior courses in philosophy strongly recommended. WRIT

PHIL 1770. Philosophy of Mind.
Questions concerning the nature of mentality and its relation to the body. Selections from the following topics: mind and behavior, mind as the brain, mind as a computing machine, thought and language, action and mental causation, intentionality and consciousness. Prerequisite: at least one course in philosophy (2 or more preferred).
PHIL 1780. Philosophy of Biology
General problems in the philosophy of science as they apply specifically to the biological sciences. Issues include the status of biological and neurobiological laws, "property reductionism" and emergentism in relation to the thesis of vitalism, evolutionary explanation, ethical and cultural influences on genetic research, and gender bias in scientific theorizing and gender research in the biological sciences.

PHIL 1790. Philosophy of the Social Sciences.
An examination of philosophical questions raised by the idea of distinctively social sciences such as economics, political science, sociology, history, and psychology. Readings from traditional and contemporary philosophers on such topics as individualism, rationality, interpretation, and value neutrality. Three short papers and weekly (very) short writing assignments.

PHIL 1800A. Anarchism, Libertarianism, and Authority.
Examines arguments challenging the idea that state power is ever morally justified, and the idea that there is any obligation to obey the law. Also considers a more moderate class of views that holds that state power is justified only for very narrow purposes such as keeping peace, but not including most of the things that modern states do. A previous course in moral or political philosophy is recommended.

PHIL 1810B. Expressivism.
Expressivism is a theory (or family of theories) of the language of ethics (and perhaps other things), according to which we best understand the meanings of ethical statements not by grasping their truth conditions, but by understanding what a person does (and what state of mind a person expresses) by making them and otherwise using them.

PHIL 1810C. Recent Work in Philosophy of Language.
Consideration of recent work in philosophy of language. Topics may include: meaning and truth; proper names and reference; demonstratives and context-sensitivity; semantics and pragmatics; metaphor and figurative expression. Prerequisites: One course in logic, and at least one other course in philosophy.

PHIL 1820. Philosophy and Psychoanalysis.
The course proposes a philosophical examination of a variety of psychoanalytical theories beginning with classical Freudian theory and including ego psychology, various relational theories (object relations, intersubjectivity, and attachment theories), and self psychology. The course might also consider some of the philosophical sources of psychoanalytic theory, its interaction with recent developmental research, and its applications in literary and cultural studies.

PHIL 1830. Twentieth-Century Analytic Philosophy.
This course provides an introduction to major philosophers and movements within the analytic tradition. Our focus will be on the groundbreaking work done in the first few decades of the 20th century. We will read selected works of Gottlob Frege, G. E. Moore, Bertrand Russell, Ludwig Wittgenstein, and A.J. Ayer. We will discuss central issues in the philosophy of language, metaphysics, epistemology, and metaethics. One recurring theme will be the nature and correct methodology of philosophy itself.

PHIL 1840. Twentieth-Century Continental Philosophy.
The course will focus on the main figures of the German tradition--Husserl, Heidegger, Cassirer, Gadamer, Adorno, Habermas, and Tugendhat, with emphasis on their efforts to rethink such key concepts as consciousness, history, reason, and the self. Some attention will be paid to points of intersection with German-language philosophers most recently considered "non-Continental"--Frege, Wittgenstein, and the Vienna Circle.

PHIL 1850. Philosophical Logic.
An examination of various philosophical issues arising in the foundations of logic, such as the following: existence, definite description, reference and truth, semantic paradoxes, implication and presupposition, modalities and "possible worlds," logical truth, the nature of logical knowledge, and logic in natural language.

PHIL 1880. Advanced Deductive Logic.
This course provides an introduction to the metatheory of first-order logic. We will prove the completeness of first-order logic. We then move on to the major "limitative" results, including the undecidability of first-order logic, the Gödel incompleteness theorems, and the undefinability in arithmetic of arithmetical truth. Prerequisite: PHIL 0540 or instructor's permission.

PHIL 1885. Incompleteness.
Gödel's two incompleteness theorems are among the most important results in the history of logic. We will study these results, and explore related topics, by working through some of the classic papers on the subject. Authors to be read include Gödel, Tarski, Feferman, and Visser. Prerequisites: PHIL 0540 or PHIL 1630, or special permission from instructor.

PHIL 1890A. Contextualism and Naturalism in Twentieth-Century Epistemology.
Topics include the epistemological ideas of the later Wittgenstein; the "epistemological naturalism" that P. F. Strawson finds in Wittgenstein (and in Hume), and adopts as his own philosophy, early and late; naturalized epistemology, as defined by W. V. Quine; and varieties of contextualism in the epistemology of recent decades, including selections from the work of Robert Nozick, Fred Dretske, Peter Unger, and, most recently, David Lewis.

PHIL 1890B. Wittgenstein.
This course will focus on the Philosophical Investigations and its treatment of various questions in the philosophy of language and the philosophy of mind. Some attention will also be given to other writings of the later Wittgenstein. Prerequisite: Two courses in philosophy.

PHIL 1890C. Philosophy and Science of Perception.
This course is structured around close examination of Wilfrid Sellars's classic essay "Empiricism and the Philosophy of Mind". Additional readings set the work in its historical context (reductionist views of mind, foundationalist epistemology, and scientific instrumentalism), and include Ayer, Carnap, Chisholm, Hempel, Price, Schlick, Skinner, and Ryle.

PHIL 1890D. Theories of Truth.
No question more reeks of philosophy than the question "What is truth?"
We'll look at what logicians have had to say about the matter and, in particular, at what they have had to say about the Liar Paradox.

PHIL 1890F. Eye and World: Color and the Theory of Perception.
The cognitive science and philosophy of color perception, both in the history and the present day. Some classics of the science, including Maxwell, Helmholtz, and David Katz: Recent work in evolution and genetics of color vision, color constancy, color blindness, unique hues, and other topics; and current philosophical debate on these and other questions.

PHIL 1910A. Currents in American Pragmatism: Peirce to Putnam.
Pragmatism is a uniquely American contribution to philosophy. This course analyzes the development of pragmatism by investigating the work of Peirce, James, Quine, Richard Rorty, and Putnam. Special emphasis is placed on the role played by recent pragmatism in the realism/antirealism debate.

PHIL 1910B. Intentionality in Brentano, Meinong, Husserl.
Intentionality—that feature of our mental states in virtue of which they are of or about something—was a central theme for a number of philosophers working in Vienna at the turn of the century, including most prominently Franz Brentano, Alexius Meinong, and Edmund Husserl. Their work influenced both phenomenological and analytic traditions, including Freud, Heidegger, Moore, Russell, and Ryle.

PHIL 1910C. German Idealism.
A study of the major figures and unifying themes of classical German Philosophy, focusing on Kant, Fichte, Schelling, and Hegel. Also includes discussion of such figures as Jacobi, Reinhold, Maimon, Hölderlin, and Novalis.
PHIL 1910E. Hegel's Metaphysics.
Hegel is famous (or rather infamous) for entertaining and endorsing startling and obscure claims like "Contradiction is the rule of truth," "The Truth is the whole," and "What is rational is real, and what is real is rational." Before one is in the position to evaluate, to criticize (and to dismiss) these claims one has to become familiar with their philosophical background. The aim of the seminar is to find out what is meant with claims like these and why Hegel thought of them as reasonable.

An elective for students with at least six previous courses in philosophy. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

G. A. Cohen, who died in 2009, produced one of the most important bodies of work in political philosophy in recent decades. In this graduate seminar, we will study writings spanning the whole of Cohen's career, from his early work in "analytical Marxism" (which he partly invented), through his influential critique of libertarianism (left and right) and of the idea of self-ownership, to finally his criticisms of Rawls' theory of justice and his last, seminal work, Rescuing Justice and Equality (2008).

PHIL 2020A. Action and Agency.
No description available.

PHIL 2020B. Cause, Action, and Explanation.
No description available.

PHIL 2020C. Consciousness.
No description available.

PHIL 2020D. Consciousness and the Mind-Body Problem.
No description available.

PHIL 2020E. Physicalism and the Mind.
No description available.

PHIL 2020F. Self, Subjectivity, and Agency.
No description available.

Could consciousness – more broadly, mentality – be an "emergent" property of the brain, arising out of neural processes and yet physically inexplicable and irreducible? There is also the associated thesis of "downward causation": Minds, having emerged from the brain, project their causal powers downward, on the brain and other physical systems. The doctrine of emergence, born in the late 19th century England, continues to exert considerable attraction on philosophers and scientists alike. We will begin with the classic works of C. Lloyd Morgan, C.D. Broad, Roger Sperry and others, and then take up current debates pro and con. Enrollment limited to 20 graduate students. S/NC

PHIL 2020H. The Self.
No description available.

PHIL 2020I. Physicalism and Dualist Alternatives.
No description available.

PHIL 2020J. Understanding Actions.
Our ability to understand actions of others seems essential to the possibility of a communal life. Moreover, as reflective agents, we seem to have a need to understand our own actions why we are doing what we are doing. This course will examine some central issues concerning how understanding of actions is possible. We will begin with the classic paradigms, Davidson's causal theory, Hempel's nomological model, and Dray's critique of these approaches. This will lead to considerations of normativity and the agent's perspective in action explanation. Further topics: whether the reasons that explain/justify an action are the agent's beliefs and desires, or they are external states of affairs (Stoutland, Dancy); whether certain apparently intentional actions can be explained by directly invoking emotions, like grief and jealousy, rather than reasons-why (Rosalind Hurthouse, Michael Smith, and Peter Goldie). I expect to use some material from recently published works, by Keirian Setiya, Michael Thompson, David-Hiliel Ruben, and others.

No description available.

PHIL 2020L. Naturalism, Materialism, Physicalism.
If contemporary analytic philosophy has a shared ideology, it has to be naturalism. Materialism, or its successor, physicalism, which is closely associated with naturalism, is the default position in many areas of analytic philosophy, notably philosophy of mind, epistemology, metaphysics, and philosophy of science. We will explore why and how all this happened, and examine actual/possible arguments pro and con naturalism-materialism-physicalism. Readings from contemporary sources; we may focus on two books to appear soon: Physicalism by Daniel Stoljar and The Waning of Materialism ed. Robert C. Koons and George Bealer. Open to graduate students only; others may enroll with instructor permission.

We begin with Donald Davidson's work on radical interpretation as a theory about how we gain entry into other minds—that is, other agent's meanings and thoughts. We will then consider the theory theory vs. simulation theory controversy regarding mind-reading. There is also a more basic question: How do we manage to attribute thoughts and meanings to ourselves? That is, how is self-interpretation possible? Next, we will take up action explanation—how we understand actions, our own and those of others. We will explore cases in which such understanding fails—cases of alienation, defective agency, and failure of empathetic understanding. Enrollment limited to 40 graduate students in Philosophy.

PHIL 2030A. Moral Psychology.
We all have our notions of good people, bad people, and ordinary people, but reality tends to defy these concepts. Many otherwise "nice", family loving, church going people voted for Hitler. On the other hand, people with stupid or even evil views about morality sometimes turn out to be a lot better "in practice" than their smart counterparts who know Kant by heart. The same person may be very honest with her husband but very dishonest with the IRS, brave in battle but scared of public speaking. In this class we shall explore this complexity, touching upon topics like rationality, free will, weak will, character, and love. We'll look at attempts by contemporary philosophers to find some method in the mess. Undergraduates require instructor permission to enroll.

PHIL 2040A. Natures, Norms, and Knowledge.
No description available.

PHIL 2040B. Philosophy of Thomas Reid.
No description available.

PHIL 2040C. The Philosophy of A. N. Prior.
No description available.

PHIL 2040D. Contractarianism and Its Limits.
Can morality, and justice in particular, be rightly understood as a contract or agreement for mutual benefit? This seminar focuses on the strengths and weaknesses of the social contract tradition, looking chiefly at contemporary authors such as Rawls, Gauthier, Dworkin, Scanlon, and Nussbaum.

PHIL 2040E. Freedom.

PHIL 2040F. The Philosophy of Bernard Williams.
Bernard Williams was one of the most important philosophers of the 20th century. The seminar will focus on his ethical thought, with some attention to his writings in philosophy of mind, epistemology, and the history of philosophy.

PHIL 2040G. The Ethics of Belief.
Will focus on the nature of belief, on the sense in which belief is subject to norms, and on what this fact can tell us about the ethics of action. There will be some attention to classical texts—Locke, Hume, Clifford, and James—but the focus will be on contemporary writings. Undergraduates require instructor permission to enroll.

PHIL 2040H. Rawls.
A close study of A Theory of Justice and Political Liberalism, with attention to some of Rawls' most famous critics: Dworkin, Habermas, Cohen, Sen. Open to graduate students only; others may enroll with instructor permission.

PHIL 2050A. Antonymy and Virtue.
No description available.
PHIL 2050B. Epistemology.
No description available.

PHIL 2050C. Rational Belief and Self-doubt.
PHIL 2050D. Dissertation Workshop.
No description available.

PHIL 2050E. Level-Connections in Epistemology.
Long ago, Alston warned against "level-confusions" in epistemology. Being justified in believing that P, he argued, cannot require being justified in believing that one is justified in believing P. One might accept this, while still thinking that there are some important inter-level connections. For example, one might hold that the justification of one's belief that P could be undermined by a justified belief that one was not justified in believing P. These sorts of connections have played a part in recent discussions of the epistemology of disagreement, bootstrapping, and higher-order evidence. We'll look at a number of papers which deal, in different ways, with the rational relationships between ordinary beliefs, and beliefs about those beliefs. Open to graduate students only; others may enroll with instructor permission.

PHIL 2050F. Recent Work in Epistemology.
Philosophical Perspectives 2010 presents a nice cross-section of current work by both younger and more established epistemologists of varied interests and orientations. We'll read a number of papers from this volume, perhaps supplemented by other readings for context. Enrollment limited to 40 graduate students concentrating in Philosophy.

PHIL 2060A. Concepts.
Topics will include: The individuation of concepts, the relationship between concepts and language, the relationship between concepts and perception, the semantic, representational, and informational properties of concepts, the nature of propositions, "conceptual truth" and the a priori, intuitions and experimental philosophy, and conceptual combination. Most of the readings will be from such philosophers as Peacocke, Prince, Brandom, Gibbard, and Machery, but we will also look the work of several psychologists, including Larry Barsalou and Susan Carey.

PHIL 2060B. Perception.
This seminar will be mainly concerned with the metaphysics of perception. One topic will be recent work on the content of perceptual experience, including especially work on the question of whether there is perceptual awareness of natural kinds, and the question of whether there is perceptual awareness of Gibsonian affordances. We will also consider questions about the degree to which perception is influenced by higher cognition. Another topic will be the question of whether the fundamental objects of perceptual awareness are viewpoint-dependent or "perspectival" properties. And a fourth will be the comparative merits of representational and acquaintance-based theories.

PHIL 2060C. Qualia.
No description available.

PHIL 2060D. Recent Work in Non-Consequentialist Moral Theory.
No description available.

PHIL 2060E. Consciousness.
No description available.

PHIL 2060F. Epistemology and Metaphysics of Perception.
After a review of such traditional epistemological topics as Cartesian and Pyrrhonian skepticism about perceptual knowledge, the argument from hallucination, and the argument from perceptual relativity, we will consider the account of the relationship between perception and knowledge that is provided in Anil Gupta's recent book, Empiricism and Experience. We will then turn our attention to topics in the metaphysics of perception, including colors and color experience, the representational content of perceptual experience, perceptual quality spaces, and perceptual consciousness.

PHIL 2060G. Other Minds.
No description available.

PHIL 2070A. Contemporary Issues in Ethical Theory.
We'll survey issues in ethical theory, including normative theory and meta-ethics. Most readings will be articles written for a book I am editing, in pairs: for and against a given position. We'll take a week or two to read some of John Broome's recent papers on reasons, in preparation for the lectures he will give here in October.

PHIL 2070B. Expressivism Now.
No description available.

No description available.

PHIL 2070D. Maximizing.
No description available.

PHIL 2070E. Normativity.
No description available.

PHIL 2070F. Objective Reasons.
No description available.

PHIL 2070G. Relativism and Nihilism.
No description available.

PHIL 2070H. Instrumental Reason.
No description available.

PHIL 2070I. Selected Topics in Metaethics.

PHIL 2070J. Measuring Value.
Some things are better than others. Maybe we can also ask, how much better? We will sort out what has to be true for this question to have a real answer, and then think about whether those things are true. Topics include: the aggregation of expected value, value and time, equality and the separateness of person. The main texts will be John Broome's Weighing Goods and Weighing Lives. Some experience with formal decision theory is helpful, though not required.

PHIL 2070K. New Wave Reasons Realism.
No description available. Open to graduate students only; others may enroll with instructor permission.

PHIL 2080A. Kantian Ethics.
This seminar will investigate Kant's moral philosophy and its viability today. We will devote the first half of the semester to studying Kant's major ethical works under the guidance of John Rawls's influential lectures on Kant's moral philosophy and the other secondary literature. Then we will turn to recent works by Christine Korsgaard, Derek Parfit, and Steven Darwall that attempt to appropriate Kant's moral philosophy in different ways. Our goal will be to assess the legacy of Kant's ethics by considering the most promising form that a contemporary Kantian moral theory might take.

PHIL 2080H. Aesthetics and Architecture.
Is art produced for disinterested contemplation? Then how can architecture, which fundamentally serves one of the most fundamental human interests, that for shelter from an adverse environment, count as art? This question has both motivated philosophical speculation and caused tension in architectural practice for centuries. We will approach it through texts by philosophers such as Kames, Kant, Hegel, Schopenhauer, and Wittgenstein; architects such as Vitruvius, Alberti, Loos, Wright, Corbusier, and Venturi; and critics such as Ruskin, Watkins, Vidler, and Leatherbarrow. This course is a seminar requiring oral presentation and a term paper.

PHIL 2090A. Kant on Self-Knowledge.
Our main reading will be the "Paralogisms" section of the Critique of Pure Reason, with attention to its (early modern) historical context. Undergraduates require instructor permission to enroll.

PHIL 2100A. Consent, Borders, Equality.
No description available.
PHIL 2100C. Morality's Demand and Their Limits.
A study of the literature on agent-centered exceptions to otherwise impartial moral and political principles. Readings drawn from such authors as Singer, Williams, Scheffler, Kagan, Unger, Kamm, Nagel, G. A. Cohen, Liam Murphy, and others. Topics include: How demanding can morality be? Does practical reason give such demanding imperatives any standing? How impartial can morality be (and what kinds of impartiality might morality have)? Enrollment limited to graduate students in philosophy, and others with instructor's permission.

PHIL 2100D. Political Authority.
No description available.

PHIL 2100E. The Philosophy of John Rawls.
No description available.

PHIL 2100F. Democratic Authority.
No description available.

PHIL 2100G. Liberal Rights in Democratic Theory: Two New Books.
We will read two new books (one in final manuscript) that share an approach to liberal democracy. Both Corey Brettschneider (Democratic Rights: The Substance of Democracy, Princeton 2007) and Tom Christiano (The Constitution of Equality, Oxford, forthcoming 2008) argue that the rights that limit the prerogatives of democratic majorities can themselves be explained by the very same political values that explain the democratic political rights and liberties themselves. Rather than finding a tension between democracy and liberal rights the suggestion is that there is a harmony at the level of foundations, or even that it is all democratic after all. As Christiano puts it, a democratic people has the same sort of right to make its own decisions that individuals do in liberal theory. And in both cases there are limits stemming from other people's rights.

A natural challenge for this approach is to explain why we should think a "people" can have such a right when (or at least if) its choices (unlike the individual choices protected by liberal theory) often coercively impinge unjustly on the lives of many individuals against their wills. Individual rights place some limits on such coercive impingement, but on these views such rights do not block nearly all unjust laws, and so the challenge is fairly stated. Among our rights, do we have this right to join with others to make and enforce laws even against those who oppose them, and even apart from any showing that this would be a route to substantively good decisions? Both authors will be invited to join the class for one meeting to discuss their work. There will be weekly reading reports, one or two class presentations by each student, and two papers: a shorter mid-term paper, and a longer final paper.

PHIL 2100H. Ideal Theory and Political Philosophy.
PHIL 2100I. Groups as Agents.
There are some things that only groups can do, such as sing a G7 chord, or invade a country. We also commonly speak of methods by which groups make decisions. These attributions raise the question whether groups are agents in only a metaphorical sense—with individuals being the only "real" agents—or whether action, intention, choice (and then belief?, responsibility?) genuinely characterize groups as such. Text will be the book by Pettit and List, "Group Agency: The Possibility, Design, and Status of Corporate Agents." Other authors include Bratman, Gilbert, Tuomela, Kutz. Enrollment limited to 40 graduate students concentrating in Philosophy or Political Science. Senior undergraduates may request permission to enroll.

PHIL 2110A. Color: History and Debates.
No description available.

PHIL 2110B. Descartes.
No description available.

PHIL 2110C. Descartes and After.
No description available.

PHIL 2110D. Hume.
No description available.

PHIL 2110E. Soul and Mind in Plato, Aristotle, and Descartes.
No description available.

PHIL 2110F. Locke and Human Understanding.
We will be studying Locke's "Essay Concerning Human Understanding" with recent critics and commentators. Topics will include: qualities, substance, mind and personal identity, language, human knowledge and its limits. S/NC

PHIL 2110G. Philosophy of Iris Murdoch.
We will concentrate on Murdoch's Existentialists & Mystics, together with her near-contemporaries, e.g. Simone Weil, Hare, Sartre, and successors like John McDowell and Rosalind Hursthouse. Topics include: moral realism, moral perception, virtue, the notion of Good, the Platonic idea of an ascent to the Good; and perhaps Murdoch's views on aesthetics, developed in dialogue with Kant and Plato.

PHIL 2110H. Color and Perception.
A study of the science and philosophy of color-perception. We will study the varieties of color as phenomena in the world, the processes thanks to which we become aware of them, and what as philosophers we should say about the nature of colors. We will also study some of the "color measurement" systems developed for scientific and technical purposes. Readings will include a selection from: Maxwell and Helmholtz, Hurvich and Jameson; philosophical readings from C. L. Hardin and the useful anthology edited by Byrne and Hilbert. Open to graduate students only; others may enroll with instructor permission.

PHIL 2110K. Early Modern Metaphysics and Philosophy of the Mind: Locke.
Locke's view of the world can seem quite ordinary: with minds and material things looking not much different from, say, in Bertrand Russell. In fact, after starting with strongly anti-Aristotelian views in his early work, Locke spent the rest of his life moving in something like the opposite direction, reintroducing or rehabilitating notions of substance, essence and spirit, in ways that are often both surprising and illuminating. Central topics in Locke's Essay, together with some of Leibniz's criticisms, and present-day philosophical responses and developments.

PHIL 2120A. Logical Positivism.
No description available.

PHIL 2120B. Metaphysics and Common Sense.
No description available.

PHIL 2120C. Necessity and A Priority.
No description available.

PHIL 2120D. Philosophy of Mathematics.
No description available.

PHIL 2120E. The Philosophy of John Rawls.
No description available.

PHIL 2120F. Philosophy of Language: Slurs and Hate Speech.
We will be more on philosophy of mind than on philosophy of language, but new idea about how to deal with so-called "Frege cases." These are my paper "Solving Frege's Puzzle," and an as yet unpublished paper by Jim Pryor, "Mental Graphs." We'll read these toward the end. Most of our time will be spent developing the background that is necessary to see why such a radical approach might seem like a good idea. As it happens, our focus will be more on philosophy of mind than on philosophy of language, but this kind of issue tends to straddle that border.

PHIL 2120G. Philosophy of Language: Slurs and Hate Speech.
We will read some of the recent literature on slurs and hate speech, looking for connections between them. Students not graduate students in philosophy must have had a prior course in philosophy of language.

PHIL 2130A. Causation and Physics.
This course addresses the nature of causation, contrasting philosophical accounts that focus on events or processes involving the ordinary objects with a reductionist picture where causal facts are just given by fundamental physics. We will start of the course discussing how causation has been treated historically by philosophers, and run through the standard types of accounts. Then, we will discuss different ways to see how the physics bears on causation. Two important topics will be indeterminism and locality. Enrollment limited to 40 graduate students.
PHIL 2130B. Conditionals. We will survey the philosophical literature on the semantics of conditionals. Debate will focus on (1) various logical systems describing counterfactuals, (2) whether conditionals have truth conditions, assertibility conditions, or some other semantic structure, and (3) the classification of conditionals into subjunctives and indicatives.

PHIL 2130C. Physicalism. Physicalism is the thesis that reality is entirely physical. We will investigate different definitions for physicalism and evaluate arguments for and against its truth. Special attention will be paid to the concepts of fundamental reality, ontology, reduction, and supervenience. Examples will focus on the metaphysical status of phenomenal, intentional, normative, and mathematical truths.

PHIL 2140A. The A Priori. No description available.

PHIL 2140B. Recent Works in Epistemology. In this seminar, we will discuss contemporary issues in epistemology. In the first half of the course, we will discuss recent monographs on knowledge by Williamson, Hawthorne and Stanley. In the second half of the course, we will discuss epistemic relativism, the possibility of reasonable disagreement, among other topics.

PHIL 2140C. The Epistemology and Metaphysics of Modality. In this seminar, we will discuss the metaphysics of modality and the nature of modal knowledge. We will read work by Bealer, Chalmers, Fine, Kripke, Lewis, Peacocke, Rosen, Stalnaker, van Inwagen, Williamson, Wright, Yablo, among others.

PHIL 2140D. The Epistemology of Inference. We will examine the nature of inference and inferential justification. Topics to be discussed include: (1) Is inference rule-governed? What does that come to? (2) Are there rules of inference that cannot rationally be doubted? (3) Is there a distinctive class of deductive inferences? (4) What explains our justification for employing deductive rules of inference? (5) What explains our justification for employing ampliative rules of inference? Undergraduates require instructor permission to enroll.

PHIL 2140E. The A Priori. This seminar concerns the nature of a priori knowledge and justification. The course will focus on the following issues: (1) Is there a coherent conception of the a priori? (2) What must an account of the a priori explain? (3) Are a priori justified beliefs possible? If so, how? (4) Are contemporary accounts of the a priori – e.g., those based on rational insight or concept-possession – tenable? Enrollment limited to 40 graduate students concentrating in Philosophy.

PHIL 2140F. The Epistemology of Logic. This seminar focuses on the justification of our logical beliefs and of our employment of deductive rules of inference. What explains our justification? How are we justified in endorsing one logic over alternatives? In this seminar, we will read work by Lewis Carroll, Quine, Carnap, Dummett, Putnam, Boghossian, BonJour, Field, Priest, Haack, Rumfitt, among others. No technical background will be presupposed other than a working knowledge of introductory logic.

PHIL 2150A. Aristotle: Metaphysics Lambda. No description available.

PHIL 2150B. Aristotle's Philosophy of Mind. No description available.

PHIL 2150C. Plato's Theaetetus. No description available.

PHIL 2150D. Stoics on Mind and Action. No description available.

PHIL 2150E. Value Theory. No description available.

PHIL 2150F. Plato. No description available.

PHIL 2150G. Aristotle's Metaphysics. Aristotle's Metaphysics, books VII, VIII, and IX, investigate the question, what is substance? Do these books revise Aristotle's view in the Categories that individual living things are primary substances? We will work through the central books of the Metaphysics systematically, discussing the nature of Aristotle's project, his essentialism, his views about matter and form, potentiality and actuality, particulars and universals, and attempt to understand his conclusions about substance. Enrollment limited to 40.

PHIL 2150H. Plato's Republic. No description available. Undergraduates require instructor permission to enroll.

PHIL 2150I. Plato's Theaetetus. In this seminar, we will discuss Plato's Theaetetus, his investigation of knowledge, and associated topics, including relativism, perception, true and false judgment, and accounts, with a view to understanding how Plato distinguishes knowledge from true belief. Open to graduate students only; others may enroll with instructor permission.

PHIL 2160A. Critical Look at Later Wittgenstein. No description available.

PHIL 2160B. Disability, Illness and Death. In this seminar, we will discuss philosophical questions about disability, illness, and death, as well as the relation of these conditions to issues of social justice. Questions will include the following: What is illness? What is disability? Are these conditions medical, social, or both? What is the relation between illness and disability? What philosophical issues are connected with the concept of brain death? What social policies should be adopted with respect to such issues as prenatal testing, disability in the workplace, accessibility of public facilities, health insurance coverage, care of the terminally ill, and research on extending the human lifespan? Readings will include philosophers, bioethicists, and disability-rights activists and their opponents. One term paper; no exams. The seminar is open to graduate students and advanced undergraduates in philosophy, bioethics, the sciences or social sciences, and to others with consent of the instructor.

PHIL 2160C. Ethics and Character in Malory's Le Morte D'Arthur. No description available.

PHIL 2160D. Literature and the Philosophy of Mind: Emotion, Reason, and Action in Malory's "Le Morte D'Arthur". No description available.

PHIL 2160E. Plato. No description available.

PHIL 2160F. Bioethics Through Fiction: Considering Disability, Illness, and Death. This course uses fiction as a vehicle for philosophical discussions of disability, illness, and death. Topics include the following: What is disability? What is illness? What do healthy people owe sick, disabled, or dying people, and vice versa? Should we fear death? Should we prolong the lives of the terminally ill? Should we support research aimed at greatly extending the human lifespan? How can fiction enrich philosophical discussions of such questions? Readings include novels and short stories as well as writings by philosophers and bioethicists. In order to include students with varied backgrounds, this course is open to all Brown students and has no prerequisites.

PHIL 2160H. Disability, Fiction, and Bioethics
This seminar focuses on fiction as a vehicle for exploring conceptual, ethical, and social issues involving sensory, mobility, and cognitive disabilities. Topics include the following. What is disability? What is "normality"? What are the conceptual and empirical relations between disability and illness? How do disabled people see themselves? How do others see them? In what senses, if any, do various disabilities make disabled people worse off? What is disability pride? Should pride, traditionally one of the seven deadly sins, now be considered a virtue? Is it rational for non-disabled people to fear being disabled? Is it rational for disabled people to want to be "cured"? To want not to be? What do non-disabled people owe disabled people and vice versa? How can fiction aid in the philosophical analysis and discussion of such questions? Fiction writers discussed include Doris Lessing, Flannery O'Connor, Joanne Greenberg, Allen Barnett, Rosellen Brown, and others. Analytic philosophers and bioethicists, including Ronald Dworkin, Susan Wendell, Anita Silvers, and others, provide philosophical grounding for these discussions. This seminar is open to undergraduate and graduate students with background in philosophy, social sciences, biological sciences, or literature.

PHIL 2160I. Philosophical Issues About Human Longevity.
No description available. Undergraduates require instructor permission to enroll.

PHIL 2160K. To Be Determined.
This seminar focuses on fiction as a vehicle for philosophical discussion of conceptual and moral issues involving disability, illness, and death. These issues include the definitions of 'death,' 'illness,' and 'disability,' euthanasia and assisted suicide, hospices vs. life-extending care for the dying, decision-making for the incompetent, and the disability-rights movement's challenge to traditional approaches to disability. In addition to novels, short stories, and disability-rights material, we will read work by philosophers and bioethicists to provide philosophical grounding. In order to include students with varied backgrounds, this seminar is open to undergraduates and has no prerequisites, despite the high course number.

PHIL 2170A. Morality and the Individual.
No description available.

PHIL 2170B. Nietzsche on Overcoming Nihilism.
No description available.

PHIL 2170C. Nietzsche's Ethical Thought.
No description available.

PHIL 2170D. Philosophy Issues About Love.
No description available.

PHIL 2170E. Themes in Nineteenth-Century Ethics and Moral Psychology.
No description available.

PHIL 2170F. Philosophical Issues from Freud.
The seminar will propose a discussion of a range of issues in philosophy of mind and philosophical psychology inspired by Freud's psychoanalytic theory. These issues will include the problem of irrationality, with particular attention given to the case of self-deception; the concept of the unconscious; the concept of a drive and the idea of a drive psychology; the sources of moral agency; and various technical notions bearing on all these basic issues, such as repression, identification, internalization, narcissism, sublimation, fantasy, and so on. Seminar discussions will be based on readings from Freud, and on secondary sources from recent philosophers, including Davidson, Johnston, Gardner, Deigh, Scheffler, Hopkins, Wolheim and others.

PHIL 2170G. Alienation.
The seminar will explore certain aspects of alienation, understood as the peculiar consciousness of "not being myself" (also called "self-alienation"). The seminar will first examine fundamental questions, propedeutic to an exploration of alienation (What is consciousness of self? Does it come in different forms? Is it dependent on, or affected by, the consciousness of others?), and then turn to more specific cases of alienation (e.g., the view of shame as an heteronomous emotion, an assessment of oneself by the standards of others). Readings will include works by Frankfurt, Velleman, Strawson, Sartre, Calhoun, as well as recent research in social psychology. Open to graduate students only; others may enroll with instructor permission.

PHIL 2170H. Nietzsche on Morality and Psychology.
The seminar proposes a close systematic examination of On the Genealogy of Morality and relevant portions of other works. The purpose of the seminar is to attempt to understand in what sense, if any, there can be a "psychological" critique of morality. Besides primary sources from Nietzsche's works, we will also consider relevant works from contemporary moral psychology and recent scholarly literature. Enrollment limited to 20 graduate students and seniors.

PHIL 2180A. Kant's Philosophy of Arithmetic, Before and After Frege.
This course will look at recent and some historical work on the topic of civic virtue. Some questions we'll consider include: What is civic virtue and what are the duties citizens have in a modern democratic polity? What sort of model of civic virtue fits best with liberalism? Most writers on civic virtue use the Athenian democrat as a model of a good citizen, but is that the right one? Or is possible that in liberal states, leading a good private life has public value and so counts as a form of civic virtue? Are we obligated to be productive and help add to the social surplus? Do we owe a debt to society, and if so, how should we pay it? Should we vote, and if we do, how should we vote? Are we obligated to be tolerant or to respect others, and in what way? When is conscientious objection and civil disobedience acceptable, and when, if ever, are they obligatory? Readings will include Rawls, Dagger, Skinner, Brennan and Lomasky, Stuart White, Lawrence Becker, and others.

PHIL 2190A. Skepticism.
PHIL 2190B. Perception, Knowledge and Evidence.
No description available.

PHIL 2190C. Aristotle and the Mind/Body Problem.
The aim of this seminar series is to propose and examine a distinctive interpretation of Aristotle's discussion in De Anima of the emotions, desire, various kinds of perception and thought and to consider its philosophical plausibility. We'll test the following hypothesis: that Aristotle offers a way of understanding the emotions, desire, and perception as inextricably psycho-physical phenomena which (i) undercuts the traditional mind-body question as understood by most post-Cartesian philosophers and (ii) is of continuing philosophical interest.

PHIL 2190D. Metametaphysics.
In the recent literature there has been a great deal of interest in "metametaphysical" questions about the nature of metaphysics. Is metaphysical truth in some sense relative? Are metaphysical controversies merely a matter of choosing a language? What sorts of arguments are relevant to justifying a metaphysical view? This course will consider a number of metametaphysical issues, with special attention to the question: Are certain linguistic or conceptual systems metaphysically superior to other systems, even when all of these systems produce statements that are equivalent in their truth conditions? Roughly put, Sider answers yes; Hirsch answers no. We'll examine this debate. Enrollment limited to 20.

PHIL 2190E. Medieval Metaphysics.
A seminar on medieval metaphysical theories, both in the Arabic and Latin traditions, covering topics such as matter, substance, extension and unity.
PHIL 2190F. Kant and the Development of German Idealism.

The purpose of the course is to give a survey of the development of German idealistic thought from Kant to the early Schelling. It will deal mainly with the metaphysical and the epistemological aspects of this movement and focus primarily on those aspects that are related to Kant's theoretical philosophy. Topics that are dealt with include: (1) Kant's criticism of metaphysics and his epistemological program; (2) reactions to Kant's approach by F. H. Jacobi, K. L. Reinhold and G. E. Schulze; (3) Fichte's 'subjective' idealism; and (4) Schelling's 'search for 'lacking premises'.

PHIL 2190G. Recent Work on Moral Obligation.

What, if anything, is added when one claims a morally recommended course of action is an obligation? May I have an obligation simply to perform or refrain from certain actions, or are all obligations directional, in the sense of being owed to a particular other who holds a correlative right? Do I have certain obligations to everyone? To strangers, for example? What about my enemies or moral adversaries? And what of so-called special obligations? Are there some things that I morally owe to my family, friends, compatriots, and/or professional colleagues that I do not owe to just anyone?

PHIL 2200. Graduate Proseminar.

Will cover classics of philosophy from the end of the 19th century to the end of the 20th; including ethics as well as metaphysics, epistemology and philosophy of language.

PHIL 2450. Exchange Scholar Program.

PHIL 2700. Third Year Workshop.

Students will receive training and practice in writing papers for publication in philosophy journals. Each student will complete a paper that has significantly greater scope and depth than a normal seminar paper. The paper will normally have some relevance to an envisioned dissertation, but there will be more emphasis on the quality of work than on relevance to future projects.

PHIL 2800. Dissertation Workshop.

No description available. Course for graduate students during their 4th year or above.

PHIL 2900. Thesis Preparation.

PHIL 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

PHIL 2980. Research in Philosophy.

Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHIL 2990. Thesis Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

PHIL XLIST. Courses of Interest to Philosophy Concentrators.

Physics

Chair

James M. Valles

The department aims to develop in its students a comprehensive grasp of the principles of physics, together with a productive capacity in research. The courses of study are flexible in subject matter and are conducted by means of lectures, seminars, laboratories, and colloquia. Undergraduate as well as graduate students have opportunities to carry out research in fields of current interest.

The principal research fields of the department are condensed matter physics, elementary particle physics, low-temperature physics, nonlinear optics, physical acoustics, astrophysics, biological physics, and cosmology. Interdisciplinary study and research, coordinated with other departments, is encouraged for students interested in brain and neural science, semiconductor physics, geophysics, physics of solid continua, polymer physics, and computational physics, as well as other fields.

For additional information, please visit the department's website: http://www.brown.edu/academics/physics/

Physics Concentration Requirements

Physics is the scientific study of the fundamental principles governing the behavior of matter and the interaction of matter and energy. Mathematics is used to describe fundamental physical principles, the behavior of matter, and the interactions of matter and energy. As the most fundamental of sciences, physics provides a foundation for other scientific fields as well as the underpinnings of modern technology. The Physics department is unique because of the breadth of its faculty expertise and research, and the relatively intimate size of its classes above the introductory level. Physics concentrators may choose to pursue either the A.B. or the more intensive Sc.B. degree. Course work on either path covers a broad base of topics (for example, electricity and magnetism, classical and quantum mechanics, thermodynamics, and statistical mechanics). The Sc.B. degree requires additional advanced topics as well as a senior thesis project.

Standard concentration for the A.B. degree

Select one of the following Series: 2

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PHYS 0070</td>
<td>Analytical Mechanics &amp; Introduction to Relativity and Quantum Physics</td>
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<tr>
<td>PHYS 0030</td>
<td>Foundations of Mechanics &amp; PHYS 0040 &amp; Basic Physics</td>
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<tr>
<td>PHYS 0050</td>
<td>Foundations of Mechanics &amp; PHYS 0060 &amp; Foundations of Electromagnetism and Modern Physics</td>
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<tr>
<td>PHYS 0470</td>
<td>Electricity and Magnetism</td>
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<tr>
<td>PHYS 0500</td>
<td>Advanced Classical Mechanics</td>
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<td>PHYS 0560</td>
<td>Experiments in Modern Physics</td>
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<td>PHYS 1410</td>
<td>Quantum Mechanics A</td>
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<tr>
<td>PHYS 1530</td>
<td>Thermodynamics and Statistical Mechanics</td>
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One additional 1000-level course or a mathematics course beyond the introductory level.

Total Credits 8

Standard program for the Sc.B. degree

Prerequisites:

Select one of the following Series: 2

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<tr>
<td>PHYS 0070</td>
<td>Analytical Mechanics &amp; Introduction to Relativity and Quantum Physics</td>
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<tr>
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<td>Foundations of Mechanics &amp; PHYS 0060 &amp; Foundations of Electromagnetism and Modern Physics</td>
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<tr>
<td>MATH 0190</td>
<td>Advanced Placement Calculus (Physics/Engineering)</td>
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Or MATH 0090, MATH 0100

Program:

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<tr>
<td>PHYS 0470</td>
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<td>PHYS 1410</td>
<td>Quantum Mechanics A</td>
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<td>PHYS 1420</td>
<td>Quantum Mechanics B</td>
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<tr>
<td>PHYS 1510</td>
<td>Advanced Electromagnetic Theory</td>
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<tr>
<td>PHYS 1530</td>
<td>Thermodynamics and Statistical Mechanics</td>
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<tr>
<td>PHYS 1560</td>
<td>Modern Physics Laboratory</td>
</tr>
<tr>
<td>PHYS 1980</td>
<td>Undergraduate Research in Physics</td>
</tr>
</tbody>
</table>
One additional 1000 or 2000 level Physics course or upper level course in related fields of science chosen by the student with agreement of his or her advisor.

Four Mathematics courses beyond MATH 0190 or 0090, 0100 including choices from Applied Mathematics

PHYS 1990 Senior Conference Course

Total Credits

1

Honors

Candidates for honors in physics will be expected to pursue a more rigorous and extensive program than those merely concentrating in the subject. In addition they will be required to begin an honors thesis during the seventh semester and to complete it (as part of PHYS 1990) during the eighth semester. Honors candidates are also expected to take a special oral examination on the thesis at the end of the eighth semester. Further details about the program may be obtained from the chair of the department or the departmental honors advisor.

Astrophysics Track for the Sc.B. degree

Prerequisites:

Select one of the following Series:

PHYS 0070 Analytical Mechanics
& PHYS 0160 and Introduction to Relativity and Quantum Physics

PHYS 0050 Foundations of Mechanics
& PHYS 0060 and Foundations of Electromagnetism and Modern Physics

PHYS 0270 Introduction to Astronomy

Select one of the following Series:

MATH 0170 Advanced Placement Calculus
& MATH 0180 and Intermediate Calculus

MATH 0190 Advanced Placement Calculus (Physics/Engineering)
& MATH 0200 and Intermediate Calculus (Physics/Engineering)

MATH 0350 Honors Calculus (or equivalent)

PHYS 0470 Electricity and Magnetism

Program:

MATH 0520 Linear Algebra
or MATH 0540 Honors Linear Algebra
or PHYS 0720 Methods of Mathematical Physics

Select one of the following Math courses:

APMA 0330 Methods of Applied Mathematics I, II
APMA 0340 Methods of Applied Mathematics I, II
APMA 0350 Applied Ordinary Differential Equations
APMA 0360 Methods of Applied Mathematics I, II
MATH 1110 Ordinary Differential Equations
MATH 1120 Partial Differential Equations

PHYS 0500 Advanced Classical Mechanics
PHYS 0560 Experiments in Modern Physics
PHYS 1410 Quantum Mechanics A

PHYS 1530 Thermodynamics and Statistical Mechanics

Three of the following:

PHYS 1100 Introduction to General Relativity
PHYS 1250 Stellar Structure and the Interstellar Medium
PHYS 1270 Extragalactic Astronomy and High-Energy Astrophysics

PHYS 1280 Introduction to Cosmology

Two additional 1000- or 2000-level courses in physics or related field which are not listed as requirements.

PHYS 1990 Senior Conference Course

Total Credits

18

1 A senior thesis is required. This is to be prepared in connection with PHYS 1990 under the direction of a faculty supervisor. The topic may be in a related department or of interdisciplinary nature. In any event, a dissertation must be submitted.

Biological Physics Track for the Sc.B. degree

Foundations of Physics

PHYS 0070 Analytical Mechanics
or PHYS 0050 Foundations of Mechanics
or ENGN 0040 Dynamics and Vibrations

PHYS 0160 Introduction to Relativity and Quantum Physics
or PHYS 0060 Foundations of Electromagnetism and Modern Physics

PHYS 0470 Electricity and Magnetism

PHYS 0500 Advanced Classical Mechanics

PHYS 1410 Quantum Mechanics A

PHYS 1530 Thermodynamics and Statistical Mechanics

Select one of the following Series:

Series A

PHYS 0720 Methods of Mathematical Physics

Series B

Select one of the following:

APMA 0330 Methods of Applied Mathematics I, II
APMA 0350 Applied Ordinary Differential Equations

MATH 1110 Ordinary Differential Equations

And select one of the following:

MATH 0180 Intermediate Calculus
MATH 0200 Intermediate Calculus (Physics/Engineering)

MATH 0350 Honors Calculus

MATH 0520 Linear Algebra

MATH 0540 Honors Linear Algebra

Basic Biology and Chemistry

Biol 0200 The Foundation of Living Systems (or placement out of BIOL 0200)

BIOL 0500 Cell and Molecular Biology

CHEM 0330 Equilibrium, Rate, and Structure

Advanced Biophysical Topics and Techniques

PHYS 1610 Biological Physics

PHYS 1990 Senior Conference Course

Elective Courses (four chosen from the following list, with at least two 1000-level courses, or additional courses approved by the concentration advisor):

APMA 0360 Methods of Applied Mathematics I, II
APMA 0410 Mathematical Methods in the Brain Sciences
APMA 0650 Essential Statistics
APMA 1070 Quantitative Models of Biological Systems
APMA 1080 Inference in Genomics and Molecular Biology

BIOL 0280 Introductory Biochemistry

BIOL 0470 Genetics

BIOL 1050 Biology of the Eukaryotic Cell

BIOL 1200 Protein Biophysics and Structure

BIOL 1270 Advanced Biochemistry

BIOL 1870 Techniques in Pathobiology

CHEM 0350 Organic Chemistry

CHEM 0360 Organic Chemistry

MATH 0090 Introductory Calculus, Part I
Physics

Mathematical Physics Track for the A.B. degree

Prerequisites:
- MATH 0090 Introductory Calculus, Part I
- or MATH 0100 Introductory Calculus, Part II
- or MATH 0190 Advanced Placement Calculus (Physics/Engineering)
- PHYS 0050 Foundations of Mechanics
- or PHYS 0070 Analytical Mechanics

Mathematics Courses
- MATH 0180 Intermediate Calculus
- or MATH 0200 Intermediate Calculus (Physics/Engineering)
- or MATH 0350 Honors Calculus
- MATH 0520 Linear Algebra
- or MATH 0540 Honors Linear Algebra
- MATH 1110 Ordinary Differential Equations

Select at least one of the following:
- MATH 1060 Differential Geometry
- MATH 1120 Partial Differential Equations
- MATH 1610 Probability

Physics Courses
- PHYS 0060 Foundations of Electromagnetism and Modern Physics
- or PHYS 0160 Introduction to Relativity and Quantum Physics
- PHYS 0470 Electricity and Magnetism
- PHYS 0500 Advanced Classical Mechanics
- PHYS 0560 Experiments in Modern Physics

Select at least two of the following:
- PHYS 1410 Quantum Mechanics A
- PHYS 1420 Quantum Mechanics B
- PHYS 1510 Advanced Electromagnetic Theory
- PHYS 1530 Thermodynamics and Statistical Mechanics
- PHYS 1560 Modern Physics Laboratory

Total Credits: 18-20

1 Concentrators are required to take at least one course in mathematics and one in physics in each of their last two semesters.

Physics and Philosophy Concentration Requirements

The Physics and Philosophy concentration is for students with a deep interest in physics who do not need to acquire the laboratory and computational skills of a professional physicist. The concentration allows students to grapple with conceptual and epistemological issues. By the end of the program, concentrators possess an excellent conceptual understanding of the most philosophically interesting physics, relativity and quantum mechanics.

This concentration should prepare a student either for graduate study, especially in a history and philosophy of science (HPS) program, or for employment in science education or journalism. Other professions such as law and medicine will look favorably on such concentrators for having versatile interests and being able to master difficult material. The concentration may serve as an excellent preparation for a law school having versatile interests and being able to master difficult material. The concentration may serve as an excellent preparation for a law school.

Advising

Concentration advisors from the Departments of Physics and Philosophy will guide students working towards the A.B. degree.

Curriculum

The curriculum builds around the fields of physics that have had the biggest impact on philosophy, especially Quantum Physics, and the fields of philosophy most relevant for physics, such as Epistemology, Metaphysics and Philosophy of Physics. It is strongly recommended that students complete at least one relevant history course.

There are 11 required courses (5 in Physics, 5 in Philosophy or History, one course in mathematics) and a final project. The choice of the courses is dictated by the following considerations. The field of physics with both deepest philosophical implications and deepest influence on the rest of physics is Quantum Mechanics. Thus, a 1000-level course in Quantum Mechanics or a closely related field such as Statistical Mechanics is indispensable. The second field...
of physics most relevant for the concentration is Relativity. This field touches upon and serves as a foundation for a broad list of subjects with major philosophical implications of their own, for example: PHYS 1170, PHYS 1280, PHYS 1510, PHYS 1100. This requires another 1000-level physics course in the concentration. 1000-level Physics courses cannot be taken without certain preliminary work, most importantly, PHYS 0470, which serves as a prerequisite for most higher-level physics courses and which relies in turn on PHYS 0160 or PHYS 0060. Another lower-level physics course is necessary for a student to develop familiarity with the tools which have been employed in producing the physics knowledge.

A natural introduction into philosophy of physics comes from a course in Early Modern Philosophy. To a large extent, Early Modern Philosophy was shaped by scholars who combined interest in philosophy and physics (e.g., René Descartes, Blaise Pascal, Gottfried Wilhelm Leibniz). The influence of the XVII century physics revolution on other central figures such as Kant is unquestionable. Early Modern Philosophy sets an intellectual stage for many subsequent developments in the Philosophy of Physics and directly addresses some of the most perplexing issues like the connection (or lack thereof) between physics and religion. The core of the Philosophy requirement involves two courses in Epistemology, Metaphysics and Philosophy of Science. One course in this field would not be sufficient due to its very broad nature. Students are strongly advised to take a relevant History course. This requirement can be substituted by an additional philosophy course to reflect interests of those students who want a deeper background in Epistemology, Metaphysics and Philosophy of Science or have other related interests such as Ancient Natural Philosophy.

In addition to the above philosophy courses, PHIL 0210 (Science, Perception, and Reality) serves as a gateway into the concentration. It may be substituted by other relevant courses such as PHYS 0100 (Flat Earth to Quantum Uncertainty: On the Nature and Meaning of Scientific Explanation).

A course in calculus is a prerequisite for most physics and some philosophy classes.

**Required courses for the A.B. degree are listed below:**

**Physics Courses**
Select one of the following introductory courses in Modern Physics: 1
- PHYS 0060 Foundations of Electromagnetism and Modern Physics
- PHYS 0160 Introduction to Relativity and Quantum Physics

One course in Special Relativity and Classical Field Theory: 1
- PHYS 0470 Electricity and Magnetism

Select one of the following in Methods of Experimental and Theoretical physics:
- PHYS 0500 Advanced Classical Mechanics
- PHYS 0560 Experiments in Modern Physics

Select one of the following in Quantum Mechanics and its applications 1
- PHYS 1410 Quantum Mechanics A
- PHYS 1530 Thermodynamics and Statistical Mechanics

One more 1000-level Physics course 1

**Philosophy Courses**
Select one of the following gateway courses: 1
- PHIL 0210 Science, Perception and Reality
- PHIL 0100 Critical Reasoning
- PHIL 0060 Modern Science and Human Values
- PHIL 0540 Logic

Select one of the following courses in Early Modern Philosophy: 1
- PHIL 0360 Early Modern Philosophy
- PHYS 1700 British Empiricists
- PHYS 1710 17th Century Continental Rationalism
- PHYS 1720 Kant: The Critique of Pure Reason

Select two of the following courses in Epistemology, Metaphysics and Philosophy of Science: 2
- PHIL 1590 Philosophy of Science
- PHIL 1620 Philosophy of Quantum Mechanics
- PHIL 1660 Metaphysics
- PHIL 1670 Time
- PHIL 1750 Epistemology

**History Courses**
Select one of the following courses in History of Science: 1
- HIST 0522N Reason, Revolution and Reaction in Europe
- HIST 1825M Science at the Crossroads
- HIST 1976I The World of Isaac Newton

**Calculus**
Select one of the following: 1
- MATH 0180 Intermediate Calculus
- MATH 0200 Intermediate Calculus (Physics/Engineering)
- MATH 0350 Honors Calculus

**Final Project**
Select one of the following: 1
- PHIL 1990 Independent Studies
- PHYS 1990 Senior Conference Course

A course from the PHIL 0990 Senior Seminar series

Any graduate seminar in Philosophy

**Total Credits**

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1 Or one more Philosophy course.

**Honors**

Seniors wishing to earn honors by presenting a senior honors thesis should consult their concentration advisor during their sixth semester or at the start of the seventh semester concerning procedures and requirements. Students may earn honors by presenting a senior thesis judged to be of honors quality by two readers. In addition to completing the usual nonhonors requirements, the student should also have a grade point average of over 3.4 in physics, philosophy and history of science courses (of which at least five must be taken for a letter grade). Honors theses are usually prepared over a period of two semesters with an advisor from the Department of Physics or the Department of Philosophy.

**Chemical Physics Concentration Requirements**

Chemical Physics is an interdisciplinary field at the crossroads of chemistry and physics and is administered jointly by the two departments. The concentration provides students with a broad-based understanding in fundamental molecular sciences, as well as a background for graduate studies in physical chemistry, chemical physics, or molecular engineering. Concentrators are required to take twenty courses in chemistry, physics, and mathematics, although approved courses in applied mathematics, biology, computer science, geological sciences, or engineering may be substitutes. Chemical Physics concentrators are also advised to take at least six courses in the humanities and social sciences. Chemical Physics concentrators at all levels (first-year through seniors) are actively involved in research with faculty members in both departments.

**Standard program for the Sc.B. degree**

Twenty-one semester courses 1 in chemistry, physics, and mathematics, with a minimum of four semester courses in mathematics. The expectation is that courses required for a concentration in Chemical Physics will be taken for a letter grade. Core courses are:
- CHEM 0330 Equilibrium, Rate, and Structure
- CHEM 0350 Organic Chemistry
- CHEM 0500 Inorganic Chemistry
- CHEM 1140 Physical Chemistry: Quantum Chemistry
- PHYS 0070 Analytical Mechanics
- PHYS 0160 Introduction to Relativity and Quantum Physics
Select three additional higher-level math, applied math, or mathematical physics (PHYS 0720) courses.

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A thesis under the supervision of a physics or engineering faculty member.

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</table>

* Students are also encouraged to take courses dealing with the philosophical, ethical, or political aspects of science and technology.

**Total Credits**: 19

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**Astronomy Concentration Requirements**

Along with Greek, Latin, and Mathematics, Astronomy counts as one of the oldest continuously taught subjects in the Brown curriculum. It is the study of the properties of stars, galaxies, and the Universe, and as such combines elements from the disciplines of both Physics and Planetary Geology. Students pursuing this concentration complete introductory coursework in classical mechanics, relativity, and astrophysics, along with mathematics and electromagnetism. They go on to complete courses in stellar and extragalactic astrophysics as well as cosmology. Facilities available to concentrators include the historic Ladd Observatory.

**Standard concentration for the A.B. degree**

Eleven or twelve courses are required (depending on the satisfaction of prerequisites).

**Prerequisites**

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Select one of the following Series:

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**Physics Concentration Requirements**

The Sc.B. program in Engineering and Physics is sponsored jointly by the School of Engineering and the Department of Physics. The program is designed to ensure that students take a significant portion of the usual curriculum in Engineering and in Physics; obtain substantial laboratory experience, and take several upper-level elective courses, focusing on applied science. Students may take either the standard Physics or Engineering programs during their freshman and sophomore years and then switch to this combined program. The Sc.B. degree program in Engineering and Physics is not accredited by ABET.

The following standard program assumes that a student begins mathematics courses at Brown with MATH 0170 or its equivalent. Students who begin in MATH 0200 can substitute an additional science, engineering or higher-level mathematics course for the MATH 0170 or MATH 0190 requirement. To accommodate the diverse preparation of individual students, variations of the following sequences and their prerequisites are possible with permission of the appropriate concentration advisor and the instructors involved. We recommend that each student’s degree program be submitted for prior approval (typically in semester four) and scrutinized for compliance (in semester seven) by one faculty member from the Department of Physics and one faculty member from the School of Engineering.

Select one of the following two course sequences:

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**Total Credits**: 21

* Other approved courses in applied mathematics, biology, computer science, geological sciences, or engineering may be substituted for some of the twenty-one.

Students are advised to take at least six courses in the humanities and social sciences.

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**Engineering and Physics Concentration Requirements**

The Sc.B. program in Engineering and Physics is sponsored jointly by the School of Engineering and the Department of Physics. The program is designed to ensure that students take a significant portion of the usual curriculum in Engineering and in Physics; obtain substantial laboratory experience, and take several upper-level elective courses, focusing on applied science. Students may take either the standard Physics or Engineering programs during their freshman and sophomore years and then switch to this combined program. The Sc.B. degree program in Engineering and Physics is not accredited by ABET.

The following standard program assumes that a student begins mathematics courses at Brown with MATH 0170 or its equivalent. Students who begin in MATH 0200 can substitute an additional science, engineering or higher-level mathematics course for the MATH 0170 or MATH 0190 requirement. To accommodate the diverse preparation of individual students, variations of the following sequences and their prerequisites are possible with permission of the appropriate concentration advisor and the instructors involved. We recommend that each student’s degree program be submitted for prior approval (typically in semester four) and scrutinized for compliance (in semester seven) by one faculty member from the Department of Physics and one faculty member from the School of Engineering.

Select one of the following two course sequences:

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Select one of the course in statistical mechanics:

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<td>or MATH 0190</td>
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Seven courses, primarily at the 1000 or 2000 level, in chemistry or physics.

Select two semesters of independent study:

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<td>PHYS 1990</td>
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</table>
PHYS 0010. Introduction to the Meaning and Structure of Physics.
A wide-ranging introduction to physics for nonscientists that emphasizes the fundamental principles and ideas underlying the field of physics. Focuses on three "great" ideas: Newton's laws of mechanics and universal gravitation, Einstein's theory of relativity, and the development of quantum mechanics. Lecture demonstrations and nonconventional laboratory sections illustrate the concepts discussed in class. Knowledge of high school algebra is sufficient background. Not designed to satisfy medical school admission requirements.

PHYS 0020. From Quanta to Quarks, for the Nonscientist.
This course is aimed at students of the Arts, Humanities, and Social Sciences, who would appreciate a non-mathematical presentation of the revolutionary discoveries of fundamental Physics of the Twentieth Century. The Lectures begin with Einstein's Relativity and Planck's Quantum Hypothesis, descend into the realms of Atoms and Nuclei, and end with the current limits of our knowledge, the Quark Model of the elementary particles.

PHYS 0030. Basic Physics.
Survey of mechanics for concentrators in sciences other than physics-including premedical students or students without prior exposure to physics who require a less rigorous course than PHYS 0050, 0060. Employs the concepts of elementary calculus but little of its technique. Lectures, conferences, and laboratory. Six hours of attendance. Recommended: MATH 0090 or 0100.

PHYS 0030L. Basic Physics Lab.
Please see course description for PHYS 0030.

PHYS 0040. Basic Physics.
Survey of electricity, magnetism, optics, and modern physics for concentrators in sciences other than physics-including premedical students or students without prior exposure to physics who require a less rigorous course than PHYS 0050, 0060. Employs the concepts of elementary calculus but little of its technique. Lectures, conferences, and laboratory. Recommended: MATH 0090 or 0100.

PHYS 0040L. Basic Physics Lab.
Please see description for PHYS 0040.

An introduction to Newtonian mechanics that employs elementary calculus. Intended for science concentrators. Potential physics concentrators, who do not have adequate preparation for PHYS 0070, may enroll, but are urged to continue with PHYS 0160 rather than PHYS 0060. Lectures, conferences and laboratory. Six hours of attendance. Recommended: MATH 0090 or MATH 0100.

PHYS 0050L. Foundations of Mechanics Lab.
Please see course description for PHYS 0050.

An introduction to the principles and phenomena of electricity, magnetism, optics, and the concepts of modern physics. Recommended for those who wish to limit their college physics to two semesters but seek a firm grounding in the subject, including but not limited to those with some previous knowledge of physics. Lectures, conferences, and laboratory. Six hours of attendance. Prerequisite: PHYS 0050. Recommended: MATH 0100.

PHYS 0060L. Foundations of Electromagnetism and Modern Physics Lab.
Please see description for PHYS 0060.

A mathematically more rigorous introduction to Newtonian mechanics than PHYS 0050. For first-year students and sophomores who have studied physics previously and have completed a year of calculus. Lectures, conferences, and laboratory. Six hours of attendance. Prerequisites: high school physics and calculus or written permission.

PHYS 0070L. Analytical Mechanics.
Please see course description for PHYS 0070.

Physics has had a dramatic impact on our conception of the universe, our ideas concerning the nature of knowledge, and our view of ourselves. Philosophy, sometimes inspired by developments in physics, considers the impact of such developments on our lives. In this seminar, students will explore how classical and modern physical theory have affected our view of the cosmos, of ourselves as human beings, as well as our view of the relation of mathematical or physical structures to 'truth' or 'reality.' Through a study of physics as well as selected philosophical readings, we will consider how we can know anything, from seemingly simple facts to whether a machine is conscious. Enrollment limited to 20 first year students. Instructor permission required. FYS WRIT
PHYS 0110. Excursion to Biophysics
This new course aims at freshmen with good preparation in high school physics, chemistry and biology, but who have not had a set mind what specific disciplines to focus on in their college study at Brown. The course will introduce important physics concepts and techniques relevant to biology and medicine, such as diffusion and transport of molecules and intracellular components. Brown motion and active swimming of microbes, motion of particles confined by a harmonic potential, Boltzmann distribution, exponential growth or decay, and statistics of single molecule behavior. The goal of the course is to cultivate interest and provide essential basics for more rigorous study of biological physics as a branch of interdisciplinary science. Enrollment limited to 20 first year students. Instructor permission required. FYS WRIT

PHYS 0111. Are There Extra Dimensions Under Your Bed?
Discusses some of the most exciting questions confronting contemporary physical science in a fashion suitable for both humanists and scientists. What are particles, antiparticles, superstrings, and black holes? How are space and time related? How are mass and gravity related to space and time? Do we live in a three-dimensional world, or are there extra dimensions? The seminar will address such questions with conceptual explanations based upon current research on campus, and highlight the experiments at the energy frontier, being carried out by the world's largest scientific instrument to-date, the Large Hadron Collider, located in Geneva, Switzerland. Enrollment limited to 20 first year students. FYS WRIT

PHYS 0112. Alien Worlds: The Search for Extra-Solar Planets and Extraterrestrial Life
The course will cover the significant developments in the detection and characterization of extra-solar planetary systems in the past 20 years. We will study the astrophysics of planetary system formation, the techniques for detecting planets, the properties of the planets discovered so far, and the prospects for future discoveries, with an emphasis on the search for "Earth-analogues" and the implications for astrobiology. Enrollment limited to 20 first year students. FYS

PHYS 0113. Squishy Physics
A freshman seminar to explore everyday applications of physics. It offers practical training on project based learning. The course involves hands-on experimentation, data analysis and presentation. The course is designed for students interested in any field of science with no pre-requisite. The topics covered include motion, forces, flow, elasticity, polymers, gels, electricity, energy, etc. Students will be guided to work on several projects over the semester. They are required to report their projects in both written and oral reports. There is no exam for the course. Students are required to register for one of the labs. FYS

PHYS 0114. The Science and Technology of Energy
Energy plays fundamental roles in society. Its use underlies improvements in the living standard; the consequences of its use are having a significant impact on the Earth’s climate; its scarcity in certain forms is a source of insecurity and political conflict. This course will introduce the fundamental laws that govern energy and its use. Physical concepts to be covered: mechanical energy, thermodynamics, the Carnot cycle, electricity and magnetism, quantum mechanics, and nuclear physics. Technological applications include wind, hydro, and geothermal energy, engines and fuels, electrical energy transmission and storage, solar energy and photovoltaics, nuclear reactors, and biomass. Enrollment limited 20. FYS

PHYS 0120. Adventures in Nanoworld
Richard Feynman famously said, "There's plenty of room at the bottom," about the possibility of building molecular-size machines operating according to Quantum Mechanics. Scientists are now learning the art, and students in this course will use basic physics and simple mathematical models to understand the phenomena and materials in the nanoworld. Non-science concentrators and potential science concentrators alike will learn about important classes of nanosystems such as macromolecules, nanotubes, quantum dots, quantum wires, and films. We will learn how people make nanosystems and characterize them. We will consider existing and potential applications of nanotechnology, including molecular motors, nanoelectronics, spintronics, and quantum information. Enrollment limited to 20 first year students. FYS WRIT

PHYS 0121. Introduction to Environmental Physics: The Quantum Mechanics of Global Warming
We will use basic physics and simple mathematical models to investigate climate change, energy and entropy, the dispersal of pollutants, solar power, and other aspects of environmental science. Lectures will be supplemented with demonstrations of key physical principles. Emphasis will be placed on quantitative reasoning.

PHYS 0150. Brief History of Time
An introduction to modern cosmology for nonphysicists. Topics include: the nature of space and time, the expanding universe, black holes, and the origin of structure in the universe. Attempts to bridge the gap between sciences and humanities. No mathematics other than high school algebra is assumed. Willingness to be challenged by bold new ideas and an inquisitive mind are prerequisites.

PHYS 0160. Introduction to Relativity and Quantum Physics
A mathematically rigorous introduction to special relativity and quantum mechanics. The second course in the three-semester sequence (PHYS 0470 being the third) for those seeking the strongest foundation in physics. Also suitable for students better served by an introduction to modern physics rather than electromagnetism. Lectures, conferences, and laboratory. Six hours of attendance. Prerequisite: PHYS 0070 or 0050. Recommended: MATH 0180 or 0200.

PHYS 0160L. Introduction to Relativity and Quantum Physics
Please see the course description for PHYS 0160.

PHYS 0180. Physics for Non-Physicists: An Introduction to Classical and Modern Physics
This course is an introduction to many major concepts in physics. It is intended for a general audience, and calculus is not required. Along the way, we will address the question "what goes into making a scientific theory?" using the works of Euclid, Galileo, Newton and others as examples. Concepts range historically from planetary motion (addressed at least as early as Ancient Greece) to modern physics topics that are still under debate today. These concepts include (but are not limited to) motion, forces, energy, electricity and magnetism, special relativity and quantum mechanics.

PHYS 0210. Beginning Astronomy
Semester I: historical and conceptual developments and the study of the solar system. Semester II: stars and their evolution, our galaxy, and the universe at large. Considers the role of pulsars, quasars, neutron stars, and black holes in modern views of the universe. Three hours of attendance. See also PHYS 0270. Either semester may be taken independently.

PHYS 0220. Astronomy
An introduction to basic ideas and observations in astronomy, starting with the observed sky, coordinates and astronomical calendars and cycles, the historical development of our understanding of astronomical objects. Particular emphasis is placed on the properties of stars, galaxies, and the universe as a whole, including the basic ideas of cosmology. The material is covered at a more basic level than PHYS 0270. Knowledge of basic algebra and trigonometry is required, but no experience with calculus is necessary. The course includes evening laboratory sessions.

PHYS 0270. Introduction to Astronomy
A complete survey of basic astronomy, more rigorous than is offered in PHYS 0220. Requires competence in algebra, geometry, trigonometry, and vectors and also some understanding of calculus and classical mechanics. Laboratory work required. This course or an equivalent required for students concentrating in astronomy. The course includes conferences and evening laboratory sessions.

PHYS 0280. Introduction to Astrophysics and Cosmology
A survey of astrophysical phenomenology and the application of physical theory to its interpretation. Prerequisites: PHYS 0040, 0060, 0160 or written permission.

PHYS 0470. Electricity and Magnetism
Electric and magnetic fields. Motion of charged particles in fields. Electric and magnetic properties of matter. Direct and alternating currents. Maxwell's equations. Laboratory work. Prerequisites: PHYS 0040, 0060, or 0160; and MATH 0180, 0200 or 0350. Labs meet every other week.
Dynamics of particles, rigid bodies, and elastic continua. Normal modes. Lagrangian and Hamiltonian formulations. Prerequisites: PHYS 0070, 0160 or 0050, 0060 and MATH 0180 or 0200; or approved equivalents.

PHYS 0560. Experiments in Modern Physics.
Introduction to experimental physics. Students perform fundamental experiments in modern quantum physics, including atomic physics, nuclear and particle physics, and condensed matter physics. Visits to research labs at Brown acquaint students with fields of current research. Emphasizes laboratory techniques, statistics, and data analysis. Three lecture/discussion hours and three laboratory hours each week. Required of all physics concentrators. Prerequisites: PHYS 0070, 0160 or 0050, 0060; 0470, WRIT

PHYS 0720. Methods of Mathematical Physics.
This course is designed for sophomores in physical sciences, especially those intending to take sophomore or higher level Physics courses. Topics include linear algebra (including linear vector spaces), Fourier analysis, ordinary and partial differential equations, complex analysis (including contour integration). Pre-requisites: PHYS 0060 or 0160, MATH 0180, 0200 or 0350, or consent of the instructor.

An introduction to the principles of quantum mechanics and their use in the description of the electronic, thermal, and optical properties of materials. Primarily intended as an advanced science course in the engineering curriculum. Open to others by permission. Prerequisites: ENGN 0040, APMA 0340 or equivalents.

PHYS 1100. Introduction to General Relativity.
An introduction to Einstein's theory of gravity, including special relativity, spacetime curvature, cosmology and black holes. Prerequisites: PHYS 0500 and MATH 0520 or MATH 0540 or equivalent, or permission of the instructor. Recommended: PHYS 0720. Offered every other year.

PHYS 1170. Introduction to Nuclear and High Energy Physics.
A study of modern nuclear and particle physics, with emphasis on the theory and interpretation of experimental results. Prerequisites: PHYS 1410, 1420 (may be taken concurrently), or instructor permission.

PHYS 1250. Stellar Structure and the Interstellar Medium.
This class is an introduction to the physics of stars and their environment. The course covers the fundamental physics that set the physical properties of stars, such as their luminosity, size, spectral properties and how these quantities evolve with time. In addition, it includes a study of the physics that takes place in the gaseous environment surrounding stars, the Interstellar Medium (ISM). The ISM is very important because it contains a wealth of information on the evolutionary history of galaxies, their composition, formation and future. Prerequisites: PHYS 0270, PHYS 0500, or instructor permission. PHYS 1530 (perhaps taken concurrently) is strongly recommended but not required.

PHYS 1270. Extragalactic Astronomy and High-Energy Astrophysics.
This course provides an introduction to the astrophysics of galaxies, their structure and evolution, with an emphasis on physical introduction of the observations. Underlying physics concepts such as radiative transfer, nuclear reactions and accretion physics will be introduced. Intended for students at the junior level. Prerequisites: PHYS 0270 and PHYS 0470, and either MATH 0190 or MATH 0200, or instructor permission. WRIT

PHYS 1280. Introduction to Cosmology.
The course presents an introduction to the study of the origin, evolution and contents of the Universe. Topics include the expansion of the Universe, relativistic cosmologies, thermal evolution, primordial nucleosynthesis, structure formation and the Cosmic Microwave Background. Prerequisites: PHYS 0160, MATH 0190, MATH 0200, or MATH 0350, or instructor permission.

PHYS 1410. Quantum Mechanics A.
A unified treatment of quanta, photons, electrons, atoms, molecules, matter, nuclei, and particles. Quantum mechanics developed at the start and used to link and explain both the older and newer experimental phenomena of modern physics. Prerequisites: PHYS 0500 and 0560; and MATH 0520, 0540 or PHYS 0720; or approved equivalents.

PHYS 1420. Quantum Mechanics B.
See Quantum Mechanics A, (PHYS 1410) for course description.

PHYS 1510. Advanced Electromagnetic Theory.
Maxwell's laws and electromagnetic theory. Electromagnetic waves and radiation. Special relativity. Prerequisites: PHYS 0470, and MATH 0180, 0200, or 0350; or approved equivalents.

PHYS 1530. Thermodynamics and Statistical Mechanics.
The laws of thermodynamics and heat transfer. Atomic interpretation in terms of kinetic theory and elementary statistical mechanics. Applications to physical problems. Prerequisites: MATH 0180 or 0200 or 0350. Corequisite: PHYS 1410.

PHYS 1560. Modern Physics Laboratory.
A sequence of intensive, advanced experiments often introducing sophisticated techniques. Prerequisites: PHYS 0470, 0500 and 0560; and MATH 0520, 0540 or PHYS 0720; or approved equivalents. WRIT

PHYS 1600. Computational Physics.
This course provides students with an introduction to scientific computation, primarily as applied to physical science problems. It will assume a basic knowledge of programming and will focus on how computational methods can be used to study physical systems complementing experimental and theoretical techniques. Prerequisites: PHYS 0070, 0160 (or 0050, 0060) and 0470 (or ENGN 0510); MATH 0180 or 0200 or 0350; the ability to write a simple computer program in Fortran, Matlab, C or C++; WRIT

PHYS 1610. Biological Physics.
Introduction on structures of proteins, nucleotides, and membranes; electrostatics and hydration; chemical equilibrium; binding affinity and kinetics; hydrodynamics and transport; cellular mechanics and motions; biophysical techniques including sedimentation, electrophoresis, microscopy and spectroscopy. Suitable for undergraduate science and engineering majors and graduate students with limited background in life science. Prerequisites: MATH 0180.

PHYS 1700A. Stellar Physics and the Interstellar Medium.
No description available.

PHYS 1700B. Topics in Optics.
Introduction to optical principles and techniques. Offered to students who have a foundation in physics and are especially interested in optics. The course covers the interaction of light with matter, geometric and wave optics, polarization, fluorescence, and optical instruments (e.g. interferometer, spectrometer, microscope and telescope). Recommended are one physics course (PHYS 0440, PHYS 0060, or ENGN 0040) and one calculus course (MATH 0180, MATH 0200, or MATH 0350), or per instructor's permission.

PHYS 1700C. String Theory for Undergraduates.
This course will concentrate on String Theory. It will be given at introductory/intermediate level with some review of the background material. Topics covered will include dynamical systems, symmetries and Noether's Theorem; nonrelativistic strings; relativistic systems (particle and string); quantization, gauge fixing, Feynman's sum over paths; electrostatic analogy; string in curved space-time; and supersymmetry. Some advanced topics will also be addressed, i.e., D-Branes and M-Theory. Recommended prerequisites: PHYS 0470 and 0500, or 0160.

PHYS 1700F. Quantum Information.
Quantum information is the modern study of how to encode and transmit information on the quantum scale—in many ways fundamentally different from classical information. This course will connect a standard treatment of Quantum Mechanics with information theory. Some topics will overlap with phys 1410, but information will be presented from a different viewpoint and with new applications. Topics covered will include: measurement, quantum states, bits, density of states, entanglement, quantum information processing, computing, and some special topics. Students will be expected to complete an end of term project for successful completion of the course.

Designed for undergraduates to participate, individually or in small groups, in research projects mentored by the physics faculty. Students must have taken one year of college level physics. An average of 8 to 10 hours per week of guided research is required as are weekly meetings with the supervising faculty member. Students should consult with faculty to find a mutually agreeable research project and obtain permission to enroll. Section number varies by instructor (students must register for the appropriate section).

PHYS 1990. Senior Conference Course.
Preparation of thesis project. Required of candidates for the degree of bachelor of science with a concentration in physics. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PHYS 2010. Techniques in Experimental Physics.
No description available.

An introduction to methods of mathematical analysis in physical science and engineering. The first semester course includes linear algebra and tensor analysis; analytic functions of a complex variable; integration in the complex plane; potential theory. The second semester course includes probability theory; eigenvalue problems; calculus of variations and extremum principles; wave propagation; other partial differential equations of evolution.

PHYS 2030. Classical Theoretical Physics I.
No description available.

PHYS 2040. Classical Theoretical Physics II.
No description available.

PHYS 2050. Quantum Mechanics.
No description available.

PHYS 2060. Quantum Mechanics.
No description available.

PHYS 2070. Advanced Quantum Mechanics.
No description available.

PHYS 2100. General Relativity and Cosmology.
Given every other year.

PHYS 2140. Statistical Mechanics.
No description available.

PHYS 2170. Introduction to Nuclear and High Energy Physics.
No description available.

PHYS 2200. Elementary Particle Physics I.
Alternates with PHYS 2210.

PHYS 2210. Elementary Particle Physics II.
No description available.

PHYS 2280. Astrophysics and Cosmology.
This course serves as a graduate-level introduction to modern cosmology, including current topics of research on both observational and theoretical fronts. Topics include relativistic cosmology, inflation and the early Universe, observational cosmology, galaxy formation. Prerequisites for undergraduates: PHYS 1280 and PHYS 1530.

PHYS 2300. Quantum Theory of Fields I.
No description available.

PHYS 2320. Quantum Theory of Fields II.
No description available. Instructor permission required.

PHYS 2340. Group Theory.
Offered every other year.

PHYS 2410. Solid State Physics I.
No description available.

PHYS 2420. Solid State Physics II.
No description available.

PHYS 2430. Quantum Many Body Theory.
No description available.

PHYS 2470. Advanced Statistical Mechanics.


PHYS 2500. Exchange Scholar Program.

PHYS 2600. Computational Physics.
This course provides students with an introduction to scientific computation at the graduate level, primarily as applied to physical science problems. It will assume a basic knowledge of programming and will focus on how computational methods can be used to study physical systems complementing experimental and theoretical techniques. Prerequisites: PHYS 2030, 2050, 2140; the ability to write a simple computer program in Fortran, Matlab, C or C++.

PHYS 2610A. Selected Topics in Modern Cosmology.
Aims to provide a working knowledge of some main topics in modern cosmology. Combines study of the basics with applications to current research.

PHYS 2610B. Theory of Relativity.
No description available.

PHYS 2610C. Selected Topics in Condensed Matter Physics.

PHYS 2610D. Selected Topics in Condensed Matter Physics.
The objective of this course is to introduce recent development in condensed matter physics. Selected topics include: nanoscale physics, materials, and devices; spintronics and magnetism; high temperature superconductivity; strongly correlated systems; Bose-Einstein condensates; and applications of condensed matter physics. In addition to discussing physics, some experimental techniques used in current research will also be introduced. The course will help students broaden their scope of knowledge in condensed matter physics, learn how to leverage their existing background to select and conduct research, and develop a sense of how to build their professional career based on condensed matter physics.

PHYS 2610E. Selected Topics in Physics of Locomotion.
This special topics graduate course deals with the physical processes involved in the locomotion of organisms, with a particular focus on locomotion at small scales in fluids. Topics include mechanisms of swimming motility for microorganisms, fluid mechanics at low Reynolds number, diffusion and Brownian motion, physical actuation, hydrodynamic interactions, swimming in complex fluids, artificial swimmers, and optimization. Prerequisites: (PHYS0470 or ENGN0510) and (PHYS 0500 or ENGN0810 or ENGN1370), or permission of the instructor.

PHYS 2610F. Selected Topics in Physics of Locomotion.
The course will cover basic aspects of conducting precision measurements and searches for new physics at modern high-energy colliders, with the emphasis given to physics at the Large Hadron Collider. The course will cover major aspects of conducting physics analysis from the underlying theory to experimental methods, such as optimization of the analysis, multivariate analysis techniques, use of statistical methods to establish a signal or set the limit. There will be reading assignments, in-class student presentations, and hands-on exercises offered as the part of the course. Prerequisite: PHYS 1170 or 2170. Open to graduate students in Physics and Math.

PHYS 2620A. Astrophysical and Cosmological Constraints on Particle Physics.
No description available.

PHYS 2620B. Green's Functions and Ordered Exponentials.
No description available.

PHYS 2620C. Introduction to String Theory.
No description available.

PHYS 2620D. Modern Cosmology.
No description available.

PHYS 2620E. Selected Topics in Quantum Mechanics: Fuzzy Physics.
No description available.

PHYS 2620F. Selected Topics in Molecular Biophysics.
No description available.
Political Science Concentration

Requirements:

Two introductory courses:
- For the American politics and political theory tracks, select two courses from the following list. One of which must be the introductory course associated with the chosen track.
  - POLS 0110 Introduction to the American Political Process
  - POLS 0120 Introduction to Political Thought
  - POLS 0200 Introduction to Comparative Politics
  - POLS 0300 Introduction to International Politics

For the international and comparative politics track; the following two introductory courses are required:
- POLS 0200 Introduction to Comparative Politics
- POLS 0300 Introduction to International Politics

One course in the American politics subfield 1
One course in the political theory subfield 1
Two courses in the international and comparative politics subfield 2
Three upper-level courses in the chosen subfield 3

One methods course from Political Science: 1
- POLS 0500 Foundations of Political Analysis
- POLS 1600 Political Research Methods

One research seminar from the POLS 1820, 1821, 1822, 1823 or 1824 offerings that is track related 1

Two upper-level courses from outside the department related to the specialized track, chosen with the approval of the concentration advisor. 2

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1 A comparable course from an outside department (APMA 0650, ANTH 1940, CLPS0900, ECON 1820, ECON 1830, EDUC 1100, EDUC 1110, GEOI 1320, PHP1501, SOC 1100 or 1120 may also be used). If the methods requirement is fulfilled by an outside department course, it will not count as one of the 12 required courses.

2 Appropriate 1000-level courses offered in (but not limited to) Africana Studies, American Civilization, Anthropology, Classics, Economics, History, International Relations, Philosophy, Public Policy, Religious Studies, Sociology or Urban Studies may apply. The concentration advisor may approve a course from another department if it clearly meets the intent of the outside course requirement.
To obtain an advisor contact the Concentration Coordinator Patti Gardner.

Honors
Students wishing to undertake the honors program need to complete the same requirements as shown for the concentration. Completion of the methods requirement is required prior to applying to the Honors program. Students must also complete an honors research project and take POLS 1910 and POLS 1920 during the spring semester. POLS 1910 and POLS 1920 will count as one credit towards the 10 required Political Science courses for the concentration.

Political Science Graduate Program
The department of Political Science offers a Master of Arts (A.M.) Degree* and a Doctor of Philosophy (Ph.D.) Degree.

Completion Requirements
A.M.: The A.M. requires passing eight 2000-level Political Science courses with a grade of B or better.
Ph.D.: The Ph.D. requires passing thirteen graduate level courses with a grade of B or better of which at least 10 courses must be taken within the Political Science department (two may be taken from a related discipline), including Research Methods POLS2000, Statistics I POLS2580, two field proseminars (choose two of four - POLS2100 American, POLS2110 Comparative, POLS2120 Theory, POLS2130 IR); a theory course, and Prospective writing POLS2050 and POLS2051. Students must also pass written and oral preliminary examinations in two subfields: writing and oral presentation of a dissertation proposal; and written and oral presentation of a dissertation. A minimum of two semesters as a teaching assistant is also required.

For more information on admission and program requirements, please visit the following website http://www.brown.edu/academics/gradschool/programs/political-science

*The department does not have a separate master's program; graduate students can earn the A.M. on the way to the Ph.D. Also, Brown University undergraduates may apply for a Master's degree to be completed in their fifth year at Brown.

Courses
POLS 0010. Introduction to the American Political Process.
This course is designed to be an introduction to the American political process, broadly defined. We will cover topics including but not limited to: The Constitution, Federalism, Federal Budget, Congress, Presidency, Bureaucracy, Judiciary, Civil Rights, Civil Liberties, Public Opinion, Media, Interest Groups, Political Parties, Campaigns, Elections, and Participation.

POLS 0110. Introduction to Political Thought.
What is justice? What is freedom? What is the basis of political authority? What is the nature of the best regime? Why should we obey the laws? When may we legitimately resist? These and other perennial questions of political life are explored. Readings include Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and J.S. Mill.

POLS 0200. Introduction to Comparative Politics.
Introduces students to the sub-field of comparative politics or politics within states. Topics include types of regimes (i.e., democratic, authoritarian-with-adjectives, totalitarian); transitions to democracy; collapse of democratic regimes; democratizing, revolutionary and ethnic challenges to the state; and globalization. The course also pays attention to modes of analysis in comparative politics. Cases will be drawn from various regions, including Western and Eastern Europe, Asia, Africa, the Middle East, and Latin America.

POLS 0220. City Politics.
Bosses, reformers, states, bureaucrats, politicians, the poor, the homeless, and the citizen. An introduction to the major themes of urban politics.

POLS 0400. Introduction to International Politics.
This course provides a basic introduction to the central theoretical perspectives and debates in international relations. The second part of the course applies these models to current problems in international relations, including globalization, state failure, humanitarian intervention, NGOs, terrorist networks, environmental issues, and possible future change in international politics.

POLS 0500. Foundations of Political Analysis.
This course provides an introduction for undergraduate students to the methods that political scientists (and other social scientists) use to generate and answer questions about the world around us. This course will provide you with the tools to evaluate critically social science research, and it will improve your ability to pose and answer research questions of your own. Both quantitative and qualitative approaches are covered. Not open to first year students.

POLS 0820A. American Presidency.
The origins and evolution of the current presidency and the role of the presidential institution in the American political and policy-making system. Evaluation of the present role of the office and critical examination of recent administrations. FYS

POLS 0820B. The Politics of Leadership.
Many people are placed in leadership positions but most never become real leaders. What separates leaders and non-leaders? What are the characteristics of a real leader? The course will focus on American politics and investigate two institutional arenas: the presidency and congress. Several case studies will be investigated where people use different skills to perform leadership roles. Among the factors to be considered are: personal qualities, prior preparation, selection of a challenge and the use of rhetorical skills. Enrolment limited to 20 first year students. FYS WRIT

POLS 0820D. Freedom.
What is freedom? Is it important? How do we know? What should we do about it? We will analyze the different conceptions of liberty - liberal egalitarian, classical liberal, Marxist, and fascist views. We will determine how the various aspects of freedom - political, personal, psychological, economic, and moral - are complementary, and determine what sorts of institutions promote or undermine these aspects. Enrollment limited to 20 first year students. FYS

POLS 0820E. Slavery and Political Philosophy.
This course looks at the various ways in which the experience of slavery has shaped political philosophy and political thinking from its origins. In what ways has the experience of freedom not just been tied to but presupposed the slavery of others? What ways of thinking about freedom are or are not compatible with the external enslavement of others? What kinds of ideas had to change for a systematic critique of slavery to develop? Have we overcome all forms of slavery or are their forms that are still with us? FYS

POLS 0820F. Politics of Aviation.
Who are the key players in aviation conflicts? Congress and congressional committees, bureaucratic agencies and pressure groups. Governmental regulation of airlines; past, present and future. Current market trends examined. Two dominant themes in aviation politics: avoid safety failures (crashes); avoid security problems (terrorism). How 9-11 changed the industry. FYS

POLS 0820G. Race and Political Representation.
While representation is a central tenet of democracy, much disagreement exists over what political representation means and the best way to ensure equitable representation for all citizens. We will study representation and its various forms. We will then use these concepts to examine research on how well American democratic institutions capture the interest of racial and ethnic minorities. Enrollment limited to 20 first year students. FYS

POLS 0820L. Philosophy of the American Founding.
In framing our political system in the Constitution, who did the Founders rely on for their theoretical framework? In this course, we will explore the works of Montesquieu, Adams, Franklin, Jefferson, Madison, Hamilton, and other contributors to the Constitution. Enrollment limited to 20 first year students. FYS
POL 0820N. Political Thinking for a Global World.
This course will consider how we should think, and act, in a world increasingly marked by global interconnectedness. We will devote our attention to the intellectual and epistemological issues raised by cross-cultural exchange, and survey how theorists in both “the West” and elsewhere have thought about and formulated responses to issues like citizenship, human rights, feminism, and cultural identity.

POL 0820P. Fourth Branch of Government.
Administrative agencies have been called the fourth branch of government. They write regulations that have the force of law and they are responsible for the implementation of virtually all public policies. How do these agencies fit into our constitutional form of government? How do they relate to the other branches of government? This course traces the rise of the administrative state and it examines the basic elements of command-and-control regulation, along with various alternatives to regulation. Written permission required. FYS

Why were ten national holidays created? The answer requires a review of key events in American political history from 1775 to 1983. Why was the Civil War pivotal? Which presidents were most important in generating support for special days? Conflicts occurred not only in creating the day but which day would be the holiday. Enrollment limited to 20 first year students. FYS.

POL 0820R. Global Governance.
“Global governance” denotes the myriad ways in which states, institutions, networks, and associations help administer global affairs. In this seminar, we will explore who governs the world and how, and we will evaluate different normative theories of global governance, including the liberal, political, cosmopolitan democratic, and republican approaches. We will focus on the values and the global structure that their proponents deem most desirable. What values, if any, ought to govern the practice of global politics? And how should such values be institutionalized? Are there any good reasons for favoring a centralized global authority akin to a world state, or should we prefer a different global institutional arrangement? What role do we envision for the nation-state?

POL 0820S. Capitalism For and Against.
What is capitalism? What are its defining traits and institutions, and the roles of the market and the state? How should individual rights and social responsibilities be balanced? What are capitalism’s strengths and weaknesses? Are capitalist societies or other types of systems the best way to achieve justice, promote excellence, and provide freedom, happiness, and material well-being? What are the coherent criticisms of and alternatives to capitalism? This course will study some of the seminal philosophical arguments about capitalism, focusing especially on Smith, Locke, Rousseau, Marx, and Hayek. Enrollment limited to 20 freshmen and sophomores.

POL 0820T. Women’s Work and Welfare in Global Perspective.
The seminar looks at how welfare systems structure women’s participation in the workplace, family, and society across poor, middle-income, and developed states, including flows of labor migrants from poor to developed states, human trafficking, changing global gendered and ethnic divisions of labor; work-and-family reconciliation policies in advanced nations; neo-traditionalism and neo-familism as responses to population decline; micro-financing based on the “capability” approach; clientelism and conditional income support programs in Latin America; feminization of poverty; and the growing role of women’s and human rights organizations globally in welfare issues that in the past were addressed mainly by governments or labor movements. Enrollment limited to 20 first year students. FYS.
POL 1030. Modern Political Thought.
What is justice? In a just society how would wealth be distributed?
Would such distribution respect property rights? Does the state have the
exclusive right to punish and if so why? Should the family be regarded as
beyond justice? Is there a tension between democratic self-governance and
freedoms from coercion? With an emphasize on both lectures and
Socratic dialogue, this course is designed to engage students in
conversations with the most important work in modern and contemporary
political thought and to get them to engage with the most fundamental
questions faced by our polity. We will draw on canonical modern and
contemporary writers to see understand the most important debates of the
modern period and as importantly to help us dig deep into fundamental
questions of justice and legitimacy. Readings from Hobbes, Locke,
Rousseau, Marx, Rawls, Okin, Cohen and others. Some prior work in
political theory or philosophy suggested.

POL 1035. Democracy and Its Nineteenth Century Critics.
What exactly is democracy, or ‘the rule of the people’? Our unreflective
support for democracy often blinds us to the fact that historically,
democracy has not always been viewed favorably, but rather, with
skepticism—particularly as it was rising to the forefront of political life in
the United States and Western Europe in the 19th century. This course
investigates claims about democracy through historical and philosophical
readings. What exactly is democracy? How is it justified (or not)? How
is democracy related to representation, gender, and class? We investigate
these questions through Burke, Paine, Wollstonecraft, deTocqueville,
Marx, Mill, Taylor, and Nietzsche.

POL 1040. Ancient Political Thought.
The Greeks stand at the beginning of the Western tradition of political
philosophy, yet their thought is somehow foreign. What was the special
perspective from which they viewed political life? In what ways does their
perspective vitalize, contest, deepen, or affirm our own thinking on justice,
politics, and the good life? This course will examine these and other
questions with a special emphasis on the works of Plato and Aristotle.

POL 1045. American Political Thought.
This course will explore key themes that have (re)defined life in this
country since its beginning, such as liberty, democracy, religion, and race.
We will read core documents like the Declaration of Independence, along
with important works by thinkers like John Winthrop, the Founding Fathers,
tocqueville, Lincoln, and more recent authors like Robert Dahl. Our goal is
to understand what they thought the American enterprise was and should
be. Can the country meet their expectations? This course assumes a basic
familiarity with American government and history, that is, with important
dates and events, as well as certain concepts and institutions.

POL 1050. Ethics and Public Policy.
Examines moral foundations of important policy issues in the American
national context as well as at Brown. Considers issues like: What is the
just distribution of resources and opportunities in society? And
complementary policy issues like: affirmative action, immigration, public
provision of health care and social welfare. Asks whether/how liberal
democracies can come to consensus on contentious moral issues like
abortion, and what the ethical roles of politicians and citizens are in such
struggles.

POL 1060. The Political Economy of U.S. Monetary Policy.
This course will utilize political economy models of American political
institutions to explain the relationship between politics and U.S. monetary
policy. The course will provide a foundational understanding of how
branches of the U.S. government relate to one another and how they
relate to the Federal Reserve. We will explore several eras of monetary
policy decisions in American history concluding with the recent financial
crisis. In addition to providing a deeper understanding of American political
institutions and the history of American monetary policy the course will
explore how the Federal Reserve operates internally and how that impacts
U.S. monetary policy. Instructor permission required.

POL 1070. Rights.
Investigates the moral and political foundations of rights through a
reading of classical and contemporary theories of rights. Readings
include Hobbes, Locke, Tocqueville, Kant, J.S. Mill, Burke, Marx, Nozick,
Waldron, Okin, Ignatieff, and others. Topics include rights and justice;
multiculturalism and group rights; human rights in the global context;
animal rights and environmentalism; communitarian and postmodern
critiques of rights; and rights in the context of American citizenship.

POL 1080. Politics of Transportation Policy.
Three transportation modes are emphasized: planes, trains, and
automobiles. Three sets of actors are studied: Congress, pressure groups,
and governmental agencies. The focus is on historical patterns of usage
and current policy questions including airlines vs. airports, problematic
drivers, and cars vs. transit. Background in the rudiments of American
citizenship is desired.

POL 1090. Polarized Politics.
Focus will be on growing partisan polarization in American politics.
Existence of polarization in institutions like House of Representatives,
Senate, the presidency, federal courts, media, and religion will be
examined. Emphasis will include the roles of political elites, non-elites,
lobbyists, money in politics, red states/blue states, House and Senate
rules, particular pressures created by budget, domestic, foreign policy,
defense and homeland security issues. Requires extensive reading,
detailed paper, take-home final exam and active class participation.
Expectation to remain informed about current events as they apply to
partisan polarization and to weigh the impacts of polarized politics on a
democratic nation.

POL 1100. Congress and Public Policy.
How does Congress really work? Who holds power in Congress? How
does Congress change when party control changes hands? Does
Congress make a difference in policy outcomes? The structures governing
both the House and the Senate and the interaction between them are
examined as well as the overall relationship between Congress and the
president. Prerequisite: POLS 0010, 0100, or PPAI 0100.

POL 1110. Mass Media.
Dramatic changes are unfolding in the structure and operations of the U.S.
media. We discuss how the media have changed over history; what the
changes mean for American culture, society, and politics; and how we
should evaluate the contemporary media.

POL 1120. Campaigns and Elections.
This course is designed to survey both historical and contemporary
elections at both the congressional level, emphasizing the 2012 elections.
Topics include campaigns, parties, candidates, voting behavior, public
opinion, and the media.

POL 1130. The American Presidency.
The origins and evolution of the Presidency in the American political and
policy-making system. Special emphasis on the impact of presidential
policies from Franklin Delano Roosevelt through Barack Obama; the
presidential nomination and general election system; and an exploration of
the future challenges facing the winner of the 2016 Presidential election.

POL 1140. Public Opinion and American Democracy.
Public opinion is an essential component of democracy. Considering the
lack of familiarity about current events, how does public opinion affect
public policy? Perhaps more importantly, should it? To assess these
questions, we will explore how to measure public opinion and what polls
tell us. We will then assess the roots of public opinion and analyze the
public policy and representational impact of people’s preferences.

POL 1150. Prosperity: The Ethics and Economics of Wealth Creation.
What is prosperity? Whom does prosperity benefit? Which institutions and
attitudes produce prosperity? What is the relation of prosperity to other
values such as efficiency, happiness, equality, fairness, religious faith or
personal freedom? This course explores the problem of prosperity from a
variety of disciplinary perspectives: philosophical, economic, historical,
religious, and literary. No Prerequisites. Freshmen welcome.
This course examines governmental powers under the United States Constitution, addressing the powers of Congress, the President, and the courts, as well as the relationship between the national and state governments. The primary reading materials will be leading Supreme Court cases, supplemented by additional reading materials on history and legal theory. The course will consider the role of the courts in enforcing constitutional principles in a democratic system, as well as theories of constitutional interpretation and constitutional change.

Examines the scope of individual rights under the United States Constitution and will focus on equal protection, due process, free speech, and religion. The primary reading materials will be leading Supreme Court opinions interpreting and applying the First and Fourteenth Amendments, supplemented by readings on legal history and theory. The course will consider the role of the courts in protecting individual rights in a constitutional democracy, as well as theories of constitutional interpretation and constitutional change.

POLS 1190. Federalism and Public Policy.
Examines basic institutional structure of American federal system, features of modern intergovernmental relationships, and how recent changes in the American federal system have shaped policy-making activity at all levels of government. The course will focus upon theories of federalism and intergovernmental relationships, as well as how these theories generate insight into the nature of contemporary legal, political, and policy debates.

POLS 1210. Latin American Politics.
Focuses on political and economic transformation in contemporary Latin America. Special attention is given to the processes of market-oriented economic reforms and democratization that have swept the region during the last twenty-five years. Includes in-depth country case studies where key themes can be discussed and elaborated.

POLS 1220. Politics of the Post-Soviet States.
What political and economic systems have developed in the Post-Soviet states since 1991? Course focuses on failed efforts to build democracy in Russia; divergent patterns of development, including democratization and EU accession in the Baltics, reversions to authoritarianism and Islamic revival in Central Asia; conflict in Georgia and Chechnya; development of economies, civil society; relations among post-Soviet states. Prior study of political science recommended.

POLS 1240. Politics, Markets and States in Developing Countries.
How can we explain fundamental differences in economic performance and policy across developing countries in the face of Globalization? Why are some countries praised as economic "miracles," yet others seem mired in inescapable stagnation? This course addresses these questions by introducing the basic topics, concepts, and theoretical approaches that comprise the field of political economy of development. The course draws on case studies from Asia, Africa, and Latin America.

POLS 1250. The Politics of European Democracies.
Topics covered include the state and challenges to the state of social class, ethnicity, immigration and religion; political parties and the formation of governing coalitions; new social movements and new political identities; voting behavior and other forms of mass politics; the European Union.

POLS 1260. Maps and Politics.
How do maps affect politics, and vice versa? Maps fundamentally shape the way that we see our world and how we interact politically, economically, and socially, but maps are also shaped by political actors, interests, and institutions. This course will consider historical and contemporary issues that link maps and politics, including the connections between mapping and nation-states, colonialism, warfare, democratic politics, and indigenous rights. The course is suitable for all students with an interest in the topic.

POLS 1265. Political Institutions of East Asian Democracies.
Will discuss present-day government and politics of South Korea, Taiwan and the Philippines as well as the decades leading up to democratic transitions in these countries. Will discuss economic miracles in Japan and the four "Asian tigers," and democratization in these high-growing regions. Throughout, reference will be made to similarities and differences -- and implications thereof -- between the "rules of the game" in these countries and in other new democracies. We will focus on several areas of policy that have been at the center of political science and economics debates concerning policy making in Korea, Taiwan and the Philippines.

POLS 1270. Middle East Politics.
For decades, the Middle East was widely perceived as a bastion of authoritarianism and a hotbed of identity politics and political violence. What has sustained these perspectives and how has the Arab Spring challenged them? This course combines analytical approaches with concrete case studies to provide an overview and critical understanding of regional developments. Students will gain insight into key questions and debates in Middle East politics. Topics include "persistent authoritarianism" in the Middle East, Political Islam, sectarian violence, economic development, and social mobilization. The course is suitable for students with all levels of knowledge on the region.

POLS 1280. Politics, Economy and Society in India.
This course will concentrate on three aspects of the "Indian experience": democracy, ethnic and religious diversity, and political economy. With a brief exception, India has continued to be democratic since 1947. No developing country matches India's democratic record. Second, remarkable cultural, ethnic and religious diversity marks India's social landscape, and influences its politics. Third, Indian economy has of late been going through a serious economic transformation, drawing comparisons with China. Is the comparison valid?

POLS 1285. Quality of Democracy in Latin America.
Focus on democratic quality in modern Latin America, its failures as well as its successes. Topics include police violence, the rule of law, indigenous movements, gender and gay rights, anti-poverty policy, and direct democracy. Will draw on material from across the Spanish and Portuguese speaking democracies in the region. We will engage with different theories of what makes democracies representative and accountable to their citizens. Not open to first years.

POLS 1290. The Rise of China.
This course examines the causes and consequences of China's societal transformation and emergence as a global power. Employing perspectives from comparative politics, international relations, and economics, the course explores the connections between China's domestic transformation and its integration with the global system. Lectures and readings cover the historical antecedents of China's rise, the contemporary relationship between state and citizen, the nature of China's global competitiveness, and likely future avenues for socio-political change.

Over 50 million Latinos reside in the United States today, making them the largest minority group in the country. The current population size, projected growth trajectory, and population density of Latinos in many political battleground states have made this group a favored topic among politicians, interest groups and mass media. Yet, what do we really know about the politics and opinions associated with the diverse and expanding Latino population? How are Latinos incorporated into American political life? What difference does it make to be of Latino descent in the U.S.? This course presents an in-depth examination of this important population.

POLS 1310. African American Politics.
Focuses on the contemporary African American politics in various spheres of the American political environment. Examines also how the concept of an African American community has evolved and shifted historically. We will pay particular attention to the growing diversity within the African American community and discuss what these changes mean for black political participation, representation, and organizing.
POLS 1315. Social Groups in American Politics.
In this course, students examine the politics of social groups in order to
gain a broader perspective of the American political process. Topics can
vary, and include a review of the major developments in American politics
for historically discriminated groups including women.

POLS 1320. Urban Politics and Urban Public Policy.
A central theme of the course is that urban politics in the United arises
from the interplay of governmental power and private resources. The
course describes the emergence of urban America; the modern city and
the theories that have evolved to explain urban politics; and the nature of
the urban condition with particular emphasis on the challenges faced by
residents and government in the post-industrial city.

POLS 1360. Gender Politics.
This course covers the politics of U.S. women as activists, voters,
candidates, and elected officials. What explains the emergence of the
modern-day women’s movement? How do women win political seats? Do
women legislate differently than men? How did women become legislative
and party leaders? How does sexuality and gender affect U.S. electoral
politics? This course will also consider the ways in which social class,
race-ethnicity, marital status, parenthood, feminism, religiosity, political
orientation, and cultural beliefs or stereotypes influence women’s public
policy and social beliefs. To what extent does gender define all women’s
political and social viewpoints?

POLS 1380. Ethnic Politics and Conflict.
Course focuses on the politics of rising national consciousness and
the development of ethnic conflicts. It covers sources of contemporary
nationalism; nationalist political mobilization; emergence of conflicts;
impact on societies of internal strife and wars; international interventions;
explanations for resolution or persistence of conflict; politics of post-conflict
states. The course combines analytical texts and case studies. Cases from
Eastern and Western Europe, North America, South Asia, and Africa.

POLS 1390. International Organization and World Politics.
Examines the institutions and the processes by which states and other
actors seek to provide “governance” in the international system. The
class explores the history of, and various theoretical perspectives on, the
role of the UN and other international organizations in the state system.
It also considers their roles in a range of political, military, economic,
environmental, and humanitarian issues.

POLS 1400. Europe and America.
Explores the contours of North Atlantic international politics through a
variety of theoretical lenses. Examines the grand outlines of European,
American, and transatlantic international affairs; the politics and legacies
of the Cold War; and the history, theory, and politics of European
integration. Then turns to North Atlantic affairs and transatlantic relations
post-Cold War, and to Europe and America in the (twenty-first century)
world to come.

Analyzes the most pressing global security problems today utilizing
theory of international security. Examines the changing nature of
security threats and considers the likely challenges we will face
in the future. Issues covered include the causes of war and peace,
weapons proliferation, terrorism and insurgencies, the role of technology,
pandemics, humanitarian intervention and human security, and alliances
and collective security. The course will include an international security
simulation exercise. Pre-requisite: POLS 0400.

POLS 1415. Classics of Political Economy.
Traces the most important classical statements of political economy
through consideration of the major contributions to the "political" study of
the economy from the seventeenth century to the present; Locke, Ricardo,
Smith, Rousseau, Mill, Bentham, Marx, Mill, Marshall, Keynes, Hayek,
Friedman, and Lucas. By mapping the parallel evolution of the liberal/
capitalist economy and the liberal/democratic notion of the individual,
both a product of and a producer within this economy, the course will
demonstrate the political nature of economics and the economic bases
of politics. First year students require instructor permission.

POLS 1420. Money and Power in the International Political Economy.
Examines how the interaction of states and markets create distinct global
monetary and political orders. Class analyzes the shift from the classical
liberal Gold Standard through the Post-War Bretton Woods arrangements
through to the globalized IPE of today.

POLS 1430. Roots of Radical Islam.
Why has radical political Islam emerged as a global threat in our lifetime?
This course examines potential domestic sources, such as repressive
governments and poverty, as well as international sources, such as U.S.
foreign policy, with a special emphasis on the various strategies that
governments of states with predominantly Muslim populations have taken
toward political Islam. Instructor permission required.

POLS 1440. Security, Governance and Development in Africa.
Some of the fastest-growing economies in the world now lie in sub-
Saharan Africa. Yet Africa is also home to some of the world’s most
corrupt and violent states. This course will provide a variety of lenses
through which to view these and other paradoxes on the continent, with
a focus on security, governance and economic development. Topics will
include the long-term consequences of colonialism and the slave trade;
the politics of independence; the causes and effects of crime, violence
and civil war; democracy and democratization; the promise and pitfalls of
foreign aid; and the challenges of building strong, stable states.

Focuses on the political economy of development and underdevelopment.
Topics include comparisons of state and market building among "early"
and "late" developers, theories of development, prescriptions for
development and their shortcomings, and the challenges for developing
countries in the context of a globalizing economy.

POLS 1460. International Political Economy.
An introduction to the politics of international economic relations.
Examines the history of international political economy and theoretical
approaches to understanding it. Also analyzes several key contemporary
issues in international institutions such as the International Monetary Fund
and World Trade Organization, globalization and its consequences, and
challenges in foreign economic policy-making.

POLS 1470. International Negotiation and Conflict Resolution.
Analyzes negotiation process in international relations. Emphasizes
how the negotiation process impacts the relations among states,
non-state actors, and multilateral institutions in international politics.
Deals explicitly with the ‘art and science’ of negotiations as a means
to resolve the conflicts and misunderstandings that are a ubiquitous
feature of international relations. Includes simulation exercises and
case discussions, drawing on issues ranging from formal diplomatic
negotiations to the role of non-governmental organizations in promoting
the resolution of international conflicts and on issues such as national
and international security as well as economic, environmental, and
humanitarian concerns. Primarily for students with some prior background
in the field of international politics. Prerequisite: POLS 0400 or instructor
permission.

POLS 1475. War and Peace.
Why is armed force used in international politics? What are the causes
of war, the preconditions for peace? How do political, moral and legal
discourse shape the possibilities for peace? What is the role of violence
in the formation of modern statehood and the contemporary international
order? What are the interrelations between war and peace within a
continuum of violence: what justifies both war and peace? When is military
violence a solution to conflict, how is peace sustained? What are the
psychological, social and economic effects of military conflict? What is the
nature of military violence in peacetime?

POLS 1480. Theory of International Relations.
Provides an overview of basic thinking about international relations.
Focuses on the conceptual fundamentals, grand intellectual traditions
and main theoretical trajectories, and key scholarly disagreements that have
shaped the discipline of international relations over the past century and
on the principal theoretical fault lines that define it today. Also scrutinizes a
number of central topics in contemporary international affairs. Prerequisite:
POLS 0400 recommended but not required.
Traditionally, in a world formed by states, moral responsibilities of governments, private corporations and individuals have been confined within national boundaries. Today, economic and ecological interdependence as well as global migrations of capital, goods, people, ideas and diseases challenge the Westphalian distinction between the domestic and the international. Moreover, global problems challenge the traditional inter-state organization of the world. Does globalization also enlarge our moral responsibilities beyond state borders? If governments, private corporations and peoples begin to accept moral responsibilities beyond the boundaries of nation-states, how should the Westphalian inter-state structure be transformed to make room for cosmopolitan duties?

POL 1500. The International Law and Politics of Human Rights.
Introduces students to the law and politics of international human rights; examines the construction of an international human rights regime and its influence on international politics. Will survey the actors and organizations involved in the promotion of human rights around the globe, as well as the obstacles. Will review competing conceptions of human rights, whether human rights are universal, problems of enforcement, and the role of human rights in foreign policy. Major topics include civil and political rights; economic, social and cultural rights; genocide, torture, women's rights, humanitarian intervention, and the international criminal court. POLS 0400 strongly encouraged as a prerequisite.

POL 1550. War and Politics.
This course provides an examination of the intersection between political ends and military means. This includes an overview of theories of military strategy and combat tactics including challenges related to terrorism, insurgency and counter-insurgency. The bulk of the class will cover, in depth, historical details of specific conflicts from the Peloponnesian War through the recent wars in Iraq and Afghanistan. Detailed discussion of the evolution of specific weapon systems and their impact on military tactics will be included. Student will be required to watch several films as part of the course requirements.

POL 1560. American Foreign Policy.
This course provides an overview of American Foreign Policy since World War I. The emphasis will be on defense and security policy, and not on foreign economic policy. This course covers significant historical events and personalities over the course of the twentieth century. When events dictate, part of any given daily class may be devoted to current events in American Foreign Policy, with emphasis on their historical source and context. Prerequisite: POLS 0400.

POL 1570. International Law (INTL 1700).
Interested students must register for INTL 1700.

POL 1600. Political Research Methods.
Introduction to quantitative research methods in political science. Topics include research design, descriptive statistics, statistical hypothesis testing, and bivariate and multivariate regression. By the end of the course, students will have the requisite skills to intelligently consume and produce basic quantitative social science research. Enrollment limited to 24 sophomore, junior, and senior Political Science, International Relations, or Public Policy concentrators.

POL 1730. International Political Economy.
Who benefits from international trade, and what are its social and environmental consequences? How can rich nations help poor ones develop, and to what extent should they try? What are the political dimensions of the flow of oil and natural resources? This course is designed to provide students with a broad introduction to the field of international political economy to help address questions like these ones. The course examines the fundamentals of international trade, finance, development, and investment policies. Must have basic understanding of statistics, macroeconomics, and international politics. Pre-req of POLS 0500 or equivalent training in statistics.

POL 1740. Politics of Food.
How do politics and public policy shape the nature of farming and the price of food in the US? What is the extent of hunger and malnutrition in the country, and how to politics and public policy shape the responses to these issues? How well does government regulate the safety and healthfulness of food? This course will draw on a combination of case studies and scholarly work to examine these questions. The significance of globalization will also be considered but the emphasis of the course will be on American politics and policy. The course is not open to first-year students. This course is not capped but TA allocations are made based on pre-enrollment and the course might be closed the first day, depending on the availability of TAs beyond the original allocation.

POL 1750. Black Political Leadership.
This course uses black political thought to understand historical and contemporary forms of black political leadership. It explores the diversity of voices, ideologies, and strategies adopted by black leaders to address an array of political and social challenges. It also focuses on how shifting goals, political contexts, and generational changes shape black leadership. Certain black leaders such as W.E.B. DuBois and Barack Obama are used to understand the different types of black political leadership.

POL 1760. Infrastructure Policy.
The focus is on transportation infrastructure: roads, bridges, rail, transit and airports. How has our infrastructure developed over the past two centuries? Which presidents have been leaders? How does Obama compare with his predecessors? Who are the key actors in congress and bureaucracy that control the distribution of money? What are the key interest groups?

POL 1770. Education, Inequality, and American Democracy.
How are public schools and the educational programs they offer products of political inequality? How might public schools remedy those inequalities or exacerbate them? This course examines the ways in which education contributes to democratic governance; how the development of American public schools builds on and reproduces political, economic and social privilege and inequality; and the promise and limitations of various types of reforms designed to redress inequality, including the Common Core. This course focuses primarily on the United States, but looks to other democracies, including Canada and Mexico, to understand the intersection of education, inequality and democratic governance.

POL 1780. Use of Symbols in American Politics.
What do a flag, Martin Luther King, Jr. and socialized medicine have in common? They are all political symbols that have produced a strong public response. The political process is complicated beyond the understanding of most. But it becomes manageable when converted into sets of conflicting symbols. How does the public learn about political symbols? What is their role in the policy making process? Three types of symbols will be considered: community, regime and situational symbols. Course coverage limited to American domestic politics.

POL 1820A. American Political Development.
No description available. Enrollment limited to juniors and seniors.

POL 1820B. Roots of Radical Islam.
Why has radical, political Islam emerged as a global threat in our lifetime? This course examines potential domestic sources, such as repressive governments and poverty, as well as international sources, such as U.S. foreign policy, with a special emphasis on the various strategies that governments of states with predominantly Muslim populations have taken toward political Islam.

POL 1820D. Civil Liberties: Moral, Political and Legal Approaches.
This course will examine major constitutional controversies within the context of wider debates in political and legal theory. Readings from Supreme Court cases and prominent texts in political/legal theory. Topics include free speech, privacy, abortion, takings and capital punishment. Prior course work in political theory or philosophy recommended. Enrollment limited to 20 juniors and seniors concentrating in Political Science. WRIT
POL 1820H. Contraband Capitalism: States and Illegal Global Markets.
This course explores the clandestine side of the global economy (including flows of drugs, people, weapons, and money) and state policing efforts. We will examine the organization of these activities, how they intersect with the state and legal economy, their relationship to armed conflicts, and how they shape (and are shaped by) domestic and international politics. Enrollment limited to 20 juniors and seniors concentrating in Development Studies, Political Science, or International Relations. Course is not open to students who have taken POLS 1020. WRIT

POL 1820I. Feminism and Political Theory.
Examines recent developments in feminist scholarship and their implications for political theory and politics. We explore the impact of gender-differentiated identities on moral reasoning and political agency; the relationships between feminism and classical liberalism, feminism and radical democracy, and feminism and the law; feminist theories of citizenship; and the implications of multiculturalism for feminist politics. Enrollment limited to juniors and seniors.

POL 1820J. Dynamics of Agenda Building.
How do new issues make the political agenda? Why aren’t elections crucial? Who are the “problem pushers” and “solution savers”? How are they linked? What factors determine the life of an issue? The key processes include problem identification, conflict expansion through issue redefinition, the role of institutional actors and issue activists. Focus limited to domestic American politics. Prerequisite: POLS 0010. Enrollment limited to 20 juniors and seniors. WRIT

POL 1820N. International Relations in Europe.
Reviews central issues in European international affairs from a variety of theoretical and analytic perspectives. Substantive issues considered include the politics of European integration, “Europeanization,” European foreign and security policy, Europe as part of the North Atlantic world and transatlantic relations, issues of European identity and Europe in the world to come. Time also allocated for discussions of course participants’ research. Designed mainly for advanced undergraduates, but graduate students are welcome. Enrollment limited to 20 juniors and seniors concentrating in Political Science or International Relations.

POL 1820R. Early Modern Orders.
This course will approach problems of political, social and economic order from the perspective of early modern British political thought. Authors include Hobbes, Locke, Hume and Smith. We will explore the conceptions of political authority, power and subjecthood that emerge from their theoretical engagements with orders of all kinds and consider whether these persist in our contemporary understandings of politics.

POL 1820S. Liberalism Beyond Justice.
Explores liberalism, nationalism, and the ongoing search for an adequate framework for understanding the idea of liberal citizenship. Enrollment limited to juniors and seniors.

POL 1820V. Middle East Diplomacy.
Contemporary Middle Eastern affairs demand of us greater sensitivity and closer, deeper examination because as a distinctive geo-political and ethno-cultural region the Middle East not only suffers from an overloaded political agenda but is today arguably at the epicenter of international concern and diplomacy. Of profound significance for the global system are: Iran’s rise as a regional nuclear revisionist power within the larger context of political Islam’s reawakening; the politics of Middle East water and Persian Gulf oil; and renewed Russian assertiveness contrasted with waning U.S. influence. No less diplomatically challenging: Turkey’s ambivalent strategic orientation between East and West; the unresolved Arab-Israeli-Palestinian conflict; Iraq’s fragmentation, Lebanon’s precarious unity and Egypt’s looming leadership succession crisis; and arrested regional integration reflected in strong indicators of comparative economic stagnation. Multiple disciplinary perspectives, careful scholarly analysis, and the search for recurrent historical patterns inspire this course offering and serve as its framework. DPLL LILE

What is liberalism? What are the differences between capitalist, democratic and socialist versions of liberalism? Is it true that liberal theory has undergone a form of moral evolution between its “classical” and its “modern” forms? Are there common moral values that all liberals—capitalist, democratic and socialist—affirm? If so, by what dimensions of value are these rival liberal traditions to be distinguished? Enrollment limited to 20 juniors and seniors; all others require instructor permission.

POL 1820X. States, Markets, Women and Welfare.
This course will cover welfare across advanced, transitional and developing nations, focusing on the roles of states and markets and the effects on women’s roles and welfare. It will look at different welfare state structures, how they were established, how they distribute access to health care, education and social security; how they differ across political regime types; how weak states and informal economies affect provision in transitional and developing states.

Can capitalists care about social justice? This course considers the proposition that capitalists can, and should. Readings include a variety of classical and contemporary sources about the idea of economic freedom and its relationship to social justice. Enrollment limited to 20 seniors.

POL 1821G. Representation, Parties and Interest Groups.
Examination of the role of political parties and interest groups in translating the will of citizens into policy outcomes. Covers the extent to which voters use party as a guideline, the possibility of a viable third party at the Presidential level, the effect of parties on Presidential/Congressional relations, and the interaction of interest groups and parties in politics. Enrollment limited to 20 juniors and seniors concentrating in Political Science and Public Policy. WRIT

POL 1821H. Authority and Legitimacy.
What gives people in power the right to make and enforce laws? The course examines classic and contemporary conceptions of political authority and legitimacy. What is authority and when is it legitimate? Does legitimate authority depend on the consent of citizens, or on the justice of decisions? Can the people hold ultimate authority over the law, or is this merely empty rhetoric? Authors include Hobbes, Rousseau, Weber, Schmitt, Arendt, Althusser, Wolff, Nozick, and Habermas. Enrollment limited to 20 juniors and seniors.

POL 1821I. Issues in Democratic Theory.
This seminar engages contemporary issues in democratic theory. Topics explored include the meaning of democracy (and the political consequence of different answers to that question); representation and citizenship; democracy and rights, (free speech, religious freedom, and privacy); democracy and judicial review; deliberative democracy. We will read works of political theory and United States Supreme Court cases. Enrollment limited to 20 juniors and seniors concentrating in Political Science. WRIT

POL 1821J. Rhode Island Government and Politics.
Students participate in an approved internship in Rhode Island State Politics. Students will be expected to work 8-10 hours a week in an office of state government and, at the end of the semester, reflect on what they’ve learned. Enrollment limited to 20 senior Political Science concentrators. Instructor permission required. WRIT

POL 1821K. Just War Theory.
Survey of just war theory, with emphasis on ancient, medieval Christian, and contemporary thinkers. What standards should we use to judge the justness or rightness of a war and of conduct during war? Should our judgments on these separate phases of war be related? Who is the relevant agent? Where does its moral authority come from? Are there any post-war obligations? How has the ideal of the warrior/soldier changed over time and why? Prior coursework in the humanities or social sciences is required.
POLS 1821L. International Relations of Russia, China and Central Asia.
The course focuses on Russia’s international relations with China, the United States, Europe, Central Asia and other Former Soviet States. Topics include: expansion of Russia’s power since 2000; relations with China, Europe and the United States; multi-polarity; decline of US and rise of China; Eurasia’s internal and border security; military and demographic security, immigration; alliance-building; energy exports and foreign policy. WRIT

POLS 1821M. War in Film and Literature.
This course introduces students to a study of warfare, and some of the central issues raised in war, through the use of movies and novels. Central themes include civil-military relations, leadership, the role of women in war, managing the homefront as well as issues related to battlefield tactics and strategy. Students will be encouraged to address these topics in applications related to World War I, World War II, and Vietnam in particular. This course will take place in a seminar format which stresses discussion of the relevant materials. Enrollment limited to 20 juniors and seniors concentrating in Political Science. WRIT

POLS 1821N. Political Journalism.
Exploration of the development of political reporting and analysis of contemporary public affairs reporting. Will address key elements of the best political journalism, as well as the manner in which political journalism affects public opinion, political attitudes, and campaigns and elections. Enrollment limited to 20 junior and senior Political Science concentrators.

POLS 1821O. Politics of Economic Development in Asia.
It is accepted that development is not an economic phenomenon. Political processes are tied with economic development. Does the political system affect development? Does democracy slow down economic growth? If countries embrace political freedoms and market-oriented economic reforms, should one expect both to succeed equally? Since the Second World War, an enormous amount of intellectual effort has gone into understanding these issues. Asia has been at the heart of much of this literature. Emphasis will be on China, India and South Korea. Enrollment limited to 20 juniors and seniors concentrating in Political Science or International Relations. WRIT

POLS 1821P. Political Psychology of International Relations.
This course covers basic methods and theories in the use of political psychology to study topics in international relations. The second part of the course applies these models to particular topics, including leadership, group dynamics, and the role of emotion in decision making. Enrollment limited to 20 juniors and seniors. WRIT

POLS 1821Q. The United States in World Politics.
Examines major aspects of American foreign policy after the Cold War and 9/11 in terms of domestic and international challenges. Discussions of the United States as ‘empire’ and ‘republic,’ with independent research and a foreign policy game. Emphasis is on the connections between the processes of policy making and the substance of policies pursued. Prerequisite: POLS 0400. Open to senior Political Science and International Relations concentrators.

POLS 1821R. State Sovereignty and International Law.
How should international law affect domestic politics and authority? What kinds of international rules, regulations and norms are there? What authority do they have? Should states obey international law even when it conflicts with their interests and that of their citizens? Is a law-governed order attainable in a world of sovereign states? This seminar explores the evolution of international law and its relation to state sovereignty. Authors include Bodin, Gentili, Grotius, Pufendorf, Rabkin, and Held. Enrollment limited to 20 juniors and seniors.

POLS 1821S. Women and Politics.
How has the importance of gender in politics changed over time? Must women represent women? Can men also represent women? Do women and men participate politically in different ways? Why is there a persistent gender gap in political leadership? Do women campaign differently than men? What are “women’s issues”? Do they affect all women equally? This course explores these and other questions, drawing on a range of literature from political science and public policy. We will also examine contemporary political debates and investigate varying ways in which the categories of gender, race and ethnicity, and other politically-relevant categories intersect. Enrollment limited to 20 juniors and seniors. WRIT

POLS 1821T. Criminal Justice System.
An examination of police, criminal courts, and prisons in the contemporary United States. Major topics include police discretion, plea bargaining, and theories of punishment. We will also examine the politics of crime, including federal efforts to influence these traditional state functions. Major assignments are based in the Rhode Island criminal justice system. Enrollment limited to 20 juniors and seniors concentrating in Political Science or Public Policy. Instructor permission required. WRIT

POLS 1821U. Democracy and its Critics.
To what degree does democracy help realize or impede important goals of social justice and prosperity? How much democracy do we really want, all things considered? Readings might include: Rousseau, Joshua Cohen, Alasdair MacIntyre, Jeffrey Stout, Diana Mutz, Bryan Caplan. Enrollment limited to 20 juniors and seniors.

POLS 1821W. The Politics of Race and Gender.
Politicians and scholars make a number of predictions about political life based on assumptions about race and gender. This course examines the roles of race and gender in American politics with a particular emphasis on women of color. The course focuses in social movements, political participation, and political representation. Enrollment limited to 20 juniors and seniors.

POLS 1821X. The Politics of Social Welfare in the Middle East.
This seminar explores the politics of social welfare in the Middle East. The first section of the course examines the concept and origins of welfare systems in developing countries as well as the relationship between the state, NGOs, civil society and informal networks in social service provision. This segment of the course also provides an overview and brief history of welfare regimes in the Middle East as well as concepts of charity and justice in Islam. Enrollment limited to 20 juniors and seniors concentrating in Political Science and International Relations. Preference for remaining spots given to concentrators in Developmental Studies and Middle East Studies.

POLS 1821Z. Peacekeeping and Statebuilding after Civil War.
What can the international community do to keep peace in countries wracked by civil war? Why does peacekeeping succeed in some countries but not others? How has peacekeeping evolved over the past 50 years, what lessons have been learned, how can those lessons be applied to better anticipate, prevent and mediate civil wars in the future? This senior seminar addresses these questions through a combination of case studies, in-class discussions and debates, and readings from a wide variety of academic, policy and philosophical sources. While there are no prerequisites for the course, familiarity with quantitative data analysis will be useful. WRIT

POLS 1822A. Nuclear Weapons and International Politics.
This seminar explores the causes and consequences of nuclear weapons proliferation in international politics. Each week we will explore a different dimension of nuclear proliferation, drawing on academic theory and historical evidence. Specific topics examined include the causes of nuclear proliferation, nonproliferation and counterproliferation policies, nuclear strategy, the effect of nuclear weapons on international conflict, and nuclear terrorism. Enrollment limited to 20 junior and senior Political Science or International Relations concentrators. WRIT
POLS 1822B. Foundations of Political Economy.
This course is both historical and theoretical and overlaps with the disciplines of political science, history, economics, and political theory. Based around an in-depth reading of "the classics" of political economy, the course traces the evolution of political economy through a consideration of some of its major contributions from the seventeenth century to the present; Locke, Ricardo, Smith, Rousseau, Mill, Bentham, Marx, Keynes, Kalecki, Hayek, Friedman, Lucas and Minsky shall be examined.

POLS 1822C. Congress.
Takes a comprehensive view of the U.S. Congress, its structure, procedures, elections, parties, constitencies and its interactions with the president and the courts. The Constitution establishes the Congress as the first branch and guardian of the nation's purse strings. This course will examine the strengths and vulnerabilities of the modern Congress with its highly polarized political parties. Requires extensive reading, a detailed paper and active class participation. Students are expected to pay careful attention to current events in the U.S Congress. Enrollment limited to 20 juniors and seniors in Political Science.

POLS 1822D. Sexuality, Gender, and the Law.
Examines the legal regulation of sexuality, and, to a lesser extent, of gender. It interprets and applies various bodies of anti-discrimination law (e.g., Title VII, the Fourteenth Amendment to the US Constitution) to various forms of discrimination against individuals on the basis of sexual preference and gender (e.g., employment discrimination, marriage discrimination). While its principal objective is to expose students to the law's treatment of sexuality across a number of domains (e.g., employment, the domestic sphere, the military, immigration), this course will also encourage students to think not only about how the law controls sexuality, but also about how sexual minorities control the law. Familiarity with the Fourteenth Amendment is a prerequisite. Limited to 20 juniors and seniors.

POLS 1822E. Islam and Democracy in the Middle East
This course covers key questions, arguments, and debates concerning the relationship between Islam (as a rubric for identity and mobilization) and democracy (as a political form and value) in the Middle East. The course is organized around major topics concerning the history, culture, and politics of the Middle East since the end of World War I: Islam and modernity, nationalism and independence, authoritarian state building, the European imperial legacy, revolution and fundamentalist resurgence, political Islam and democracy, democracy promotion, and the future prospects for democracy in the region. Enrollment limited to 25 juniors and seniors.

POLS 1822F. Social Movements and Struggles for Justice.
Social movements struggle for many things: policy change, changes in social relations, fundamental changes in the structures of government. We will focus on how social movements struggle to achieve justice, and specifically consider how social movements interact with efforts to strengthen the accountability of states and the rule of law. We will examine the central debates of scholars who look at how social movements and the law interact, and reflect on whether and under what circumstances we think law is a useful tool for social movements, and when it may hinder the achievement of justice. WRIT

Understanding and promoting economic, social, and political development is one of the primary challenges facing the world in the twenty-first century. This seminar explores key problems of development and globalization from a comparative and interdisciplinary perspective. Prerequisite: discretion of instructor. Enrollment limited to 20 juniors and seniors.

POLS 1822H. Patronage and Corruption in Comparative Perspective.
In recent years, the issue of "good government" has attracted increasing attention. Why are some countries more corrupt than others? Why do some governments distribute government programs equitably, while others manipulate them for political ends? The purpose of this class is to characterize, examine, and, to the extent possible, explain the persistence of these "bad governance" practices in many democracies in the developing world. We will draw on examples from Latin America, Africa, and Asia, and we will also make comparisons with appropriate current and historical cases from Western Europe and the United States. Enrollment limited to 20 junior and senior Political Science concentrators. WRIT

POLS 1822I. Geopolitics of Oil and Energy.
Oil is the single most valuable commodity traded on global markets. This course is designed to introduce students to the international political economy and security dimensions of oil and energy. The course explores the industry’s many impacts on politics and economics, including: Dutch disease and the resource curse; the relationship between oil, authoritarianism, and civil wars; the role of the rentier state; the influence of oil on international warfare; global energy governance (e.g., OPEC); political differences within OPEC; US energy policy and energy security. The materials focus primarily on the political economy of oil-exporters, especially those in the Middle East. WRIT

POLS 1822J. Ethics of War and Peace.
While killing another human being is widely considered a wrong, war - a social institution that involves such killing on a massive scale - is an accepted practice that brings honor to those who carry it out on behalf of their respective political communities. This course explores the ethical dimensions of this paradox: how and why institutionalized violence is sometimes conceived of as moral action and what moral distinctions make this conception possible. The course will investigate a range of ethical approaches to these issues - including just war, pacifist, feminist, and poststructuralist approaches - treating them both sympathetically and critically. Enrollment limited to 20 juniors and seniors.

POLS 1822K. Laws of Violence.
States kill. Law enforcement officers may kill to protect innocent victims. The military kills to protect the nation. And a handful of states still impose the death penalty. These are all lawful killings. This seminar introduces the basic elements of conventional theories of law and state, and explores the centrality that legalized violence plays in both the constitution of law and the state. The goal of the seminar is to identify and examine the constitutive though unstable relation between law and violence. Enrollment limited to 20 juniors and seniors. WRIT

POLS 1822L. Comparative Constitutional Law.
An introduction to constitutional law of other countries and a comparison of their constitutional law to U.S. constitutional law. We will read court cases and other materials from most of the G-20 countries including: Britain, France, Germany, Italy, Japan, India, Canada, Australia, Brazil, South Africa, Indonesia, the European Court of Human Rights, and the United States. Topics include: constitutionalism, judicial review, separation of powers, federalism, free speech law, freedom of religion, criminal procedure, rights to property or welfare, rights of privacy and human dignity, judicial policing of the political process, states of emergency, and constitutional amendment processes. WRIT

POLS 1822M. Capitalism: For and Against.
Is capitalism just, or is it exploitive? Does the value we place on freedom create a negative right to own property free from interference, or a positive right to a certain level of subsistence? Does capitalism ennoble culture, or debase it? Does it empower individuals, or alienate them? To what extent, if any, can capitalism's downsides be mitigated through redistributive schemes? This course will examine these questions through study of some of the seminal philosophical arguments for and against capitalism, from its origins to the present day. Enrollment limited to 20 juniors and seniors concentrating in Political Science. Not open to students who have completed POLS 0820S.
POL 1822N. Freedom.
This course examines the meaning and conditions of human agency and freedom with a special focus on the experiences of those who are marginalized. What do these experiences tell us about the social practices, political institutions, and self-understandings that are necessary to sustain individual freedom? How do ostensibly free societies such as the U.S. instantiate freedom successfully and where do they fail? How can we enhance the experience of individual freedom today, especially for members of marginalized or oppressed groups? Enrollment limited to 20 juniors and seniors. WRIT

POL 1822O. The Presidency.
The individual who occupies the office of the President of the United States is one of the most powerful individuals in the world. The consequences of presidential leadership are enormous and well worth of study from multiple dimensions. This seminar will survey the origins of the modern presidency; leadership attributes of the chief executive; and how presidents have initiated, reacted, and managed domestic and foreign affairs. Topics include nominations, elections, staff and bureaucracy, rhetoric, public relations, the party system, the "imperial presidency," congressional relations, policies, and political science theories of the presidency. Enrollment limited to 20 junior and senior concentrators in Political Science and Public Policy.

POL 1822P. Defenses of Capitalism.
The moral justification for laissez-faire capitalism accepted in late eighteenth century came under attack in the nineteenth. Will examine four schools of thought that arose to defend capitalism: schools of free-market economists, Protestants and Catholics, Ayn Rand's followers, and libertarians. We will find the differences between these schools are as charged and fundamental as any between capitalism and its critics. Primary sources (including Ayn Rand's Atlas Shrugged) will provide the bulk of our reading. The course will conclude with an application of the rival theories to a few current public policy issues. Enrollment limited to 20 juniors and seniors. WRIT

POL 1822R. The Politics of Food Security.
There is enough food on the planet to feed everyone, and yet currently approximately 875 million people go hungry. Why is this the case? This course explores the politics of international food security, dividing the semester into four sections to examine food through the lens of development, human rights, governance, and security concerns. WRIT

POL 1822T. Politics of Health in the Global South.
Public health poses some of the most pressing challenges of our times. Explores the political factors that shape health and access to health care in the Global South. How does the nature of the state and welfare policies and institutions shape health and access to health care? What is the role of non-state actors, whether NGOs, religious charities, "terrorist" organizations, or other groups, in assuring the basic health needs of populations in developing countries? How do ethnic or religious social divisions affect health and health systems? Why do some health crises capture the attention of powerful global actors? Instructor permission required. WRIT

POL 1822U. War and Human Rights.
This seminar will begin by studying the rise and spread of the notion of human rights, examining some of the core debates over human rights, including their enforcement in times of war. It will then turn to the laws of war, focusing especially on the 1949 Geneva Conventions and the challenges posed to the Conventions by the rise of non-state actors wielding significant violence. Topics include child soldiers, war crimes, humanitarian intervention, torture, targeted killings, humanitarianism, and the international justice. Enrollment limited to 20 juniors and seniors concentrating in Political Science or International Relations. WRIT

POL 1822V. Pluralism and Democratic Imagination.
In this course, we will investigate the contours of historical debates about pluralism and democracy in the public imagination. Our goal will be to make the terms "pluralism" and "democracy," which simultaneously serve as hollow tropes in contemporary political discourse and as the basis for a secular religious faith for many on the left and the right, more difficult. Rather than cleansing these terms of their complications, we will strive to see them from all sides, interrogating their maddening paradoxes and ugly undertones while never losing sight of their awesome possibilities. Enrollment limited to 20 juniors and seniors.

POL 1822X. Technology and International Politics.
This seminar examines the connections between technological change and international politics. Technologies have always been central to how states conduct war, cooperate with one another, and rule their subjects. We will consider this connection both theoretically and through a number of historical and contemporary case studies of technological changes and their relationship to international politics, including the technologies of warfare, communication, and transport. It is strongly recommended that students have taken the introductory international relations course (POLS 0400) before enrolling in this seminar. Enrollment limited to 20 juniors and seniors. WRIT

POL 1822Y. Nuclear Nonproliferation.
This seminar focuses on the challenges to the security of states and peoples posed by the spread of weapons of mass destruction and on efforts to control these weapons. The class will review the history and technology of weapons of mass destruction and will examine different explanations for arms control and nonproliferation outcomes. The course will analyze key contemporary issues including the prospects for the nuclear nonproliferation regime, global nuclear inequality, nuclear terrorism, nuclear energy, democratic control of nuclear weapons, and disarmament. Much of the course will focus on nuclear weapons but we will also consider chemical and biological weapons. WRIT

POL 1822Z. Racial Attitudes and their Impact on American Politics.
The course first documents trends and sources of change in racial attitudes. It then evaluates the debate between psychological, sociological and political explanations for opposition to racial policies. We then transition from the policy realm to the impact of racial attitudes on electoral politics. In this half of the class we will study how racial attitudes have influenced partisan and presidential politics from Reconstruction up through the present, how parties and politicians use racial appeals for electoral gain, how racial attitudes affected black candidates before Obama, and racial attitudes and their impact on American politics in the age of Obama. Enrollment limited to 20. WRIT

POL 1823A. Constitutional Theory.
Will introduce the key theories that have been put forward in the last 100 years in Constitutional interpretation and how the Supreme Court exercises the power of judicial review. We will read and study key works by famous constitutional theorists of the past like James Bradley Thayer, Alexander Bickel, Charles Black and John Hart Ely as well as reading the works of contemporary theorists such as Ronald Dworkin, Richard Posner, Robert H. Bork Antonin Scalia, Richard Fallon, Larry Kramer, and Jack Balkin. We will devote one week to each theorist and class participation in discussions is expected. Open to juniors and seniors concentrating in Political Science and Public Policy. Prerequisite: POLS 1160 or 1170. WRIT

POL 1823B. Reforming the State in New Democracies.
This course analyzes the politics and reform of the administrative state in new democracies. Our general focus will be on how electoral, legislative, and bureaucratic institutions affect the nature of governance in advanced and developing democracies. We will then focus specifically on the extent to which elected politicians are able to control bureaucrats. Finally, we will turn to several policy areas – civil service reform, regulatory and administrative procedural reforms and fiscal policy – and discuss the politics of each in comparative and theoretical terms. Enrollment limited to 20 juniors and seniors. WRIT
POL 1823C. Ancient Political Thought
What is the purpose of politics? Who should rule? What is justice? Plato and Aristotle instigated the tradition of political philosophy in the West, and our modern democracy is deeply indebted to their ideas. Yet their answers to many of the fundamental questions of politics differ dramatically from our own. Among other things, they valued virtue over personal freedom, duties over rights, and nobility of soul over equality of access. In this course we reflect critically on the value and implications of their ideas, and we evaluate our own modern political principles and practices in light of what they taught. Enrollment limited to 20. WRIT

POL 1823D. War and Peace in International Society
The decline in the frequency of interstate war and the illegality of international aggression are among the most significant changes in international relations in the last century. However, international violence has not disappeared from the world. This class charts and analyzes the changes in warmaking and peacemaking up to and through the twentieth century. How has the nature and practice of war changed? Are we entering an era of global peace? Other topics covered include mercenaries, plunder, peace treaties, and robots. Enrollment limited to 20 juniors and seniors in International Relations and Political Science. WRIT

POL 1823E. Economic Liberty and Global Justice
Traditionally, theories of global justice treat "free market capitalism" as a problem that the theory of global justice is meant to redress. What about from the perspective of the world's most poor, a system of free markets may constitute a form of global justice. We consider an interpretation of global justice that is launched from libertarian mantra, "Free Trade, Free Migration, and Peace." What are the attractions, and shortcomings, of such an ideal global? In what sense, if any, might a global system of open markets claim to be fair or just, especially with respect to the poor and disadvantaged? WRIT

POL 1823F. Between Colonialism and Self-Determination: A History of the International Order
Explores the encounter between 'Europe' and the 'non-Western' world. The ways in which the Western international order has conceived and managed the encounter with the 'non-Western,' 'developing' or 'Third World.' This encounter has been fraught with violence and war. From the Spanish conquest of the 'New World' to the scramble for Africa in the 19th century, Western states have sought to extend their rule overseas by force. International order sanctioned violent colonial dispossession, recognizing titles to Western states — redefining overseas territories as terra nullius — and providing a general justification to colonialism. Enrollment limited to 20 juniors and seniors. WRIT

POL 1823G. Women and War
This course provides an examination of the links between the security of women and the security of nations. It explores the productive and reproductive roles of women in society from an evolutionary feminist perspective which identifies the female body as a site of important societal contestation. It investigates the reciprocal relationship between individual and societal choices and structures in areas as diverse as family law, development, education and the sex trade. Students will be required to watch several films as part of the course requirements. Enrollment limited to 20 juniors and seniors. WRIT

POL 1823H. Public Opinion
We will examine public opinion on a variety of current issues. The course’s principal objective is to help students understand the role of public opinion in democratic governments. In addition, students learn how to integrate data analysis into their analysis of public opinion trends. Enrollment limited to 20 juniors and seniors concentrating in Political Science and Public Policy. WRIT

POL 1823I. Urban Politics and Policy
In this course, students examine the politics of urban America, and the causes and consequences of urban poverty and inequality. Enrollment limited to 20. WRIT

POL 1823J. Freedom, Work, Leisure
When are we most free, at work or at leisure? Is work the same as paid employment? Is leisure the same as idleness? When, in turn, are we unfree at work, and what kinds of unfreedom are we subject to that are peculiar to modern life? Such questions press with particular urgency at a time when both unemployment and overwork are major complaints, and when many people find that work takes up the majority of their day yet is unsatisfying. Readings will include philosophers like Aristotle, Bertrand Russell, G.A. Cohen and Charles Taylor, and writings from the sociology of work. Enrollment limited to 20 juniors and seniors. WRIT

POL 1823K. Are there Universal Political Values?
Does one standard of goodness or rightness apply everywhere? Are political values local or relativistic? Are there different standards of justice and rightness, and so attempting to evaluate them all is simply hubris. Or might there be a spectrum with options somewhere between these two? Do such universal values exist and how to evaluate such values in the context of particular societies that change over time. We will read a number of texts on issues relating to liberalism, relativism, multiculturalism, and pluralism. Will focus on Montesquieu, whose insights raise fascinating questions as well as discuss contemporary issues. WRIT

POL 1823L. Human Rights: For and Against
Should, or do, human rights exist? If so, have they always existed? If not, where did they come from? We will search for historical and philosophical answers to these questions. Natural law and rights were invoked in the aftermath of the Conquest of the Americas, in the American, French and Haitian Revolutions, and in the founding of the United Nations. Yet, inalienable rights have not only had friends but also foes such as Jeremy Bentham or Karl Marx. We will examine how contemporary proponents and critics of human rights view their value and impact on domestic and international politics. Enrollment limited to 20 juniors and seniors. WRIT

POL 1823M. Democracy Among the Ruins
In 19th century US, certain kinds of motion/mobility were a new experience which, to some, meant freedom, and to others -- the end of meaning. Democracy was identified WITH speed, mobility, and destruction, specifically, the destruction of established public goods, social arrangements, traditions, laws of land inheritance, identities, and patterns of work. These day, these same things are identified with neoliberalism and are seen as threats to democracy, which is now often identified with slowness, deliberation, and procedure. In this seminar, we read two classic texts that explore these issues: Tocqueville's Democracy in America and Melville's Moby-Dick. Enrollment limited to 20 juniors and seniors. WRIT

POL 1823N. Ending Wars and Making Peace
While preventing war is an important topic, ending war once it has started and keeping peace after the fighting has stopped are also vital areas of study. This course will address the process by which belligerents in international and civil wars reach cease-fires and negotiate peace; why peace sometimes lasts and sometimes falls apart and what can be done to make peace more stable; as well as the longer-term prospects for reconciliation among adversaries and for rebuilding after war. We will examine both international and civil wars. Enrollment limited to 20 juniors and seniors. WRIT

POL 1823O. The Political Economy of Renewable Energy
Given the challenges presented by climate change, environmental degradation, and resource scarcity, virtually everybody agrees that "business as usual" in energy production and consumption is no longer tenable. Global-scale innovation has become imperative, particularly in the area of renewable energy. Costs must come down, new solutions must be developed, and new opportunities for deployment must be opened up. But there is more than just technology involved. As this course will demonstrate, energy systems involve the intersection of technologies, markets, domestic political institutions, interest groups, commercial strategies, and international competition. Enrollment limited to 20 juniors and seniors concentrating in Political Science and International Relations, others by instructor permission. WRIT
POL 1823P. Politics and Philosophy of Ayn Rand
This seminar will examine the political and philosophical thought of Ayn Rand (1905–1982). We will begin with her political ideology and continue to the philosophical foundations she claims justify that ideology. The latter quarter of the seminar will explore applications of her philosophy to foreign affairs, religion, current events, and areas of student interest. Our sources will include Rand’s non-fiction essays, her novel Atlas Shrugged, the main exposition of her work Objectivism: The Philosophy of Ayn Rand, and criticisms by Robert Nozick and others. Enrollment limited to 20 juniors and seniors. WRIT

POL 1823Q. Democratic Theory and Globalization
What should democracy require in a globalized world? Is there a human right to democracy, so that all people should be governed democratically, or are there other legitimate forms of government? Should the United Nations and other international organizations be reformed to become more democratic? What does democracy call for when we affect the lives of people outside of our country? In this course, students will examine the leading ethical debates about democracy in an international context. It begins with three influential theories of democracy – the competitive, participatory, and deliberative – and applies them to important global issues. Enrollment limited to 20 juniors and seniors. WRIT

POL 1823R. Greek Tragedy in Politics, Philosophy, Theater and Film (MCM 1504C)
Interested students must register for MCM 1504C.

POL 1823S. Crafting Citizens: Democratic Theory and Civic Education
How should liberal democracies educate members for citizenship? What is the appropriate role of the state in defining an appropriate civic education? Students will develop well-researched normative arguments on civic education policy. We will examine the tension in contemporary democratic theory between value pluralists who claim a restraint on the part of the state and a liberal-democratic insistence on the need to promote and sustain allegiance to core values. Will draw on current empirical insights and controversies, will consider ways in which pressing needs for social action to counteract inequitable social dynamics may complicate a normative liberal democratic vision for civic education. WRIT

POL 1823T. Democracy and Crisis in Political Theory: Freedom, Order and Emergency Politics
What becomes of individual freedom, political equality, and the accountability of government to its citizens when a crisis breaks? What pressures are these core political values, and the institutions built to uphold them, placed under when our leaders have to tackle extraordinary circumstances where the security, integrity and perhaps survival of our societies are at stake? Can our representatives act outside the rules when protecting liberal democracy, without fatally undermining it? How can (and should) we think about and shape our political institutions and public debate to ensure our best chance of staying both free and safe? WRIT

POL 1823U. Individual Liberty and Mass Incarceration
Many of the most renowned theorists of classical criminologists were in fact self-identified political economists and political philosophers amidst the classical liberal and enlightenment tradition. Patterns of crime and punishment have significantly changed since the enlightenment period. This course asks simply: what would the enlightenment classical liberals have to say about today’s unique trends? Whereas Adam Smith was fascinated by and arguably successful in comprehending why some countries are rich and others poor; we borrow his analytical tool kit to investigate why some societies incarcerate more than others. WRIT

POL 1823V. Politics of Ethnic Conflict
Course looks at the politics of identity-based contention and conflicts. Why do some multi-ethnic states remain politically stable for decades, then collapse into conflict, while others end deep and violent divisions with peaceful resolutions? Why do authoritarian regional hegemons encourage or repress ethnic consciousness? Why are democratic federations under strain, and when does ethnic polarization result in genocide? The course addresses these questions through analytical case studies of recent and contemporary contention in post-Yugoslav states, Ireland, South Africa, Rwanda, China, Russia, and Iraq. We conclude with intensive case studies of the conflict in Ukraine and recent Scottish independence referendum. WRIT

POL 1823W. American Political Thought
This course surveys the various ideas and practices associated with the term “democracy” in the course of American political history. Its chief purpose is to give you an idea of how contested this term was in the course of our political tradition, as a means of situating our present political disputes in historical context. We examine rival conceptions and applications of democracy in the Revolutionary era, at the Founding, in Jacksonian and antebellum America, during the Civil War, in the Gilded Age and the Progressive era, through the New Deal, the 1950s, the 1960s, and the 1980s. WRIT

POL 1823X. Survey of Comparative Politics
Why do some countries seem to thrive with a diverse, multiethnic society? Why do some countries develop authoritarian regimes, while others build democracies? Why do people protest only under some conditions? How do only some countries seem to thrive with a diverse, multiethnic society? These questions are among the most pressing within comparative politics yet we struggle to understand the underlying phenomena that yield the political behavior and institutions we observe across the globe. We will look at the methodological approaches comparative politics utilizes to answer these questions. As we do so, we will keep a critical stance as to what the field neglects or heralds as a concrete finding. WRIT

POL 1823Y. Global Governance
This seminar explores the changing nature of global governance. Governance refers to the systems of authoritative rules, norms, institutions, and practices by means of which the international community manages its common affairs. Emphasizing in-depth readings of sustained arguments, this seminar examines key global governance processes and how they differ across different issue areas. It explores the variety of actors involved in managing global issues, surveys emerging trends, and explores possible ways of improving the capacity of the international community to deal with global challenges. Key issues examined include the global economy, nuclear weapons, the global environment, and human rights and justice. WRIT

POL 1823Z. Gender and Public Policy
This course explores when and how gender matters to U.S. policymaking, and how views about gender affect the development and implementation of different kinds of public policies. The course will examine gender in the context of key parts of the policymaking process including agenda-setting, group mobilization, issue framing, institutional decision-making (in the executive, legislative and judicial branches), and policy implementation. Class readings will cover four different public policy domains including social welfare policy, health policy, abortion rights, and marriage equality. Students will be able to examine other policy domains in the course of classroom discussions and in their written work. WRIT

POL 1824A. Counterinsurgency and Civil War
Since the end of World War II, civil wars have killed vastly more people than interstate wars. Oftentimes, these conflicts have taken on the character of insurgencies, with rebels utilizing guerrilla tactics against more powerful state opponents. The goal of this course is provide students with a theoretical and historical understanding of this increasingly dominant form of conflict. Specific topics explored include the causes of civil war, mobilization and recruitment into rebel groups, patterns of violence, counterinsurgency, war termination, conflict recurrence, and the aftermath of civil war. Enrollment limited to 20 junior and senior Political Science or International Relations concentrators. WRIT
POL 1824. Post Conflict Politics.
What if anything, can the international community do to keep peace in countries wracked by civil war? Why does international intervention succeed in some countries but not others? How can war-torn societies overcome the myriad challenges inherent in post-conflict politics, including disarmament, demobilization and reintegration of ex-combatants; repatriation of refugees; transitional justice; and reconciliation of wartime adversaries. This senior seminar addresses these questions through a combination of case studies, in-class discussions and debates, and readings from a wide variety of academic, policy and philosophical sources. While there are no prerequisites for the course, some familiarity with quantitative data analysis will be useful. WRIT

POL 1824C. Political Communication.
This course will focus on the importance of written and oral communication in public decision-making, particularly in the Congressional context. The course will examine the impact on political interactions, and the influencing of public policy decisions and outcomes. The course will emphasize some of the practical tools for producing relevant, useful material in the professional policy and the political communications arenas. The course requires several writing assignments focusing on different public policy analyses and political communications tools as well as active class participation including oral presentations. WRIT

POL 1824D. Power and Prosperity in Urban America.
Over the past twenty years, many American cities have experienced comebacks: growing numbers of upper-income residents have relocated to cities; downtowns have been transformed into lively arts and entertainment districts; and crime has fallen. How did cities achieve these transformations? Why were some cities more successful than others? How has the revitalization of cities affected the urban poor? The course will also examine the impact of the “Great Recession” on cities. Did the recession jeopardize recent gains in urban prosperity? How have cities coped with the fiscal strains presented by reduced tax revenues and limits on state and federal assistance? WRIT

POL 1824E. Liberalism.
Liberalism is a political theory about the limitation of state power based on basic constitutional rights. These institutional mechanisms have been justified on a liberal philosophical outlook. This course examines the central values of the liberal worldview including freedom, equality, toleration, individualism, secularism, pluralism, constitutionalism and the public and private divide. The course offers a philosophical analysis of the main tenets of liberalism as well as critical and competing interpretations of each of the liberal values examined. The purpose of this philosophical and conceptual exploration is to understand the justificatory basis of liberalism and eventually assess its achievements and limitations. WRIT

POL 1824F. Meritocracy.
First we will discuss the role of merit in politics. In a democracy, the most popular candidate wins. Often this is not the most competent candidate. Is that a problem? Could we justifiably constrain the democratic process in order to get more meritorious people in government? What are the theoretical limitations, and the benefits, of democracy? Second, we will consider how wealth and income should be distributed. In a meritocracy, citizens are not guaranteed equal prosperity, but they are guaranteed an equal opportunity to pursue prosperity. How efficient is such a society? And how just? WRIT

POL 1824H. Minority Political Behavior.
This seminar is meant to examine the history and contemporary role of minority groups in the U.S. political system. We will focus on political relationships between several minority groups and their relationship to political participation, party affiliation, voting coalitions, and public opinion, in addition to other groups. Throughout American history, the United States passed laws to restrict the rights of racial and ethnic minorities to purposely keep them outside the political system. In recent years, there has been a growing trend by political parties and politicians to court minority voters and promote diversity. We will explore the current state of racial and ethnic politics in the U.S. DPILL

Concentrators who have given evidence of superior work in political science may be admitted to honors seminar on the basis of an application submitted in the spring of their junior year. Application and guidelines may be obtained on the Department of Political Science website. Prerequisite: Fulfillment of Methods requirement. Enrollment limited to 20 senior Political Science concentrators. Instructor permission required. WRIT

POL 1920. Senior Honors Thesis Preparation.
This course is a continuation of POLS 1910. Political Science Honors students who are completing their theses should enroll. Prerequisite: POLS 1910. Instructor permission required. WRIT

POL 1970. Individual Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POL 1971. Individual Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Introduction to research methods common in political science research. Topics include theory development, problems of explanation and causation, problem identification, research design, and other fundamentals of empirical research. FIRST YEAR POLITICAL SCIENCE GRADUATE STUDENTS ONLY. Enrollment limited to 14.

No description available.

POL 2030. Seminar in the History of Modern Political Thought.
An advanced seminar in the history of modern political thought from Machiavelli to Foucault. Themes include the nature of political sovereignty and the basis of civil authority; the emergence of liberal constitutionalism; democratic, socialist and aristocratic critiques of liberalism; the meaning of freedom; the relation between liberty and equality; and the ideas of social progress and individual development. Graduate students only; qualified undergraduates with instructor's permission.

POL 2050. Preparing the Prospectus I.
This course covers selected topics in research design and methodology and is designed to help students enrolled in the Political Science PhD program to write and defend a prospectus in their third year of study.

POL 2051. Preparing the Prospectus II.
This course covers selected topics in research design and methodology and is designed to help students enrolled in the Political Science PhD program to write and defend a prospectus in their third year of study. Prerequisite: POLS 2050.

POL 2060. International Relations and History.
This graduate seminar considers history both as a topic and as a method of international relations scholarship, and in other subfields of political science as well. We will read and discuss works that fall at the intersection of history and international relations, on topics including the sources of interstate conflict, the origins of the nation-state, and colonialism and postcolonialism. Open to Political Science Graduate students only.

POL 2070. Public Opinion.
This class provides an introduction to the major theoretical approaches and applied research in the study of American public opinion. We examine opinions on a variety of topics. Enrollment limited to 14 Political Science graduate students.

POL 2080. Market Democracy.
Social democracy was the progressive political program of the 20th Century. Social democracy treats economic liberty as morally less important than civil or political liberty. Social democracy is often contrasted with libertarianism, a political system that treats the economic liberties of citizens as moral absolutes. Between social democracy and libertarianism there is conceptual space for a third view: market democracy. Market democracy treats economic liberty as on a par with civil and political liberty. This course examines the moral foundations of social democracy, libertarianism, and market democracy. Could market democracy be a progressive political program for the 21st Century? Graduate students only; qualified undergraduates with instructor's permission.
POLS 2090D. Models of Excellence in Comparative Research: Classic Works and the Scholars Who Produced Them. Explores major works that span the range of theoretical approaches and intellectual styles in modern comparative research. Includes in-depth interviews with leading scholars where they reflect on their intellectual formation, their works and ideas, the nuts and bolts of the research process, and the evolution of the field. Enrollment limited to 14. Graduate students only; qualified undergraduates with instructor permission.

POLS 2090G. Readings in American Institutions. This course is designed as a readings and research course for graduate students and advanced undergraduate students. Students will be required to read and analyze the latest work political science in the subfields of American politics, including but not limited to: public opinion, voting behavior, presidency, racial politics and representation, legislative institutions, political economy, and bicameralism. Open to graduate students only.

POLS 2090H. Readings in Comparative Politics. A research and readings course on political behavior -from voting to violence, which applies rational choice theory, the Michigan model, the social logic of politics, and other theoretical perspectives.

POLS 2090I. American and Comparative Political Behavior. This course is designed for graduate students to explore the core theoretical concepts and empirical research in the fields of political behavior and political participation in the American and Comparative context.

POLS 2100. Proseminar in American Politics. Introduction to broad issues in American politics. Topics include the interplay of political institutions in the American setting, public opinion formation, the process of policy-making, and voting behavior. Enrollment limited to 14. Graduate students only; qualified undergraduates with instructor permission.

POLS 2110. Proseminar in Comparative Politics. Provides a survey of major approaches, issues, and debates in the field of comparative politics. Topics: state formation, revolutions and civil wars, ethnic conflict and nationalism, state-market relations; systems of representation, hegemony and domination, etc. Works of theoretical importance on each topic, focusing on authors' arguments and controversies within the literature. Open to graduate students only.

POLS 2120. Proseminar in Political Theory. An overview of central debates in political theory today. Readings include contemporary writings on justice, liberalism, democratic theory, critical theory, feminism, power, multiculturalism, and citizenship and political economy. Enrollment limited to 14 graduate students in Political Science; advanced undergraduates may enroll with permission of the instructor.

POLS 2121. Writing and Methods in Political Theory I. The study of politics requires historical and analytic, interpretive and normative, critical and genealogical, humanist and post-humanist methods. We will first look at reading and discussing assigned methodological material on language, interpretation, causality, history, gender, and genre, all relevant to the various approaches to political thought. Second will be the circulation, presentation and critique of graduate student papers. Each participant will be expected to present a pre-circulated, article length paper, and respond to a designated discussant, as well as field questions from seminar participants. The aim is to help students learn how to prepare their work for publication.

POLS 2122. Writing and Methods in Political Theory II. The study of politics requires historical and analytic, interpretive and normative, critical and genealogical, humanist and post-humanist methods. We will first look at reading and discussing assigned methodological material on language, interpretation, causality, history, gender, and genre, all relevant to the various approaches to political thought. Second will be the circulation, presentation and critique of graduate student papers. Each participant will be expected to present a pre-circulated, article length paper, and respond to a designated discussant, as well as field questions from seminar participants. The aim is to help students learn how to prepare their work for publication.

POLS 2130. Proseminar in International Relations. Surveys the main theoretical trajectories and intellectual disagreements that define International Relations as a discipline today. Positions examined include varieties of realism and constructivism, liberalism, liberalism-sociological approaches, and systemic and subsystemic theories. Also considers debates about the contours of contemporary world politics, America and the world, moral issues, and the links between theory and policy. Enrollment limited to 14. Open to undergraduates.

POLS 2131. Politics of Gender. Topics include gender and personal identity; the impact of gender on moral reasoning and political agency; feminism in relation to liberalism and radical democracy; feminism and the law; the gendering of political institutions and interstate relations; and the implications of multiculturalism for feminist politics. Open to qualified undergraduates with permission of the instructor.

POLS 2140. Post Cold War Conflict. Course explores the nature and causes of post-Cold War conflict. We'll discuss the end of the Cold War, as well as prominent contemporary themes, such as the spread of ethnic warfare and humanitarian intervention, the privatization of security provision, and the proliferation of "transnational threats" such as cross-border crime and terrorism. Enrollment limited to 14. Graduate students only; qualified undergraduates with instructor permission.

POLS 2145. Transnational Governance in the Global Economy. Will examine an array of transnational governance schemes which seek to address social and environmental problems in a globalized world. Whether it is global warming, deforestation in the Amazon, inhumane working conditions in Asian factories of global supply chains, limited access to medicine, or child poverty – the elaboration of cross-border institutions that potentially can help to resolve these problems is likely to require the involvement of variety of actors with different types of information and knowledge from geographically and socially distant parts of the world.

POLS 2150. Democratic Theory, Justice, and the Law. This course will examine contemporary and historical work in the area of democratic political and legal theory. Topics include the relationship between democracy and individual rights, deliberative vs. aggregative conceptions of democracy, the substance/procedure controversy, and the role of judicial review in a democracy. Open to graduate students only.

POLS 2155. The Political Economy of Labor and Development. Will examine an array of issues facing labor in today's global world. Recent developments have created a mix of opportunities and risks for labor in developing countries. Trends have encouraged foreign direct investment and diffusion of global supply chains, which in turn, have promoted economic development and job growth for some groups of workers in some of these countries. Globalization and liberalization have undermined social safety nets, damaged labor and environmental standards, and resulted in greater rates of poverty for other groups of workers in other developing countries. Will address these differences and how to more evenly distribute the benefits.

POLS 2160. International Political Economy. Graduate seminar that surveys the subfield of international political economy. Outlines the historical development of the subfield as it moved from questions of US decline to issues of international cooperation and compliance and back to issues of US decline. Places the US research agenda in comparison with schools of IPE in the rest of the world. Topics covered include globalization and distribution, development, IGOs and NGOs in the IPE, Public and Private Authority, the rise and fall of nations. Open to graduate students only.

POLS 2165. Territorial Conflict. This graduate seminar examines the relationship between territory and conflict. Territorial claims have been central to numerous violent and intractable disputes, both between states and within them. Why, how, and when does territory become the subject of violent conflict? Topics covered in this seminar include the origins of territoriality, historical and contemporary territorial disputes, and theoretical explanations for these conflicts. Graduate students only.
This course explores the relationship between economic freedom and social justice. The economic liberties of capitalism have often been said to be in tension with the moral ideal of distributive justice. What are the economic liberties of capitalism and what moral value, if any, do they have? What does a commitment to social justice require? Why are libertarians traditionally skeptical of social justice as a moral ideal? How do liberal conceptions of social justice compare to socialist ones? Do capitalists care about social justice? Should they? Enrollment limited to 14. Open to graduate students concentrating in Political Science.

Why and how have welfare states been constructed, and how are they adapting to globalization? How does gender map onto contemporary welfare states, and how do different systems of welfare provision affect women and men in labor markets, families, access to health care and education? How do growing markets, insecurity, and labor migration affect welfare provision? The course looks at formal and informal social provision, changing roles of men and women, privatization and informalization of welfare, drawing on case studies from Europe, Latin America, Asia and Africa. Enrollment limited to 20 graduate students and advanced undergraduates (with instructor's permission).

POL 2210. Race, Ethnicity and Politics.
This is a graduate-level introduction to the politics of race and ethnicity in the US context. The seminar examines major theoretical perspectives, debates, and research findings in the study of race and its critical influence upon the politics of the US. The course focuses on political representation, political participation, and political attitudes as related to racial and ethnic minorities. Enrollment limited to 14. Open to Political Science Graduate students only; qualified undergraduates with instructor's permission.

POL 2220. Urban Politics.
Covers a number of topics linked to urban politics and urban public policy. Topics include the politics of urban education, affordable housing, downtown development. Examines how state and federal policy actions have contributed to the nature of the urban condition; and how race, class and ethnicity are interwoven with urban politics and urban public policy. Enrollment limited to 14. Graduate Students only; all others by permission only.

POL 2245. The International Political Economy of Global Finance.
Although global finance is back in vogue since the 2008 crisis, it remains a frontier of research in mainstream political science. It is an excellent area to conduct research since it remains an ‘open range’ of inquiry. The course is divided into three parts. First covers classic accounts of the politics of global finance from within political science and related areas. Second focuses in on the best accounts of the 2008 crisis. Third discusses areas such as Risk Management, Hedge Funds, Money Laundering, Quantitative Finance, and Sovereign Debt that occupy the new frontier of political science research.

Scholarship has increasingly focused on why radical groups emerge. Yet, there is little research to date on how and whether these groups actually have a socio-political impact. This course will examine the mechanisms whereby and the conditions under which political extremists affect political and/or social change across time and space. We will base our analysis on several historical case studies that deliberately vary radical groups according to important characteristics such as: the degree of their prominence in social and political discourse; the extent of their lifespan in a particular country; and whether their tactics include the use of violence. Graduate students only; qualified undergraduates with instructor's permission.

POL 2260. Comparative Politics and China.
Will explore the main theoretical, empirical, and methodological approaches to the study of contemporary Chinese politics. Will relate these approaches to broader analytical issues in the field of comparative politics. What phenomena are generally studied in Chinese politics, and how are they studied? How are arguments made, and how could they be made more effectively? What is not studied that should be? How should regionally-focused empirical research be structured? What are the most effective ways to integrate area studies, broader comparative approaches, and theory? Course will prepare graduate students for dissertation research on China specifically and comparative politics more generally.

POL 2270. Political Economy of Industrial Development.
Will explore the mechanisms by which assets, institutions, and governance interact to shape patterns of industrial development across the world. The seminar has four main objectives: 1) to review competing schools of thought on why some countries have attained the cutting edge of industrial development and upgrading while others have not, 2) to examine the relationship between evolving structures of industrial production and evolving conditions of politics in particular national settings, 3) to consider how conditions of globalization affect the developmental challenge for industrializing nations, and 4) to consider how new concerns surrounding environmental sustainability affect the process of industrialization.

POL 2290. Particularism in Latin America and Comparative Perspective.
This course will characterize, examine, and explain the use of particularistic practices in today's democracies in Latin America and in comparative perspective. Among these practices, we pay most attention to the phenomenon known as clientelism. Graduate students only; qualified undergraduates with instructor's permission.

A central attribute of the modern state has been preparing for and carrying out wars of various kinds. This course explores the nature, causes, and consequences of both inter-state and internal wars. We will examine such themes as the relationship between war-making and state-making; arguments about the obsolescence of major war; and the changing nature of conflict in the post-Cold War era.

POL 2320. Ethnic Conflict.
What is ethnicity? What does it share with nationalism and in what respects is it different? Why do ethnic groups fight violently and kill wantonly, especially after living peacefully for a long time? Under what conditions do they manage their relations peacefully? Do people participate in ethnic insurgencies because of greed or grievance? Will ethnic groups disappear as modernity proceeds further? These questions will guide our intellectual journey over the semester. Graduate students only; qualified undergraduates with instructor's permission. Enrollment limited to 14.

POL 2330. Politics in India.
This seminar will present Indian politics in a comparative and theoretical framework. It will focus on four themes: British India and Indian Nationalism; India's democratic experience; politics of ethnic and religious diversity; and political economy, concentrating especially on India's economic rise. Readings include the classics of the subfield of Indian politics and political economy, but also quite a lot of recent scholarship. Enrollment limited to 14 graduate students.

POL 2350. Freedom.
Examines the meaning of freedom together with the self-understandings, social practices, and political institutions that underlie and constitute it. Considers literature on freedom from the contemporary liberal, republican, and democratic traditions, including Berlin, Pettit, Arendt, Butler, and others. Open to graduate students only.

POL 2360. Ancients and Moderns: Quarrels and Continuities.
Examines the political thought of Plato and Aristotle together with three modern thinkers whose work was especially influenced (or animated) by engagement with these ancient views of politics: Machiavelli, Rousseau, and Nietzsche. In exploring these moderns in particular, we also get a view of early modern, high modern, and postmodern receptions of the ancients. Enrollment limited to 14. Open to graduate students.
POLS 2370. Political Philosophy and Economic Theory.
Political philosophy relates to economic theory in two ways. It takes primary texts of economic theory and draws out their philosophical, ethical, and political implications. It also begins from normative theory, like theories of justice, and brings these independently developed principles to bear on economic concerns. This class takes both approaches. The first half will attempt read foundational economic thinkers (e.g. Jevons, Keynes, Schumpeter, Hayek, Polanyi) as political philosophers. The second half will take an external approach, looking at how competing libertarian, socialist, post-socialist, classical liberal and high liberal traditions (e.g. Smith, Friedman, Rawls, Cohen, Tomasi) think about economic freedom. Enrollment limited to 14.

POLS 2450. Exchange Scholar Program.
POLS 2580. Introduction to Quantitative Research Methods.
This course introduces students to statistical theory and quantitative methods commonly used in political science and public policy. The course focuses on statistical inference using multiple techniques of regression analysis and gives students opportunities to become proficient users of the statistical software package Stata as they develop statistical models and analyze their data. Enrollment limited to 14. Open to graduate students in Political Science and Public Policy only.

POLS 2590. Quantitative Research Methods.
An intermediate statistics course for graduate students. Topics include multiple regression, statistical inference, categorical dependent variable models, instrumental variable models, and an introduction to time series. Course readings and applications examine models used in different fields of political science and public policy including American institutions, comparative politics, and international relations. Open to graduate students concentrating in Political Science or Public Policy.

POLS 2970. Preliminary Examination Preparation.
An independent study directed by a tenure-line faculty member of the Department of Political Science. Only second-year graduate students may register for the course; it is intended to provide a framework to help prepare for preliminary examinations.

POLS 2971. Preliminary Examination Preparation.
An independent study directed by a tenure-line faculty member of the Department of Political Science. It is intended to provide a framework to help prepare for preliminary examinations. This course is open to second and third year graduate students only.

POLS 2975. Field Survey and Research Design.
An independent study directed by a tenure-line faculty member of the Department of Political Science. Only third-year graduate students may register for the course; it is intended to provide a framework for producing a formal research design modeled on the dissertation prospectus.

POLS 2976. Field Survey and Research Design.
An independent study directed by a tenure-line faculty member of the Department of Political Science. Only third-year graduate students may register for the course; it is intended to provide a framework for producing a formal research design modeled on the dissertation prospectus.

POLS 2980. Individual Reading and Research.
An independent study course directed by a tenure-line faculty member in the Department of Political Science. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POLS 2981. Individual Reading and Research.
An independent study course directed by a tenure-line faculty member in the Department of Political Science. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POLS 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

POLS 2991. Thesis Research and Preparation.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Population Studies and Training Center
The Population Studies and Training Center (PSTC) is a multidisciplinary unit organized to facilitate and strengthen research and graduate training in demography at Brown. Its core faculty associates are from the Departments of Sociology, Economics, and Anthropology. Other PSTC faculty are affiliated with the Brown Medical School, the Environmental Change Initiative, the Watson Institute for International Studies, and the Spatial Structures in the Social Sciences initiative. This combination has led to an extraordinarily dense network of collaborations both within and across disciplines. The PSTC is not only a source of infrastructure and research support for associated scientists, but also the nexus of intellectual activity for empirically driven and theoretically grounded scholars with population interests at Brown. The PSTC is a leader among demographic centers in several areas, including anthropological demography, multi-method data collection in the developing world, and the demography of Africa. The PSTC is also a key player in terms of the development of multi-method analysis and in the integration of demographic perspectives into the study of the process of economic development.

The PSTC provides a competitive interdisciplinary demography training program conducted in cooperation with the Ph.D. programs in Sociology, Anthropology, and Economics. The program is designed to prepare demography trainees to be successful scholars in their respective disciplines, and to give students the skills to successfully participate in the broad intellectual community of population studies. Degree requirements are described under the departmental listings, although all trainees are required to complete selected methods and interdisciplinary course requirements. Many PSTC students receive funding for their studies through Center training awards from the National Institutes of Health and the National Science Foundation. Those students who are not supported by PSTC fellowships obtain funding through research assistantships and support from the Graduate School. PSTC students also have an excellent record of obtaining competitive external support for their studies and research.

Those interested in learning more about research and training activities at the PSTC should visit the Center’s website at www.pstc.brown.edu.

Portuguese and Brazilian Studies
Chair
Nelson H. Vieira
Established in 1977 as a multidisciplinary center and granted departmental status in 1991, the Department of Portuguese and Brazilian Studies has a national and international reputation for excellence in research and teaching on the Portuguese-speaking world — a vast geographical area encompassing eight different countries on four continents (Brazil, Portugal, Angola, Cape Verde, Mozambique, Guinea-Bissau, São Tomé and Príncipe, and East Timor), in addition to long-standing immigrant communities in the United States. The department’s programs focus on the global nature of the Portuguese-speaking world, as well on specific geographical areas: Continental and Insular Portugal, Brazil, Lusophone Africa, and Luso-America. Undergraduate and graduate students are able to work with a distinguished faculty committed to both research and teaching, and to take advantage of the extensive resources on the Portuguese-speaking world at the Rockefeller, John Hay, and John Carter Brown libraries. Besides offering academic programs in Portuguese language, Portuguese and Brazilian literature, history, and culture, and ESL/cross-cultural studies, the Department of Portuguese and Brazilian Studies extends its resources beyond the immediate university community by organizing a varied program of cultural events, including lectures, concerts, and symposia. Exchanges with Brazilian and Portuguese universities, the publication of books and two scholarly journals, and consultation in bilingual/ESL curricular and technical assistance exemplify the department’s broader social and educational contributions.
Portuguese and Brazilian Studies

Concentration Requirements

Portuguese and Brazilian Studies examines the Portuguese-speaking world, a large and diverse geographical and cultural area spread over five continents. Inhabited by two hundred fifty million people, this area includes Brazil, Continental and Insular Portugal, Lusophone Africa and Luso-America. Although concentrators are encouraged to examine the global nature of the Portuguese-speaking world, typically they focus on one of the specific geographical entities mentioned above. Concentrators will strengthen their Portuguese language skills (Portuguese 400 or the equivalent is a pre-requisite) and explore relevant Lusophone literature, education, history and social science. The concentration offers one program in language and literature and another that is interdisciplinary. Most concentrators study abroad in either Brazil or Portugal.

Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POBS 0610</td>
<td>Mapping Portuguese-Speaking Cultures: Brazil</td>
<td>1</td>
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<tr>
<td>POBS 0620</td>
<td>Mapping Portuguese-Speaking Cultures: Portugal and Africa</td>
<td>1</td>
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<tr>
<td>POBS 1030</td>
<td>Portuguese Stylistics: Advanced Language Study and Creative Writing</td>
<td>1</td>
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<tr>
<td>POBS 1800E</td>
<td>The Brazilian Puzzle: Confronting the Post-Colonial Legacy</td>
<td>1</td>
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<tr>
<td>or POBS 1800F</td>
<td>The Lusophone World and the Struggle for Modernity</td>
<td>1</td>
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</table>

Four additional courses from Portuguese and Brazilian Studies and/ or related departments, such as History, Africana Studies, Political Science, Anthropology, Sociology, Music, and the Watson Institute. These courses are intended to develop students’ specific interests within the concentration.

Total Credits 8

1. One or both of these courses may be replaced by more advanced literature courses conducted in Portuguese.

2. Conducted in Portuguese, the seminar brings the concentrators together for an interdisciplinary consideration of key topics in the Portuguese-speaking world. A research paper written in Portuguese is required.

Senior Project (optional)

In addition to taking a POBS 1800-series concentration seminar, students may choose to complete a senior project attached to any course in Portuguese and Brazilian Studies and related fields, including the Concentration Seminar, the latter possibility to be made at the discretion of the instructor. The advisor of the senior project is the professor of the course from which the project stems. Projects are not limited to papers, and may include short documentaries, a visual arts project, or an oral history project.

Portuguese and Brazilian Studies

Graduate Program

The department of Portuguese and Brazilian Studies offers five graduate programs:

- Doctor of Philosophy (Ph.D.) in Portuguese and Brazilian Studies. For more information on admission and program requirements, please visit the following website: http://www.brown.edu/academics/gradschool/programs/portuguese-bilingual-or-esl-education-and-cross-cultural-studies
- Master of Arts (A.M.) in Portuguese and Brazilian Studies. For more information on admission and program requirements, please visit the following website: http://www.brown.edu/academics/gradschool/programs/portuguese-bilingual-or-esl-education-and-cross-cultural-studies
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Courses

POBS 0100. Elementary Portuguese

Designed for students with little or no preparation in the language. Stresses the fundamental language skills of understanding, speaking, reading, and writing. Aspects of Portuguese and Brazilian culture are also presented. Uses a situational/natural approach that emphasizes communication in Portuguese from the very first class. A year course; only in exceptional circumstances is credit given for one semester alone.

POBS 0110. Intensive Portuguese

A highly intensive course for students with little or no preparation in the language. Stresses the fundamental language skills of understanding, speaking, reading, and writing. Aspects of Portuguese and Brazilian culture are also presented. Uses a situational/natural approach that emphasizes communication in Portuguese from the very first class. A year course; only in exceptional circumstances is credit given for one semester alone.

POBS 0200. Elementary Portuguese

Designed for students with little or no preparation in the language. Stresses the fundamental language skills of understanding, speaking, reading, and writing. Aspects of Portuguese and Brazilian culture are also presented. Uses a situational/natural approach that emphasizes communication in Portuguese from the very first class. A year course; only in exceptional circumstances is credit given for one semester alone.

POBS 0400. Writing and Speaking Portuguese

Designed to improve the students’ ability in contemporary spoken and written Portuguese. Using such cultural items as short stories, plays, films, videos, newspaper and magazine articles, and popular music, students discuss a variety of topics with the aim of developing good communication skills. Attention also given to developing writing ability. A systematic review of Portuguese grammar is included. Prerequisite: POBS 0200, or POBS 0110, or placement. Conducted in Portuguese. Completion of POBS 0400 is the minimum requirement for participation in the Brown-in-Brazil Program. Offered every semester. WRIT

POBS 0610. Mapping Portuguese-Speaking Cultures: Brazil

Selected literary and cultural texts that serve as vehicles for a deeper understanding of Brazilian society. Literary materials will be taken from several genres and periods with special attention to contemporary writings. Other media such as film and music will also be included. Considerable emphasis on strengthening speaking and writing skills. Prerequisite: POBS 0400, placement or instructor's permission. Conducted in Portuguese.

POBS 0620. Mapping Portuguese-Speaking Cultures: Portugal and Africa

Selected literary and cultural texts that serve as vehicles for a deeper understanding of Portuguese and Luso-African societies. Literary materials will be taken from several genres and periods with special attention to contemporary writings. Other media such as film and music will also be included. Considerable emphasis on strengthening speaking and writing skills. Prerequisite: POBS 0400, placement or instructor’s permission. Conducted in Portuguese.

POBS 0710. Modern Brazil Goes to the Movies

Looks at Brazil through the eye of the camera and focuses on topics such as migration, race relations, gender and family dynamics and social inequities in contemporary Brazilian culture and society. Students will read articles and critical essays relating to the themes of each film as they develop their oral and written language skills. Conducted in Portuguese.
POBS 0720. Racial and Gender Politics in Contemporary Brazil (AFRI 0710A).
Interested students must register for AFRI 0710A.

POBS 0810. Belonging and Displacement: Cross-Cultural Identities.
Focuses on the representation of immigrants, migrants and other "border crossers" in contemporary literature from Brazil and other countries. How do people respond to the loss of home and the shift to a new culture? Is "going home" possible? How do individuals deal with their dual or triple identities? Piñón, Lispector, Scclar, Rushdie, Salih, Cristina García, V. S. Naipaul and others. Conducted in English. Enrollment limited to 20 first year students. FYS WRIT

POBS 0820. "Coming Out" Jewish, Gay or Black: Mistaken Identity in Literature from USA and Brazil.
Understood as the opposite of passing or assimilating, "coming out" evokes socio-psychological and cultural tensions between public and private identities that are becoming increasingly blurred. Ambivalent identities incite concerns about belongingness, marginalization, citizenship, dislocation, and diaspora. Feeling unfamiliar or displaced as a manifestation of cultural alterity can also lead to situations of mistaken identity. Recognizing today’s shift away from essentialisms, this seminar will read fiction from the USA and Brazil by applying the tropes of "coming out" and belonging to illustrate the complex formations and ambiguous practices of identity construction. Enrollment limited to 20 first year students. Conducted in English. FYS WRIT

POBS 0850. Comparative Approaches to the Literatures of Brazil and the United States.
Brazil and the United States have much in common: continental territories, huge natural resources, dynamic economies and multi-ethnic populations. Yet, their histories and cultures are distinctive and unique, as suggested in Vianna Moog's classic symbolic contrast between the Brazilian bandeirante and the American pioneer. We will undertake a comparative study of the two countries' literatures over the past eighty years with an eye towards exploring contextual, thematic and technical analogies as well as differences. Faulkner, Ramos, Lispector, Morrison, Rosa, Scclar, DeLillo, Carvalho, and Doctorow. Some attention to music, film and the visual arts. Enrollment limited to 15. Conducted in English. FYS WRIT

We will analyze how a new mindset that would later be called modernity slowly emerged from the medieval world and how the trials and errors of the 15th and 16th century navigators helped shape that transformation. The seminar is interdisciplinary insofar as the readings will include developments in astronomy, geography, shipbuilding, mathematics, philosophy, as well as what could be called early anthropology, as stepping stones to the first scientific revolution. Conducted in English. Enrollment limited to 15. Conducted in English. FYS WRIT

POBS 0915. On Cultural and Personal Identity.
A close analysis of concepts such as cultural and personal identities by means of a variety of interdisciplinary readings, including a combination of essays and a set of works of literature by diverse authors from various countries and cultures. SOPH

POBS 0990. Mapping Cross-Cultural Identities.
How do we construct our own identity as life becomes a multitude of narrative threads intersecting and overlapping like roadways on a map? How do we reconfigure identities vis-à-vis those who surround us? We will investigate the ever-changing map of cultural identities and its repercussions on human existence via contemporary literature and a series projects that incorporate the arts (visual, digital, literary) and oral history. Some of the writers include Julia Alvarez, Kiran Desai, Junot Diaz, Milton Hatoum, Chang-Rae Lee, Clarice Lispector, Dinaw Mengestu, Nélida Piñón, Salman Rushdie, Taiye Selasi and others. No experience in the arts necessary. SOPH

POBS 1030. Portuguese Stylistics: Advanced Language Study and Creative Writing.
An intensive writing course covering basic genres: letter, short essay, diary, short story, and poetry. Students write five pages per week on five different preassigned topics that range over a wide variety of subjects. Exposes students to idiomatic and stylistic writing in a multitude of areas. In class, students read and comment on each other's writings. Enrollment limited to 20. Conducted in Portuguese. WRIT

POBS 1070. Plugging into Brazil: Print, Television, and the Internet.
We will investigate the many nuances of the Brazilian media in its various forms and discuss Brazil using newspapers, leading magazines, current television broadcasts and the Internet. What are the characteristics of the Brazilian media? How does the media shape the views of Brazilians living in Brazil and those abroad? What is the role of the Brazilian media in a globalized world? Conducted in Portuguese. Prerequisite: One of the following: POBS 0610, 0620, 0710, or consent of the instructor.

POBS 1080. Performing Brazil: Language, Theater, Culture.
Designed to deepen the students' understanding of Brazilian culture and society through the performing arts. Students will read a series of plays and respond to them in a variety of ways: in writing, verbally, and through performance. The course will include poetry and music as these can also be performed. Throughout the semester students will also be working on creating their own performance pieces. Conducted in Portuguese. WRIT

POBS 1090. Portuguese-speaking Cultures Via Film.
We will view and discuss films from Brazil, Lusophone Africa, Portugal and other regions as vehicles to understand the cultural diversity of Portuguese-speaking countries. Readings will include related fiction and non-fiction focusing on immigration, gender, race, family dynamics and social inequality. Students will write a series of short papers and develop a final project in consultation with the instructor. Particular attention will be paid to contemporary Brazilian cinema. Prerequisite: POBS 0610, 0620, 0630, or 0800, or instructor permission. Enrollment limited to 20. Conducted in Portuguese.

POBS 1210. Afro-Brazilians and the Brazilian Polity (AFRI 1210).
Interested students must register for AFRI 1210.

POBS 1500A. African Literatures of Portuguese Expression.
A survey of representative African narrative literature of Portuguese expression (Cape Verde, Guinea-Bissau, São Tomé e Príncipe, Angola, and Mozambique). The selections will cover the periods before and after the independence of these former Portuguese colonies. Conducted in Portuguese. Enrollment limited to 40.

POBS 1500B. Azorean Literature.
Survey of the major works in prose and poetry of the Azorean writers of the 20th-century that reflect the açorianidade or the Weltanschauung of the Azoreans. Works by writers such as Nunes de Rosa, Vitorino Nemésio, Côrtes-Rodrigues as well as by the most representative authors of the "New Generation." Conducted in Portuguese.

POBS 1500C. Brazilian Literature in Translation: Clarice Lispector-a Woman of Spirit.
As Brazil's foremost woman writer of the XXth century, Clarice Lispector has received critical attention from French, Brazilian and American feminists. With the aim of appreciating her work comparatively, this course will examine four novels and four story collections from the following theoretical perspectives: existentialist, feminist, poststructuralist and Jewish hermeneutics. Conducted in English.

POBS 1500D. Brief Encounters: Modernist and Postmodernist Brazilian Short Fiction.
With Modernism and Postmodernism as the primary theoretical frames, we will examine the aesthetics of short fiction by discussing short stories and novellas from the 1920s to the 1990s that foreground the characteristics of these literary currents and their respective regional and urban expressions. As images of Brazil, this fiction will also be read within the context of feminist, hybrid, subaltern, and postcolonial stances. Conducted in Portuguese.
POBS 1500E. Contemporary and Brazilian Fiction: New Paths and New Perspectives.
Selected prose narratives from the 1970s to the present are read with the aim of identifying new paths and perspectives in contemporary Brazilian literature and culture that challenge traditional literary and cultural hierarchies as well as canonized aesthetics. Milton Hatoum, João Gilberto Noll, Caio Fernando Abreu, Marlílense Felinto, Sônia Coutinho, Roberto Drummond, Sérgio Sant’Anna, Rubem Fonseca, and others. Conducted in Portuguese.

POBS 1500F. Contemporary Portuguese Women Writers.
Analyzes women's discourse and proposes an interpretation of female characters in the works of six contemporary Portuguese women writers: Maria Velho da Costa Maina Mendes, Maria Teresa Horta Ana, Agustina Bessa-Luís O Mosterio, Teolinda Gersão Paisagem com Mulher ao Fundo, Lidia Jorge O Jardim sem Limites, and Ivette Centeno Os Jardins de Eva. By way of contrast, Mário Ventura’s A Revolta dos Herdeiros is discussed as an example of how a male writer fictionalizes a woman as narrator.

POBS 1500G. Cultural Politics of Hybridity in Modern Brazilian Fiction.
Explores Brazilian fiction that manifests intersections between erudite, popular and mass cultures. With the aim of challenging unnatural polarities that separate these forms of cultural expression, the theme of hybridity will be examined in prose fiction from the 1960s to the present within the context of the development of the modern Brazilian novel and recent theories on cultural hybridization. Readings will focus on the socio-political and cultural implications of hybridization in prose fiction by such authors as Caio Fernando Abreu, Ivan Angelo, Ignácio de Loyola Brandão, Roberto Drummond, Rubem Fonseca, Clarice Lispector, José Agrippino de Paula, Adélia Prado, Sergio Sant’Anna, and others. Conducted in Portuguese.

POBS 1500H. Esthers of the Diaspora: Female Jewish Voices from Latin America.
Fiction by and/or about Jewish women from Brazil, Argentina, Venezuela, Mexico, Chile, and Cuba. Evoking the image of the biblical Queen Esther who lived between two worlds, these Jewish voices will be discussed from the perspectives of feminist, hybrid, diasporic, and transcultural theories. Special attention to Brazil's Clarice Lispector. The expression of the role of women vis-à-vis the immigrant experience will also be discussed. Conducted in English.

POBS 1500I. Fiction and History (COLT 1810G).
Interested students must register for COLT 1810G.

POBS 1500L. Prophets in the Tropics-Latin American Jewish Writing.
Compares the differences and the parallels between the narratives of the Jewish diaspora in Brazil, Argentina, Mexico, and Peru. As decentered dissenters in literature, these writers invariably address their diasporic situation vis-à-vis the larger society via such issues as immigration, cultural diversity, exile thinking, nationalism, discrimination, and postcolonialism. Prose by female and male writers, along with background materials in history, biography, memoirs, essay, and film. Conducted in English. Prerequisite: one 100-level literature course.

POBS 1500M. Rereading Colonial Brazil.
In the first part of the course we will discuss major literary and artistic achievements in Brazilian society during the first three centuries after Brazil’s "discovery." In the second part of the course we will consider how novelists, poets (including song writers), filmmakers, visual artists and social scientists since Independence have reassessed the colonial period from a post-colonial position. Conducted in Portuguese.

POBS 1500O. The "I" of the Beholder: Self-Examination and Self-Display in Modern Brazilian Fiction.
This course will address the first-person impulse in modern Brazilian fiction with the aim of analyzing the process of self-consciousness vis-à-vis national identity, individualism, memorialism, authoritarianism, and subjectivity. The course will also consider the first person in the context of realism, modernism, regionalism, and postmodernism. Discussion will center upon prose by Mário de Andrade, Rachel de Queiroz, Antônio Olavo Pereira, Clarice Lispector, Lygia Fagundes Telles, Nélida Piñón, Ivan Angelo, Rubem Fonseca, and others.

POBS 1500P. The Personal Dynamics of Witnessing: Self-Interpretation in Brazilian Autobiographical Fiction.
Analyzes first-person narration and the ethics of self-examination, self-display, and self-invention. First-person narrators are read as self-chroniclers who become subject and object, or spectator and spectacle, of their own lives. Readings from such writers as Mário de Andrade, José Lins do Rego, Cyro dos Anjos, Antônio Olavo Pereira, Clarice Lispector, Lygia Fagundes Telles, Nélida Piñón, Rubem Fonseca, and Sérgio Sant’Anna. Conducted in Portuguese.

POBS 1500Q. The Sage of Suspicion: The Skepticism of Machado de Assis.
Focuses on the major novels and short stories of Brazil's foremost realist. Presentations and discussions address character and narrative distrust as well as skepticism related to unreliable narrators and ironic voices. Also explores the sociopolitical picture of Brazil in the second half of the 19th century in the context of Machado's Human Comedy. Conducted in Portuguese.

POBS 1500R. Twentieth-Century Portuguese Prose.
Reading and textual analysis of some significant writers from Portugal, along with information related to their historical context. José Saramago, Lidia Jorge, Vergílio Ferreira, Helder Macedo, Agustina Bessa-Luís, and Rosa Lobato de Faria. Conducted in Portuguese.

POBS 1500U. The Leaping Chameleon: Reconfiguration of Self-Identity and Culture in Contemporary Brazilian Fiction.
Focuses on reconfigurations/redefinitions of concepts of identity -- personal and cultural in Brazilian prose fiction form the 1980s to the present. Protean forms and unstable subjectivities become apparent in fictional portrayals of aberrant and disfigured beings in liminal spaces, these serving as vehicles critical of urban strife, cultural instability, estrangement, and social segregation, written by authors such as André Sant’Anna, Bernardo Carvalho, Lilian Fontes, Marcelino Freire, Cândia Moscovich, Ivana Arruda Leite, Luiz Ruffato, and others. Conducted in Portuguese.

Reading the psychological, mythical and Carioca plays by Nelson Rodrigues will serve to define modern Brazilian theater. Exploring influences from Greek tragedy to Freud, discussions will focus upon social rituals and taboos Rodrigues dramatized to unmask Brazilian society. Film/ taped performances and criticism will be studied for interpreting modes of performativity and as tools for cultural analysis to understand the distance between self and behavior. Conducted in Portuguese.

POBS 1500W. The ‘New Jew’ and the Diaspora: Voices from Israel, Brazil and America.
Studies Jewish identity and belongingness in Israel and the Jewish Diasporas of Brazil and America within the context of multiple homelands. If the concept of the ‘New Jew’ suggests alternative Jewish universes in which Israel is not the center, does this imply the end of the Jewish Diaspora? This course will debate this question via novels and short stories by some of the representative writers from the above three nations. Conducted in English. Enrollment limited to 20. DPLL

POBS 1500X. Modern and Contemporary Brazilian Poetry: From Text to Performance.
Introduces students to Brazilian poetry from modernists like Oswald de Andrade, Murilo Mendes, Cecília Meireles, Carlos Drummond de Andrade, and João Cabral de Melo Neto to contemporaries such as Augusto de Campos, Francisco Alvim, Arnaldo Antunes, and Ricardo Aleixo. In addition to the reading and discussion of significant works by a variety of poets and literary critics, the course includes a workshop component, in which participants will be encouraged to share their oral interpretation of poems of their choice. The course concludes with a poetry performance by the course members and other interested parties. Conducted in Portuguese. Enrollment limited to 15.
POBS 1501A. Out of Portuguese Africa: Deconstructing Portuguese Colonialism in Literature
Examines both fictional narratives written in Portuguese by African authors and the colonial works by Portuguese authors that focus on the colonial experience of Angola, Mozambique, and Cape Verde. Aims in particular at the critical analysis of Portuguese colonialism as a means to verify its specificity or lack thereof within the larger context of overarching European colonialisms. Conducted in Portuguese.

POBS 1501B. Brazilian Biographies (HIST 1313)
Interested students must register for HIST 1313.

POBS 1600A. The Afro-Luso-Brazilian Triangle (AFRI 1020C)
Interested students must register for AFRI 1020C.

POBS 1600B. Colonialism, Nationalism and Gender in Portuguese India
This seminar focuses on Portuguese rule and discourse in India, from an anthropological and historical perspective. Colonialism and nationalism in India will be studied in relation to former Portuguese colonies in Africa as well as to other experiences in India under the British raj. Gender issues will also be addressed. Attention to the case of the devadasi (ritual dancers). Conducted in English.

POBS 1600C. Cross-Cultural Perspectives on Education: Education and the Portuguese-Speaking World
A comparative education course focusing on schooling in Brazil, Portugal, Cape Verde, and these Portuguese-speaking populations in the U.S. The role of education in these diverse societies, as well as theories and methodologies for cross-cultural research and analysis, are explored from both historical and contemporary perspectives. Conducted in English.

POBS 1600D. Portuguese Discoveries and Early Modern Globalization
Introduces the study of global early modernity through the lens of the Portuguese empire c. 1400-1700. Maps out the origins, motivations, and nature of Portugal's imperial expansion. Establishes the patterns of the Portuguese presence in the Atlantic and Indian Ocean. Emphasizes the dependence of the Portuguese empire on other societies, its institutional fragility, its social complexity, and the difficult relations between ideology and economy. Explores the idea of an early "cultural globalization" in religion, art and politics from Iberia to Japan via Brazil, Africa and India. Avoids the traditional idea of an exceptionality of the Portuguese overseas experience. Conducted in Portuguese.

POBS 1600I. The End of Empires? A Global History of Decolonization
A comparative analysis of decolonization in the twentieth century. Provides a multidisciplinary analysis of case studies drawn from the Portuguese, Belgian, French and British colonial empires. Themes: genesis and rise of anticolonial nationalism; the role of international organizations in the end of empires; the role of the Cold War in the development and demise of colonial empires; the importance of the "global color line," and of human and civil rights debates on the crisis of legitimacy of the imperial and colonial worlds; the "modernizing missions" of late colonial empires and the legacies of colonialism in post-imperial societies. Conducted in English.

POBS 1600J. Conflicts, Diasporas and Diversities: Religion in the Early Portuguese Empire
Focuses on the history of the early modern Portuguese religious world, covering such topics as religious diversity and oppression, the Portuguese Jews and their experiences of persecution and Diaspora, the role of the Inquisition, the establishment of the Society of Jesus in Portugal and the creation of a network of Jesuit missions in the Portuguese world, the Counter-Reformation and the evangelization of so-called gentiles and infidels, and messianic beliefs in the Kingdom of God. Primary sources include works by Portuguese chroniclers in translation, as well as the original editions housed at the John Carter Brown Library. Conducted in English.

POBS 1600K. On the Dawn of Modernity
A look at the emergence of modernity and its conflicts with the classical world view as revealed in the writings of the Portuguese navigators (XVth and XVth centuries) on their encounters with the non-European world. Readings will focus on fields such as astronomy, cartography, geography, shipbuilding, and anthropology, as stepping stones to the first scientific revolution. This literature has been practically unknown to non-Portuguese readers. Conducted in English.

POBS 1600N. Portuguese-Speaking Africa and Anthropology from Colonialism to Postcolonialism
This course focuses on the anthropological knowledge of African sub-saharan societies, the conditions and limitations of these studies during the colonial period and their continuity in contemporary subjects. Stresses the Portuguese colonial experience and the evolution of social sciences in African Portuguese-speaking countries. Conducted in English.

POBS 1600O. Displacement: Colonialism, Migration and Transnationalism in Lusophone Societies
"Displacement" will be the starting point for the study of a range of classic and contemporary debates on colonialism, migration, slavery, plantation systems, gender inequities, racism, urbanization, transnationalism and global health issues. We will mostly refer to cases related to Portuguese colonialism and contemporary Portuguese-speaking societies - Brazil, Portugal, Cape Verde, Mozambique, Angola, the Asian enclaves and lusophone diaspora.

POBS 1600P. The Last Empire: Portuguese Colonialism and Decolonization in Comparative Perspective
Adopting a comparative perspective, the course gives special emphasis to political, ideological and military dimensions of colonial rule in Africa. The first part deals with the evolution of Portuguese colonialism since World War II. The second part focuses on the process of decolonization after 1974, integrating the dissolution of the Portuguese Empire in the international context of the Cold War. Conducted in English.

POBS 1600Q. Perceptions of the Other and Ethnographical Writing in Early Modern Portugal
Focuses on the privileged situation of Portugal as far as the knowledge of extra-European cultures in early modern Europe is concerned. The course examines agents, instruments and mechanisms of information gathering and diffusion of the "outer world" in Europe via Lisbon. The most important topos of these Portuguese ethnographical representations will be discussed through a close analysis of a wide range of contemporary texts and visual records. Conducted in English.

POBS 1600R. The Lusophone Black Atlantic: Cultures and Religions
Addresses the cultural unity and differentiation within the Lusophone Black Atlantic, with a special focus on mobility, diaspora, and transnationalism. After a general introduction on the historical and cultural construction of the triangular relations between Portugal, Brazil, and Africa, including the consideration of such issues as luso-tropicalism, "creolization," and colonialism, we will move into the topic of Afro-Brazilian religions like Umbanda and Candomblé as a way to analyze how a matrix civilization was transported across the Atlantic to Brazil and back to Portugal. The issue of the transnationalism and mobility of such religions, accompanying the diaspora of Africans and Brazilians to Portugal over the last 20 years, will provide the basis for further discussion of the notion of "lusophone black cultures." The course bibliography includes anthropological texts as well as current Luso-African and Brazilian literature. Conducted in English.
POBS 1600S. 17th Century Portuguese World. Analyzes the major historical events that influenced the Portuguese world under Habsburg rule and during the baroque movement. To question definition of Empire, nation, national identity, colonial spaces. It will examine Brazil during the Dutch invasion; the expectations of a future independence from the yoke of Spain; political, economic and religious situation after the Portuguese restoration in 1640; political and economic struggle that followed; the Portuguese Inquisition and the missionary efforts undertaken in Brazil; the prophetic and messianic expectations of the Iberian world (Catholic and Jewish); and the political and cultural aspects of seventeenth-century Ibero-American baroque culture. Conducted in Portuguese.


POBS 1600X. Urban Latin America (LAST 1510J). Interested students must register for LAST 1510J.

POBS 1600Y. The Portuguese Colonial Empire in a Comparative Perspective (XIX-XX Centuries). Provides an analysis of the historical transformation of the Portuguese colonial empire in Africa since the beginning of the nineteenth century, adopting a systematic comparative perspective, mainly with the French and British empires. Engages with some of the fundamental historiographical issues and debates that characterize the contemporary comparative study of new imperialism, and offers several case-studies for its understanding. Addresses issues such as slavery and forced labor, race relations, colonial science and law, colonial modernization and development, and colonial wars, while also examining political, religious and economic inter-imperial competition in a global context. Deals with a comparative assessment of the end of the European colonial empires and the legacies of imperialism and colonialism. Conducted in English. Not open to first year students. LILE

POBS 1600Z. The Making of Modern Brazil (LAST 1510J). Interested students must register for LAST 1510J.

POBS 1601A. The Birth of the Modern World: A Global History of Empires. A multidisciplinary comparative analysis of the role of empires in the formation of the modern world and globalization since the ‘new’ imperialism of nineteenth century to the end of the colonial empires in the second half of the twentieth century. Case studies from several empires (Portuguese, American, Soviet, French and British) offer a global history of imperialism and colonialism. The links between imperialism, internationalism, nationalism, and modern racism; the relationship between imperial and colonial societies and cultures; the role of international and transnational institutions in the transformation of imperialism and the global emergence of human rights. Conducted in English. Enrollment limited to 40.

POBS 1601B. Defying the Wind of Change: Portugal, Rhodesia and South Africa, 1961-1980. Examines the political, military, intelligence and economic ties between Portugal, Rhodesia (before and after its Unilateral Declaration of Independence in 1965) and apartheid-era South Africa as the three countries resisted calls for equal political representation for men and women of all races while exploiting their growing financial muscle as well as the circumstances of the Cold War. The bloc was undone by the Portuguese revolution of April 1974, which led to the independence of Angola and Mozambique, and left Rhodesia’s borders exposed. Extensive use of recently declassified material gathered in Lisbon and Pretoria. Conducted in English. Enrollment limited to 25.

POBS 1601C. From Dictatorship to Democracy in the Iberian Peninsula: Transformations and Current Challenges. Studies the origins and nature of the Franco and Salazar dictatorships, outwardly similar and largely concurrent, but in fact different in their aims, outlook and methods. Special attention to the personalities of the two dictators as well as the legacy of Spain’s Civil War and Portugal’s colonial Empire as elements of differentiation between the two regimes. The creation of democratic regimes in Spain and Portugal in the mid-1970s in the aftermath of prolonged dictatorships and the current political and economic challenges faced by these two countries are also considered in detail. Conducted in English. Enrollment limited to 25.

POBS 1601E. Travels and Exhibitions: Writing, Collecting + Displaying the World in the 19th + 20th Centuries. To explore a cultural and intellectual history of the Portuguese-speaking world, concentrating on the circulation of objects, images, ideas and people within Brazil, Angola, Goa and different European spaces, from Lisbon to Paris. To discuss the history of science, the relationship between knowledge and colonial contexts, the interdependence between ideological agendas and exhibitions, the affirmation of national and imperial identities through spaces of visual and material knowledge. Through a series of comparative and transnational case studies this course will promote the crossing of contemporary theoretical questions engaging with historical written and visual sources. Conducted in English.

POBS 1601F. Portuguese Literature and Cinema. This course consists of two main parts: studying the cinematographic adaptations of Portuguese literary texts; and examining the presence of a cinematographic influence in contemporary Portuguese novels. We will conclude with the study of films by Manoel de Oliveira. This is to trace the history of the inter-semiotic relationship between literature and the seventh art. To involve the analysis of diverse theories and methodological approaches in regards to the filmic adaptation of literary texts, (re)creative component of the transposition; to instill critical methods that will enable the student to analyze literary texts full of narrative techniques modeled on screen.

POBS 1601G. The Politics and Government of Lusophone Countries. Ranging from regional powers to small island states, from consolidated democracies to hybrid regimes, from good governance to weak states and petro-states, the Lusophone world represents a diverse and stimulating political context. This course provides a systematic analysis of Lusophone political institutions and behavior, while considering the wider implications of the Lusophone experience. It is organized thematically, with topics including democratization; state structures; political institutions and culture; clientelism; and party systems. Each topic focuses on a set of Lusophone countries. While all Lusophone countries are considered, the cases of Portugal, Brazil, Cape Verde, Guinea-Bissau and Angola are particularly emphasized.

POBS 1601H. Contemporary Migrations: Movements, Experiences and Policies of Belonging. Addresses theme of contemporary migrations, its visibility and strategic relevance (social, economic, political, demographic and cultural). Drawing on plural theoretical contributions, as well as empirical results from research carried out with Portuguese migrants in various sites and with diverse migrant populations based in Portugal, discussing: Contemporary global migration present and future trends; Portugal as an emigration and immigration context (particularities, tendencies, potentialities, obstacles); Daily-life aspects and experiences of migration (work, family, domestic life, culture consumption practices, transnational networks of belonging, association life); Identity, belonging and cultural (re)production strategies, tools and products. Approach to contemporary migration, emphasizing the discussion of data emerging from qualitative research.

POBS 1601I. The Politics and Government of Lusophone Countries.

POBS 1601I. Media + Propaganda in Contemporary History.
This course intends to study what was the role of the media and propaganda in the construction of the political reality by means an interdisciplinary and empirical analysis of several paradigmatic cases of the contemporary history in the lusophone and Iberian worlds. Special attention is paid to the following relevant topics: the historical evolution of the Portuguese media in the United States of America; the creation of the New State of Salazar in Portugal and the New Spain of Franco; the Portuguese diplomacy in the Spanish Civil War; or the transition to democracy in the Iberian Peninsula. Conducted in English.

POBS 1670. History of Brazil (HIST 1310).
Interested students must register for HIST 1310.

POBS 1671. Brazil: From Abolition to Emerging World Power (HIST 1671).
Interested students must register for HIST 1671.

POBS 1720. Literacy, Culture, and Schooling for the Language Minority Student.
Focuses on increasing awareness of the intersection of language and literacy, the sociocultural influences on literacy development, and the application of diverse strategies that support the acquisition of second-language literacy. Combines a theoretical exploration of literacy processes and methodological implications with a clinical requirement of four hours weekly in a second-language field-teaching practicum. Conducted in English.

POBS 1740. Artful Teaching: Intersecting the Arts with Foreign and Second Language Acquisition.
How can we create meaningful experiences for those learning a foreign or second language? What makes the creative arts (art)cultivate so powerfully and naturally with foreign and second language acquisition? How do the arts enable students to become aware of surrounding cultures while simultaneously acquiring a new language? This course will explore connections between the arts—visual, literary and performing—and language acquisition in a combined workshop and seminar approach. Readings will include authors Sheridan Blau, Augusto Boal, Shirley Brice Heath, Paulo Freire, Jan Mandell, Twyla Tharp, Jeffrey D. Wilhelm and others.

POBS 1750. Language, Culture, and Society.
Investigates the meanings of language, culture, and society and the interrelationship among them. Examines the functional and dysfunctional uses they can play in public education, particularly from the public school administrators’ and teachers’ viewpoints. Explores concerns directly related to the nature, quality, and future of English-as-a-Second-Language programs. Reflective activities, lectures, simulations, case studies, role plays, and small group discussions. Conducted in English. Enrollment limited to 25.

POBS 1800AE. The Brazilian Puzzle: Confronting the Post-Colonial Legacy.
Brazilian intellectuals have often attempted to understand and explain the challenges in modern Brazilian society (political, economic, racial, educational) by pondering Brazil’s Iberian roots and assessing the legacy of Portuguese colonialism. Manuel Bonfim, Sérgio Buarque de Holanda, Paulo Prado, Gilberto Freyre, Vianna Moog, Caio Prado, Celso Furtado, Paulo Freire, Oswald the Andrade, Roberto DaMatta. Attention to film, music and the visual arts. Conducted in Portuguese.

POBS 1800F. The Lusophone World and the Struggle for Modernity.
A study of classical writings from the Portuguese-speaking world dealing with the issue of modernity, focusing particularly on the Counter-Reformation and Baroque paradigms versus the Enlightenment. Portuguese, Brazilian and African writers such as Antero de Quental, Sérgio Buarque de Holanda, Vianna Moog, Amilcar Cabral and others will be read critically and in a comparative approach. Conducted in Portuguese. Enrollment limited to 40.

POBS 17070. Reading and Guided Study.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

This independent study course is designed for students working on honors projects. Written permission of the concentration advisor (Prof. Sobral) is required. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

POBS 2010A. Language Theory and Curriculum Development.
Focuses on the application of language theory, methodology, and curriculum development procedure for classes enrolling English language learners. Participants focus on setting appropriate goals and objectives aligned with learning standards and develop appropriate curricula in several subject areas. Conducted in English.

POBS 2020A. Applied Linguistics for ESL.
Focuses on the linguistic development of bilingual children. Addresses three major dimension of language acquisition-linguistic, cognitive and sociocultural-within educational contexts for students of all ages. Conducted in English. Enrollment limited to 15 graduate students.

POBS 2020B. Cross-Cultural Growth and Development.
Explores physical, cognitive, social and emotional human development from a cross-cultural perspective. Part one analyzes child-rearing practices in agrarian and industrialized societies. Part two is based on case studies involving the ethnolinguistic groups in the Providence area, which are studied and discussed with implications for teaching and learning. Conducted in English.

POBS 2020C. Educational Leadership in Diverse Settings: Research, Policy, and Practice.
A series of lectures and discussions representing various perspectives and styles. Individual sessions focus on leadership issues surrounding standards, high stakes testing, and school reform initiatives. Most topics address leadership for low performing schools and for diverse student populations. Discussions led by prominent educational leaders. Some lectures may be open to the public. Conducted in English.

POBS 2020D. Theories in First and Second Language Acquisition.
Theory and current research relating to first and second language acquisition and learning are examined from a pedagogical perspective. Focuses on both learning and teaching a second language. Conducted in English.

POBS 2020E. Research Seminar in ESL Education.
Focuses on preparing students to conduct qualitative research in diverse educational settings. As a final project, students develop a comprehensive framework for a self-designed study. Conducted in English.
POBS 2120A. ESL Methodology Assessment and Evaluation. 
An overview of the current principles, practices and approaches that inform assessment and evaluation for English language learners. Participants engage in class activities that duplicate selected assessment approaches and identify strategies for integrating assessment with planning and instruction appropriate to the language proficiency of students. Participants explore assessment research and theoretical background for an understanding of the complexity of evaluating student achievement. Conducted in English.

POBS 2500B. Portuguese Overseas Encounters. 
A critical analysis of some classic Portuguese travel writings from the 15th to the 20th century. The readings include Zurrara, Camões, Fernão Mendes Pinto, História Trágico-Martíma, Ramalho Ortigão, Raul Brandão, as well as the contemporary Pedro Rosa Mendes. Conducted in Portuguese.

POBS 2500E. Portuguese Cultural and National Identity. 
A critical reading of some key issues in Portuguese intellectual history regarding Portuguese national identity. Classical authors such as Verney, Antero de Quental, Teixeira de Pascoal, Fernando Pessoa, Antonio Sérgio, and Eduardo Lourenço are read along with contemporary theoretical works on the issue of cultural and national identity. Conducted in Portuguese.

POBS 2500F. Tales of the "Sertão". 
The reality and mythology of the "sertão" have long been a source of inspiration for Brazilian writers, visual artists, and filmmakers. This seminar considers the transformations of the "sertão" motif since the second half of the nineteenth century. Fiction by José de Alencar, Euclides da Cunha, Graciliano Ramos and João Guimarães Rosa. Films by Glauber Rocha and Sandra Kogut. Conducted in Portuguese.

POBS 2500G. Nation and Narration. 
The invention and transformation of the idea of Brazil as a nation narrative texts since the middle of the 19th century. Manuel Antônio de Almeida, José de Alencar, Adolfo Caminha, Machado de Assis, Monteiro Lobato, Mário de Andrade, Adalzira Bittencourt, Antônio Callado and João Ubaldo Ribeiro. Theoretical texts by Benedict Anderson, Homi Bhabha, Edward Said, Eric Hobsbawn, Frantz Fanon, Roberto Schwarz and others. Conducted in Portuguese.

POBS 2500H. The City and the Street: Tradition, Modernity and Human Subjectivity in Brazilian Urban Literature. 
From Machado de Assis's streetcar chronicles, João do Rio's belle-époque flâneur crônicas, and modernists' views of São Paulo down to the urban paraonha of Rubem Fonseca's crime narratives and the destabilizing subjectivities of contemporary writers, this seminar examines diverse urban bodies and cartographies for understanding spatial and temporal relationships between the city and bodies, sexual cultures, gender roles, violence, peripheries, and metropolitan apocalyptic tensions. Conducted in Portuguese.

POBS 2500I. The Portuguese Essay. 
Focuses on some key themes of Portuguese social, political and cultural life that have been dealt with in the essay form, in the 19th and 20th century, such as Portugal's decline, modernization, regeneration and national identity. Special attention to literature on the essay as a genre. Readings include Antero de Quental, Oliveira Martins, Silvio Lima, Joaquim de Carvalho, António José Saraiva, Eduardo Lourenço and others. Conducted in Portuguese.

POBS 2500K. Senses and Sensibilities in the Nineteenth Century Portuguese Novel. 
The works to be read are representative of the main literary trends in 19th century Portuguese literature. They will be analyzed with a focus on literary aesthetics, but also on meanings (or senses), both culturally and personally, by exploring the textual construction of emotions, i.e., the engagement of sensibilities in the written word. Authors to be studied include Almeida Garrett, Camilo Castelo Branco and Eça de Queirós. Conducted in Portuguese.

POBS 2500L. Latin American Historiography (HIST 2971E). 
Interested students must register for HIST 2971E.

POBS 2600A. Medieval and Renaissance Portuguese Literature. 
An analysis of Portuguese literature from the Middle Ages to the 16th century. Special attention given to the poetry of the Cancioneiros, Fernão Lopes, Gil Vicente, and Luís de Camões. Conducted in Portuguese.

POBS 2600B. Saramago and His Contemporaries. 
Focuses mainly on the "oeuvre" of José Saramago, the recently deceased Portuguese Nobel Prize winner. Four other well-known Portuguese writers (Vergílio Ferreira, Agustina Bessa-Luís, António Lobo Antunes, Lidia Jorge) are also studied as a way of contextualizing Saramago's work but, more importantly, for their own merit as outstanding novelists. Complementary readings will mostly consist of theoretical texts concerning an approach to contemporary novels based on the nexus between history and fiction on the one hand, and the construction of emotions in literature on the other. Conducted in Portuguese. Enrollment limited to 25.

POBS 2600C. Foundations of Literary Theory. 
Designed to provide a solid foundation on the development of literary theory from its ancient roots in Plato, Aristotle, Horace and Plotinus to the contemporary period. Includes Kant, the Russian Formalists, Lukács, Jakobson, Bakhtin, Barthes, Derrida, Rorty, Said and others. Conducted in English.

POBS 2600G. Decolonizing Brazil: The Postcolonial Dilemma of "Not Being And Being Other". 
Considering the "ambivalent construction of the Brazilian's cultural existence" as the basic stance for reexamining Brazil from a revised postcolonial approach, this seminar will contextualize the Brazilian postcolonial from the viewpoints of diversity, difference, hybridity, and heterogeneity. Authors to be read are Manuel Antônio de Almeida, Machado de Assis, Adolfo Caminha, Oswald de Andrade, Graciliano Ramos, Samuel Rawet, Silviano Santiago, and Lygia Fagundes Telles. Conducted in Portuguese.

POBS 2600I. Modern and Contemporary Brazilian Poetry. 
An intensive reading of selected Brazilian poets of the past eighty years, including Carlos Drummond de Andrade, João Cabral de Melo Neto, Mário Faustino, Paulo Leminski, Ana Cristina Cesar, the "concretistas", and Salgado Maranhão. Each student will be responsible for an oral presentation about an additional poet, to be chosen in consultation with the instructor. Conducted in Portuguese.

POBS 2600J. The "I" of the Beholder: The Autobiographical Mode in Modern Brazilian Fiction. 

This seminar will examine the major novels, short story collections, and crônicas by the Brazilian writer Clarice Lispector and analyze the development of her literary voice and her unique use of language. Reading her work through and beyond the existential, feminist and poststructuralist views manifested in the best critical and theoretical analyses of her work, this seminar will focus especially upon her passionate struggle with language as well as her genre-breaking narratives, alongside her ontological quest for narrative subjectivity. Seminar presentations and papers will explore these issues with the aim of understanding Clarice's spiritual and philosophical impulses as well as her original linguistic contribution to Brazilian and World Literatures. Conducted in Portuguese.

POBS 2600N. Transgressing Gender: Female Voicing in Modern Brazilian Literature. 
This seminar looks at theoretical and critical essays on gender and beyond in relation to the fiction of three major Brazilian female writers: Rachel de Queiroz, Lygia Fagundes Telles, and Clarice Lispector. Discussion addresses issues of gender identity and ambiguity, female voicing, gender politics, alterity, feminist consciousness, as well as power and resistance. Readings include two or more works by each of the three writers. Conducted in Portuguese.
Public Policy

What is Public Policy?
The study of public policy is distinct from political science or economics in its focus on the application of theory to practice. Public Policy students at Brown prepare to be effective change-makers who can easily collaborate with others in government, nonprofit, and for-profit organizations. All students in the concentration should graduate with a command of the fundamental tools of policy analysis as well as an appreciation for varied institutional contexts within which public policy is made.

A note from the Director
Public Policy begins with an exhilarating belief: We can make a difference.

We can improve our communities, our nation, and the world. The discipline of public policy cultivates decision-making skills, but we never forget that those skills serve the larger purpose of building just, peaceful, and prosperous societies. We embrace Brown’s ethos of idealism and service.

James Morone- Director

Public Policy Concentration Requirements
Housed in the Watson Institute for International and Public Affairs, the public policy concentration is dedicated to the study of health care and social welfare policy, education policy, urban policy, law and criminal justice, and media and technology. Public policy refers to societal initiatives to remedy social problems. Because social problems typically emerge from complex, multi-faceted social conditions, the study of public policy requires students to become familiar with the insights of diverse academic disciplines into how institutions facilitate or inhibit societal problem-solving. The study of public policy is an excellent framework for integrating ideas drawn from several disciplines around issues of real world significance. Concentrators with a particular interest in such applications should consider the Engaged Scholars Program (http://watson.brown.edu/public-policy/node/391). All concentrators emerge with a sound understanding of institutional change and are well-equipped to contribute to processes of social change.

Required Courses:
- Core Courses:
  - PLCY 0100 Introduction to Public Policy

Required Courses:
- Ethics and Public Policy
  - POLS 1050 Ethics and Public Policy
  - or PLCY 1700T Good Government

- Economics for Public Policy
  - ECON 1110 Intermediate Microeconomics
  - ECON 1130 Intermediate Microeconomics (Mathematical)
  - EDUC 1130 Economics of Education I

- Statistics for Public Policy
  - POLS 1600 Political Research Methods
  - EDUC 1100 Introduction to Qualitative Research Methods
  - ECON 1620 Introduction to Econometrics
  - ECON 1630 Econometrics I
  - SOC 1100 Introductory Statistics for Social Research

- Policy Analysis and Program Evaluation
  - PLCY 1200 Policy Analysis and Program Evaluation
  - or EDUC 1160 Evaluating the Impact of Social Programs

Elective Courses:
- Three Broad Elective Courses: May be taken in any policy area
  - 3

- Two more electives in one of the areas you have already studied
  - 2

Sample electives may include the following:

- Health Policy
  - PHP 1100 Comparative Health Care Systems
  - PHP 1520 Emergency Medical Systems: An Anatomy of Critical Performance
  - PHP 1530 Case Studies in Public Health: The Role of Governments, Communities and Professions
  - PLCY 1700K Health Policy Challenges

- Technology Policy
  - CSCI 1800 Cybersecurity and International Relations
  - PLCY 1700J GIS and Public Policy
  - POLS 1822X Technology and International Politics
  - SCSO 1700C Science and Technology Policy in the Global South

- Environmental Policy
  - ENVS 1350 Environmental Economics and Policy
  - ENVS 1410 Environmental Law and Policy
  - ENVS 1530 From Locke to Deep Ecology: Property Rights and Environmental Policy
  - ENVS 1555 Urban Agriculture: The Importance of Localized Food Systems
  - PHP 1700 Current Topics in Environmental Health

- Governance, Law, and Ethics
  - PLCY 1700Z State and Local Government
  - PLCY 1701H Congressional Leadership, Parties and Public Policy
  - POLS 0220 City Politics
  - POLS 1010 Topics in American Constitutional Law

- Social Policy
  - ECON 1170 Welfare Economics and Social Choice Theory
  - PLCY 1700B Social Welfare Policy in the United States
  - PLCY 1700S Policies Affecting Working Families
  - PLCY 1701M Juvenile Justice Institutions and Policy
  - SOC 1540 Human Needs and Social Services

- Urban Policy
  - ECON 1420 Urbanization in China
  - PLCY 1700Q Urban Policy Challenges
  - PLCY 1700R Urban Revitalization: Lessons from the Providence Plan
  - SOC 1600 Comparative Development
  - URBN 1870F Housing and Homelessness

- Modes of Social Change

- Sample electives may include the following:

- Public Policy Concentration Requirements
  - A note from the Director

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- James Morone- Director
PLCY 1700V  Nonprofit Organizations
PLCY 1701Q  Leading Social Ventures - Social Entrepreneurship
in Action
PLCY 1800  Investigating Modes of Social Change
PLCY 1910  Social Entrepreneurship
SOC 1870A  Investing in Social Change
Senior Capstone  1
Total Credits  11

1 Two of the five elective courses must have a primary listing in Public Policy. One of the five must be designated as a writing course.
2 One elective must be focused on global issues

Honors
Candidates for honors should apply in the Spring term of their third year. Successful candidates will enroll in the Public Policy Colloquium and prepare a senior honors paper.

Public Affairs and Public Policy Graduate Program
The Brown MPA - Change the World
The Brown Master of Public Affairs (MPA) at the Watson Institute is a one-year (summer – fall – spring) full-time program that provides students with the analytical foundation and management tools they need to tackle the policy problems of today. The program prepares students for careers spanning public service, all levels of government, NGOs, foundations, and the private sector.

Our unique, accelerated program offers:
• Small class size and engaged faculty composed of world-renowned researchers and experienced practitioners
• An interdisciplinary curriculum - take advantage of course offerings across the University
• A two-week international policy immersion experience
• A 12-week consultancy that ensures students are career-ready

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/public-affairs-and-
public-policy

Courses
PLCY 0100. Introduction to Public Policy.
An overview of policymaking and policy analysis in the contemporary United States. The course begins with an examination of traditional justifications for government action. We will then examine the discipline of policy analysis that has arisen to design and evaluate public policies. We will also consider critiques of the rational method and ask questions about how policy expertise fits into the political system. The course ends with classic works on organizations and implementation. Not open to graduate students. WRIT

Who determines how public policy is made? Do public policies reflect what voters want, or do lobbyists, politicians, and bureaucrats really make the decisions? What factors motivate these different actors? This course examines public policy from the perspective of comparative politics. Over the course of the semester, we will examine policy making in the US and a number of industrialized countries in Western Europe and Japan. Topics studied include immigration policy, education policy, and family policy. Enrollment limited to 20 first year students. Please show up for the first day of class if you are interested in taking this. All spots in the class will determined after the first meeting. FYS WRIT

Broad overview of public policy analysis and program evaluation with emphasis on methodological issues involved in the analysis and assessment of government programs. Illustrations are drawn from a variety of substantive policy areas. Prerequisite: PLCY 0100, and POLS 1600 or EDUC 1110 or SOC 1100 or ECON 1620, or written permission of instructor. Enrollment limited to 40 Political Science and Public Policy concentrators. WRIT

PLCY 1301A. Values, Policy, and Politics.
How can we ethically evaluate public policy options, proposals, and decisions? In what ways do the policy process, and on-the-ground realities complicate our ability to apply ethical ideals? This sophomore seminar explores these questions in a case-driven manner, designed to equip students to analyze and discuss the ethical implications of policy decisions across an array of topics, and to enable students to bring ethical analysis to bear in policy analysis and appraisal. The course is suitable for sophomores interested in disciplines such as public policy, political science, sociology, and applied ethics. SOPH WRIT

An economic analysis of major social programs in the United States. The course begins with an examination of traditional justifications for government action. We will then examine the discipline of policy analysis that has arisen to design and evaluate public policies. We will also consider critiques of the rational method and ask questions about how policy expertise fits into the political system. The course ends with classic works on organizations and implementation. Not open to graduate students. WRIT

PLCY 1700B. Social Welfare Policy in the United States.
Exposes students to the key challenges for social welfare policy-making in the United States. Particular attention will be given to the formulation and administration of prominent welfare, health, and education policies. Course materials also will explore how demographic and economic trends affect the implementation of social welfare policies. Instructor permission required. This course satisfies the Public Policy Problems requirement. WRIT

PLCY 1700C. Social Welfare Policy for the Global Citizen.
This course explores several key challenges facing both educators and policy makers in promoting good citizenship and realizing social justice in education. We will combine both normative and empirical analysis of questions such as how to promote good citizenship in the schooling of future citizens, the role of values in the policy process, and the challenges and opportunities presented by the policy environment. Students will encounter current developments in the study of civic education and empowerment, studies into the lived reality of racial inequality and disempowerment in schooling, and key issues in education reform.

PLCY 1700D. Family Law and Policy.
A seminar exploring how the family is defined and regulated by the legal system and through public policy. Focuses on how well legal definitions of families coincide with the realities of modern American families, the role of the judiciary in constructing family policy, and the interaction between private family life and public rules. Topics include marriage, divorce, adoption, and reproductive technology.

PLCY 1700E. GIS and Public Policy.
An introduction to the theory and practice of social science Geographic Information Systems (GIS) as applied to public policy analysis. Topics include: the geographical basis of policy issues, spatial mapping, and the use of ArcView software to study policy problems. This course satisfies the Public Policy Problems requirement.
PLCY 1700K. Health Policy Challenges.
This course examines the topic of health reform through a variety of lenses – politics, policy, community organizing, and bureaucratic implementation. Specific issues include recent reform efforts at the national and state levels, including the Affordable Care Act and several Rhode Island state legislative campaigns over the past twenty years. During each of these legislative victories (or defeats), the interplay between politics and policy, community organizing and implementation have defined how successful the laws have been in improving people’s access to quality, affordable healthcare.

PLCY 1700P. Social Science Data Technologies.
Provides advanced training in the principle methods of data analysis across a range of substantive areas. Students will gain technical competence utilizing a variety of online internet research and data mining tools and stand alone software including but not limited to SPSS, Excel, Access, and ArcView (GIS).

PLCY 1700Q. Urban Policy Challenges.
Uses theoretical readings and case studies to consider a variety of public policy issues related to American cities including: the commercialization of the nonprofit sector, tax exemption, charitable choice, and the role of nonprofit organizations in political advocacy.

Explores policy issues facing cities today and examines how the public, private, and nonprofit sectors have mobilized in selected cities to address these issues. Topics include jobs and economic development, education, public safety, and regional approaches. Focuses on the Providence Plan, a joint city-state revitalization initiative designed to address the problems of urban poverty. Comparisons with similar programs in other cities. This course satisfies the Public Policy Problems requirement.

PLCY 1700S. Policies Affecting Working Families.
Examines sociological and economic factors and current policies contributing to conflict between caring and earning which affects working families in the U.S. Investigates dynamic landscape of the American family and costs of providing and caring for family members. Considers government's and employers' roles in shaping policies, cross-national comparison of American policies with other leading nations, and links between policies and outcomes. Enrollment limited to 20.

PLCY 1700T. Good Government.
An applied ethics course specifically for students with backgrounds in Public Policy, it will emphasize the primary themes of good government: openness, deliberation, and integrity. Students will develop an essay on good government and do research for case studies of ethical dilemmas involving public servants. Prerequisite: PLCY 0100 (or equivalent). Instructor permission required. This course satisfies the American Institutions requirement.

PLCY 1700U. Communications, Advocacy and Public Affairs.
Teaches students about communication strategies and tactics for affecting social change, and examines how individuals and organizations frame issues and execute campaigns in order to change policy.

PLCY 1700V. Nonprofit Organizations.
Contemporary nonprofits and their role in community building and shaping public policy are central to this course. Topics include how strong coalitions impact housing, welfare and children's policy, organizing empowered communities, the influential and engaged donor and building the value of nonprofits. Case studies will be featured and new nonprofit models will be conceptualized to strategically address critical human need. Enrollment limited to 20 juniors, seniors, and graduate students concentrating in Public Policy. This course satisfies the American Institutions requirement.

PLCY 1700Y. Crisis Management.
Introduces future policymakers to the multifaceted decision-making process in which governments, businesses, advocacy organizations, and the public are thrust into the throes of a policy crisis. Various crisis management theories, key stakeholders in a crisis situation, and the positive and negative effects of various strategies are analyzed. Enrollment limited to 20 junior and senior concentrators in Public Policy. This course satisfies the Public Policy Problems requirement.

PLCY 1700Z. State and Local Government.
Examines state and local politics and government in the United States. The first part of the course examines the historical underpinning and division of power of the major political actors, institutions, and processes through both institutionalist perspectives. The second part focuses on the role of states in shaping significant policy areas including civil unions, education, healthcare, welfare, and the environment. This course satisfies the American Institutions requirement.

PLCY 1701B. Public Organization and Management.
The aim of this course is to approach public sector organizations from a theoretical and systematic point of view in order to understand the proper function and role of public organizations in our society, and examine important conditions and factors required for effective public organization management. The boundary between the public and private sector is discussed as well as similarities and differences between the two. Also, challenges originating from the characteristics of our Knowledge-Information Society are discussed, along with potential solutions to address them. There are no specific prerequisites for the course; however, some essential knowledge in microeconomics and American government system is recommended. In case the course is oversubscribed, the enrollment preference would be determined by the student's class standing and the areas of study.

A "silver tsunami" is coming. Soon 20% of US residents will be over the age of 65. Governmental policy makers and business leaders are scrambling to adapt as the aging population reshapes the demand for services and products and threatens to unravel the social safety net. This course will investigate the aging wave, analyze its impact on both private and public organizations through case study review, and consider implications for future management and policy. Emphasis will be on "social entrepreneurship" - practical solutions and their implementation within organizations. Enrollment limited to 20, preference given to public policy concentrators, and seniors.

PLCY 1701H. Congressional Leadership, Parties and Public Policy.
Focuses on the Congressional leadership, parties in Congress and their impact on political interactions, and public policy. The course will examine the relationship between the leadership in the Congress and the powerful elements in the House and Senate such as committee chairmen and the party caucuses as well as the media and lobbyists. Emphasis is on the decades long trend toward greater political polarization and its impact on the ability of the institution to respond effectively to address critical national priorities such as the federal debt, health reform immigration, nuclear proliferation and global warming. Enrollment limited to 20 juniors, seniors and graduate students.

PLCY 1701I. Immigration: The Imaginaries of Race, Space, and Nation.
Immigration in the United States has been and continues to be about delineations of boundaries, of belonging. By definition, immigration delimits American national identity; however, it does so by defining it as a cultural notion. American-ness is a cultural identity, one that is explicitly descriptive about who belongs and who does not belong.
In this course, we will briefly examine the rise of American nationalism vis-à-vis the history of immigration policy in the United States.

PLCY 1701J. Policy Implementation.
Why do well-intentioned policies sometimes produce unfortunate results? This course will examine how policies designed by elected officials, bureaucrats, and courts are translated into practice through implementation, how and why public policies succeed or fail to produce changes in practice, and how policy implementation bears on democratic governance. The course will consider policy implementation across policy domains, with recurring attention to k-12 education policy. Enrollment is limited to 20.
PLCY 1701K. Governance in the Academy: A University at Work in the 21st Century

Focuses on understanding and evaluating the governance of the modern university. Brown will be used as one example to illustrate and illuminate various aspects of university governance. Themes of leadership, effective decision-making, priority-setting, planning, conflict and crisis management, and optimal organizational structure and behavior will be discussed. Students will be well-versed in the language, structure, roles of actors, and general operations of university governance and equipped to analyze and assess the strengths and weaknesses of various models. Students with an interest in pursuing a career in academia or other non-profit organizations will benefit from this course. Enrollment limited to 20 juniors and seniors.

PLCY 1701L. Comparative Institutional Decision-Making

Designed to introduce students to issues of bureaucratic politics and policy making in comparative perspective. The premise of this class is that thinking about the role of the bureaucracy is crucial to any theory of how modern democracy should work, as well as to our understanding of how many different modern democracies do work. Enrollment limited to 20 juniors, seniors, and graduate students in Public Policy and Political Science.

PLCY 1701M. Juvenile Justice Institutions and Policy

Examines the historical and legal development of the juvenile justice system and provides an overview of delinquency theory. These frameworks are used to study the major institutions and current policy issues in the juvenile justice system. Special topics include teen and family courts, age of jurisdiction, racial disparities in juvenile justice, and female delinquency. Students engage in a semester-long project to develop a policy brief addressing a current issue in juvenile justice. Enrollment limited to 20 juniors and seniors. Instructor permission required. This course satisfies the Public Policy Problems requirement. WRIT

PLCY 1701O. Labor Market Policy

Students will learn how to use basic economics models to analyze important labor market policy questions. Topics will include minimum wages, payroll tax cuts, training subsidies, unemployment insurance, negative income taxes, and others. Students will also learn how to find and interpret important labor market data (for example, unemployment rates, payroll employment numbers, and wages) which are used by policy analysts to evaluate local and national labor markets. Prerequisite: ECON 1110, ECON 1130, or EDUC 1130; or instructor permission. Enrollment limited to 20.

PLCY 1701P. Inequality, Poverty, and Public Policy in the United States

The course uses a multi-disciplinary social science approach to examine the intersections of racial and gender inequality, poverty, and public policy in the United States. The course is an advanced reading seminar that explores various approaches to theorizing, measuring, and researching poverty and inequality. The course also critically examines the role of historic public policies in reinforcing existing inequalities and evaluates policies and strategies to reduce poverty and inequality. Enrollment limited to 20 juniors and seniors. DPLL

PLCY 1701Q. Leading Social Ventures - Social Entrepreneurship in Action

Intractable social problems across the globe demand new, impactful solutions. Social entrepreneurs, driven by passion to change the world, fuse social missions and savvy business practices to create enterprises that solve these complex challenges.

Leading Social Ventures is designed for students who are leading social ventures or aspire to create and lead them. "Action learning" means students will apply educational content to a specific venture in the early stages of development. Students will work on a venture that they have created or select an existing early-stage venture among provided choices.

Submit by 5pm on January 23, 2015 a required application here: http://bit.ly/11g7hBc. You must attend the first class on January 21, 2015. Accepted students will be notified on January 26. Students who do not attend class on January 28 will forfeit their spot in the class. Enrollment limited to 25.

PLCY 1701W. Race, Gentrification, and the Policing of Urban Space

This seminar focuses on the relationships between structures and processes of racialization, gentrification, and the policing of urban space in the post 1970s United States. Through readings, lectures, and original research, students will develop analyses of a series of linked case studies in North American cities including Baltimore, Ferguson, New York, New Orleans, Los Angeles, and San Francisco. Students will develop an inventory of concepts such as race, class, gender, sexuality, neoliberalism, rent, restructuring, scale, and space that are foundational for analyzing the interrelationship between housing and policing policies. DPLL WRIT

PLCY 1701Y. Public Opinion and Public Policy

It is hard to turn on the news in the United States today without hearing about the latest poll. Why do we care so much about what the masses think? We will take a comprehensive look at the concept of public opinion and its impact on public policy in the United States. We will examine normative and empirical theories about the nature and origins of public opinion. Next, we will explore how public opinion is measured in practice. The content from this course are designed to position you to have sophisticated conversations about public opinion in the United States. DPLL

PLCY 1702A. Justice, Gender, and Markets

This course will explore two main questions: how poor women connect to markets and how philosophical ideas about gender have influenced ideas about gender and justice and consequently, gender, justice and markets. These questions help us explore how justice, gender, and markets interact and create conditions that keep millions of women trapped in poverty. They help us then develop policies and programs that might help women escape entrenched poverty.

PLCY 1710. The Theory and Practice of Sustainable Investing

21st century businesses and investors face a broadening and deepening array of Environmental, Social, and Governance (ESG) risks and opportunities. Climate change, water scarcity, community conflicts, resource depletion, supply chain breakdowns, worker well-being and economic inequality pose present material challenges that make sustainability an imperative for successful corporations and investors.

We will examine current ESG strategy, trends, future scenarios, players, and frameworks and integrate that theory with practical investment performance analysis, metrics, and study of screens, asset classes, and diversification. The course maximizes student interaction with industry leaders and is taught through a mix of case studies, analyst reports, and lectures.

PLCY 1800. Investigating Modes of Social Change

This course examines the range of approaches to making social change through democratic institutions and processes in the U.S. These approaches-- direct service, community organizing, policy/politics, philanthropy, social entrepreneurship and research/scholarship-- have different value systems, methodologies, strengths and limitations. There's no one "right" approach, and the modes often intersect in ways that can be mutually reinforcing or counterproductive. The course will be valuable to students interested in being involved in social change during their time at Brown and in their future careers. LILE

PLCY 1802. Engaged Research Engaged Publics

Policy problems are complex. Policy analysis is both a science and a craft. Increasingly, policymakers have begun to acknowledge that effective policy research requires not only multiple methods of inquiry, but also interdisciplinary teams of social science researchers, ordinary citizens, designers, scientists, artists, consultants, engineers, among other experts. Likewise, crafting compelling policy narratives that have the potential to effect change is not a straightforward scientific process, but instead a creative, collaborative, iterative and engaged activity that requires research and writing, but also storytelling, design and other creative processes.
This course explores the dynamics of creating, managing and sustaining social change activities in order to achieve the objective of true social transformation. The course will examine this pathway through the lens of several different social movements that are relevant in both the global and domestic spheres, including: water and sanitation systems, healthcare and public health, and urban planning and resilience.

PLCY 1910. Social Entrepreneurship.
This course introduces students to social innovation and social entrepreneurship and engages them in identifying significant issues, problems, tools, strategies and models that drive bold solutions to complex contemporary problems. Students understand the competencies that are needed to develop transformative solutions to pressing social issues in society.

PLCY 1970. Independent Reading and Research.
Supervised reading or research. Specific program arranged in terms of the student's individual needs and interests. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PLCY 1971. Independent Reading and Research.
See Independent Reading And Research (PPAI 1970) for course description. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

PLCY 1990. Public Policy Colloquium.
An advanced two-semester research seminar for senior honors candidates in the public policy and American institutions concentration. Participants jointly consider strategies appropriate to researching and writing a senior paper before proceeding to individual research on topics they choose. Each participant is required to present a summary of his or her work to the colloquium.

See Public Policy Colloquium (PPAI 1990) for course description.

Studies how political, social, and economic institutions structure policymaking. Covers a variety of policy areas such as education, health care, technology policy, welfare, and social policy.

Examines issues in government spending and tax policy. Conceptual topics include the normative assignment of responsibility with federal systems and the equitable distribution of income. Specific policy applications are covered.

Explores how organizations use budgets and management tools to achieve broader social, economic, and political objectives. It is designed to show how these techniques can be used to improve organizational performance.

PLCY 2030. Statistics.
Covers social and economic statistics and their role in public policy research. Among the topics explored are descriptive and inferential statistics, measurement, sampling, and multivariate analysis. Open to graduate students in Public Policy or Political Science.

PLCY 2035. Statistics II for Public Policy Analysis.
The course introduces students to the use of multiple regression analysis and program evaluation for analyzing data in the social sciences. We will study a variety of designs for empirical public policy analysis, from random assignment to quasi-experimental evaluation methods, and students will have the opportunity to analyze actual datasets. We will also study the strengths and weaknesses of alternative evaluation strategies.

Please note that students must be present at the first class meeting in order to be have the option to enroll in this course. Because the class meets once per week and the first assignment will be distributed during the first class, we will be launching directly into substantive material for the course. Week one/meeting one is not only an introduction. It is therefore essential that all students attend beginning from the first class meeting on 9/15/2015.

Broad overview of public policy analysis and program evaluation with emphasis on methodological issues involved in the analysis and assessment of government programs. Illustrations are drawn from a variety of substantive policy areas.

PLCY 2045. Environmental Policy Analysis.
The first half of the course focuses on the economic principles imbedded in the environmental problems facing local, state, and national societies across the globe. Key concepts include common-pool resources, public goods, market failures, and the valuation of costs and benefits across environmental policies. The second half of the course builds upon the economic foundation through the integration of statistical and financial techniques common in the evaluation and management of environmental policies. Throughout the semester the course will require students to accurately apply these quantitative methods to problem sets and case studies drawn from past and present environmental policy debates.

PLCY 2050. Program Evaluation.
Designed to equip graduate students with the knowledge and tools needed to become critical consumers of evaluation research and to conduct evaluations of various social programs and policies. Following an introduction to the field of program evaluation, the course will address specific topics including: logic models, process evaluations, experimental and quasi-experimental designs for outcome evaluations, and alternative data sources. Class discussions and assignments will utilize evaluation examples from a variety of substantive policy areas. Prerequisite: PPAI 2030. Open to graduate students only.

PLCY 2125. Competition, Markets, and Not-For-Profit Organizations.
This is an Economics-based general management course which focuses on both “for-profit” and “not-for-profit” entities. Interdisciplinary in nature, this course draws upon concepts from marketing, statistics, economics, management, and finance.

PLCY 2150. Strategic Communication.
This course provides students with information and insights about strategic communication and public policy: how effective messages are created and framed, why we respond to messages the way we do, and how to employ communications strategies to advance political and public policy goals. In addition, the course will give students practical experience in writing communications tools including press releases, op-eds, letters to the editor, testimony and short speeches. Through guest lecturers, the course seeks to introduce students to the perspectives of different critical actors in the policymaking process: public officials, media, interest group lobbyists, speechwriters and other professional communicators.

PLCY 2170. Leadership and Organization.
Leadership is an integral part of-and integral to-the policy process. Teaches students how to lead policy organizations effectively and efficiently, giving them the knowledge and skills necessary to conceive, sell, and implement policy. A review of effective leadership gleaned from historical and contemporary examples serves as a reservoir of knowledge from which students will draw throughout their careers.
PLCY 2300. Educational Policy: Perspectives from Developing Countries.
This graduate-level course will examine substantive education policy issues from a developing country perspective. It also provides advanced training in the tools and methods for conducting impact evaluations of educational policies and programs within the context of developing countries in Asia, Latin America and Africa. Prior coursework in statistics and/or econometrics as well as microeconomics is required. Enrollment limited to 20 graduate students. Instructor permission required.

PLCY 2350. Managing and Leading in Public Affairs.
Examines issues related to leading and managing in the realm of public affairs, covering foundation topics such as: honor, ethics, and accountability; management and organizational theory; organizational behavior; managerialism, performance, and strategic management; leadership; personnel management and social equity. Examining tools for effective relationship and networking building, cases will be used to apply concepts learned.

PLCY 2555. Environmental Policy, From the Ground Up.
The seminar will examine selected environmental issues at local, national and international (especially Global South) levels which are at the center of widespread public concern. We will give critical consideration to some of the key ideas, concepts, discourses and approaches underlying public solutions to those concerns. The seminar will draw on literature and concepts from the fields of public policy and administration, science and technology studies, feminist theory, Africana Studies, and indigenous knowledge systems, as well as on practitioners' knowledge.

PLCY 2560. Social Science Data Technologies.
Covers the applied use of data sources and computer software programs. Its goals are to teach students how to use common software packages and access policy-relevant data.

Focus is on the federal budget process, political interactions, and public policy outcomes. The budget represents nearly one-quarter of GDP making those decisions central to the functioning of our democracy and the health of our economy. Emphasis is on the Congressional budget process, appropriations process, and revenue decision-making because the Constitution establishes Congress as the guardian of the nation's purse strings.

PLCY 2655. Regulation and Compliance.
This course is designed to prepare students for work in heavily regulated policy arenas (which is pretty much all of them). You will receive training in the disciplines necessary to design regulations, evaluate compliance options, and generate regulatory analyses that policymakers will find persuasive. This is a practitioner's course. As such, it is first and foremost a quantitative class. Familiarity with the basic concepts of microeconomics and statistics is assumed.

PLCY 2660. Political Advocacy: Interest Groups, Lobbying and Political Influence in the U.S.
Will examine political advocacy by interest groups in the American political system. We will review theoretical and empirical research on how groups mobilize, interact with one another, and seek to influence electoral politics and policymaking. Throughout the course, we will ask whether organized interests facilitate or undermine the process of democratic politics. Prerequisite: PLCY 2000. Enrollment limited to 20 graduate students in Public Policy.

Corruption can distort the behavior of both elected politicians and appointed bureaucrats. In this course, we study how—within a democracy—corruption affects who is elected and appointed to government, what policies they pursue, and how those policies are implemented. Empirical examples are drawn from the US and Europe historically and from the present-day developing world. Enrollment limited to 20 graduate students in Political Science and Public Policy.

PLCY 2675. Science and Technology Policy in the Global South.
Using both theoretical ideas and empirical examples, this seminar will explore the relationships among science, technology, society, and public policymaking in the Global South, in places where local science and global science often collaborate and sometimes clash. The class will investigate, from a variety of perspectives, how the governance of science and technology in various parts of the Global South is influenced by their past experiences, forms of public science organization, systems of knowledge, civic epistemologies and regulatory frameworks and strategic agendas for development, as well as the knowledge claims and concerns of social movements, and tensions in power and social relations.
PLCY 2700. Advanced Organizational and Management Strategies. This discussion-intensive graduate-level seminar focuses on a wide range of contemporary theories and practices in organizational and management strategies. Topics include organizational structure and design, communication, culture and diversity, change management, stakeholder relations, long-term strategic planning, as well as workforce development and leadership identification, development and succession strategies. Course assignments include team-developed reports and oral presentations. Enrollment limited to 18 Public Policy graduate students and junior and senior Public Policy concentrators; other students by instructor permission.

PLCY 2710. GIS and Public Policy. This seminar presents an introduction to the theory and practice of social science Geographic Information Systems (GIS) as applied to public policy analysis. We will cover a variety of topics, such as the geographical basis of policy issues, spatial mapping, and use of ArcGIS software to study a wide range of policy issues. The course will involve discussions, hands-on computer laboratory exercises, take-home problem sets and a Practical Exam. The goals of the class are: 1) learning how to use GIS software and techniques, 2) database development and editing 3) spatial modeling techniques, and 4) using GIS to study policy issues.

PLCY 2715. Education Governance in Comparative Perspective. This course will examine some of the governance issues associated with education by pairing critical readings with case studies. We will begin by surveying the historical relationship between how education gets defined as a public good, and systems of finance and governance. We will then examine how the (often half-hearted) fight against segregation has challenged America’s tradition of local finance and governance, while simultaneously fueling demands for greater accountability through markets (school choice) and testing. We will then analyze how similar pressures for “choice” and “accountability” have played out in other countries.

PLCY 2720. Design, Governance and Urban Futures. Design, Governance and Urban Futures examines ways of thinking differently about our urban future, from the perspective of public policy. Integrating some of the basic elements of the design process and systems thinking into the policy making process, this course defines a new toolkit for decision making and leadership in government. With a double focus on global and local urban topics, this course offers a hands-on approach to how thinking in design is slowly becoming a must-have skill for those interested in urban topics, this course offers a hands-on approach to how thinking in design is slowly becoming a must-have skill for those shaping our cities at a time when large scale problems have never been more complex, elusive, and disorienting.

PLCY 2750. Mediation, Negotiation, and Arbitration Strategies. This graduate-level seminar is a synthesis of negotiation, arbitration, and mediation theories and practices as applied to public policy professionals. Course topics include interagency negotiation and cooperation, professional and workplace negotiations, agreements in legislative and advocacy environments, using non-governmental bargaining partners, role of government regulators, and international and cross-cultural agreements. Emphasis on analysis of ethical issues and strategies in the planning, formulation, and implementation of negotiated agreements. Enrollment limited to 16. Instructor permission required.

PLCY 2755. Ethical Issues in Policy Analysis. A greater understanding of the moral dimensions of public policy can improve the assessment of policy alternatives. Course begins with a brief overview of various ethical theories, with particular attention given to distributive justice and utilitarianism. Uses a variety of domestic policy case studies to identify and examine the role of ethics in policy analysis and policy choice. The latter part of the course will discuss the ethical conduct and responsibilities of policy professionals. Open to graduate students only.

PLCY 2765. System Dynamics: Policy Analysis for a Complex World. The course studies why so many public policy problems are challenging and often lead to disappointing results or outright failure. Students learn to conceptualize a social problem as a set of structures and policies that create dynamics and govern performance. The course introduces the tools of system dynamics for modeling and analyzing public policy. Using role playing games, simulation models, and management flight simulators, we develop insights essential to managing in a world characterized by dynamic complexity. Case studies include applications of system dynamics in healthcare, environmental policy, project management, and implementation of improvement programs.

PLCY 2775. U.S. Foreign Policy: The Institutional Basis. This course will examine the institutions that influence American foreign and development policy. Institutions provide the organizational framework, rules and social structures that in turn impact on the policy positions of those who are part of them. The agencies and bureaus that make up the national security cluster have both professional expertise and bureaucratic qualities. We will delve deeply into these entities to understand better their jurisdictional authorities and professional perspectives. We will use case studies and roll playing exercises to enhance understanding of these orientations and their impact on the policy process.

PLCY 2780. Food Policy. This course focuses mostly on domestic food policy, and will build on the conceptual framework of an interconnected food system, which underpins the movement of food from farm to table and back into the ground. We will consider stakeholders involved in the food system and the multiple, at times competing, factors that influence decision-making in this sphere, including economic interests, public health, environment/sustainability, and sociocultural. What are the forces shaping US food policy, politics, and the food environment in the 21st century?

PLCY 2800. Policy in Action Consultancy. The Policy in Action experience is designed to provide a rigorous and practical immersion with a client in a domestic or global community-based or institutional setting. The consultancy focuses on experiential learning and creative problem solving. Real world, complex contemporary problems are addressed, policy and practice-based solutions explored, strategies identified and future approaches recommended. Students conduct research to understand contemporary problems and issues and develop policy and practice-related solutions to address these issues and/or enhance an organization’s capacity.

PLCY 2900. Research Workshop. Group research projects centering on topics organized by the instructor. Students will be organized into small teams that will undertake research projects such as policy analysis, evaluation studies, organizational assessments, or data projects. Results of these projects will be presented in the seminar.

PLCY 2980. Graduate Independent Study. Please check Banner for the correct section number and CRN to use when registering for this course.

Center for the Study of Race and Ethnicity in America

The Ethnic Studies concentration (http://brown.edu/academics/american-studies/undergraduate-concentration-ethnic-studies) at Brown emphasizes the histories of diverse racial groups within and across the borders of the United States, including examining issues of diaspora, migration, social movements, and the political economies of social inequality and racial formation. Concentrators strive for intellectual fluency in a range of critical approaches to race and ethnicity across disciplines, and demonstrate this fluency through the composition or creation of a significant piece of original research or creative work.

Brown University established an Ethnic Studies concentration in 1996, originally within the Center for the Study of Race and Ethnicity in America (http://www.brown.edu/academics/race-ethnicity) (CSREA). In the Fall of 2013, as part of changes to the CSREA and to better support students, Ethnic Studies joined a long established Brown department, American Studies (http://brown.edu/academics/american-studies/american-studies-
Religious Studies Concentration Requirements

Religious Studies seeks to understand and interpret religions in various historical, cultural, and social contexts. It fosters scholarly skills such as close reading (of texts and other social and material data), excellence in writing and verbal expression, interpretation of the past from written and physical evidence, and interpretation of contemporary society. By exploring the public and private concerns that religions engage—for example, the nature of community and solitude, suffering and death, good and evil—students discover new ways of interpreting the complex world in which they live. As students venture into the religions of Asia, the Middle East, Africa, the Americas, and Europe, they learn about the formation and transmission of beliefs, behaviors, values, rituals, texts, institutions, and forms of community. Students also learn about conflict and accord within and between religions, as well as between religious and non-religious perspectives.

Concentration in religious studies includes course work in RELS 1000 (junior seminar in methods in the study of religion) and eight other courses conforming to the following requirements.

Each student in consultation with appropriate faculty members devises a concentration program. The student presents (for approval by the concentration advisor) a written statement of the objectives of his or her concentration program and a list of the component courses. The program is expected to encompass the study of at least one religious tradition from each of the following groups. Ordinarily, this requirement is satisfied by two or more courses in each of these areas:

1. Traditions that emerge from West Asia and the Mediterranean world
2. Traditions that emerge from South and East Asia

The plan of study must take account of more than one approach to the study of religion, e.g., philosophical and historical; contain at least two intermediate-level courses (0200-0999), RELS 1000, and two additional advanced-level courses (above 1000). This means that no more than four courses (out of nine) can be at the introductory level. Courses listed in other departments but taught by religious studies faculty count toward the program. Up to three courses that are outside the department and not taught by religious studies faculty can count toward the program.

No later than the end of spring registration in the junior year, the concentrator will determine whether he or she will write an honors thesis or complete a capstone project for the concentration. A capstone course will be selected in consultation with the concentration advisor and other faculty as appropriate. Within the frame of this capstone course, the concentrator will address the theoretical and interpretive issues of his or her particular focus in the religious studies concentration.

Honors:

A religious studies concentration with Honors requires, in addition to RELS 1000 and eight other courses, an Honors thesis (RELS 1999, during both semesters of the senior year). A thesis is an opportunity for students to conduct extended independent research under the guidance of faculty. To be eligible to write a thesis, a student must have earned a grade point average of greater than 3.5 (A=4, B=3, C=2) on courses that count toward the concentration. Additionally, to be eligible for honors, students can elect to take no more than two of the concentration courses with the “S/NC” option, after declaring a Religious Studies concentration. (If a student is philosophically committed to taking the majority of her or his courses at Brown as “S/NC,” that student may petition the Department to waive the “S/NC” limit). Writing the thesis is a necessary, but not sufficient, condition for receiving Honors. The thesis must earn an A from its readers for the student to receive Honors, and the student must have earned a grade point average of greater than 3.5 in the concentration (as well as satisfy all the other concentration requirements). Students who study abroad, or who petition to include Brown courses not cross-listed with Religious Studies, must still complete at least five courses in Religious Studies.

Tina Creamer, Departmental Administrator

Contemplative Studies Concentration Requirements

The concentration in Contemplative Studies investigates the underlying philosophical, psychological, and scientific bases of human contemplative experience. Students pursue a “third person” academic approach drawn from the humanities and sciences to analyze the cultural, historical, and scientific underpinnings of contemplative experiences in religion, art, music, and literature. This is developed in combination with a “critical first-person” approach based in practical experience of contemplative techniques and methods to provide an integrated understanding of the role of contemplative thought and experience in societies and on the individuals who constitute them.

Concentration Core (6 courses total including Senior Capstone Seminar)

<table>
<thead>
<tr>
<th>COST 0100</th>
<th>Introduction to Contemplative Studies</th>
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<tbody>
<tr>
<td>Two science courses that focus on the cognitive neurological functioning of the human brain and how contemplative practices affect it</td>
<td></td>
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<tr>
<td>Select one from the following list:</td>
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<tr>
<td>CLPS 0400</td>
<td>Mind and Brain: Introduction to Cognitive Neuroscience</td>
<td>1</td>
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<tr>
<td>CLPS 0200</td>
<td>Human Cognition</td>
<td></td>
</tr>
<tr>
<td>CLPS 0500</td>
<td>Perception and Mind</td>
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</tbody>
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Two humanities courses that introduce students to contemplative religious traditions and to the philosophical analysis of the key questions of human existence from following list:

- ANTH 1240 Religion and Culture
- CLAS 1120G The Idea of Self
- CLAS 1140 Classical Philosophy of India
- PHIL 0010 The Place of Persons
- PHIL 0020 Mind and Matter
- PHIL 0350 Ancient Philosophy
- RELS 0040 Great Contemplative Traditions of Asia
- RELS 0065 On Being Human: Religious and Philosophical Conceptions of Self
- RELS 0120 The Classical Chinese Philosophy of Life
- RELS 0130 Religions of Classical India

Senior Capstone Seminar (UNIV 1010) 1

Track Requirements (6 additional courses)

Students must complete either a Science or Humanities track in addition to the concentration core.

Science Track

The Science track in Contemplative Studies gives concentrators in-depth understanding of the scientific methods used to investigate the cognitive neuroscience of contemplative practice. Students will be taught how to critique current research as well as how to develop, operationalize, and test hypotheses related to contemplative practice. Students will become well-versed in how to study first-person reports related to the phenomenology of contemplative experience as a foundation for formulating third-person tests of the effects of practice on brain function and behavior. The Contemplative Studies Science Track trains students to investigate these types of questions not only for academic scholarship, but also to provide a method of self-inquiry that can be used to augment any area of life.

Three thematic science courses drawn primarily from NEUR and CLPS, at least two of which must be 1000-level

- APMA 0410 Mathematical Methods in the Brain Sciences
- CLPS 0400 Brain Damage and the Mind
- CLPS 1291 Computational Methods for Mind, Brain and Behavior
- CLPS 1400 The Neural Bases of Cognition
- CLPS 1492 Computational Cognitive Neuroscience
- NEUR 1020 Principles of Neurobiology
- NEUR 1030 Neural Systems

One statistics course (others with approval) 1

- APMA 1650 Statistical Inference I
- CLPS 0900 Quantitative Methods in Psychology
- CLPS 2006 Experimental Design

Two semesters of laboratory research in an established lab (e.g. BIOL 1950/1960) 2

Humanities Track

The Humanities track explores the origin and development of contemplative practices within specific religious, cultural, and historical contexts and gives students a foundation in the Philosophy of Mind relevant to the scientific study of contemplative practice. Students will choose a concentration program that includes three intermediate and three advanced seminars drawn from the two areas below. While it is recommended that students focus primarily on one of these two areas, the precise balance of the individual concentration program for each student will be established with the concentration advisor when the student applies to enter the concentration, normally in their fourth semester of study.

Six Courses total from across the two areas below: 6

Contemplative Religious Traditions

- CLAS 0850 Mythology of India
- CLAS 0855 The Bhagavad Gītā
- EAST 1420 The Confucian Mind
- EAST 1880D Early Daoist Syncretism: Zhuang Zi and Huainain Zi
- RELS 0056 Spiritual But Not Religious: Making Spirituality in America
- RELS 0530 Laotzi and the Daodejing
- RELS 0911 Buddhism in India
- RELS 1370B Philosophy of Mysticism
- RELS 1441 Zen Meditation in China, Korea, and Japan

The Philosophy of Mind

- PHIL 0990L Moral Psychology
- PHIL 1520 Consciousness
- PHIL 1590 Philosophy of Science
- PHIL 1650 Moral Theories
- PHIL 1660 Metaphysics
- PHIL 1750 Epistemology
- PHIL 1720 Kant: The Critique of Pure Reason
- PHIL 1770 Philosophy of Mind

UNIV 1520 The Shaping of World Views

Honors Requirement

Students with a minimum GPA of 3.5 in the concentration may apply for entrance into the Honors program in the middle of their sixth semester. To apply, students submit a proposal for a senior thesis project describing the work to be undertaken and its relevance to the field of Contemplative Studies, along with a copy of their academic transcript. Students accepted into Honors must complete the required Capstone seminar, UNIV 1010, and enroll in an additional semester of independent study in their advisor's department. Students must complete an Honors Thesis to the satisfaction of their advisor and present the results of their studies in formal talks or poster sessions open to all interested faculty and students.

Religious Studies Graduate Program

The graduate program in Religious Studies at Brown is one of the finest in the nation. From among a large pool of highly qualified applicants, the department admits four to six doctoral students a year. Our students receive five years of full funding; additional funding is possible but not guaranteed. The department's graduates have an excellent placement record, teaching in such institutions as Harvard, Stanford, Indiana University, University of California, Brooklyn College, Reed College, Haverford, and University of Wisconsin (Madison). Current graduate students have distinguished themselves by presenting papers at international conferences and earning recognition and support from prestigious external funding organizations.

We offer Ph.D. studies in three areas:

3. Religions of the Ancient Mediterranean (RAM) (http://www.brown.edu/academics/religious-studies/graduate-doctoral-tracks-phd/religions-ancient-mediterranean-ram)(including Ancient Judaism, early Christianity, early Islam, and numerous others)

For more information on these programs, please click on the program link above.

http://www.brown.edu/academics/gradschool/programs/religious-studies
Courses

Contemplative Studies

COST 0040. Great Contemplative Traditions of Asia. Introduction to the critical study of contemplative practices and experiences emphasizing philosophical and scientific analyses of works from the major Asian contemplative traditions of South and East Asian Buddhism and Chinese Daoism in historical context. Theoretical studies of mysticism and studies from the psychological sciences will be included.

COST 0100. Introduction to Contemplative Studies. Introduction to the new field of Contemplative Studies focusing on identifying methods human beings have found, across cultures and across time, to concentrate, broaden and deepen conscious awareness. We will study what these methods and experiences entail, how to critically appraise them, how to experience them ourselves, and how they influence the development of empathy, health, and well-being. Prerequisites: None. Preference given to Contemplative Studies Concentrators. Enrollment limit is 20. LILE WRIT

COST 0200. Meditation and the Brain: Applications in Basic and Clinical Science. This course draws upon the multi-disciplinary expertise of four instructors to provide a detailed exploration of recent neuroscientific research on meditation combined with guided first-person experiential learning in various meditation practices. The course focuses on the cognitive, affective, and neurophysiological effects of meditation practices and their clinical applications in health, psychiatry and medicine.

We will identify persistent methodological challenges as well as the potential solutions for cutting-edge research that can emerge from an informed interdisciplinary perspective.

COST 0410. Engaged Buddhism. “Engaged Buddhism” is a term used to describe social activism that applies Buddhist insight and ethics. This course will examine the historical background of engaged Buddhism, explore its central concepts, analyze it theoretically, and look at practical applications. Since many engaged Buddhist movements employ meditation, we will also study, first hand, the effects of meditation on prosocial attitudes in the “Meditation Labs” that are integral to the pedagogy of the course. Preference given to students who have taken RELS 0500 or UNIV 0540 or who have prior coursework in Buddhism. Meditation Labs MWF at 9 AM; Weekly Seminar. LILE

COST 0420. The Theory and Practice of Buddhist Meditation. Examines the theory and practice of Buddhist meditation in historical and modern contexts. Traces this practice from its origins in 6th-century B.C.E. India to its transmission to China, Korea, and Japan. Studies selected normative texts and explore how Buddhist meditation is practiced today in each of these regions, both as an individual practice and as part of a monastic regimen. Meditation lab related to weekly seminar. Prerequisite: Preference given to students who have taken one or more of the following courses: RELS 0040; UNIV 0540; RELS 0100; RELS 0911; RELS 1430; RELS 1440.

COST 0450. Stages of the Contemplative Path. One common metaphor for human life and self-transformation is the journey or the path. Contemplative traditions have also employed this image, offering both concise and expansive maps of the stages of practice and anticipated end goals of the contemplative life. The study of path structures allow us to carefully compare the relationship between specific cognitive, affective, and somatic practices, their resultant states and traits of human experience, and the meaning and value ascribed to them in different historical and cultural contexts.

COST 0480. Buddhist Ethical Theory. Discussions of ethical questions in the classical Buddhist philosophical literature focus not only on how one should act, but also – perhaps more fundamentally – on which habits of mind and heart should be cultivated. In this course, students will (1) gain an understanding of Buddhist approaches to ethical questions, (2) learn to compare Buddhist approaches to ethical questions and ethical theorizing with prominent approaches in Western philosophy, and (3) examine whether and how classical Buddhist approaches to ethical questions might improve on and move forward contemporary discussions in the philosophical literature on ethics, and in society more broadly.

COST 0530. Laozi and the Dao De Jing. Seminar on the historical and philosophical origins of the Daodejing, heretofore acknowledged as the foundational text of the Daoist tradition. Recently discovered and translated manuscripts from Ma-wang-tui and from Guodian that cast new light on these questions will be the basis for the course. Recent research on early commentarial traditions to the Daodejing and on its philosophical significance will also be studied. Perquisites: RELS 0040, RELS 0120, or UNIV 0540 or permission of instructor. Limited enrollment: 20

COST 0540. Introduction to Contemplative Studies. Introduction to the new field of Contemplative Studies focusing on identifying methods human beings have found, across cultures and across time, to concentrate, broaden and deepen conscious awareness. We will study what these methods and experiences entail, how to critically appraise them, how to experience them ourselves, and how they influence the development of empathy, health, and well-being. Prerequisites: None. Preference given to Contemplative Studies Concentrators. Enrollment limit is 20. LILE WRIT

COST 0550. Tibetan Buddhism and the West. This course traces the history and development of the various lineages of Tibetan Buddhism from its origins in Indian Buddhism through to encounters between Tibet and the West in the modern period. The course investigates the religious, political, and geographical conditions in Tibet that influenced the development of some of the unique characteristics of the lineages of Tibetan Buddhism. The course explores key doctrines, practices, institutions, and religious leaders of the major lineages, and delves into key events in the modern period, beginning with the age of missionaries and explorers and ending with the Cultural Revolution and subsequent diaspora.

COST 0650. Psychology and Philosophy of Happiness (PHIL 0650). Interested students must register for PHIL 0650.

COST 0855. The Bhagavad Gita (CLAS 0855). Interested students must register for CLAS 0855.

COST 0990. Concepts of the Self in Classical Indian Literature (CLAS 0990). Interested students must register for CLAS 0990.

COST 1020. Cognitive Neuroscience of Meditation. The course will focus on the history and development of neuroscientific studies of meditation. We will examine the various technological innovations that drove this research, EEG, PET/IMRI, and MEG and the central scientific and philosophical challenges presented by it, including: the epistemological status of correlating subjective measures with brain function; the challenges of carrying out and analyzing data from a longitudinal meditation training study; the nature of neuroplasticity; how the brain’s default network is affected by meditation; the neural oscillatory correlates of attentional processes in meditation; how the James-Lang hypothesis is affected by these cognitive neuroscientific studies. Instructor permission required.
COST 1080. Meditation, Mindfulness and Health. This course provides an overview on the relation of meditation and mindfulness (the ability to attend in a nonjudgmental way to one’s own physical and mental processes during ordinary, everyday tasks) with various health outcomes and disease risk factors such as depression, anxiety, pain management, diet, substance use, and cardiovascular disease. Mechanisms by which mindfulness may influence health will be addressed. The course will assess studies in the field for methodological rigor, and students will be taught strengths and weaknesses of current research. Students will be taught various mindfulness practices including direct experience with mindfulness meditation. DPLL

COST 1441. Zen Meditation in China, Korea, and Japan. Intensive study of the development of Zen Meditation in China, Korea and Japan featuring historical origins in Indian Mahayana Buddhism and Chinese Daoism. Historical and social contextualization will be balanced by first-person investigations. Examines both koan and silent illumination methods. Weekly seminars on representative texts in translation; labs will experiment with meditation techniques directly drawn from the readings. Students register for both seminar and lab. Topic for 2016: Chinese Chan. Prerequisite: EAST 1950F, EAST 1950S, RELS 0040, RELS 0100, RELS 0500, RELS 1430, RELS 1440, or UNIV 0540; or instructor’s permission. Enrollment limited to 12.

COST 1442. The History, Philosophy, and Practice of Rinzai Zen Buddhism. Follows Rinzai Zen Buddhism from origins in India to developments in China to its transmission to Japan and eventual transplanting to the West. Course will examine the nature of cultural and historical influences on the practices and adaptations through the Asian and American contexts, including the secular pedagogy of Contemplative Studies. This is a 2016 GELT course. This course has an experiential learning component that includes travel to Japan for on-site learning. Students admitted to the course must be able to travel to Japan in January of 2017. Priority Given To: Students with declared Contemplative Studies or Religious Studies or East Asian Studies Concentration and who have taken three of the following courses: RELS 0040, RELS 0290E, RELS 0500, UNIV 0090, UNIV 0456, UNIV 0540, UNIV 1000, UNIV 1950; prior coursework in Buddhism or Japanese Religions at Brown will also be considered. Permission of instructor required.

COST 1520. Consciousness. Topics will include: (i) the different features of various types of consciousness; (ii) dualist, physicalist, and representationalist theories of experience; (iii) the nature of pain and other bodily sensations; (iv) the nature of conscious thought; (v) the qualitative dimension of perception; (vi) introspection; (vii) the roles of attention and working memory in perceptual consciousness; (viii) blindsight, inattentional blindness, hemineglct, and related phenomena; (ix) unconscious; and (x) what it is for a state of consciousness to be unified. WRIT

COST 1770. Philosophy of Mind. Questions concerning the nature of mentality and its relation to the body. Selections from the following topics: mind and behavior, mind as the brain, mind as a computing machine, thought and language, action and mental causation, intentionality and consciousness, the nature of mental representation, emotion and volition, the nature and possibility of a science of mind. Prerequisite: at least one course in philosophy (2 or more preferred) or a background in cognitive science.

COST 1870. Neuroethics (SCSO 1700P). Interested students must register for SCSO 1700P.

COST 1950. Capstone Seminar in Contemplative Studies. Enables concentrators to synthesize their knowledge of the field of Contemplative Studies and its current principal issues, and learn how to most effectively conduct research and writing on their Capstone Projects. Students will write their Capstone Independent Research Project in this course under the direction of their Capstone Advisor, in most cases a member of the Contemplative Studies Core Faculty. Students accepted to pursue Honors will use this course as the first semester of a two-semester Honors sequence. The second semester will be an independent reading and research course with their Honors Advisor. LILE

Religious Studies

RELS 0010. Approaches to Religion. An introduction to the study of religion by examining selected examples of religious belief and practice from around the world and exploring some theoretical tools with which to think about them. LILE

RELS 0011. Faith and Violence. Explores the relationship between religious texts and rhetoric and violence. How do sacred texts promote or discourage violence, and how have later religious communities understood (and continue to understand) these texts? While the course will focus mainly on Judaism, Christianity, and Islam, occasional Asian examples will be used. No prerequisites.

RELS 0015. Sacred Stories. Ancient narrative imagination and the formation of western culture. Foundational religious stories underlie culture in all of its expressions, whether literary, aesthetic, philosophical, or political. This course with examine narrativity - the telling of stories, the growth of legends or "myths" - as a means for construction and maintenance of religious identity, community, and world view in western history. Creation, fall, redemption; heroes and heroines, saints and sinners, the demonized Religious Other; saviors, apocalypse, heaven and hell. Jewish, Christian, and Muslim materials. DPLL LILE WRIT

RELS 0025. Wealth: Religious Approaches. This course will survey religious approaches to the acquisition and use of wealth: How do religious thinkers understand the notion of ownership and private property? Is the fact of ownership of significant possessions seen as a moral good or an impediment to the spiritual life? Are there better or worse ways to acquire wealth? To spend it? The course will focus primarily on Judaism and Christianity, although examples from Islam and perhaps eastern religions will be brought in as appropriate. Topics to be covered will include religious understandings of poverty, charity, finance, and the link between religion and capitalism. DPLL LILE WRIT

RELS 0030. The Apocalyptic Imagination. This course will explore the origins and nature of apocalypticism. Beginning with modern apocalyptic thought in ancient Jewish writings (including the Books of Daniel and Ezekiel in the Hebrew Bible), we will explore the socio-historical context for ancient Jewish visionary ascetic texts, early Christian apocalypses (including the Book of Revelation) and later interpretations and use of ancient "prophecy" concerning the end of the world. This course includes a close reading of ancient texts and an analysis of the 2012 apocalyptic imagination through popular literature and movies.

RELS 0035. The Bible and Moral Debate (JUDS 0060). Interested students must register for JUDS 0060.

RELS 0040. Great Contemplative Traditions of Asia. Introduction to the critical study of contemplative practices and experiences emphasizing philosophical and scientific analyses of works from the major Asian contemplative traditions of South and East Asian Buddhism and Chinese Daoism in historical context. Theoretical studies of mysticism and studies from the psychological sciences will be included.

RELS 0050. Love: The Concept and Practice. A study of love (in classical and modern texts and in film) that provides a window into a host of religious, philosophical, and ethical issues. Topics include the potential conflict between divine and human love, between transcendent and earthly love, and the nature of friendship, romance, marriage, and love at the crossroads. Although the scope is love in the West, the Kamasutra and other texts furnish a comparative component. LILE

RELS 0052. Love and Reason. Love often seems dramatically unreasonable, and reason can seem coldly rational in a way that excludes any emotion or passion even akin to love. The supposed opposition between love and reason has been used by Christian and secular thinkers throughout modernity to organize ways of knowing and to criticize claims of faith, belief, and desire. But are love and reason really so distinct? Can love be reasoned, and even reasonable? Can reason be aided by love, and even driven by it? This course offers an advanced introduction to modern Western philosophy and Christian thought through these questions and themes.
RELS 0055. Modern Problems of Belief
Some say it is impossible to be both a modern person and a religious person. What are the assumptions behind this claim? And what is it about the modern (or postmodern) era that, according to some, has made religion difficult to believe in? These questions will be discussed as we explore the ways religion has been understood in Western culture from the Enlightenment to the present. We will read such influential thinkers as Hume, Kant, Hegel, Kierkegaard, Marx, Nietzsche, Freud, Durkheim, Buber, and Woody Allen. Each figure has left a decisive mark on the way we think about religion. LILE

RELS 0056. Spiritual But Not Religious: Making Spirituality in America
When someone calls themselves "spiritual," what does that mean? This course answers that question by exploring the wide range of ideas, practices, and desires that have come to make up the concept of spirituality. Inviting students to consider why spirituality seems "not religious," this course examines such phenomena as yoga, faith healing, hip hop, shopping, self-help books, psychology, surveys, and protest movements. Through such phenomena, this course will enable students to recognize how Americans have made sense of their own lives and institutional attachments through continually changing technologies of race, pluralism, science, capitalism, and secularism. DPLL LILE WRIT

RELS 0057. Christianity and Culture
The aim of this introductory level lecture course is to interrogate the relationship between culture and religion. The foundation for our study will be exemplary works by major cultural critics and theologians since the early 19th century. Our focus will be on forms of cultural criticism put forward by interdisciplinary thinkers that attempted to gain a better grasp of both modern social crises and sources of communal joy. The course shall rehearse debates in cultural studies, theology, postmodernism, and politics.

RELS 0061. Reason and Religion (PHIL 0040).
Interested students must register for PHIL 0040.

An examination of classic and contemporary views on the nature of human existence. Central themes include human freedom, the relation between reason and emotion, and the significance of personal history and memory. We also ask how conceptions of who we are shape views about how we should live. Sources include religious and philosophical texts as well as recent films. LILE WRIT

RELS 0068. Religion and Torture.
The debates about the moral and legal status of torture have acquired a new urgency since 9/11. People are now questioning the consensus of law and human rights declarations that torture is never permissible. Indeed, some argue that in extreme cases, it may be obligatory to torture a captive for information that could save many lives. This class explores the recent debates about torture from secular and religious perspectives. It also deals with more general themes related to torture: What are the nature and effects of pain? Are human beings sacred, and does sacredness involve a prohibition against torture? LILE WRIT

RELS 0070. Religious Thought in Modern Literature.
Examination of themes and issues of Western moral and religious thought as represented in imaginative literature. Focuses on structures and problems of moral selfhood and religious commitment. Special attention to: project of selfhood and its significance; evil and subversion of self and community; ideas of faith, love, and redemption.

RELS 0071. Believers, Agnostics, and Atheists in Contemporary Fiction (JUDS 0050A).
Interested students must register for JUDS 0050A.

RELS 0075. Real Religion: Representations of Religions in Film.
Religious practices, beliefs, and experiences are given diverse representations in film. In this course, we study some of these representations, with particular attention to critical issues in the interpretation of both religion and film, and references to major themes in the relevant religious traditions and literatures. Representative films include Star Wars 3: The Return of the Jedi; The Name of the Rose; The Chosen; The Handmaid's Tale, The Cup, The Matrix, Witness and Water. No prerequisites. DPLL LILE

RELS 0080. Gender, Power, God(s).
A comparison of women's and men's practices, experiences and beliefs, focusing on patterns observable in a range of religions. Special attention paid to the ways religions participate in diverse constructions of gender (ideas about masculine and feminine), and how these relate to the construction and exercise of power and authority. Specific traditions and historical periods studied vary from year to year. Examples may include: leadership in African American churches; Buddhist monastics; early Christian asceticism; evangelical Christian organizations; medieval and early modern Christian witchcraft accusations; Hindu devotions for husbands and brothers; the turn to orthodoxy among contemporary Jewish women and men; the mosque movement in contemporary Islam; village kamis in Okinawa (Japan); the Shakers. Zar and Bori possession in North Africa and the Caribbean. DPLL LILE WRIT

RELS 0085A. From Amsterdam to Istanbul: Christians, Moslems, and Jews (JUDS 0050E).
Interested students must register for JUDS 0050E.

Interested students must register for CLAS 0210P.

RELS 0087. Religion in America.
From Native American traditions and Puritan migrations in the seventeenth century to Barack Obama's "crypto-Islam" and debates over gay rights in the twenty-first, American history is religious history. For centuries, religion has shaped how Americans have carried out their everyday lives, interacted with others, understood themselves, and perceived the wider world. Focusing primarily on religious life in the United States, this course invites students to explore the relationship between religion and society in North America by addressing key questions and critical tensions surrounding such issues as race, ethnicity, science, gender, capitalism, pluralism, sexuality, and secularism.

RELS 0090A. Death in the Greek and Biblical Traditions.
A comparative analysis of ideas about death and the afterlife as they emerge from the cultural legacy of ancient Greece, Israel and West Asia. Topics include the abode of the dead; ghosts; necromancy; ancestor cults and hero cults; burial and mourning rites; impurity of death; suicide; the literature of death. Seminar format, with emphasis on close reading of primary texts. All readings in translation. FYS

RELS 0090B. Hindu and Christian Modes of Loving Devotion.
Explores two modes of devotion prominent in the medieval West and in medieval and modern India, both centering on the human incarnation of divinity, as Jesus Christ and as Krishna. The first considers the divine as child and plays on the paradox of the omnipotent God of the universe as a seemingly helpless infant. In the second, God is conceived as a lover and erotic passion serves as an image and avenue of religious realization. Enrollment limited to 20 first-year students. FYS DPLL LILE

RELS 0090D. Jewish and Christian Women in Antiquity.
What do we know about Jewish and Christian women in the Greco-Roman Mediterranean, and what difference does this make for the study of early Judaism, early Christianity and women's history and religions more broadly? An examination of literary, documentary and archaeological sources from the later Hellenistic period through the late Roman period, with generous assistance from recent scholarship and particular attention to issues of theory in women's and gender studies, and in religious studies. FYS
RELS 0090E. Faith and Violence.
Explores the relationship between religious texts and rhetoric and violence. How do sacred texts promote or discourage violence, and how have these texts been understood and rejected by later religious communities? The course will focus on Judaism, Christianity, and Islam, occasional Asian examples will be used. No prerequisites. Enrollment limited to 20 first year students. FYS WRIT LILE

RELS 0090F. Friendship in the Ancient World.
How have ancient societies understood friendship, and how do ancient ideas about friendship differ from or resemble those of contemporary Westerners? This seminar, a comparative investigation of the ways in which friendship has been represented in the Hebrew Bible, Mesopotamian literature, and Greco-Roman texts, will address these and other questions through study of materials such as the Epic of Gilgamesh, the liad, the Book of Ruth, 1 and 2 Samuel (on Jonathan and David), the Wisdom of Ben Sira (Sirach), and Aristotle's Nicomachean Ethics. Enrollment limited to 20 first year students. FYS WRIT

RELS 0090G. Women and Religion in Classical India: From Commoner to Queen, Courtesan and Nun.
Classical Indian religious law books present a rather grim view of the options of women. Famously, for example, they declare that women can have no independence—religious, legal or otherwise. As girls, they are under the authority of their fathers; as wives, the authority of the husbands; and as widows, that of their sons. The seminar will look at a variety of other sources—Buddhist and Jain texts and stories, classical Indian plays and literature, and, importantly, a range of inscriptions which record the behavior of actual Indian women—to see if this view was anything more than theory. Enrollment limited to 20 first year students. FYS

RELS 0090H. The Bible and Social Media.
The success of the Protestant Reformation has been linked to the invention of the printing press. The Bible's translation into vernacular languages and its mass production meant that for the first time, people could read and interpret the scriptures outside the Church. Now, the internet and social media such as Facebook and Twitter give people a new way to access, interpret, and use the Bible at home. This course will examine the Bible's use within social media in American culture. We'll look at tweeting the Bible, blogging, podcasting, and the popularity of Bible memes through sites like tumblr and reddit. Enrollment limited to 20 first year students. FYS

We will endeavor to create an intimate community of learning as we jointly explore political, environmental, and religious aspects of Romanticism (especially British Romanticism). It has become commonplace to think of Romanticism as nostalgic notions of the pastoral or narcissistic reports of the individual's private gaze on the sublime. In contrast to this approach, we will focus on the radical political and environmental perspectives embedded within Romantic religious and poetic sensibilities. In the process, we will reflect on how this Romantic heritage can serve as a contemporary public resource for the cultivation of interrelated environmental and democratic beliefs and practices. FYS WRIT LILE

RELS 0090J. Death and Afterlife in the Biblical Tradition.
A close analysis of the development of ideas about death and the afterlife in the Hebrew Bible and in the literatures of Second Temple Judaism and early Christianity. Topics: life and death in Israel and ancient West Asia; the abode of the dead and its denizens, from Sheol to Heaven, Hell, and the final judgment; religious specialists, rituals, and the literature of death: necromancy; burial and mourning rites; cults of the dead ancestor. No prerequisites. Enrollment limited to 20 first year students. FYS LILE WRIT

RELS 0090K. Christmas in America.
This course explores how Christmas became a religious, consumer, and social extravaganza. Every year, many Americans devote several months to preparing for and recovering from Christmas. Most participate as Christians, but others participate despite other religious identities. Yet Christmas has not always loomed so large. Through encounters with such phenomena as sacred stories, consumer practices, and legal controversies, this course invites students to ask how and why Christmas became an important event. By the end of the course, students not only will recognize how religion and culture take shape together but also will appreciate how popular practices develop. FYS LILE WRIT

RELS 0100. Introduction to Buddhism.
An introductory survey of Buddhist teachings and practices, with emphasis on Asian developments. Readings will comprise a combination of primary and secondary sources and genres including sutras, narratives, and commentaries.

RELS 0105. Judaism.
Surveys the major practices, traditions, and beliefs of the Jews, with an emphasis on modern Jewish communities. How does a Jewish community shape its practices and beliefs against its own specific historical circumstances to create a coherent and meaningful religious system? What is "Judaism," and how do scholars of religion explain and interpret it? DPLL LILE

A historical survey of Christianity from its foundations to the present, tracing its development into three main branches: Orthodox, Catholic, and Protestant. Readings from a variety of Christian "classics" accompany the survey, pursuing the theme of how-in different times, places, and circumstances Christians have understood their relations to the divine and to the world. DPLL WRIT LILE

RELS 0120. The Classical Chinese Philosophy of Life.
An introduction to the origins and early development of the indigenous religious thought of China from the oracle bone divination of the Shang Dynasty to the ethical philosophy of Confucianism and the cosmology and mysticism of Daoism. The course will seek to identify and elucidate the basic elements of the distinctive Chinese world view and demonstrate how they have shaped the nature of religious practice and experience and how they have been shaped by them. Works of interpretive scholarship will be used to supplement the primary texts in translation that will form the course. Optional lab section.

RELS 0130. Religions of Classical India.
After a brief look at our earliest evidence, we focus on the three most prominent Hindu goals during the last two millennia: enlightenment, righteous action, and loving, often passionate devotion-and the variety of practices undertaken to realize them. These include study, meditation, music, drama, image worship, asceticism, and nonviolence. Attention to issues of gender, caste, and untouchability. DPLL LILE

This course explores currents of Hinduism through its traditions of narrative and performance. Ranging across a diversity of narrative and performative "texts," we enter a world where fires are kindled, gods and demons clash, crises of faith and duty are resolved. We learn about key Hindu beliefs, mythology and iconography; and see Hinduism as it is lived across India. An introductory immersion, from karma to rebirth, OM to tantra.

RELS 0140. Religions of South Asia.
This course surveys five major religious traditions of South Asia: Hinduism, Buddhism, Islam, Jainism, and Sikhism. Following brief modules on each religion's basic history, belief, and ritual systems in the first part of the course, we will proceed to theme-based studies (gender, asceticism, and violence) of some major continuities and ruptures among these religious systems. DPLL LILE
RELS 0145. Karma, Rebirth and Liberation: Life and Death in South Asian Religions.
Karma, Sanskrit for the "action" that makes up a human life, has been a central concern for the religious traditions of South Asia throughout their history. Hinduism, Buddhism and Jainism share the belief that after death people are reborn, taking on lives according to their actions in lives previous. In these traditions, liberation from the cycle of rebirth becomes the ultimate goal of human existence. This course examines the ideas of karma, rebirth and liberation in Hinduism, Buddhism and Jainism from historical, cosmological, ritual, narrative, iconographic and theological points of view. We also look at these ideas in Western culture. DPPL WRIT

RELS 0150. Islam Unveiled.
In this course, the historical origins and development of Islam will be studied in light of the sources and communities that shaped it. Themes to be explored include the central doctrines of Islam as derived from the Qur'an and traditions (sunna), the development of Islamic law (shari'ah) the Shi'i alternative, the growth of Muslim theology, philosophy, and mysticism (Sufism), and controversial issues among contemporary Muslims. WRIT DPPL LILE

Interested students must register for EAST 0180.

RELS 0200A. Christianity and Economic Inequality
In the face of the vast, increasing economic inequality, this sophomore seminar interrogates the role of religious institutions and individuals. Do our religious institutions sustain or challenge economic inequality, and how? We will attempt to answer this question with a focus on three types of texts: classical texts that shaped 20th Century U.S. Christian consciousness (e.g., Weber, Niebuhr, and Ayn Rand); contemporary works that analyze the effects of economic inequality on the social fabric (e.g., Stiglitz, Freeland, Wilkinson/Picket); and texts that clarify the vital roles some contemporary religious movements are playing in supporting economic inequality (e.g., Bowler, Walton, Byrne). SOPH

RELS 0201. Ethics After Auschwitz? (JUDS 0080A).
Interested students must register for JUDS 0080A.

RELS 0210. Celluloid Jesus.
An examination of the representations of Jesus in cinema from the second half of the twentieth century, with judicious comparative use and analysis of ancient narrative traditions about Jesus, particularly in the New Testament gospels. Films include: Samuel Ray's King of Kings; Pasolini's Passion of (St) Matthew; Monty Python's Life of Brian; Denys Arcand's Jesus of Montreal; Scorsese's Last Temptation of Christ, Jesus Christ Superstar and The Matrix.

RELS 0240. Judaism and Christianity in Conflict.
Explores the tense relationship between Judaism and Christianity from antiquity to the present, with an emphasis on theological issues and polemics. Readings include selections from the New Testament and early Christian writers on Jews and Judaism, Jewish writings on Jesus and Christianity, transcripts of medieval debates, philosophical broadsides, parodies, and contemporary theological documents (e.g., Vatican II).

RELS 0250. Good and Evil.
This course explores changing conceptions of good and evil from antiquity to the present. After surveying the views of the Hebrew Bible and of Ancient Greek Philosophy, we will consider Jewish and Christian interpretations from the medieval period. A survey of modern thinkers - including Kant, Nietzsche and Freud will follow, before we turn to post-Holocaust thinkers Arendt, Jonas and Levinas. Enrollment limited to 25.

A study of the dynamic relation between religion and nature. Religion, in this course, includes forms of spirituality within and outside the bounds of conventional religious traditions (for example, Buddhism and Christianity, on the one hand; ecofeminism and nature writing on the other). Topics in this study of religion, philosophy, and ecology will include environmental justice, environmental degradation, and depictions of humans in relation to the natural world. Enrollment limited to 20. LILE DPPLL

Derives a preliminary phenomenology of religious and mystical experience in China through examining representative texts from Taoist and Buddhist traditions in their historical contexts and analyzing them using Western theoretical models. Readings divided equally between Chinese primary texts and Western theorists, with particular attention paid to the relationship between philosophical and psychological models. Seminar format.

RELS 0290C. Christian Ethical Theories.
Classical and contemporary readings in Christian ethical theory. Topics include: virtue ethics, natural law, divine command ethics, philosophical challenges to religious ethics, and the place of religious community in a liberal state.

RELS 0290D. Islamic Sexualities.
In this course we examine gender and sexuality in Muslim cultures, as well larger issues that shape the ways in which Islam is imagined in relationship to gender and sexuality. In doing so, we will think about how particular constructions of gender and sexuality affect the constitution and representation of Islam and Muslims in the US and abroad. Students will learn to engage with and complicate key terms and themes including "masculinity," "cultural difference," "women's and LGBT rights," and "modernity/civilization" that are widely, and often uncritically, deployed in current political and moral debates on Islamic culture. WRIT DPPL LILE

RELS 0290E. Engaged Buddhism.
"Engaged Buddhism" is a term used to describe social activism that applies Buddhist insight and ethics. This course will examine the historical background of engaged Buddhism, explore its central concepts, analyze it theoretically, and look at practical applications. Since many engaged Buddhist movements employ meditation, we will also study, first hand, the effects of meditation on prosocial attitudes in the "Meditation Labs" that are integral to the pedagogy of the course. Preference given to students who are enrolled in RELS 0500 or UNIV 0540 or who have prior coursework in Buddhism. Meditation Labs MWF at 9 AM; Weekly Seminar. LILE

RELS 0290F. Paul and the Philosophers.
This course treats the relation of Paul the apostle's thought to philosophy from two angles. The first half of the course covers modern scholarship that has found philosophical influences on the letters from Cynicism, Stoicism and later Platonism. The second half of the course surveys modern and especially recent philosophers who have used Paul's thought including Nietzsche, Agamben, Zizek and Badiou. RELS 0400 is recommended. Enrollment limited to 20 first year students. FYS LILE

RELS 0320. Israeliite Religion.
The origins and development of ancient Israel's religious beliefs, rituals and cultic institutions will be considered from an historical and contextual (i.e., wider West Asian) perspective. Topics include method in reconstructing religion: myth, epic and history; the identity of Yahweh, Israel's national god; covenant; Yahweh and other deities (monolatry and monotheism; angels; a consort of Yahweh?); temples, their iconography and ideologies; festivals and sacrifice; purity; death and afterlife; religious specialists (priests, prophets, mediums, professional mourners). No prerequisites. WRIT LILE

RELS 0321. The Old Testament/Hebrew Bible and Its World (JUDS 0630).
Interested students must register for JUDS 0630.

Interested students must register for JUDS 0681.

RELS 0325. How the Bible Became Holy.
No book in human history has exercised as much influence as the Bible. Over the past 2,000 years, people have killed and died for the Bible, and it continues to exercise a powerful if contested role in modern politics. Yet how did it achieve this power? This course will trace the development of the Hebrew Bible (Old Testament) from its origins in ancient Israel to its development about five hundred years later as a foundational text of both Judaism and Christianity. The focus will be on how Jews and early Christians throughout antiquity understood and ascribed authority to the Bible. DPPL WRIT
This course provides an opportunity for students to explore the ways in which the Hebrew Bible has been interpreted by Jews and Christians from antiquity to the Enlightenment. The modern historical-critical and literary methods of biblical exegesis will be introduced at the beginning of the course and will inform our investigation of traditional approaches to interpretation. The course assumes no prior knowledge of the Bible.

RELS 0360. The Bible as Literature (JUDS 0830).
Interested students must register for JUDS 0830.

RELS 0365. God and Poetry (JUDS 0820).
Interested students must register for JUDS 0820.

RELS 0365A. Introduction to Biblical Hebrew (JUDS 0090A).
Interested students must register for JUDS 0090A.

RELS 0365B. Readings in Biblical Hebrew (JUDS 0090B).
Interested students must register for JUDS 0090B.

How and why Christianity emerged in various forms in the ancient Mediterranean. Insights from religious studies, gender studies, literary studies, anthropology, and other fields. Careful critical readings of New Testament books, non-canonical gospels, early Christian letters, ancient apocalypses. Topics include: Jewish contexts; representations of Jesus; Paul and early communities; Christians and imperial Rome; gender constructions; canonization; eventual separation of Christianity and Judaism. Open to all students. LILE WRIT

RELS 0405. Jesus and the Gospels.
This course will investigate the history and development of the earliest accounts of Jesus’ life and teachings. We will analyze a number of first and second century gospels, including canonical texts and non-canonical. We will examine what the early Jesus movement offered socially and ethically that other religious systems did not, which made it appealing to women, slaves, and those of lower classes. Through a close reading of the individual texts, we will be able to understand their structure, major themes, and historical-cultural backgrounds, as well as the practices, beliefs, and experiences of the communities that produced them. LILE WRIT

RELS 0410. Christianity in Late Antiquity.
The communal struggles, personal rivalries, and theological conflicts that shaped Christianity in its formative centuries: heresy and orthodoxy, hierarchy and charisma, gender and class, persecution and martyrdom, paganism and classical tradition, creeds and councils, asceticism and the body, church and state, eastern and western Christianity. Focused in the 2nd through 6th centuries A.D. WRIT

RELS 0420. Sacred Bodies.
How did ancient Christians understand physical holiness? What did the bodies of saints demonstrate or reveal? How was bodily sanctity represented in actual practices, and in literary, artistic, or ritual expressions? We will consider three broad categories of saints: desert heroes, holy women, and virtuosos (pillar saints, holy fools).

RELS 0430. Sacred Stories.
Ancient Christian narrative imagination and the formation of Western culture. Emphasis will be on the ancient stories that accompanied the spread and "triumph" of Christianity, but attention will also be given to how these themes and images have prevailed in western history. Biblical legends, heroes and heroines, saints and sinners, the demonized Religious Other.

RELS 0440. The World of Byzantium (CLAS 0660).
Interested students must register for CLAS 0660.

This course surveys historically influential views of Christian mysticism. We will look at mystics’ texts to get a sense of how they both describe and understand mystical experience. What religious communities contextualize these experiences? How is the body engaged? Is emphasis given to the work of the mind or soul? How are suffering and love involved in mystical encounters? Answers to these questions vary from author to author, but there is a common emphasis on how the human person is transformed through encounter with the (presumed) divine.

RELS 0500. The Theory and Practice of Buddhist Meditation.
Examines the theory and practice of Buddhist meditation in historical and modern contexts. Traces this practice from its origins in 6th-century B.C.E. India to its transmission to China, Korea, and Japan. Studies selected normative texts and explore how Buddhist meditation is practiced today in each of these regions, both as an individual practice and as part of a monastic regimen. Meditation lab related to weekly seminar. Prerequisite: Preference given to students who have taken one or more of the following courses: RELS 0040; UNIV 0540; RELS 0100; RELS 0911; RELS 1430; RELS 1440.

RELS 0510. Confucian Ethics.
An examination of Confucian moral thinking as contained in the Analects, Mengzi, Xunzi, and Records of Rituals. Issues considered include the absence of a concept of transcendence, the relationship between moral and ritual norms, and moral activity as an aesthetic and spiritual discipline, against the background of Western patterns of moral thought. Prerequisite: Previous work in ethics or Chinese studies.

RELS 0520. Buddhist Ethics Theory (UNIV 0480).
Interested students must register for UNIV 0480.

RELS 0530. Laozi and the Daodejing.
Seminar on the historical and philosophical origins of the Daodejing, heretofore acknowledged as the foundational text of the Daoist tradition. Recently discovered and translated manuscripts from Ma-wang-tui and from Guodian that cast new light on these questions will be the basis for the course. Recent research on early commentarial traditions to the Daodejing and on its philosophical significance will also be studied. Prerequisites: RELS 0040, 0120, or UNIV 0540 or permission of instructor. Limited enrollment: 20

RELS 0540. Buddhist Psychology.
The course will examine traditional Buddhist insights into the nature activity of the human mind. It will then consider how these have been understood or misunderstood by Western psychologists and cognitive neuroscientists. Buddhist texts will be drawn from the Theravada and Mahayana traditions in South and East Asia and Western theorists and researchers will be taken from the following: Jung, Maslow, Fromm, Pickering, Epstein, Goleman, Austin, and Davidson. Seminar Format. Prerequisite, in descending order of priority: RELS 0500, RELS 0040, prior university level coursework in Buddhism.

RELS 0550. Tibetan Buddhism and the West.
This course traces the history and development of the various lineages of Tibetan Buddhism from its origins in Indian Buddhism through to encounters between Tibet and the West in the modern period. The course investigates the religious, political, and geographical conditions in Tibet that influenced the development of some of the unique characteristics of the lineages of Tibetan Buddhism. The course explores key doctrines, practices, institutions, and religious leaders of the major lineages, and delves into key events in the modern period, beginning with the age of missionaries and explorers and ending with the Cultural Revolution and subsequent diaspora.
The search for true happiness is as relevant today as it was 2500 years ago in South and East Asia. What constitutes leading a rewarding and fulfilling life, according to the most recent research in neuroscience and psychology and to the ancient sages of India and China? Can it be attained through pleasures of the senses or through pleasures of the spirit? Attained through self-indulgence or through self-denial? This course will explore these issues through readings in classical South and East Asian works of the Buddhist, Confucian, and Daoist traditions and via recent scientific research on mindfulness and compassion. LILE WRIT

RELS 0580. Experiencing the Sacred: Embodiment and Aesthetics in South Asian Religions.
This course explores South Asian religions through the body, aesthetics, and the senses, with a focus on Hindu, Buddhist, and Jain traditions. Concentrating on embodied practices like meditation, chanting, eating, sex, ascetism, ritual, possession, and performance, we will examine experiences of the sacred past and present. How have sensory and material cultures shaped lives, practices, and doctrines? What placed does the pursuit (or denial) of sensual pleasure have in South Asian religious cultures? This course will draw on texts as various as sermons of the Buddha and the Kamasutra, and integrating a range of media from ethnographic films to graphic novels. DPLL LILE

RELS 0600A. Islam Today: Religion and Culture in the Modern Middle East and Beyond.
Lupe Fiasco, Al-Jazeera News, the so-called Arab Spring, surreal sectarianism and reality shows produced by Ryan Seacrest: Contemporary Islam is now having an impact on modern culture in unprecedented ways. Islam is often said to be the fastest growing religion in the world, and is second to Christianity in all the countries of Western Europe. In this class we will study the contemporary life, culture and thought of Muslims in the Middle East and beyond, including America and Europe. WRIT DPLL LILE

RELS 0600B. Islam in America.
Lupe Fiasco, the Al-Jazeera News Network, and Mos Def: from films to fiction, poetry and music, contemporary Islam is having an impact on modern culture in unprecedented ways. Islam is often said to be the fastest growing religion in America, and in this class we will study the contemporary life, culture and thought of Muslims in the US. We will begin with exploring Muslims in the US from its beginnings, as a result of the Atlantic slave trade, through the civil rights movement and the Nation of Islam, Malcolm X and mainstream Sunnis, and conclude with the multicultural present. DPLL LILE WRIT

RELS 0600C. Radical Islam: Significant Moments in Contemporary Media.
This course studies the phenomenon of radical Islam through the lens of contemporary media. We will explore related issues including the nature and roots of militant Islamist violence in the contemporary world and learn about historical contexts, theoretical structures, and detailed comparative case studies. We will explore self-styled modern Islamist and “jihadist” movements, such as ISIS, reporting on domestic and international terrorism, and a variety of political contexts. In addition to scholarship, a large component of this course will be about analyzing a variety of modern media pieces, and the ways in which terrorism and radical Islam feature in the news.

RELS 0610. Sacrifice and Society.
Investigation of the sacrificial practices and ideologies that have been important to numerous unrelated societies. The origin and significance of animal sacrifice has been a central question for classical social theory (e.g., Durkheim, Freud, Mauss) and is still important for theorization in anthropology and religious studies. Probable examples include Israelite, Greek, Hawaiian, Christian, Nuer.

RELS 0620. Encountering the Qur’an: “This is the Book about which there is no doubt.”
This course will introduce you to the Qur’an—the foundational revelational text of Islam—and to some of the central topics related with its study from within the Islamic tradition and from a critical historical perspective. By the end of the course, students will be able to engage in discourse on the formation of the text of its Qur’an, its major themes, debates about methods of its exegesis, its central place in Muslim discourses on faith and piety, ethics, mysticism, aesthetics, etc., its role in contemporary debates on issues of religion, gender, politics, science, and some questions and hypotheses of the historical critical study of the Qur’an.

RELS 0640. Dying To Be With God: Jihad, Past and Present.
This course will examine the concepts of martyrdom and jihad, past and present. We will begin with a comparison of Jewish, Christian, and secular “martyrdom, but focus extensively on the concept and evolution of jihad and jihad ideology in Islam, asking: How are war and martyrdom presented in the sacred texts of religious traditions? Historically, how have religious people idealized and problematized the martyr in different ways? In what ways have modern religious revivalism, geopolitical conflict and nationalism changed how people appropriate martyrdom and jihad today? Enrollment is contingent on attendance on the first day of class. DPLL LILE WRIT

RELS 0650. Introduction to Islamic Archaeology (ARCH 0600).
Interested students must register for ARCH 0600.

RELS 0750. Death and the Afterlife in the Ancient World.
This course focuses on the evolution of beliefs and rituals related to death in and around the Mediterranean, including Egyptian, Greek, and Roman cultures. Using an interdisciplinary approach, we combine methodologies from Anthropology, Classics, and Religious Studies. Topics include myths of the afterlife; books of the dead, magic, and death rituals; divinization, heaven, hell, and Last Judgment, and the impact of Christianization on Roman understandings of death. WRIT

RELS 0800. Christianity, Ethics, and Politics.
Classical and contemporary readings in Christian ethical theory. Topics include: virtue ethics, natural law, divine command ethics, philosophical challenges to religious ethics, and the place of religious community in a liberal state.

RELS 0810. Conservatives vs. Liberals: Religion and Identity in America.
This course explores how Americans have cultivated, articulated, and contested religious and cultural identities during the twentieth- and twenty-first centuries. Identifying and interrogating apparent oppositions between religious conservatives and liberals, students will consider whether and why such oppositions have developed and persisted. Throughout the seminar, students will engage varied theoretical, historical, and thematic approaches to the study of religious identity, evaluating how attention to such issues as politics, ideology, gender, and class illuminate the ways in which people come to understand themselves and others.

MLK, Jr. and Malcolm X are two iconic figures in the pantheon of black religious leadership. Their profoundly influential ideas about justice, freedom, democracy and racism, along with their activist strategies and personal biographies have generated extraordinary interest over the past 50 years. Despite this, the rich and complex tradition out of which their ideas and world-views evolve; the 300 year old religious strategies and practices employed by African-Americans have been understudied, disconnected from our understanding of their significance. This course will examine these traditions and these two central figures’ roles within them in order to shed important light on both. DPLL LILE WRIT

RELS 0825. Foundational Texts in African American Theology.
Central topics and foundational texts in the field of scholarship historically known as Black Theology. Major African American responses to those writings by Marxists, Womanists, process theologians, and religious humanists. DPLL LILE
RELS 0830. Religion, Reason, and Ethics from Kant to Nietzsche.
The nineteenth century witnessed revolutionary transformations in thinking about the power and limits of human reason, the relation between reason and religion, revelation, the role of humanity in creating religion, morality and religion, the significance of history, and the plurality of religions. This course examines major thinkers from this period who continue to shape our own assumptions and reflection. WRIT LILE

RELS 0840. Religion and Politics.
This course examines the role of religion in public life, especially in pluralistic, democratic societies. We consider whether religion and politics can or should be separated; what role government should have in regulating religion; and whether a cohesive society needs a shared religion. Readings from early modern Western thinkers, contemporary theorists, and recent Supreme Court decisions.

RELS 0842. A Game of Thrones: Religion and Nationalism, 1789-1933 (JUDS 0700).
Interested students must register for JUDS 0700.

"Religious freedom," former Secretary Hilary Rodham Clinton remarked in 2009, "provides a cornerstone for every healthy society." It is, Clinton continued, "a founding principle of our nation." As Clinton's remarks illustrate, the concept of religious freedom is central to how people perceive the history of the United States and its position in the world today. But what is religious freedom? Does it actually exist? Has it ever? This seminar invites students to ask and answer these and other questions about the contested concept, engaging such varied issues as race, secularism, law, media, money, pluralism, and foreign policy. DPLL LILE WRIT

RELS 0850. Liberation Theology in the Americas.
Liberation theology seeks to bring the social teachings of Christianity to bear on political and economic injustice. This course treats liberation theologies as socially grounded, politically engaged currents in religious thought. We will investigate the historical contexts and central themes of liberation theology: the relationship between theory and practice, the political function of the church, the relation between political freedom and salvation, and the role of intellectuals. DPLL LILE

RELS 0880A. Difficult Relations? Judaism and Christianity from the Middle Ages until the Present (JUDS 0050M).
Interested students must register for JUDS 0050M.

RELS 0880E. War and Peace in the Hebrew Bible and Its Environment (JUDS 0670).
Interested students must register for JUDS 0670.

RELS 0880F. Sex and Gender in Ancient Israel (JUDS 0671).
Interested students must register for JUDS 0671.

RELS 0910. Music, Drama and Religion in India.
Music, drama, and dance have played central roles in Indian religious life from ancient times. They have expressed and nourished a wide range of devotional emotions toward Hindu deities and functioned as meditative forms of religious experience produced and enhanced by the aesthetic means of music, drama, and dance. Audiovisual materials provide a sense of these aesthetic-religious performance forms. DPLL LILE

RELS 0911. Buddhism in India.
A course in the social and doctrinal history of Buddhism from its origin up to its disappearance in India, based not only on texts but also on archaeological, art historical, and inscriptive sources. Both formal doctrine and actual practices will be examined, and equal weight will be given to both what learned Buddhists wrote and ordinary Buddhists did, saw and made. Knowledge of Indian languages not required. DPLL

RELS 0915. Epics of India (CLAS 0820).
Interested students must register for CLAS 0820.

RELS 0920. The Bhagavad Gîtā (CLAS 0855).
Interested students must register for CLAS 0855.

RELS 0925. Mythology of India (CLAS 0850).
Interested students must register for CLAS 0850.

RELS 0950. The Floating World (EAST 0950B).
Interested students must register for EAST 0950B.

Intensive introduction to classical and contemporary theories of religion and the principal methods for the study of religion. Junior seminar for religious studies concentrators. Enrollment limited to 25. WRIT LILE

Interested students must register for JUDS 1635.

RELS 1050A. Problems in Israelite Religion and Ancient Judaism (JUDS 1625).
Interested students must register for JUDS 1625.

Interested students must register for JUDS 1640.

Interested students must register for HMAN 1971U.

RELS 1110. Mishnah and Tosefta (JUDS 1602).
Interested students must register for JUDS 1602.

RELS 1130. Philo.
Examines Philo's life and writing, and their importance for the study of Judaism and Christianity in antiquity. How typical was Philo? How did he interpret the Bible? How does his thought "fit" into the religious landscape of the first century CE? Focuses on reading Philo's writings, but will also survey scholarly approaches to Philo. Knowledge of Greek helpful.

RELS 1135. The Concept of Sin in Ancient Judaism.
How is it possible to reconcile the existence of sin and evil with the belief in an omnipotent, omniscient and benevolent God? Where does sin come from, and what are its consequences? These questions are prominent in Jewish literature during the Second Temple period – the period that engendered both Christianity and rabbinic Judaism. The approaches to sin found in these texts reflect a complex religious worldview. By reading these texts first-hand we will delve into these concepts and reflect on what they can tell us about ancient conceptualization and about our own understanding of sin and ethics.

RELS 1150. Religion in the Dead Sea Scrolls.
An examination of the Dead Sea scrolls and the archaeology of Qumran with a particular focus on the religious aspects of this community. How did the authors of these scrolls envision their relationship with the divine? How did they worship? How did they understand religious and moral perfection? This class will have an additional section for graduate students. Enrollment limited to 20. WRIT

RELS 1170A. Talmudic Historiography.
Historians who turn to talmudic literature as a source for historical reconstruction are faced with formidable challenges. Although the corpus of materials is large, and the rabbis appear to provide a wealth of information pertaining to their lives and the society and times in which they lived, they were not historians. Thus the information they provide appears within halakhic (legal) discussions or embedded in aggadic (homiletical, non-legal) digressions. Moreover, talmudic sources were edited long after many of rabbis lived and the events therein purportedly occurred.

RELS 1170B. The Talmud (JUDS 1630).
Interested students must register for JUDS 1630.

An introduction to the history of Japanese religion in the early and medieval periods, with some attention to related modern and contemporary manifestations. Emphasis on the development of both native practices ("Shinto") and Buddhism, and on the historical interaction between them. Readings include primary texts in translation and selected modern interpretations. A previous course in Asian religion or culture is recommended but not required. LILE

RELS 1205. Ancient Egyptian Religion and Magic (EGYT 1420).
Interested students must register for EGYT 1420.
RELS 1210. Religion and Gender in the Ancient Mediterranean.
A consideration of the relationships between constructions of gender and religious systems in the Hellenistic and Roman periods, including but not limited to Christianity and Judaism.

RELS 1211. Lords of Middle Sea: Greek and Biblical Myth and Society.
In ancient times, men and women told stories of gods, kings, and heroes. Some of the best known and best loved are those from the Bible and from the ancient Greeks. Why were these stories written, and by whom? How can we tell the difference between truth and fiction, and how did they? Finally, what do stories about the past do, and why were they told? In this class, we investigate these questions and more.

Interested students must register for ARCH 1220.

RELS 1217. The Archaeology of Qumran and the Dead Sea Scrolls (JUDS 1680).
Interested students must register for JUDS 1680.

RELS 1218. The Archaeology of Jerusalem: From the Origins to the Ottomans (JUDS 1610).
Interested students must register for JUDS 1610.

RELS 1218A. Jerusalem Since 1850: Religion, Politics, Cultural Heritage (JUDS 1620).
Interested students must register for JUDS 1620.

RELS 1219. The Archaeology of Palestine (JUDS 1615).
Interested students must register for JUDS 1615.

RELS 1219A. Ancient Synagogues, Churches, and Mosques in Palestine (JUDS 1670).
Interested students must register for JUDS 1670.

RELS 1220. Paul and the Philosophers.
This course treats the relation of Paul "the apostle's" thought to philosophy from two angles. The first half of the course covers modern scholarship that has found philosophical influences on the letters from Cynicism, Stoicism and later Platonism. The second half of the course surveys modern and especially recent philosophers who have used Paul's thought including Nietzsche, Agamben, Zizek and Badiou. RELS 0400 is recommended. Enrollment limited to 20. LILE

Interested students must register for GREK 1110T.

RELS 1300. Ancient Christianity and the Sensing Body.
Bodily experience and sensory engagement became increasingly important for Christians during their first six centuries. This seminar examines how and why the body and its senses gained worth for ancient Christians as instruments for gaining knowledge of God. Prerequisites: RELS 0110, 0400 or 0410. WRIT

RELS 1310. Ecology and Theology in Ancient Christianity.
How did early Christians understand the relationship of humanity to the natural world, the animal kingdom, and the created order? What were the obligations and responsibilities of Christians regarding care for the world, and how did these manifest a relationship to God?

RELS 1320. The Origins of Western Morality.
How Greco-Roman and Jewish moral and ethical thought and practices were appropriated and transformed by Christianity. Special attention to Hellenistic philosophy, the Greek version of the Hebrew Bible and Christian writers in the first three centuries CE. Addresses questions about the origins of tensions and conflicts in Western morality and why sexual ethics have been so prominent and so problematic. LILE

RELS 1325A. Educating Bodies in Ancient Christianity.
Education in the ancient Mediterranean world served multiple purposes. It formed citizens, moral and ethical agency, and religious identities. It took place in a variety of settings and through diverse disciplinary methods, physical, intellectual, and social. This course will examine the primary modes of instruction through which ancient Christians undertook self-formation: the family, the civic community, monasteries, and liturgical communities. Seminar. Prior coursework in early Christianity (RELS 0400 or 0410) or Classics recommended. WRIT LILE DPLL

RELS 1325B. Early Christian Asceticism: Rhetorics of Practice.
A study of eastern Christian asceticism and its literary expressions during late antiquity, with attention to forms, motivation, theological understandings, and cultural impact. Particular focus on Egypt, Cappadocia, and Syria. WRIT

RELS 1330. Paul and His Interpreters.
Paul's writings have been central to understandings of human nature and conscience, sin and salvation, history, ethics, and human transformation. This course treats the historical Paul and his most important interpreters, especially Origen, Augustine, Martin Luther, Soren Kierkegaard, Friedrich Nietzsche, Albert Schweitzer, Rudolf Bultmann, and the use of Paul among certain contemporary European philosophers (Badiou, Zizek, Agamben).

Interested students must register for ENGL 1561F.

RELS 1340. Romans.
No description available.

RELS 1345. Writing Lives in Late Antiquity: Jerome and Augustine (LATN 1120E).
Interested students must register for LATN 1120E.

RELS 1350. Paul and the Corinthians.
One of the earliest documents of the Christ movement, Paul's Corinthian letters are loaded with information about the new movement's social conditions, religious practices and ideas. Gender, men and women, sexual issues, conflicts over religious practices and ideas (e.g., Christ; spirit; resurrection; pneumatic life; sacrificial meals; the "Lord's Dinner"; prophecy); ideals and realities of community are some of the letter's issues. This seminar will introduce students to the text and scholarly debates about its interpretation and use for religious history. Participants will then be able to focus on individually chosen research topics in the context of the seminar's discussion.

RELS 1355. Parting of the Ways: The Separation of Judaism and Christianity (JUDS 1675).
Interested students should register for JUDS 1675.

Interested students must register for HMN 1970I.

Before the emergence of Christian "orthodoxy," from the second to the fourth centuries, Christianity often adopted unusual modes of expression. This course offers an examination of some of these different forms of Christianity, as Christians attempted to balance issues of self-identity and self-definition with compromise and cultural accommodation. Examining early Christian "heretics" as case-studies, this course will focus on reading second-century texts from the Nag Hammadi Library and learning what we can about the communities that produced them. Prerequisite: one course in New Testament or Christian Origins. If the course is oversubscribed, priority will be given to graduate students and Religious Studies concentrators. Prerequisite: RELS 0400 or equivalent. WRIT LILE
RELS 1365. Catacomb Religion: Ordinary Christianity in the Age of Constantine
The history of Christianity has often been the history of doctrine, the development of scripture and institution and canon, not the history of human experience. This course looks into what it meant to be Christian in the first centuries of Christianity's development, through taking literally a “subterranean view” on the surprising things that "being Christian" meant to ordinary individuals – men, women and children – in the city's underground spaces where this religion flourished. Prerequisite: RELS 0110 or 0400 or 0410 or 1300. Enrollment limited to 20.

RELS 1368. Religion, Marriage and Gender in Russian Culture and Literature (SLAV 1350).
Interested students must register for SLAV 1350.

RELS 1370A. Augustine and Hegel.
A theoretical comparison of Augustine of Hippo and G.W.F. Hegel, highly influential thinkers at different turning points in Western history, on various facets of their understanding of religion. Potential themes for comparison include the relationship between Christian faith and philosophy, God and the world, and religion in history and society. WRIT

RELS 1370B. Philosophy of Mysticism.
Covers important attempts to understand the nature of religious experiences and mysticism. We will look at several philosophical issues surrounding religious experience, including: (a) whether mystical experiences are too private for outsiders to understand or evaluate them; (b) what the relationship between religious experiences, language, and culture is; (c) whether religious experiences justify religious beliefs; and (d) how gender and religious experiences are related. We will treat theorists from various perspectives, including philosophical, historical, theological, psychoanalytic, and neuroscientific. Previous work in philosophy courses (or philosophically-intensive courses) is highly recommended. Enrollment limited to 20.

RELS 1370C. David Hume and Religion.
This course will consider and challenge traditional scholarly views of philosopher David Hume as a critic of Christianity, by examining a wide range of his writings (letters, historical writings, moral enquiries, philosophical and religious writings). How might his corpus inform work in philosophy of religion? Previous coursework in philosophy or philosophy of religion strongly advised. Enrollment limited to 20.

RELS 1370D. Process Theology.
This advanced seminar aims to familiarize students with the thought of Alfred North Whitehead and his theological interpreters. It will be dedicated to a close reading of the foundational texts of one of the most important theological developments of the twentieth century: Process Theology.

RELS 1380A. Money, Media, and Religion.
This course explores the relationship between religious life, forms of capitalism, and media technologies in the history of the United States. From constructing buildings and printing texts to disseminating teachings and communicating with members: essential aspects of religious life require both money and media. Yet forms of money and media continually have changed, and those changes have taken shape in dialogue with religious beliefs, practices, and sensibilities. This seminar examines this dialogue by visiting such varied sites as Puritan marketplaces, Santa Claus displays, Bible factories, television talk shows, and Occupy protests. DPLL LILE

RELS 1380B. Ethics of Vulnerability.
What does it mean to be vulnerable? What does it require of us? Should we blame ourselves for succumbing to wounds and disasters to which we knew we were vulnerable? These questions are complicated by the fact that we often see our vulnerabilities most vividly when they have been realized in wounds, and so the conversation proceeds from situations of trauma. This course examines religious and secular discussions of vulnerability in contemporary contexts of environmental disaster, terrorism, and intimate violence to consider the question: what does our past experience have to do with our preparation for the future? DPLL LILE

RELS 1385. Religion and Postmodernism.
This advanced seminar treats the central ideas in the thought of Zizek, Sloterdijk, Bauman, and others. It will pay particular attention to the idea of God in the works of Derrida, Foucault, and Deleuze as it filters through these contemporary, popular efforts. Students will trace some of the normative aspects of a postmodern ethics and theology by looking at "Emergent" churches, "New Thought", and post-foundational Christian theology in practice.

RELS 1390. Looking at Religion on the Ground.
Literary religions are still too often studied almost exclusively on the basis of their formal-usually canonical-literature and the textual products of their elite and learned representatives. While useful, this utilizes only a narrow band of possible sources and excludes too often what religious people, from commoner to king, actually do, make or see. To get at these things more closely, other kinds of sources must be used: archeological, inscriptional, art historical and architectural. The seminar will read and discuss a wide range of scholarly works that have used these kinds of sources and watch how they can change our understanding.

RELS 1395. The Shape of the Divine: Images in the Religions of India.
Why do Hindu deities have so many heads and arms? How do devotees interact with religious images in a temple, festival, or performance? What happens when religious icons are removed from a sanctified space and displayed in a museum? We will explore the answers to these questions, and many more, as we examine the complex lives and multiple uses of images in the Hindu, Buddhist, and Jain traditions. Using textual, visual, and material sources, this course offers students a critical introduction to one of the most fascinating and important features of religious life in South Asia.

RELS 1400. The Huai-Nan Tzu.
This course will approach early Taoist thought through the study of important essays from the Han dynasty compendium, the Huai-nan Tzu. Prerequisite: prior study of Taoism at the university level.

Entails a careful reading of the entire text of the Chuang Tzu in translation. Secondary sources on the philosophy and textual criticism of the book--drawn from the writings of Graham, Liu Hsiao-kan, Ivanhoe, Maier, Roth, and others--are also read. Seminar format. Pre-requisites: At least one of the following courses: RELS0040; RELS0120; UNIV0540.

RELS 1415A. Classical Daoist Thought.
Considers philosophical issues in early Daoism. We will work with classical texts such as Guanzi's "Inward Training," the Laozi, the Zhuangzi, and the Huainanzi and examine issues in them that have been of interest to comparative philosophers, such as cosmology and cosmogony, the nature of religious experience, and the types of implicit and explicit moral thought. The course will feature primary works in translation and secondary works by authors such as Graziani, Ivanhoe and Kjellberg, Moeller, Ames, Yearley, Raphals, Cook, Roth, and Slingerlands. Prerequisites: RELS 0040 and 0120. Enrollment limited to 20.

RELS 1420. Earliest Taoist Syncretism.
A seminar on the early history of the Taoist tradition that explores the syncretic Taoism of the Han dynasty known as "Huang-Lao." Focuses on representative texts, analyzing them for evidence of the tradition's unique blend of spiritual practice and political thought. No previous course work required, but preference given to students who have a demonstrable interest in the subject or prior course work in religious studies or East Asian studies.

RELS 1430. Buddhist Classics.
An opportunity to read and understand the canonical texts of East Asian Buddhism. Through close reading, written analysis, and discussion, participants will become conversant with the major Mahayana Buddhist teachings in their original scriptural or literary articulations. Selected later interpretations may also be considered. All readings are in English translation. Previous study of Buddhism is recommended, but not required. Enrollment limited to 20 students. WRIT LILE

RELS 1435. The Confucian Mind (EAST 1420).
Interested students must register for EAST 1420.
RELS 1440. Themes in Japanese Buddhism.
An exploration of critical themes and debates in the study of Japanese Buddhism. Participants become conversant with the key features of medieval Japanese thought as well as the strengths and weaknesses of established conceptual models in Japanese Buddhist studies. Readings include primary texts in English translation and modern secondary interpretations. Recommended: a course in Buddhism or East Asian religions. DPLL LILE

RELS 1441. Zen Meditation in China, Korea, and Japan.
Intensive study of the development of Zen Meditation in China, Korea, and Japan featuring historical origins in Indian Mahayana Buddhism and Chinese Daoism. Historical and social contextualization will be balanced by first-person investigations. Examines both kōan and silent illumination methods. Weekly seminars on representative texts in translation; labs will experiment with meditation techniques directly drawn from the readings. Students register for both seminar and lab. Topic for 2016: Chinese Chan. Prerequisite: EAST 1950F, 1950S, RELS 0040, 0100, 0500, 1430, 1440, or UNIV 0540; or instructor's permission. Enrollment limited to 12.

RELS 1442. The History, Philosophy, and Practice of Rinzai Zen Buddhism.
Follows Rinzai Zen Buddhism from origins in India to developments in China to its transmission to Japan and eventual transplanting to the West. Course will examine the nature of cultural and historical influences on the practices and adaptations through the Asian and American contexts, including the secular pedagogy of Contemplative Studies. This is a 2016 GELT course. This course has an experiential learning component that includes travel to Japan for on-site learning. Students admitted to the course must be able to travel to Japan in January of 2017. Priority Given To: Students with declared Contemplative Studies or Religious Studies or East Asian Studies Concentration and who have taken three of the following courses: RELS 0040, RELS 0290E, RELS 0500, UNIV 0090, UNIV 0456, UNIV 0540, UNIV 1000, UNIV 1950; prior coursework in Buddhism or Japanese Religions at Brown will also be considered. Permission of instructor required.

RELS 1443. Pure Land Buddhism: East Asia's Major Religion.
Pure Land Buddhism spread from India to become the most widely practiced form of Buddhism in East Asia, a title still claimed today. We investigate (1) early “orthodox” ideas of the Pure Land as an intermediary realm between this world and ultimate enlightenment, (2) the Chinese “mind-only” tradition that understood the Pure Land as attainable in this world, and (3) the Japanese sectarian focus that rejected practitioners’ volitional power, aiming to understand the religion’s impact on East Asian literature, the arts, notions of death, gender, modernization, and finally Pure Land Buddhism’s global dissemination in the 20th century. Interested students must register for EAST 1950F.

RELS 1445T. The Karma of Words (EAST 1950F).
Interested students must register for EAST 1950F.

Interested students must register for EAST 1400.

RELS 1505. Critical Approaches to Islamic Law Reform.
This upper level seminar explores different approaches to reforming Islamic law from the nineteenth century to the present day, paying special attention to contemporary developments in Arab legal systems. Through reading a variety of primary and secondary materials, along with side interludes of literature, film, and architectural theory, the seminar seeks to critically explore the plurality of different and often contradictory meanings associated with "Islamic law" today, its past history, and present calls for its re-application. Enrollment limited to 20.

RELS 1520. Pilgrimage and Sacred Travel in the Lands of Islam.
This seminar focuses on pilgrimage and travel to loca sancta in the Islamic world. We will read travelogues and pilgrimage manuals in translation, and will address theoretical and anthropological studies on the phenomenon of pilgrimage and sacred travel in a variety of geographical and chronological contexts. We will study physical, artistic, and architectural aspect of pilgrimage shrines. Enrollment limited to 20 students.

RELS 1530A. Methods and Problems in Islamic Studies: Narratives. Examines the problem of historical thinking and writing in the first six centuries of Islam. It will specifically emphasize the rise and development of Islamic narratives as they are discussed in contemporary scholarship on how to “do” Islamic studies. As such, we will discuss, in depth, theoretical issues pertaining to source criticism, Orientalism, the Cultural Turn, anthropology, and narrative. Enrollment limited to 20 students. DPLL LILE

RELS 1530B. Methods and Problems in Islam: Heresy and Orthodoxy. Orthodoxy is defined as “right belief” while Heresy is just the opposite, but those definitions have always been in tension with society and culture. This course will interrogate theory and history to ask “What are Islamic Orthodoxy and Heresy?” From Islamic Law to who is or is not a “heretic” we will uncover interpretations of religious law, practice, and culture to learn how scholars apply orthodoxy or heresy to disrupt and unsettle notions of what “Islam” was at different moments, and how their interpretations force us to think of new ways to envision the formation of communities. Enrollment limited to 20 students. DPLL LILE

RELS 1530D. Islamic Sectarianism.
Sunni and Shi’i conflict and sectarian division have been an enduring issue in the Islamic world. From Iraq to Syria, Iran to Egypt, inter-Muslim conflict and conflicting ideologies seem to be central issues. But how accurate and historical is this impression? In this course, we examine the origins and evolution of Islamic sectarianism, with an emphasis on the politics of religious authority in the Islamic world, old and new. This is an upper level seminar, and juniors and seniors will be given preference for enrollment. Shoppers must attend the first day of class if they wish to enroll. DPLL LILE

RELS 1540. Monks, Mystics and Martyrs: Abrahamic Traditions Compared.
This course explores the process of “standing out” from mainstream society, from traditional kindship relationships, from local practices of community and economic production, undertaken by ascetics and mystics in the three Abrahamic traditions. We will explore monasticism and mysticism in Judaism, Christianity, and Islam, from the period of late antiquity to the high Middle Ages. Using primary sources in translation and scholarship on the phenomena of asceticism and mysticism, we will address the motivations for and manifestations of non-traditional practices of worship and community-building in the Mediterranean and Middle-Eastern world. DPLL LILE

RELS 1600B. Prophets and Priests in Exile: Biblical Literature of the 6th Century BCE (JUDS 1690).
Interested students must register for JUDS 1690.

RELS 1610. Sacrifice and Society.
Investigation of the sacrificial practices and ideologies that have been important to numerous unrelated societies. The origin and significance of animal sacrifice has been a central question for classical social theory (e.g., Durkheim, Freud, Mauss) and is still important for theorization in anthropology and religious studies. Probable examples include Israelite, Greek, Hawaiian, Christian, Nuer. LILE

RELS 1620. Disability in Antiquity.
An investigation into the ways in which physical deformities and mutilations are represented in texts from ancient Israel, Mesopotamia, Greece, and other Mediterranean cultures. Primary focus: texts of the Hebrew Bible.

RELS 1625. Pollution and Purification in the Hebrew Bible and the Ancient Near East.
This course will explore the concepts of pollution and purification in the Hebrew Bible and the Ancient Near East, examining texts from Israel, Mesopotamia, Anatolia, and Egypt in order to gain an appreciation for the ways in which pollution and purification functioned in social and ritual contexts in a variety of cultures. Issues of gender, sin and divine retribution, illness, witchcraft, and the demonic will be explored as they relate to the concepts of pollution and purification in the Hebrew Bible and the Ancient Near East.
RELS 1720. Religious Ethnographies.
This course will explore how religiosity is symbolized, experienced, contested, and produced in our modern, global, secular age. We will draw on rich ethnographic studies of religious life in Egypt, Siberia, England, China, the US, and elsewhere, as well as the myriad linkages and migrations that bring these sites together. Our ethnographic lens will allow us to see religious sensibilities as deeply embedded in a diverse array of social processes, categories, and structures. Religious lives, in other words, are never formed or reproduced in isolation but simultaneously represent, transform, and are generated by the social milieux in which they circulate.

This course examines questions of representation and image through the lens of religion and secularism. Art is often imagined as the replacement for religion in a secular age, with the museum serving as a site of reverence and awe. With the rise of modern and contemporary art, however, the coherence of the social value of the “aesthetic” has, like that of religion, faltered. This course is offered in connection with a project entitled “The Art of Invisibility.” The key assignment will be the production of an online catalogue to accompany an art exhibit, which will include works by RISD students.

RELS 1730. Religion and Ethics in Public Life.
Religious traditions and moral identity; secular liberalism versus religious nationalism; universal and particular loyalties; “fundamentalism,” gender, and religiously inspired violence. Priority given to concentrators in religious studies, political science, and international relations. Prerequisite: previous work in ethics.

RELS 1736. Religion and Global Media.
Whether communing with a distant God, starting a revolution, or making the invisible visible, the religious use of media presumes and generates remarkable acts of creativity and flourishing. In accounting for the complexity of religious worlds we will confront the question of what media is, what information it conveys as well as efficacies, and how it may act as evidence for claims of all sorts. This course will take a broad approach to the study of media and religion. Ideas, after all, circulate not only through television, radio, Facebook, and Twitter, but also in images, signs, symbols, and language itself.

RELS 1740. Religion, Ethics, and Politics.
Religious traditions and moral identity; secular liberalism versus religious nationalism; universal and particular loyalties; “fundamentalism,” gender, and violence. Priority given to concentrators in religious studies, political science, and international relations.

Interested students must register for JUDS 1613.

Interested students must register for POBS 1600J.

Interested students must register for HMAN 1970A.

RELS 1746. Varieties of Secularism.
Secularism is often thought of as the simple absence of religion. But is it so easy to distinguish the religious from the non-religious? What precisely is secularism? How does it vary from place to place, and how does it relate to the state? This course examines how secularism carries a powerful, but implicit presence in our daily lives by examining the relationship between secularism, modernity, and the nation-state in a variety of different countries around the world. We will also look at how secularism is enacted, produced, and represented through practices and institutions, such as art museums and the courts.

Interested students must register for HMAN 1970K.

RELS 1750. Reason Within the Bounds of Religion.
Is religious belief reasonable? Does it need to be? Can it respond to the challenges of scientific traditions of Marxism or Durkheim? In order to be intellectually defensible and morally respectable, does religion require experts-- professionals of various stripes-- to adjudicate its truth claims? This course on religious thought and truth claims.

RELS 1760. Religion and Suspicion.
Religion has arguably been the classical locus of suspicious models of interpretation. Social and critical theorists from Marx to Foucault have argued that we only understand what religion really does if we interpret it with suspicion—if we refuse to take its claims at face value. Others have sought to redirect suspicion back against suspicion itself, and religious thinkers have sought to incorporate critiques of religion into their own theological projects. This seminar studies key figures in this complex interplay of religion and suspicion. Likely readings from Feuerbach, Marx, Nietzsche, Barth, Horkheimer, Adorno, Gadamer, Foucault, Said, Gutierrez, Schussler-Friorenza, and Butler. Enrollment limited to 20.

RELS 1780. Religion and Naturalism.
What is nature? Is nature all there is? In what ways, if any, should the study of religion be in principle different from the study of nature? This course will survey some of the varieties of philosophical naturalism, both historical and contemporary. Drawing a distinction between substantive or metaphysical naturalism and methodological naturalism, it will examine the arguments made on behalf of naturalism and explore its implications for religion.

This seminar examines a range of the most influential criticisms of human rights; assesses several proposed theories of human rights; surveys the approach of several religious traditions toward justifying human rights; and considers a range of issues within contemporary debates, such as religious freedom, minority group rights, women's human rights, and the role of religion in politics.

RELS 1830A. Pragmatism, Religion, and Politics.
Pragmatism is a distinctive American school of thought that sees the goal of philosophy not as the apprehension of timeless truths but as a practical project of bettering individual lives and society. Pragmatists such as William James and John Dewey were devoted to deepening America’s commitment to democracy. Both saw an important place for an unconventional sort of religion in democratic life. This course explores the pragmatist thought of James, Dewey, and others, looking especially at their views on religion and politics. We also will explore the influence of pragmatism on Barack Obama. Enrollment limited to 20 juniors and seniors.

RELS 1835. Sinners, Saints, and Heretics: Religion in Early America (HIST 1511).
Interested students must register for HIST 1511.

RELS 1880A. The Gift in Antiquity.
This course is an interdisciplinary and cross-cultural examination of gift-giving in antiquity, with a focus on the Mediterranean in late antiquity. We will examine a range of gift-giving activities, such as sacrifices (gifts to the gods), civic donations, and almsgiving. Several visiting lecturers will participate in the course, and it will culminate in an international conference to take place at Brown. LILE

RELS 1880B. Politics and Authority in Islamic Law and Society (HMAN 1970Y).
Interested students must register for HMAN 1970Y.

RELS 1990. Individual Study Project.
Directed reading and research arranged with individual faculty. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

Required of seniors in the honors program. Open to others only by permission of the chair of the department. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.
Critical examination of major approaches to the study of religion, especially those of the anthropology and the history of religions, with attention to issues in current debate.

RELS 2050. Methods in Ancient History (HIST 2970I).
Interested students must register for HIST 2970I.

RELS 2100A. Early Jewish Prayer.
An examination of prayer from the Hebrew Bible to late Antiquity. Will look at actual liturgies, writings about prayer and ancient and modern theorizations of prayer. Knowledge of Hebrew and Greek helpful.

RELS 2100B. Exegesis at Qumran.
Focuses on Hebrew exegetical texts such as the Temple Scroll, MMT, phab, 4Qjub, CD. Intended for doctoral students and others with sufficient knowledge of Hebrew.

RELS 2100C. 1 and 2 Kings.
Translation and exegesis of Kings. Intended for those with advanced Hebrew.

RELS 2100D. Disappearance of Jewish Diaspora.

RELS 2100E. Literature of the Early Second Temple Period.
A close reading of selections from surviving literary texts of the late sixth century (e.g., Isaiah 56-66, Zechariah 1-8, Haggai) and the fifth century (Ezra-Nehemiah, Malachi). Prerequisite: An advanced knowledge of biblical Hebrew and permission of the instructor.

Survey of Ugaritic grammar followed by readings in mythic and epic literature (e.g. the Baal Cycle, Kirta, Aqhat) and ritual texts. Prerequisite: Knowledge of the grammar of one Semitic language. Open to graduate students only.

Readings in the Mishnah and related rabbinic literature. While the focus will be on gaining textual skills, we will also survey academic approaches to the Mishnah: What is the Mishnah and its relationship to earlier and contemporaneous texts? How was it composed, transmitted, and received? Prerequisite: Reading knowledge of Hebrew.

RELS 2100H. Pro-Seminar on the Study of Jews and Judaism in the Greco-Roman Mediterranean.
A graduate level introduction to the study of Jews and Judaism in the Mediterranean orbit from the Hellenistic period through the late Roman Empire. Topics include overviews of sources, materials, methods and theories, including current debates about terminology (Jews/Judeans/Circumcision). Required of all RAM graduate students admitted in 2011 and after. Not open to undergraduates.

RELS 2105. Akkadian Literary and Religious Texts (AWAS 2400).
Interested students must register for AWAS 2400.

The seminar will explore the central radical religious, democratic, and environmental dispositions and ideologies that mutually informed each other in eighteenth- and nineteenth-century British romantic literature and their subsequent and sustained legacies in America. We will read such authors as William and Dorothy Wordsworth, Coleridge, Mary Shelley, Emerson, and Thoreau.

RELS 2110B. Radical American Romanticism: Democratic, Environmental, and Religious Traditions in America.
Is America fundamentally defined by Romanticism? We will explore the sustained legacies of Romanticism in America, giving special attention to the topic of religion, by reading such authors as Emerson, Margaret Fuller, Thoreau, Whitman, and Fredrick Douglas; William James, George Santayana, and W.E.B. Du Bois; and Terry-Tempest Williams, Barry Lopez, and Wendell Berry.

RELS 2150. Targumic Aramaic.
Introduction to Targumic Aramaic grammar with readings from Targum Ongelos. Assumes knowledge of Hebrew.

RELS 2160. Aramaic Readings.
A survey of epigraphic and biblical Aramaic intended for doctoral students and others with sufficient background in Aramaic grammar.

RELS 2200A. Apocryphal Acts.
No description available.

RELS 2200B. Asceticism.
A study of early Christian asceticism during late antiquity, with attention to forms, motivation, theological understandings, and cultural impact. The focus in this offering will be eastern Syriac monastic traditions, 4th through 8th century.

RELS 2200C. Seminar in Early Christianity: Cappadocians.
Basil of Caesarea, Gregory of Nazianzus, and Gregory of Nyssa. The seminar will consider their impact in three areas: the formation of a Christian culture within the Roman socio-political realm; the theological debates on Trinitarianism, Christology, and the nature of the human person; and the Christian contemplative tradition.

RELS 2200D. Christianity in the Late First and Early Second Centuries.
An assessment of the evidence for actual early Christian groups and authors, with particular attention to texts such as 1 and 2 Clement, the Shepherd of Hermas, Didache, the Ignatian corpus, as well as canonical texts likely to have been produced in this same period (e.g. Luke and Acts, the Pastoral Epistles, 1 and 2 Peter, etc.). Not open to undergraduates. Competence in Greek required.

RELS 2200E. Christianizing Antioch.
Antioch from the first century CE until the Muslim conquest in the seventh, as Christians first utilized the city and its resources for their own formative developments, and then came to assume ascendency over its society, culture, and landscape as the Roman Empire took on its Christianized identity.

RELS 2200F. Early Christian "Apocalypticism".
A critical investigation of the concept and category of apocalypticism as used in the study of early Christian literature and Jewish antecedents.

RELS 2200G. Gospel of John.
An intensive professional-level study of the Gospel according to John. Competence in Greek is required. Not open to undergraduates.

RELS 2200H. Ancient Christian Narratives about Jesus.
No description available.

RELS 2200I. Paul's Letter to the Romans.
No description available.

RELS 2200J. The Virgin Mary in Late Antiquity.
A study in the developing theological and devotional traditions regarding Mary the Mother of Jesus, focusing on the fourth through the sixth centuries A.D. Major theological positions; relationship to pre-existing civic cults and goddess traditions; the role of popular violence in the Mariological definitions of the Council of 431; imperial Marian piety; Marian relics; Mary as cultural metaphor.

RELS 2200K. Issues in Pauline Studies.

RELS 2200L. Historiography of Earliest Christianity.

RELS 2200M. Early Christian Hymnography.
Select examples of early Christian hymnography, 2nd-6th centuries. Particular attention to poetic forms, types of content, ritual contexts and functions, and performative elements. Weekly readings in Greek.

RELS 2200N. Roman Religions.
This course will examine some of the various religious options open to citizens of the Roman Empire. Special attention will be paid to the so-called "oriental" cults of the high Empire: Magna Mater, Isis, and Mithraism. Evidence will be drawn from literary sources, but also epigraphy, archaeology and material culture. Drawing on contemporary scholarship, attention will also be paid to the historiographical construction of the category of ancient religion (i.e., what's "religious" about Roman religions?) Subcategories for analysis will include religion and imperialism; colonization, assimilation and hybridity, and ancient identity construction.
RELS 2200P. Esotericism in the Ancient Mediterranean and Earliest Christianity.
This seminar will investigate the literary and other secret and revelatory practices of various groups as a context for understanding similar esoteric practices in early Christianity. The literature considered will include Orphic, Pythagorean, later Platonist, and Jewish examples and practices such as allegorical reading, symbolic interpretation and literary prophecy. Open to graduate students only.

RELS 2200Q. Readings in Syriac.
Dramatic narratives in liturgical poetry. Readings from Cyrrilonus and Jacob of Serug.

RELS 2200R. Lived Religion in the High Empire and Late Antiquity.
This graduate course will use the theoretical work of Robert Orsi and Michel de Certeau to recover aspects of "lived" or "quotidian" religious experience in the High Roman Empire and Late Antiquity, particularly (but not exclusively) in the city of Rome. We will use as our data set not only textual sources in the original language and translation, but also elements of material culture (amulets, pyxides, reliquaries, crepundia, textiles, sortes, etc.), funerary epigraphy, and papyri.

RELS 2210. Greek Palaeography and Premodern Book Cultures
(GREK 2110F).
Interested students must register for GREK 2110F.

RELS 2300A. Seminar: Early Taoist Thought
The foundational philosophical texts of the Taoist tradition will be read in Classical Chinese and analyzed from a number of possible perspectives including comparative religious thought, and historical and textual criticism. Texts for each year's version of the course will be drawn from the following list: Chuang Tzu, Lao Tzu, Huang-Lao po-shu, Lu-shih ch'un-ch'u, Han-fei Tzu, Kuan Tzu, and Huai-nan Tzu. Pre-requisites: reading knowledge of Classical Chinese and prior study of Taoist thought. Advanced undergraduates may be admitted.

RELS 2300B. Huai-nan Tzu.
No description available.

RELS 2300C. Chinese Bibliography and Reference Resources.
This graduate seminar provides an introduction to major resources and research methods in traditional and modern Chinese scholarship. Each session contains lecture and workshop on topics to explore. Students will learn how to use various bibliographies and reference tools to locate information and materials they need. They will also learn how to navigate library catalogs, special collections, databases and the Internet on Chinese scholarly resources. The final project is to let each student compile a bibliography on her/his own research topic. This course will be especially helpful for graduate students who are engaged in writing theses on Chinese studies.

RELS 2400A. Jewish and Christian Women in Greco-Roman Antiquity.
A professional introduction to the textual, documentary and inscriptive evidence for Jewish and Christian women in the Greco-Roman Mediterranean, with particular attention to methodological and theoretical issues.

RELS 2400B. Religion and Society in Lucian of Samosata.
No description available.

RELS 2400C. Moral and Religious Economies of Graeco-Roman Households.
No description available.

RELS 2400D. Orthodoxy in Antiquity.
Examines the concept of "Orthodoxy" in ancient Mediterranean religion, with a focus on the development of Jewish orthodoxies from the third century BCE to the seventh century CE. How and why are orthodoxies and heresies created? Knowledge of at least one ancient language (typically Hebrew or Greek) required.

RELS 2400E. Pseudepigrapha.
A professional level introduction to a variety of ancient Jewish and/or Christian texts commonly, if imprecisely, known as "The Pseudepigrapha."

RELS 2450. Exchange Scholar Program.
RELS 2600L. Seminar: Afro-Theism.
This graduate seminar places a theological lens on Black life in North America. Its premise is that Afro-Theisms, not the institutional "Black Church" or Black prophetic religion, have been seminal to the self-conception of Black people and their way of constituting racial "others". Different theistic emphasis at different historical moments demonstrates both the importance and fluidity of Afro-Theisms and sheds unique light on quest for equity and self-actualization. Starting with the conventional Christian theologies into which New World Africans under slave conditions were indoctrinated, this course will explore the role and impact of Afro-Theisms.

RELS 2600N. Gender and Relation in Religious Thought.
Gender has often been posed as the fundamental distinction of the human condition, creating the original opportunity for relation across that distinction. In some strands of religious thought, this distinction comes second to the creation of the world distinct from the divine. Religious and secular thinkers have turned to ordinary experiences of interpersonal relations for insight into these purportedly more fundamental relations and the connection between them. This seminar examines the role of interpersonal relationships in recent religious, ethical, and political thought, with particular attention to the way they bring gender and sexual desire more centrally into view.

RELS 2890. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for preliminary examinations.

RELS 2910. Independent Research.
The staff is willing to offer independent reading courses in selected areas. See the Instructor for more information. Please check Banner for the correct section number and CRN to use when registering.

RELS 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

Renaissance and Early Modern Studies

Director
Harold J. Cook

The Program in Renaissance and Early Modern Studies (REMS) encourages students to pursue interdisciplinary and multidisciplinary approaches to the study of Europe and its relation with the Americas and Asia in the early modern period. Students focus on the late fourteenth through the late eighteenth centuries—a time marked by scientific and agricultural revolutions, the Reformation, the development of capitalism, and the rise of cultural forms such as the novel, opera, Grub Street journalism and the art market. Concentrators examine the development of new cultural and political forms through the imitation and reworking of those of classical antiquity, the restructuring of patriarchal society, and the emergence of the sovereign nation state. Students take courses in more than a dozen departments affiliated with REMS.

Sponsoring departments include: Africana Studies, Archaeology and the Ancient World, Classics, Comparative Literature, English, French Studies, Hispanic Studies, History, History of Art and Architecture, History of Mathematics, Italian Studies, Judaic Studies, Music, Philosophy, Portuguese and Brazilian Studies, Slavic Languages, and Theatre Arts and Performance Studies. Students are invited to take advantage of this breadth of offerings in order to enhance their understanding of the period, as well as to gain a sense of the uses, limitations, and interrelationships of particular disciplinary approaches.

Requirements

Concentrators are required to take a minimum of 8 courses. These include the following:

1. Three courses on Renaissance and/or early modern topics in one field in which the student has primary interest or training, (for example, literature, history of art and architecture, or history).
2. Three courses related to the Renaissance and/or early modern period chosen from two other fields.
3. A senior project. (Credit will be granted through registration for Independent Study in the department in which the topic of research lies.)
4. Another relevant course of the student's choosing. In addition, the student must be able to demonstrate a reading knowledge of a relevant modern or ancient language other than English. This language requirement does not count as one of the 8 courses.

Under the supervision of the director of the program, students may choose courses from the following:

- COLT 0710i New Worlds: Reading Spaces and Places in Colonial Latin America
- COLT 1410P Shakespeare
- ENGL 0100C Altered States
- ENGL 0150D Shakespeare's Present Tense
- ENGL 0201H Green Shakespeare: Literature, Ecology, and the Nonhuman
- ENGL 0310A Shakespeare
- ENGL 0310E Shakespeare: The Screenplays
- ENGL 1310A Firing the Canon: Early Modern Women's Writing
- ENGL 1310H The Origins of American Literature
- ENGL 1310J Imagining the Individual in Renaissance England
- ENGL 1360K Shakespeare and Company
- ENGL 1310O Restoration and Early Eighteenth-Century Literature
- ENGL 1360P Shakespearean Tragedy
- ENGL 1360S Between Gods and Beasts: The Renaissance Ovid
- ENGL 1360Z Shakespeare and Embodiment
- ENGL 1950A Form and Feeling in Renaissance Poetry
- ENGL 2360O Irony and Satié
- ENGL 2360P Thinking with Romance in the Renaissance
- ENGL 2360S Alternative Milton
- FREN 0720A De l'Amour courtois au désir postmoderne

A course from the FREN 1040 Studies in French Literature of the Seventeenth Century series

- FREN 2130E Corps et esprits libertin
- FREN 2130F Façons d'aîmer: Discourses of Sexuality in Early Modern France
- HIAA 0062 The Age of Rubens and Rembrandt: Visual Culture of the Netherlands in the Seventeenth Century
- HIAA 0550 Gold, Wool and Stone: Painters and Bankers in Renaissance Tuscany
- HIAA 0560 Constructing the Eternal City: Popes and Pilgrims in Renaissance Rome
Honors

Interested and eligible students will petition to write a thesis and the faculty will choose the Honors group for that year from the applications, making every effort to accommodate all eligible proposals. Selection is based upon the quality of the application, the preparedness of the student to undertake the project, and the availability of appropriate advisors for the subject. Applications will be due to the Director of REMS in mid-April of the student's junior year.

For those accepted, the Honors program will be administered as follows:

Students will sign up for REMS 1980 in the Fall and again in the Spring, with the section number of their advisor. Students must meet regularly with their advisors and second readers throughout the year according to a schedule determined by each student and advisor. Drafted drafts of the thesis (which will be about 35 pages in length, not counting bibliography and visual or other supporting materials) will be due to the advisor and second reader on April 1 of the Spring semester. Comments will be returned to the students for final polishing and corrections at that point. Students will receive Honors when both their primary advisor and their second reader have provided written statements in support of the finished project. The senior project constitutes the capstone for all concentrators. Examples of possible senior projects are: a senior thesis (roughly equivalent to a senior seminar paper), the staging of an early modern play, the performance of early modern music, or an exhibition. The final project will be developed in consultation with two REMS faculty advisors who work closely with the student. Credit is granted through registration for Independent Study in the department for which the topic of research lies.

Liberal Learning

This concentration will help develop your aesthetic awareness, close reading skills, collaborative skills, cultural understanding, facility with symbolic languages, historical awareness, and your speaking and writing.

Courses

REMS 0310A. Introduction to Shakespeare (ENGL 0310A). Interested students must register for ENGL 0310A.

REMS 0310E. Shakespeare: The Screenplays (ENGL 0310E). Interested students must register for ENGL 0310E.

REMS 0360F. Shakespeare's Present Tense (ENGL 0360F). Interested students must register for ENGL 0360F.


REMS 0630. Cultural History of the Netherlands in a Golden Age and a Global Age (HIAA 0630). Interested students must register for HIAA 0630.

REMS 0710L. New Worlds: Reading Spaces and Places in Colonial Latin America (COLT 0710L). Interested students must register for COLT 0710L.

REMS 0720A. From Courtly Love to Postmodern Desire (FREN 0720A). Interested students must register for FREN 0720A.


REMS 0981. When Leaders Lie: Machiavelli in International Context (ITAL 0981). Interested students must register for ITAL 0981.

REMS 1310H. The Origins of American Literature (ENGL 1310H). Interested students must register for ENGL 1310H.

REMS 1310J. Imagining the Individual in Renaissance England (ENGL 1310J). Interested students must register for ENGL 1310J.

REMS 1360K. Shakespeare and Company (ENGL 1360K). Interested students must register for ENGL 1360K.

Application process:

Each application shall consist of:
1. A very brief (one or two paragraph) cover letter identifying the most appropriate advisor and second readers, and stating also the student's preparation is for the project. Second readers may be professors who work in areas related to the topic, or in some very special cases (and with advisor's approval) may be practitioners with whom the student already worked closely, for example.
2. A 2 page double-spaced abstract stating and explaining the topic (subject and argument) of the research to be undertaken, written as clearly as possible.
3. A one-page working bibliography of the most relevant books and major articles to be consulted for the project.
4. A current résumé,
5. A printout of the most recent transcript

The senior project constitutes the capstone for all concentrators. Examples of possible senior projects are: a senior thesis (roughly equivalent to a senior seminar paper), the staging of an early modern play, the performance of early modern music, or an exhibition. The final project will be developed in consultation with two REMS faculty advisors who work closely with the student. Credit is granted through registration for Independent Study in the department for which the topic of research lies.

Courses

REMS 0310A. Introduction to Shakespeare (ENGL 0310A). Interested students must register for ENGL 0310A.

REMS 0310E. Shakespeare: The Screenplays (ENGL 0310E). Interested students must register for ENGL 0310E.

REMS 0360F. Shakespeare’s Present Tense (ENGL 0360F). Interested students must register for ENGL 0360F.


REMS 0630. Cultural History of the Netherlands in a Golden Age and a Global Age (HIAA 0630). Interested students must register for HIAA 0630.

REMS 0710L. New Worlds: Reading Spaces and Places in Colonial Latin America (COLT 0710L). Interested students must register for COLT 0710L.

REMS 0720A. From Courtly Love to Postmodern Desire (FREN 0720A). Interested students must register for FREN 0720A.


REMS 0981. When Leaders Lie: Machiavelli in International Context (ITAL 0981). Interested students must register for ITAL 0981.

REMS 1310H. The Origins of American Literature (ENGL 1310H). Interested students must register for ENGL 1310H.

REMS 1310J. Imagining the Individual in Renaissance England (ENGL 1310J). Interested students must register for ENGL 1310J.

REMS 1360K. Shakespeare and Company (ENGL 1360K). Interested students must register for ENGL 1360K.
Science and Technology Studies

The program for Science and Technology Studies at Brown operates under the premise that students and scholars in the field of science and technology studies want to know how scientific knowledge is produced. STS believes that the idealized accounts of knowledge production entrenched in our scientific belief system are inadequate, given the complexity of the process they claim to describe.

STS scholars seek to understand how science operates by analyzing historical case studies, observing contemporary scientists at work, examining representations of scientific ideas in textbooks or journals, and studying the infrastructure of scientific institutions.

This interdisciplinary field brings together anthropologists, philosophers, historians, art historians, literary theorists, sociologists and practicing scientists and technologists. In addition to offering an undergraduate concentration program in Science and Society, Brown also offers interdisciplinary courses under the same rubric.

For more information on STS at Brown, please visit: http://brown.edu/Faculty/COSTS/

Science and Society Concentration Requirements

Science and Society is an interdisciplinary concentration that examines the processes of scientific discovery and the establishment of scientific policies and systems of belief from historical, philosophical, anthropological, and sociological perspectives. Concentrators analyze the practices, norms, and values that reflect and shape our deepest convictions about what is considered “science.” Students select courses in the physical sciences, life sciences, or mathematics and choose a thematic track that may include the history and philosophy of science, gender and science, race, science and ethnicity, health and medicine, environment and society, or they may create their own independent focus. Science and Society prepares students to follow, guide, and shape scientific knowledge as it travels from the laboratory into the public arena.

Requirements

Consisting of 12 courses, the program of study outlined below will be developed by each student in consultation with the concentration advisor. Where appropriate, independent reading, lab courses or GISPS may count for up to three of the twelve total courses. Students will take a minimum of 7 intermediate to advanced courses.

Required Courses (2)

The concentration has two required courses.

- SCSO 1000: Gender, Science and Society, or equivalent introductory course: usually taken in the second or third year.
- SCSO 1900: Senior Seminar, also open to non-majors with the proper background, usually taken senior year.

Thematic Track (3)

Students will organize their course of study around the choice of a thematic track. The theme may be thought of as the applied content portion of the concentration. Students will take a minimum of three courses, at least one of which must be at an advanced level, in one of the thematic areas listed below:

- History & Philosophy of Science
- Gender & Science
- Race, Science & Ethnicity
- Health & Medicine
- Representing Science in Literature & Culture
- Policy, Persuasion & the Rhetoric of Science
- Environment & Society
- Independent Focus

Science Track (4)

Students will take a minimum of four courses in one of the following scientific areas: physical sciences, life sciences, mathematics/computer science. The chosen area should provide appropriate background
and support for the chosen concentration theme. The science courses will be sequenced such that a concentrator will move enough beyond the introductory level to gain some understanding of the world view of scientists within a chosen field. The particular sequence of courses which best meets the science requirement will be chosen in consultation with the concentration advisor. When necessary, the concentration advisor will seek guidance from faculty within the chosen scientific field.

Science and Technology Studies Theory (3)

Students will take three Science and Technology Studies-related courses in the social sciences and humanities. These courses, which will provide critical theoretical background for the study of Science and Society, should address questions of historiography, epistemology and methodology in the field of science and technology studies. A full list of such courses and sample concentrations may be found at http://www.brown.edu/Faculty/COSTS.

Honors

To qualify for Honors a student must:
1. Apply for candidacy for Honors by the end of the student’s seventh semester.
2. Maintain a high level of excellence in courses within the concentration and above average performance in non-concentration courses. In the event that a student has taken a number of courses S/NC he or she will submit CPR’s for consideration by the concentration advisory committee, which will evaluate the student’s candidacy.
3. Complete an Honors Thesis judged by the advisor and an additional reader to be of superior quality.
4. Deliver an oral presentation based on thesis work that is favorably reviewed by the concentration faculty and the advisory committee.

Courses

SCSO 0392. The Phoenix and the Hummingbird: Natural History from Antiquity to Evolution
Scientists love to solve mysteries. From the philosophers of antiquity to pioneers of Biology, the study of nature has focused on the creatures that have most puzzled humankind. These have inspired natural histories: encompassing studies covering everything that could be known about an animal—from what it symbolized and how it behaved to its place in the natural order. By looking at issues of truth and its relationship to myth, disaster experience, and nature’s systematization, this course provides an introduction to the history of science through what naturalists have written about the more mystifying creatures in the natural world. DPLL

SCSO 0470. Digital Media (MCM 0230).
Interested students must register for MCM 0230.

SCSO 0520. Modern Science and Human Values (PHIL 0060).
Interested students must register for PHIL 0060.

SCSO 0700B. Science and Social Controversy.
In this course we will examine the institution of science and its relations to the social context in which it is embedded. Such topics as scientific objectivity, scientific consensus, scientific authority, and social and moral accountability of scientists will be considered in the context of discussing several controversies including: the AIDS epidemic, cultural impact of communications technologies, climate change, science and religion, the Manhattan Project, the Tuskegee Syphilis Experiment, genetic and pharmacological enhancement of human capacities, the role of drug companies in science and medicine, psychiatric diagnosis and medication, and the implications of neuroscience for free will and moral responsibility. Enrollment limited to 20 first year students and sophomores.

SCSO 0700C. Gender, Nature, the Body (ANTH 1223).
Interested students must register for ANTH 1223.

SCSO 0700D. The Social Lives of Dead Bodies in China and Beyond (HIST 0685A).
Interested students must register for HIST 0685A.

SCSO 0700E. Bodies of Knowledge: Gender, Race and Science (AMST 0150C).
Interested students must register for AMST 0150C.

SCSO 1000. Introduction to Science and Society: Theories and Controversies.
What is "science"? How do scientific ideas become knowledge? What is the nature of scientific objectivity, how can it be compromised? What is a scientific community, scientific consensus, and scientific authority? What roles does science play in our culture, and how is science related to other social institutions and practices? The interdisciplinary field of science studies is introduced through exploration of topics that include: gender and race, psychiatric classification, the drug industry, science and religion, and the use of nuclear weapons during World War II. Enrollment limited to 30 sophomores, juniors, seniors; others may enroll with permission of instructor. LILE WRIT

Interested students must register for AMST 1601.

SCSO 1120. International Health: Anthropological Perspectives (ANTH 1310).
Interested students must register for ANTH 1310.

SCSO 1121. AIDS in Global Perspective (ANTH 1020).
Interested students must register for ANTH 1020.

SCSO 1152. Astronomy, Divination and Politics in the Ancient World (ASYR 1700).
Interested students must register for ASYR 1700.

Interested students must register for BIOL 1465.

SCSO 1270. Zooloetics (ENGL 1900J).
Interested students must register for ENGL 1900J.

Interested students must register for ENVS 1410.
Interested students must register for GNSS 1960B.

SCSO 1385. History of Medicine I: Medical Traditions in the Old World Before 1700 (HIST 0286A).
Interested students must register for HIST 0286A.

SCSO 1386. History of Medicine II: The Development of Scientific Medicine in Europe and the World (HIST 0286B).
Interested students must register for HIST 0286B.

SCSO 1389. The Science of Life: Biology, 1790 to Present (HIST 1825R).
Interested students must register for HIST 1825R.

SCSO 1390. Science at the Crossroads (HIST 1825M).
Interested students must register for HIST 1825M.

SCSO 1391. From Medieval Bedlam to Prozac Nation (HIST 1830M).
Interested students must register for HIST 1830M.

SCSO 1392. Science, Medicine, Technology (HIST 1825H).
Interested students must register for HIST 1825H.

Interested students must register for HIST 1820G.

SCSO 1520. Philosophy of Quantum Mechanics (PHIL 1620).
Interested students must register for PHIL 1620.

SCSO 1522. Philosophy of Science (PHIL 1590).
Interested students must register for PHIL 1590.

SCSO 1523. Time (PHIL 1670).
Interested students must register for PHIL 1670.

SCSO 1524. Aristotle (PHIL 1250).
Interested students must register for PHIL 1250.

SCSO 1700C. Science and Technology Policy in the Global South. Junior-senior seminar exploring the relationships among science, technology, society, and public policymaking in the Global South. Exemplar countries are South Africa, Brazil, India, and China. Biotech, nanotech, public health, environment, and science training policies are among those closely examined. Three writing assignments, plus electronic conversations with counterparts in the Global South.

SCSO 1700F. Health Inequality in Historical Perspective (BIOL 1920B).
Interested students must register for BIOL 1920B.

SCSO 1700H. Native American Environmental Health Movements (ETHN 1890J).
Interested students must register for ETHN 1890J.

SCSO 1700N. Race, Science, and Society: Genomics and Beyond. Why are drugs being marketed as racial saviors? What does biotechnology have to do with race? This course introduces students to interdisciplinary approaches to the study of race in science and society as an integrated natural and social scientific endeavor. Using a team-based pedagogy, interdisciplinary groups of natural and social science concentrators will explore real-world problems like validating knowledge about racial difference, the relationship between politics and science, and the newest findings in such scientific fields as anthropology, epidemiology, and cognitive science. Enrollment limited to 20. S/NC DPLL

SCSO 1700P. Neuroethics. In this course, we will examine ethical, social, and philosophical issues raised by developments in the neurosciences. Topics will include: neurodevelopment and the emergence of persons; the impact of child abuse on brain development; aging, brain disease, and mental decline; life extension research; strategies and technologies for enhancement of human traits; "mind-reading" technologies; agency, autonomy, and excuse from responsibility; error and bias in memory; mind control; neuroscientific and evolutionary models of religious belief and moral judgement. Enrollment limited to 20. Instructor permission required. LILE

SCSO 1700R. Community Engagement with Health and the Environment (AMST 1700I).
Interested students must register for AMST 1700I.

SCSO 1700S. Environmental Change: Ethnographic Perspectives (ANTH 1552).
Interested students must register for ANTH 1552.

SCSO 1700V. The Changing Arctic Environment: Science, Society and Politics. The Arctic has become a lens through which to understand the world. An unstable Arctic poses threats not only to the future of the Arctic but the world itself. This seminar will explore the Arctic as a region and the challenges it faces due to climate change, the rising conflicts over its vast mineral reserves, and the competing interests within the nations. The course is intended for students who are interested in Science, Technology and Society, Environmental Studies, Environmental Policy, and International Relations. There are no prerequisites for this class.

Interested students must register for HIST 1970G.

SCSO 1700Z. Science and Performance (TAPS 1450).
Interested students must register for TAPS 1450.

Interested students must register for ANTH 1551.

SCSO 1701C. The First Scientific Americans: Exploring Nature in Latin America, 1500-1800. Who were the "first scientists" in the Americas?, what exactly do we mean by "science" in this context?, and what has amounted to "America" in the past? Focusing on present-day Latin America, this seminar analyses the links between the exploration of the New World and scientific discovery in the early modern period. We will explore issues of primitacy (why have both empires and scientists cared about "arriving first"); the nature of science (what kind of knowledge has been considered "scientific" in different periods); and locality in knowledge production (was there something special about the New World in fostering scientific thinking).

Interested students must register for HIST 1976N.

SCSO 1701E. Race, Difference, and Biomedical Research: Historical Considerations (BIOL 1920D).
Interested students must register for BIOL 1920D.

SCSO 1701F. The Nuclear Age (HIST 1974S).
Interested students must register for HIST 1974S.

SCSO 1701G. War and the Mind in Modern America (AMST 1905N).
Interested students must register for AMST 1905N.

SCSO 1701H. The Anthropocene: Climate Change as Social History (HIST 1976E).
Interested students must register for HIST 1976E.

SCSO 1701I. The World of Isaac Newton (HIST 1976I).
Interested students must register for HIST 1976I.

SCSO 1701O. Senior Seminar in Science and Society. This is an advanced seminar that uses a Problem Based Learning style pedagogy to explore real-world problems in STS. To solve assigned problems students will want to explore critical scholarship in areas such as laboratory studies, feminist science and technology studies, the rhetoric and discourse of science and technology, expertise and the public understanding of science. Course is intended for Science and Society senior concentrators, but is open to others with appropriate background. Enrollment limited to 20.

SCSO 1700. Independent Study in Science and Society. Independent reading and research work in Science and Society is available to students who have completed introductory and intermediate level work in Science and Society. A decision to enroll must be made via consultation with the concentration advisor and the faculty advisor for the course. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course. Prerequisite: SCSO 1400. Open to junior and senior concentrators in Science and Society; instructor permission required. S/NC.
Slavic Studies

Chair

Svetlana Evdokimova

The Department of Slavic Studies at Brown specializes in the cultures, literatures, and languages of Russia, the Czech Republic and Poland. We are one of the oldest Slavic departments in the US (established in 1947, with a graduate program added in 1960). The department has been distinguished by academic excellence and dedication to teaching since its inception. Flexible and open to innovative approaches in the field, the department has remained in the vanguard of Slavic Studies. We are the center for campus study of the Slavic world at Brown and are strategically linked to a number of fields across the humanities and social sciences, including literature, performing arts, history, economics, and international relations. It is the particular strength of the department to enable students to view Slavic cultures from within through research and teaching based on solid knowledge of the relevant languages. The department helps students to discover the diversity of perspectives in those cultures and to examine and experience how they differ from the students’ own.

For additional information, please visit the department's website: http://www.brown.edu/Departments/Slavic_Languages/

Slavic Studies Concentration Requirements

Slavic Studies is concerned with the languages, literatures, and civilizations of the Slavic world. Built on sound knowledge of one or two Slavic languages (normally Russian or Czech) the program allows students to develop an in-depth appreciation and understanding of East European cultures and civilizations through a broad spectrum of interdisciplinary fields. Students take courses in literature, history, culture, theater, political science, economics, and international relations. Concentrators focusing on Russia learn one of the world’s most commonly spoken languages and study some of the world’s best-regarded authors and composers: Tolstoy and Dostoevsky, Gogol and Bulgakov, Tchaikovsky and Mussorgsky, and Rachmaninoff and Stravinsky. Focusing on Czech allows students to explore, for example, how Czechs distinguished themselves by peacefully transitioning from communism to capitalism (the “Velvet Revolution”) and separating peacefully with the Slovak Republic (the “Velvet Divorce”). Most concentrators study abroad in a Slavic country, either during the academic year or the summer.

Requirements for the AB degree:

1. Six semesters of one Slavic language or the equivalent (normally Czech or Russian), or a combined total of eight semesters of two Slavic languages or the equivalent.
2. Seven 1000-level courses devoted to the study of the East European civilizations: literature, history, culture, theater, political science, economics, international relations. Typically, at least four of these courses will be from within the Department of Slavic Languages. Students’ choice of courses is subject to the approval of the concentration advisor.

Honors

Honors candidacy in Slavic studies assumes an excellent academic record, particularly in the concentration. Additional requirements are the same as those for a standard concentration, plus the writing of a senior thesis (SLAV 1990). For procedures and schedule for writing a senior thesis, please refer to the department guidelines.

Slavic Studies Graduate Program

The Department of Slavic Studies offers a graduate program leading the Master of Arts (A.M.) and Doctor of Philosophy (Ph.D.) in Slavic Studies. For more information on admission and program requirements, please visit the following website:

http://www.brown.edu/academics/gradschool/programs/slavic-studies

Courses

Czech

CZCH 0100. Introductory Czech.
Introduces the performance of basic tasks in Standard Czech, highlights of Czech culture, and a worldview of a nation uniquely located on the threshold of western and eastern Europe. Emphasis on oral communication. Five meetings per week and use of audio/visual materials. Enrollment limited to 18.

CZCH 0200. Introductory Czech.
Introduces the performance of basic tasks in Standard Czech, highlights of Czech culture, and a worldview of a nation uniquely located on the threshold of western and eastern Europe. Emphasis on oral communication. CZCH 0200 includes readings of annotated literary texts on the Web. Five meetings per week and use of audio/visual materials. Enrollment limited to 18.

CZCH 0320A. Czech Animation: Cross-cultural Dialogs.
Czech animation has a long tradition and international reputation. Jiří Trnka beat Walt Disney at the post-war Cannes Film Festival. Karel Zeman is a pioneer in creating fantasy films with animation. Surrealist films by Jan Svankmajer continue to shock the audience. Younger animators such as Barta, Klimt, and Pospíšilová have been developing new modes of expression after the fall of socialism. This course explores a variety of Czech animated films from the 1960’s to the 21st century and its cross-cultural dialog, especially with the Japanese anime. Readings in English and films with English subtitles. DPLL LILE FYS WRIT

Enrollment limited to 18.

CZCH 0320B. Coming of Age in Postwar Czechoslovakia.
Examines political and cultural changes in the post-WWII Czechoslovakia through the eyes of a child. Centerpiece of the course is a film on elementary school in post-war Prague as a symbolic representation of the society that is about to emerge. Other materials such as literary and journalistic texts are used. Places equal emphasis on the acquisition of language, including exposure to Colloquial Czech. Separate language tasks are given to students of two proficiency levels (2nd and 3rd year). Conducted in Czech. For students who completed CZCH 0200 or equivalent. Four meetings per week and use of audio/visual materials. Enrollment limited to 18.
CZCH 0410C. Czech View of Self and Others.
Examines the Czech view of themselves as well as others, one of the most debated topics in the current context of expanding European Union. The centerpiece is a film about a man-eating flower (animated by Jan Svankmajer) invented by a crazy scientist, which unfolds in Prague, involving a peace-loving Czech botanist and his daughter, the American detective Nick Carter (played by a Slovak actor), and the Czech police enforcement. The film is a treasure box of symbolic representations of Czechs and people Czechs view as others. Reading materials are drawn from literary and journalistic texts. Equal emphasis on the acquisition of language, including exposure to colloquial Czech. Separate language tasks for students of two proficiency levels (2nd and 3rd year). Conducted in Czech. The course is for students who completed CZCH 0200 or the equivalent. Enrollment limited to 18.

CZCH 0410D. Czechs and the Big Brother: Czech Lands in the 1980s.
Events in Czechoslovakia in the late 1980’s as represented in the Oscar-winning film Kolja. The Velvet Revolution and the Czech perspective on Russia. Readings from different genres. Equal emphasis on language acquisition, including colloquial Czech. Separate language tasks for two proficiency levels (2nd-3rd year). Conducted in Czech. For students who have completed CZCH 0200 or the equivalent. Enrollment limited to 18.

CZCH 0500. Advanced Czech.
Consolidation of Standard Czech and active acquisition of stylistic registers. Discussion of emblems and icons in modern Czech culture. Focus on the process of myth-making specific to the nation, on the Czech cultural identity viewed from within and without. Prerequisite: CZCH 0400 or equivalent.

CZCH 0600. Advanced Czech.
Consolidation of Standard Czech and active acquisition of stylistic nuances. Discussion of emblems and icons in modern Czech culture. Focus on the process of myth-making specific to the nation and the debates on the Czech cultural identity viewed from within and without. Prerequisite: CZCH 0500 or instructor permission.

CZCH 0610A. Czech Lands under Occupation and Terror.
Examines German occupation of Bohemia and Moravia seen from the perspective of ordinary Czech citizens. The course ties together the film (Divided We Fall), journalistic texts and texts on Czech history. Readings on Czech-German relations, the Holocaust, Czech and Slovak resistance movements, visual art and politics in the 1930s and 40s. Oral and written tasks for the course are adjusted to two different language levels. Conducted in Czech. Minimum requirement: CZCH0410 or placement test. Enrollment limited to 18. WRIT

CZCH 0610B. Psychosis of Occupation in the Czech Lands.
Discussion of the Occupation period during WWII. The course is built around a Czech New Wave classic film about an eccentric director of a crematorium in Prague, who turns into a fanatic collaborator under the terror and demagogy of the regime. We will also read excerpts from the original literary text on which the film was based, and work with the Czech National Corpus. Separate language tasks given to students of two proficiency levels (2nd, 3rd year). Conducted in Czech. The course is for students who completed CZCH0410 or the equivalent. Enrollment limited to 18.

CZCH 0610C. Czech Cultural Icons, Emblems, and National Identity.
The "most famous Czech" Jára Cimrman and his most active period, namely the late 19th to early 20th-century Bohemia. Highlights of Czech cultural icons and emblems, and discussions on what constitutes Czech national identity reflected in the Cimrman phenomenon. Readings on several Czech cultural icons. Two different sets of requirements for students of two language proficiency levels. The course is for students who have completed CZCH 0410 or the equivalent. Enrollment limited to 18.

CZCH 1000. Dimensions of Czech Animation: Contexts, Interpretations, and Dialogs with the East.
Cultural-historical contexts that gave rise to the internationally acclaimed Czech animation by Trnka, Svankmajer and others. Fascination with Czech animation in Japan used as an example to illustrate the mechanism of cross-cultural reception of Czech animation. Readings of related Czech literature/theory of animation. Selected Japanese animation and literature discussed. Readings in English. Films are dubbed or subtitled in English. LILE

CZCH 1050. Contemporary Czech Society and Literature in Translation.
Surveys representative Czech prose texts mainly from the late 20th to 21st century, in English translation. No knowledge of Czech is required. Readings include Hasek, Capek, Kundera, Hrabal, and Havel. Films also part of course. LILE

CZCH 1250. Introductory Czech.
CZCH 0100, 0200 and additional work in communicative practice, Web-based exercises, and reading.

CZCH 1260. Introductory Czech.
CZCH 0100, 0200 and additional work in communicative practice, Web-based exercises, and reading.

CZCH 1350. Intermediate Czech.
CZCH 0400 and additional work in communicative practice, Web-based exercises, and reading.

CZCH 1360. Intermediate Czech.
CZCH 0400 and additional work in communicative practice, Web-based exercises, and reading.

CZCH 2710. Advanced Czech.
CZCH 0500, 0600 and additional work in communicative practice, Web-based exercises, and reading.

CZCH 2720. Advanced Czech.
CZCH 0500, 0600 and additional work in communicative practice, Web-based exercises, and reading.

Polish

PLSH 0100. Introductory Polish.
Introduction to Polish language and culture. Oral and written communication in Polish; emphasis on the literary and everyday culture of Poland. Five meetings per week, plus use of audio, video, and web materials.

PLSH 0200. Introductory Polish.
Introduction to Polish language and culture. Oral and written communication in Polish; emphasis on the literary and everyday culture of Poland. Five meetings per week, plus use of audio, video, and web materials.

PLSH 0300. Intermediate Polish.
This course is for students who have completed first-year Polish. In this course you will further develop skills in speaking, reading, writing and understanding Polish. By the end of this course, you will be able to carry on basic conversations in Polish on many topics from your daily life. You will be able to write notes and simple letters to Polish friends or keep a journal in Polish. You will also have the skills to read basic texts. Enrollment limited to 18.

PLSH 0400. Intermediate Polish.
This course is designed for students who have completed the Introductory Polish language sequence (PLSH 0150/0100, 0200 and 0300) or have otherwise acquired basic proficiency required for the second year sequence. In this course you will continue to develop and refine your speaking skills and will be able to carry on conversation on many topics from your daily life. You will continue developing reading and writing skills by reading increasingly more elaborate authentic texts and writing essays, and your listening skills will be cultivated by in-class interactions and listening to authentic Polish audio and video recordings.
PLSH 0410. Intermediate Polish.
This course is for students who have completed first-year Polish. In this course, you will further develop skills in speaking, reading, writing, and understanding Polish. By the end of this course, you will be able to carry on basic conversations in Polish on many topics from your daily life. You will be able to write notes and simple letters to Polish friends or keep a journal in Polish. You will also have the skills to read basic texts.
Prerequisite: PLSH 0150. Enrollment limited to 18.

Russian

RUSS 0100. Introductory Russian.
Introduction to Russian language and culture. Oral and written communication in Russian; emphasis on the literary and everyday culture of Russia and the former U.S.S.R., including the changes that have reshaped everyday life for citizens of Russia. Five meetings per week, plus use of audio, video, and web materials. Enrollment limited to 18.

RUSS 0110. Intensive Russian.
Intensively-paced introduction to Russian culture and language; completes one year of study in one semester (RUSS 0110 + RUSS 0100-0200). Comprehension and use of contemporary Russian; fundamentals of Russian grammar; vocabulary acquisition; focus on oral communication. Introduces aspects of everyday culture of Russia and the former U.S.S.R. Ten to fifteen hours weekly work outside the classroom. Enrollment limited to 18.

RUSS 0200. Introductory Russian.
Introduction to Russian language and culture. Oral and written communication in Russian; emphasis on the culture of Russia and the former U.S.S.R., including the changes that have reshaped everyday life for citizens of Russia. Five meetings per week, plus use of audio, video, and Web materials. Prerequisite: RUSS 0100 or RUSS 0250. Enrollment limited to 18.

RUSS 0250. Introductory Russian in St. Petersburg.
Intensive introductory language and culture taught in St. Petersburg, Russia, meeting 15 hours per week. Students develop communicative and cultural competence in Russian, emphasizing 1) culture of everyday life in Russia and 2) life in St. Petersburg. For students without previous study of Russian.

RUSS 0300. Intermediate Russian.
Continues development of language proficiency while broadening understanding of contemporary Russian culture via readings in literature and history. Expansion of vocabulary for dealing with conversational topics and review of Russian grammar. Features literary and nonliterary readings in Russian, as well as video and computer resources. Five class meetings per week. Prerequisite: RUSS 0110 or RUSS 0200 or RUSS 0250 or placement by exam. Enrollment limited to 18.

RUSS 0320A. Dostoevsky's "The Brothers Karamazov" - The Art of the Novel.
An in depth analysis of Dostoevsky's last novel as the culmination of his art and thought. Central religious and philosophical themes of the novel, such as the relations of faith to morality, modes of transgression, retribution, and epiphany, the question of theodicy, and the nature of authority. Discussion of Dostoevsky's poetic intentions and of his contribution to the genre of the novel. Readings from literary criticism and from other pertinent literary texts, such as the Bible, Schiller, and Voltaire will also be discussed. In English. Enrollment limited to 20 first year students. FYS

Gogol's altered states of reality uniquely shape the rise of modern Russian literature and anticipate the fictional worlds of Kafka and Borges. Gogol unfolds a grotesque gallery of characters with radish-shaped heads and ghosts with moustaches, who live in a world, in which dogs can talk and noses can walk. Dostoevsky was among the first to relish the labyrinths of Gogol's fantasy scapes; we will follow in Dostoevsky's footsteps. Enrollment limited to 20. Written permission required. FYS

RUSS 0320C. Demons and Angels in Russian Literature.
The literary images of fallen angels, as well as various poetic demonologies in Russian literature extend from the medieval apocrypha, up to famous works of the twentieth-century literature, like, for example, Bulgakov's Master and Margarita or Dostoevsky's Demons. Although, the Russian literary angels are in many respects related to their Western counterparts, the apocalyptic character of Russian spiritual culture makes them in many respects unique. Examining these images, the course addresses the important questions concerning the human condition in general. Angels as one critic said, "represent something that was ours and that we have the potential to become again"; their essence is otherness. Consequently, their literary representations explore the possibilities of human existence as well as its central paradigms like, love, rebirth, mortality, or 'fallenness.' The course will analyze the images of angels and fallen angels (devils) in the works of the nineteenth and the twentieth-century Russian prose, visual art, and film - from romanticism to 'postmodernism' - in the context of the world literature and culture. Authors to be studied: Byron, Lermontov, Balzac, Dostoevskii, Sologub, Bulgakov, Nabokov, Erofeev. We will also discuss films by Tarkovskii and Wenders, Russian icons, and paintings by Vrubel. In English. Enrollment limited to 20 first year students. DPLL FYS LILE

RUSS 0320D. The Tolstoy Event: War and Peace.
A close reading of Tolstoy's major novel, with a focus on its interweaving of fictional and historical narrative and metahistorical discourse. Attention to issues of genre (e.g. the tension between "epic and novel"), literary tradition, the poetics of time and space, as well as his iconoclastic ideas about narrative, art, religion, and society. Tolstoy's formal innovation will be considered in a broader historical and cultural context. Selected readings in Bakhtin, Lukacs, Shklovsky, Eikhenbaum, Hayden White and others. Enrollment limited to 20 first year students. FYS WRIT

RUSS 0320E. Crime and Punishment through Literature.
The seminar will explore how texts of different epochs and cultures, ranging from Ancient to Modern and from drama to poem, novel, and film, treat the issues of transgression, punishment, justice, and forgiveness. We will examine each text both in terms of its artistic merit and its place within its cultural and historical milieu. Enrollment limited to 20 first-year students. FYS WRIT

RUSS 0350. Intermediate Russian in St. Petersburg.
Intensive intermediate language and culture taught in St. Petersburg, Russia meeting 15 hours a week. Continues development of language competence while broadening understanding of Russian culture via readings. Includes expansion of vocabulary for dealing with conversational topics and review of Russian grammar. Features literary and nonliterary readings in Russian. Five class meetings per week. Prerequisite: RUSS 0110 or RUSS 0200 or placement by language coordinator.

RUSS 0400. Intermediate Russian.
Continues development of language proficiency while broadening understanding of Russian culture via readings in literature and history. Includes expansion of vocabulary for dealing with conversational topics and review of Russian grammar. Features literary and nonliterary readings in Russian, as well as video and computer resources. Five class meetings per week. Prerequisite: RUSS 0300 or placement by exam. Enrollment limited to 18.

RUSS 0500. Advanced Russian.
Examines selected topics in Russian culture and history as depicted in readings, the media, and Russian and Soviet films. Language work emphasizes increasing facility with spoken Russian and developing writing skills. Includes work on advanced grammar and syntax. Five class meetings per week. Prerequisites: RUSS 0350 or RUSS 0400 or placement. Enrollment limited to 18.

RUSS 0550. Advanced Russian in St. Petersburg.
Intensive advanced language and culture taught in St. Petersburg, Russia, meeting 15 hours per week. Development of communicative and cultural competence in Russian, emphasizing topics in culture and history as depicted in film and short texts. Emphasizes increasing facility with spoken and written Russian. Features work on advanced grammar and syntax. Prerequisite: RUSS 0400. Enrollment limited to 18.
RUSS 0600. Advanced Russian.
Examines selected topics in Russian culture and history as depicted in readings, the media, and Russian and Soviet films. Language work emphasizes increasing facility with spoken Russian and developing writing skills. Includes work on advanced grammar and syntax. Four class meetings per week. Prerequisites: RUSS 0500 or placement. Enrollment limited to 18.

RUSS 0770. Utopian Spaces in Fantasy Worlds in Literature and Film: East and West.
A survey of Russian, Czech, Polish, and Austrian 19th- and 20th-century works of fiction that depict altered states of reality. Readings (in English translation) range from folk tales and tales of the supernatural, 19th-century utopias and works by such major writers as Turgenev and Dostoevsky, to accomplished novels of the 20th-century. Showings of contemporary fantasy and science fiction movies from the U.S., Russia, England, France, and Czechoslovakia.

RUSS 0930. Cultures and Literatures of the Russian and Soviet Empires.
Examines in depth various topics that constituted the cultural and literary landscape of the Soviet Union, examining their antecedents in the Russian empire and their reemergence in the post-Soviet world. Topics include: the Caucasus, from Tolstoy to modern Chechnya; Orientalism; the Civil War and Pasternak; Akhmatova and the experience of the totalitarian state. Enrollment limited to 30.

RUSS 0990. The Black Experience in Russia and the Soviet Union.
A study of the African-American experience in Russia and the Soviet Union through the prism of autobiographies, biographies, diaries, travel journals, and memoirs from the 18th century to the present, of actors, American Communists, domestic servants, journalists, musicians, poets, political activists, publishers, stage designers, students and writers, including W.E.B. Du Bois, Harry Haywood, Langston Hughes, Paul Robeson and Richard Wright. Enrollment limited to 30.

RUSS 1000. Russian Modernism and the Arts.
Russian culture in a period of revolutionary upheaval: developments in literature, film, design, visual and applied arts. Avant-garde experimentation and the creation of tradition: primitivism, futurism, constructivism, and other movements in literature and the arts.

This course will use Russian women’s writing, primarily fiction, to develop a new understanding of Russian literary and cultural history. By weaving together literature, historical texts, and feminist theory from Russia and beyond, we will reveal a narrative of Russian literary and cultural history that is generally relegated to footnotes, a narrative that contains different cataclysmic shifts and revolutions than those that occurred at the state level, and we will examine the inception and development of the tradition of Russian women’s writing. No knowledge of Russian required. LILE WRIT

RUSS 1020. Russia Rediscovered.
Explores Russian culture in the pre-Revolutionary era (ca. 1861-1905); encounters between elite and popular culture in a period of immense social upheaval, in particular the attempt to recover indigenously Russian art forms and rural traditions. Analyzes the expressions of this nativist trend in literature, ethnography, religion, and visual and applied arts, and attempts to sketch out the sociohistorical contexts of this “rediscovery” of native Russian culture.

RUSS 1050. Russian Culture: From Peter The Great to Putin.
An interdisciplinary exploration of Russian cultural history through its literature, art, religion, social and political thought, and film. An examination of a wide range of cultural expressions: religious and civic rituals, values and practices, social customs and popular entertainment. In English.

RUSS 1060. St. Petersburg: A Window on Russia.
An interdisciplinary exploration of Russian cultural history through its literature, art, architecture, religion, social and political thought, theater and ballet. Elements of Russian culture will be presented through the prism of the city of St. Petersburg, its history, its urban and cultural landscapes. Regular field trips to museums, theater, and city tours focused on specific themes. DPLL LILE WRIT

RUSS 1090. Esoteric Russia.
A survey of the main currents of mystical, esoteric, occult, and magical theories and practices in Russia from the 11th century onward. Topics include pagan survivals, Orthodox mysticism and magic, heresies and schisms, Freemasonry and Rosicrucianism, Mesmerism and Spiritualism, H. P. Blavatsky, and G. I. Gurdjieff. No knowledge of Russian is necessary. Prerequisite: HIST 1400, 1410, or UNIV 0820, or instructor permission.

RUSS 1100. The Roots of Russian Culture.
Study of the patterns and roots of Russian culture over the last millennium and how Russia’s languages have determined its worldviews and cultural structures (the Whorf-Sapir thesis). Principal topics: Russian spirituality, diglossia, other kinds of literacy; speech and silence as means of knowing and unknowing; the shape of time and the rhythm of space; sacred vs. secular history; etc. Lectures and discussions in English. Prerequisite: Intermediate Russian.

RUSS 1110. Special Topics in Russian Studies I: Advanced Reading and Conversation.
An advanced course recommended for students who are either planning to go or are returning from abroad. Focus on Russian culture as seen through the prism of Russian poetry. Extensive classroom discussion and frequent writing assignments. Prerequisite: RUSS 0600 or written permission. May be repeated once with permission from the instructor. Enrollment limited to 18.

RUSS 1120. Special Topics in Russian Studies II: Advanced Reading and Conversation.
A continuation of Russian 1110. Examines aspects of Russian culture as manifested in Russian literature. Readings range from fairy tales to contemporary works. Extensive classroom discussion and frequent writing assignments. Prerequisite: RUSS 1110, 1700, or written permission. May be repeated once with permission of the instructor. Enrollment limited to 18.

RUSS 1200. Russian Fantasy and Science Fiction.
Survey of Russian literature, from fairy tales, utopias, and dream sequences to science fiction, which depict altered states of reality. Readings in English, supplemented with films in March and April. Seminar with emphasis on discussion. Russian concentrators and graduate students expected to cover most of the readings in Russian. Familiarity with Russian literary history is not required.

RUSS 1250. Russian Cinema.
This seminar will provide a chronological overview of Russian cinema from its beginning to the present. The films will be considered against the background of some historical, political, and theoretical readings. The students will also be encouraged to juxtapose Russian and non-Russian films in order to evaluate the place of Russian cinema within a global film culture. Enrollment limited to 20.

RUSS 1290. Russian Literature in Translation I: Pushkin to Dostoevsky.
Survey of major works of Russian literature of the early and mid-19th century. Authors to be studied include Karamzin, Pushkin, Lermontov, Gogol, Turgenev, Leskov, and Dostoevsky. Lectures and discussion. No knowledge of Russian required. Discussion sections to be arranged. WRIT

RUSS 1300. Russian Literature in Translation II: Tolstoy to Solzhenitsyn.
Survey of major works of Russian literature of the late 19th and 20th centuries. Traces the development of major works of Russian literature from realism to symbolism and decadence, from revolutionary experiments to socialist realism and dissent. Authors to be studied include Tolstoy, Chekhov, Solzhenitsyn, Blok, Mayakovsky, Babel, Olesha, Zamiatin, Bulgakov, and Solzhenitsyn. Lectures and discussion. No knowledge of Russian required. WRIT

RUSS 1310. Russian Poetry and Poetics.
The technical study of verse; metrics and rhyme; linguistic analysis of poetic language; semiotic aspects of verse semantics, including genre and historical development. Primary focus on Russian verse, but some attention will also be given to other (Slavic and non-Slavic) traditions, as well as to general theoretical issues of poetic structure. Conducted in English.
RUSS 1320. Soviet Literature from 1917 to 1953. Survey of Soviet literature and culture from the Bolshevik revolution to the death of Stalin, with particular emphasis upon intersections between politics, history and aesthetics. Texts by Akhmatova, Babel, Blok, Bulgakov, Gan, Mandelstam, Mayakovsky, Malevich, Platonov, Zamiatin and others, as well as films by Eisenstein, Vertov, and Alexancrov. Enrollment limited to 30.

RUSS 1330. Soviet and Post-Soviet Literature (1953 to Present). A survey of contemporary Soviet and post-Soviet literature in translation from the death of Stalin through the Glastnost era to the present. Includes prose writers and poets as well as women writers and authors from non-Russian republics. Texts by Aitmatov, Aksyonov, Bitov, Evtushenko, Ibragimbekov, Iskander, Makine, Makarin, Nagibin, Petrushesvksaya, Rasputin, Shukshin, Sokolov, Soloukhin, Solzhenitsyn, Tolstaya, Trifonov, Ulitskaya. Enrollment limited to 30.

RUSS 1340. The Russian Novel. Mikhail Bulgakov's Master and Margarita, Andrei Bely's Petersberg, and Fedor Solotug's Petty Demon are read in depth as 20th-century milestones in the development of Russian novel—particularly as continuation and reaction to the prose of Nikolai Gogol and Fedor Dostoevski, which opens the course. Other authors included in the course: Nabokov, Platonov, Erofeev. In English.

RUSS 1350. Putin, Russia and the New Conflict with the West: Reading Modern Russian Culture. The collapse of the USSR in 1991 was widely hailed in the West as a triumph of democracy over totalitarianism, and for some it even signaled the end of history as such. Today however it would seem history has returned with a vengeance, and there is now talk of a new Cold War, with Russia once again serving in its previous role as the enemy. This course will seek to understand this apparent reversal of vectors from within Russian culture, through analysis of literary works, films, television, and social media. No knowledge of Russian culture required. In English. DPLL LILE

RUSS 1400. The Black Experience and Russian Culture. The contact that began in the early eighteenth century between the Russian empire and the cultures of Africa and its diaspora reveals a mutual fascination that speaks powerfully about notions of racial identity in an increasingly global era. We will study the fateful misunderstandings as well as strong mutual influences between Russians, Africans and their descendants from the Abyssinian 'prince' Abram Gannibal's entry into the court of Peter the Great up to the tense dialogue over political values and conceptions of race, ethnicity and sexuality that underpins the volatile relations between Barack Obama's United States and Vladimir Putin's Russia.

RUSS 1420. Twentieth-Century Russia (HIST 1420). Interested students must register for HIST 1420.

RUSS 1450. Love, Adultery, and Sexuality. Literary representations of love, marriage, adultery, and sexuality. Examines the formation of the notion of passionate romantic love, the myths of femininity, and various concepts of love and family. Considers Tolstoy's and Dostoevsky's working of the types of folklore to be discussed: magical incantations, proverbs and riddles, ritual and lyric songs, folktales, epic poetry, and laments. Special attention to the relation of folklore to ritual and to mythology. Lectures and discussions geared to English translations.

RUSS 1460. Literature and History: Russian Historical Imagination in the European Context. Relationships between fact and fiction between historiography and historical fiction, between ideology and various ways of reconstructing the past. Readings will include historical fiction of Shakespeare, Schiller, Walter Scott, Pushkin, Tolstoy War and Peace, and Pasternak, as well as theoretical texts from Aristotle to Nietzsche, White, and LaCapra. Enrollment limited to 30. LILE

RUSS 1500. Approaches to Russian Literature. Reading in Russian of selected poetry and prose by important authors, among them Lomonosov, Karamzin, Derzhavin, Pushkin, Lermontov, Tuchet, Gogol, Fet, Dostoevsky, Chekhov, Briusov, Akhmatova, Sologub, Remizov, Blok, Bely, Zamiatin, Filinyak, and Mandelstam. Lectures in Russian on literary problems, literary terms, and important aspects of literary history. Prerequisites: RUSS 0600 plus RUSS 0290 or 0310 or written permission.

RUSS 1600. Literature and History: Russian Historical Imagination in the European Context. Relationships between fact and fiction between historiography and historical fiction, between ideology and various ways of reconstructing the past. Readings will include historical fiction of Shakespeare, Schiller, Walter Scott, Pushkin, Tolstoy War and Peace, and Pasternak, as well as theoretical texts from Aristotle to Nietzsche, White, and LaCapra. Enrollment limited to 30. LILE

RUSS 1700. Advanced Russian Grammar. Uses M. Bogojavlensky's Russian Review Grammar. Readings of selected passages from Russian literature as examples of Russian morphology and syntax. Prerequisite: RUSS 0600 or instructor permission.

RUSS 1720. Decadent Identities. The course focuses on Decadent literature and culture and their responses to the loss of a unified human identity and their challenge to fundamental presuppositions about sexuality, social norms, and ethics around 1900. In our analyses of works of Russian and European literature and art, we will explore various meanings of the idea of "the decadent", and look at how these works put into play a range of theories of degeneration, evolutionism, the limits of the human, medical diagnostics, mystical ideologies, or criminal anthropology in their search for new models of identity and the world. DPLL LILE

RUSS 1750. Russian and East European Folklore. Introduction to the folklore of Russia and the Slavic countries of Eastern Europe, with occasional reference to the folklore of other regions. Among the types of folklore to be discussed: magical incantations, proverbs and riddles, ritual and lyric songs, folktales, epic poetry, and laments. Special attention to the relation of folklore to ritual and to mythology. Lectures and discussions geared to English translations.

RUSS 1800. Pushkin. For generations of Russian readers and writers, Pushkin has been a cult figure, a true "national poet." This course focuses on Pushkin as the progenitor of Russian national mythology and examines the seminal nature of his writing. Analysis of the dazzling array of genres which became his greatest achievement: lyric poetry, narrative poetry, novel in verse, prose, drama, history, and other nonfictional narratives. Enrollment limited to 20.

RUSS 1810. Tolstoy. Close readings of Tolstoy's major novels (War and Peace and Anna Karenina, in particular) and shorter narratives with special emphasis on his iconoclastic ideas about art, religion, and society. Considers Tolstoy's formal innovation in a broader historical and cultural context. Lectures and discussion. No knowledge of Russian required.

RUSS 1812. Fathers and Children in Literature and Culture. This seminar explores the representations of generational conflict in both Western and Russian literature. We'll examine Russian culture's tendency to view social, political and religious conflicts in terms of a family model, and consider the ways in which these conflicts are presented in the works of Dostoevsky and Tolstoy. We'll also examine the ways in which these works put into play a range of theories of degeneration, evolutionism, the limits of the human, medical diagnostics, mystical ideologies, or criminal anthropology in their search for new models of identity and the world. DPLL LILE

RUSS 1820. Dostojevski. An examination of Dostojevsky's major texts tracing his development as an artist, a thinker, and religious visionary. The texts will be considered against the background of literary and cultural history of Dostojevsky's period. No knowledge of Russian required. WRIT

RUSS 1840. Nabokov. The course examines Vladimir Nabokov's (1899-1977) major achievements in prose in both Russian and American periods, paying particular attention to their cultural context (Russian émigré culture of the 1920s and 30s); the questions of his aesthetics, ethics, and metaphysics, as well as his engagement in the dialogue with other European modernist writers, especially with the existentialists. Readings include Nabokov's selected short stories and novels, such as The Defense, Invitation to a Beheading, Despair, The Eye The Gift, Pnin, or Lolita. In English. DPLL LILE
RUSS 1860. Chekhov
Commemorating the hundredth anniversary of the death of the great
Russian playwright and short-story writer, this course will examine
Chekhov’s innovations in the genre of the short story and in modern
theater, as well as his ongoing influences in world literature. Themes
include the nature of the Chekhovian comic, subversion of the dominant
literary and cultural paradigms and myths, representations of gender and
sexuality. In English.

RUSS 1870. Gogol
A thorough examination of Gogol’s major works, with special emphasis
on problems of genre and style. Lectures and discussions are geared
to English translations, but Russian concentrators and Slavic graduate
students are expected to do some reading in the original and to show
evidence of it in their papers.

RUSS 1895. Mikhail Bakhtin
More than any other single figure in Russian literature, the literary critic Mikhail
Bakhtin has changed the course of humanistic scholarship. Writers as
diverse as Jacques Derrida, Julia Kristeva, Umberto Eco and the British
Marxist Terry Eagleton have claimed him as a decisive influence. His
writings manifest and extraordinary range of interests and approaches,
including Neo-Kantian philosophy, early structuralist linguistics, the
theory of novelistic discourse as a polyphonic medium, and conception
of carnival as a subversive cultural force. In this course we will assess the
significance and extent nature of Bakhtin’s influence, and apply his ideas
and methodologies. DPLL

RUSS 1900. Russian Jewish Literature and Film
The roots of Russian Jewish literature reach back into the Pale of
Settlement of the pre-revolutionary era. The Russian Jewish historical
experience provided a highly distinctive perspective onto Stalin’s purges
and the second World War, and the work of contemporary Russian
Jewish authors and filmmakers reflects the complexity of the immigrant
experience in Europe, North America, and the Middle East. We will also
examine the diverse responses of writers to the present-day redrawing of
the political map of Russia and Ukraine.

RUSS 1917. Communism and Soviet Literature.
The purpose of the course is to objectively study Marxist thought and its
implementation by Soviet Literary practitioners. Clichés of the Cold War –
presenting Soviet artistic experience as either a Big Truth or Big Lie -- will be
stripped in favor of a fresh evaluation. We will consider salient writings
of the Marxist canon, then examine Soviet creative output as it strove
to embody Marxist ideals within artistic idioms. While the empty slogans,
downright lies, and delusions of Soviet Communism are by now obvious,
its aspirations and genuine feelings need to be re-examined. Enrollment
limited to 20. DPLL LILE WRIT

Independent research project on topics related to Russian culture.
Enrollment permitted only after the written proposal (instructions in the
department office) is submitted to the Concentration Advisor and Chair of
the department (deadline: the last day of Add a course without fee period
during the semester when the project is undertaken). Please check Banner
for the correct section number and CRN to use when registering for this
course. Each section limited to 10 students; instructor permission required.

RUSS 1967. Russian Postmodernism
This course will focus on Russian postmodern literature from the 1960s
to the present. We will explore the extent to which its themes and
experimental stylistic techniques unmask the sense of fragmentation,
disorientation and instability that characterize late 20th-century and
contemporary Russia. The fictions studied (including film) offer parodies
of philosophical and ideological discourses; reveal an obsession with
bodily functions, sexuality, and violence; and playfully reinterpret the
grand “metanarratives” of Russian culture. We will relate these trends
in Russian fiction to broader discourses of the postmodern in the West.
Authors include: Bitov, Erofeev, Limonov, Sorokin, Pelevin, Kabakov,
Petрушевская, Tolstaya. DPLL LILE WRIT

The most important literary currents from the Baroque to early
romanticism. Study of style and genre and the development of the literary
language.

RUSS 2040. Russian Symbolism.
The origins and character of the Russian Symbolist movement; survey of
major poets; the Symbolist novel (Sologub, Bely).

RUSS 2230. Old Russian Literature.
East Slavic literature from the Kievan period to the end of the seventeenth
century.

RUSS 2410. Movements and Genres in Russian Literary Culture.
Seminar. Critical reading of selected texts from the Baroque period
through the first half of the 19th century. Analysis is based on a study of
the infrastructure of each work and the external influences of the period.
Conducted mainly in Russian, with a focus on Russian critical terminology
and approaches.

RUSS 2610A. Chekhov.
No description available.

RUSS 2610B. Gogol’s Dead Souls.
A research seminar for advanced students, including those with no
Russian. Qualified undergraduates may be admitted with the instructor’s
permission.

RUSS 2610C. Russian Romanticism.
This course will examine the works of Zhukovsky, Batishkov, Pushkin,
Lermontov, Tchutchev, Bestuzhev-Marinsky, Odoevsky, and Gogol in the
context of Romanticist literary culture. Students will also read works by
other European authors associated with Romanticism to elucidate the
extent of the adherence of Russian writers to Romanticist aesthetics
and philosophy.

RUSS 2610D. Pushkin.
No description available.

RUSS 2620A. To Be Determined.
RUSS 2620D. Russian Freemasonry.
No description available.

RUSS 2710A. Pasternak.
The poetry of Boris Pasternak, its structure and development over
the entire span of his working life. Conducted in Russian. Open to
undergraduates.

RUSS 2710B. Poetic Structure.
The technical study of verse; metrics and rhyme; linguistic analysis of
poetic language; semiotic aspects of verse semantics, including genre
and historical development. Primary focus on Russian verse, but some
attention will also be given to other Slavic materials, as well as to general
theoretical issues of poetic structure. Open to qualified undergraduates
with instructor’s permission.

RUSS 2710C. In Memoriam in Russian Literature.
A study of the philosophical vein in Russian poetry about the meaning
of the poetic and cultural heritage of the past, as well as reactions of the
rising voices in Russian poetry in succeeding generations to the individual
deaths of their immediate predecessors.

RUSS 2720B. Seminar in Russian Literature: Pushkin.
RUSS 2720C. Death and Immortality in Russian Poetry.
No description available.

RUSS 2720D. Derzhavin and His Epoch.
No description available.

RUSS 2810A. To Be Determined.
RUSS 2810B. To Be Determined.
No description available.

RUSS 2810C. Death and Immortality in Russian Poetry.
No description available.

RUSS 2810D. To Be Determined.
No description available.

RUSS 2811B. To Be Determined.
No description available.

RUSS 2812B. To Be Determined.
No description available.

RUSS 2813B. To Be Determined.
No description available.

RUSS 2814B. To Be Determined.
No description available.
SLAV 1250. Religion, Marriage and Gender in Russian Culture and Literature.
With Russia as our case study, in this course we will examine the cultural history of marriage as an ecclesiastical and popular religious institution and as a nucleus of debates regarding ecclesiastical authority, popular piety, secularization, modernization, and gender. Examining the dissemination of the ecclesiastical view, we will consider the role of secular literature in challenging official views and practices. We will also examine marriage as a folk religious practice and its role in the social thought of the intelligentsia and study its influence on the concepts of gender, sexuality and the body through interaction with European theology and literature.

In this course we will examine the demonized, self-consciously romanticized, or pointedly de-glamorized images of organized crime in literature and cinema across the contemporary global village. We will discuss the ways in which literary and cinematic texts portray the lives of organized crime workers within the international marketplace, focusing on the countries within Eastern Europe and Mexico, Italy, France, Japan and India. We will also study theories of confessional and postmodernist narratology, in an effort to de-code representations of the criminal self that finds itself trapped in a world driven by the neoliberal economic policies of outsourcing and transnational mergers.

SLAV 1552. Co-existence and Conflict: Polish-Jewish Relations from 1500 until Today (HIST 1552).
Interested students must register for HIST 1552.

An exploration of the mythopoetic universe of Prague and Petersburg through literature and film. Both - one, ancient, the other "modern" - served at one point of the historical continuum as capitols of multinational empires (Holy Roman and Russian), yet also as loci of national identity, both factors thus contributing to their respective enigmatic states. The course will attempt to identify these enigmas and discuss their possible futures in the global polity and culture. Enrollment limited to 20.

SLAV 1780. Economies and Politics of Transition.
The course identifies, describes, and explains major social, economic and political processes that have started in the late 1980s and early 1990s with the collapse of the communist systems in Poland and other East-Central European countries. The transition from the centrally planned to free market economies and the present challenges and problems associated with joining the European Union will be discussed in the context of the political and social changes and related to specific historical conditions. The course puts a special stress on Poland, which in turn will allow students to develop models of patterns of transition applicable to the entire region of East-Central Europe. In English. First year students require instructor permission.

SLAV 1790. Ukraine and the Idea of Central Europe in Literature.
The course examines the literary strategies that developed in the face of political and cultural changes in Central Europe—from the collapse of the Habsburg Monarchy (1918) to the current crisis in Ukraine. Focusing on the territory of today’s Ukraine—a multinational borderland that includes literary works written in German, Hebrew, Polish, Russian, Ukrainian, or Yiddish—as well as Austrian and Czech writers, we ask: What does it mean to be a Central European writer? Has the question of Central Europe gained new urgency in light of ongoing events in Ukraine? Readings include: Roth, Schulz, Von Rezzori, Agnon, Hrabal, Andrukhovich. DPLL LILE
SLAV 1970H. Gender and Identity in Modern and Contemporary East Central European Visual Arts.

While issues of gender and identity are commonplace in Western modern and contemporary art discourse, due to isolation from the west for a better part of the twentieth century, East Central European modern and contemporary art has not been privy to similar conversations. This course will explore modernity in the Czech Republic, Slovakia, Poland and Hungary through discussions on Expressionism, Primitivism, Cubism, and Surrealism. Discussion on the role of the avant-garde artist, his manifestoes and art during heightened nationalization; the role of women as subject of modernity, significant female artists within the avant-garde context, especially in DADA and surrealist circles. Enrollment limited to 20. DPLL LILE WRT


Independent research on various topics in Slavic cultures. Reading, discussion, research must be done in the chosen Slavic language (Czech/ Russian). Close work with faculty on project is expected. Prerequisites: minimum RUSS0600/CZCH 0610 (3rd year-level) or placement evaluation by Russian or Czech language coordinator. Enrollment permitted only after the written proposal (instructions in the department office) is submitted to the Concentration Advisor and Chair of the department (deadline: the last day of Add a course without fee period during the semester when the project is undertaken). Please check Banner for the correct section number and CRN to use when registering for this course. Each section limited to 10 students; instructor permission required.


Only for Slavic concentrators writing their senior theses. For requirements and schedule, contact the department. Each section limited to 10 senior Slavic Studies concentrators.

SLAV 2210. Old Church Slavonic.

Introduction to Church Slavonic philology. Structural analysis of Old Church Slavonic. Readings in Old Church Slavonic texts.

SLAV 2230. History of Russian.

Elementary history of Russian, with emphasis on the standard languages, from the Kievan period to the 19th-century. Readings in early Russian texts. Some acquaintance with Old Church Slavonic is desirable. Not for graduate students in Slavic linguistics, who should take seminars in East Slavic historical dialectology and the history of the Russian literary language.

SLAV 2320. Russian Syntax.

Survey of approaches to the relationship between semantics and syntax in Russian. Discussion of morphosyntactic variation in Russian, including gender-number agreement, tense-aspect, case, reflexivization, and pronominalization. Some topics relevant to the teaching of Russian and stylistics.

SLAV 2450. Exchange Scholar Program.

SLAV 2970. Preliminary Examination Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

SLAV 2980. Advanced Reading and Research.

Only for graduate students. Independent research project on topics in Slavic Studies. Enrollment permitted only after the written proposal (instructions in the department office) is submitted to the DGS and Chair of the department (deadline: the last day of Add a course without fee period during the semester when the project is undertaken). Please check Banner for the correct section number and CRN to use when registering for this course. Each section limited to 10 students; instructor permission required.

SLAV 2990. Thesis Preparation.

For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

SLAV XLIST. Courses of Interest to Concentrators in Slavic Languages.
Sociology

Chair

David P. Lindstrom

Sociology brings all that a good liberal arts education offers, but it is also distinctive for its substantive and methodological range, as well as its commitment to both theory and practice.

Sociology is known for its substance -- its engagement with issues likely inequality and violence, both among individuals and across nations, and its devotion to understanding institutions, from the family to transnational organizations. Sociology also cultivates the skills essential to analyzing social forces with precision, with methods like survey research and ethnography, all grounded in sociological theory. Brown University sociology doesn't just study social problems; we work to develop the policies and practices then address them.

This concentration assures that students develop the foundations in theory and research methods that enable them to develop literacy in social research. It expects students to develop their own distinctive expertise within our discipline by requiring capstone or honors work. And it gives them the chance to put their learning into practice through internships and other work dedicated to engaging the real world.

For additional information, please visit the department's website: http://www.brown.edu/Departments/Sociology/

Sociology Concentration Requirements

Sociology seeks to understand human behavior by studying how individuals connect to the groups and institutions in which they live. Sociologists analyze the interrelationship of social structures with political, economic, and cultural forces, from the micro to the macro level. As a discipline, sociology provides students with the conceptual and analytic tools to make sense of complex social structures in a rapidly changing global environment. Brown’s Sociology department brings together a dynamic group of scholars with international reputations for outstanding achievement in a range of important research areas -- social demography, economic, and cultural forces, from the micro to the macro level. As a discipline, sociology provides students with the conceptual and analytic tools to make sense of complex social structures in a rapidly changing global environment. Brown’s Sociology department brings together a dynamic group of scholars with international reputations for outstanding achievement in a range of important research areas -- social demography, health and medicine, environmental justice and environmental change, development, politics and democracy, urban and spatial analysis, and organizations and occupations.

Standard program for the A.B. degree

Ten courses are required:

Requirements: (10 course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOC 0010</td>
<td>Culture, Power and Social Change</td>
</tr>
<tr>
<td>SOC 0020</td>
<td>Perspectives on Social Interaction: An Introduction to Social Psychology</td>
</tr>
<tr>
<td>SOC 0130</td>
<td>American Heritage: Democracy, Inequality, and Public Policy</td>
</tr>
<tr>
<td>SOC 1010</td>
<td>Classical Sociological Theory</td>
</tr>
<tr>
<td>SOC 1020</td>
<td>Methods of Social Research</td>
</tr>
<tr>
<td>SOC 1100</td>
<td>Introductory Statistics for Social Research</td>
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<tr>
<td>(or APMA 0650 or ECON 1620 or CLPS 0900)</td>
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</tr>
<tr>
<td>SOC 1950</td>
<td>Senior Seminar (500 credit course each semester in senior year)</td>
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</tbody>
</table>

Two semesters of SOC 1950 Senior Seminar (.500 credit course each semester in senior year) 1

Five additional courses 5

a. At least three of the optional courses have to be 1000 level and one of them must be a substantive seminar (1870/1871).

b. Students can choose to take up to two (showcase) lower level (0100 level) courses.

c. Students can petition to take two courses outside of the discipline (this will be allowed only when the proposed course makes sense given the interests of the student, and there is no equivalent sociology course).

Total Credits 10

***See the Sociology website http://www.brown.edu/academics/sociology/ for detail regarding Honors and Independent Studies

The Senior Seminar

Sociology requires all concentrators to complete a thesis or project in their senior year as a capstone experience. The purpose of the thesis or project is to allow students an opportunity to apply the knowledge they acquired on a topic of their own interests. This capstone experience provides a hands on experience through which students learn what can be done with Sociology. To fulfill the capstone requirement students enroll in SOC 1950 – Senior Seminar during the senior year. is a one credit course that students take across two successive semesters. Students receive 0.5 credit in each semester. The senior seminar is focused on finalizing a senior project or thesis and giving a presentation of the completed work. Participation in this seminar allows each cohort of concentrators to discuss their diverse interests and expose them to the wide range of applications of Sociological knowledge.

The senior thesis is supervised by a faculty member who serves as the primary advisor, and one additional faculty member who serves as a reader. The primary advisor and the reader are chosen by the student and approved by the Concentration Advisor. The reader will receive a draft and a finished copy of the student’s thesis, which the reader will be responsible to grade. The reader may be involved in the earlier development of the thesis depending upon the arrangement made by the student with the reader. The senior thesis will normally consist of a major research paper. By the end of the sixth semester, students must submit a prospectus of the senior thesis to the Concentration Advisor. At the start of the seventh semester students should submit to the Concentration Advisor a proposal (not more than four pages) accompanied by the signature of one faculty member indicating that he or she is willing to serve as primary advisor on the thesis. Only a senior thesis qualifies the student for Honors. A thesis typically includes one or two semesters of course credit through - Senior Thesis/Project (fall semester) and/or - Senior Thesis/Project (spring semester), and do not count toward the 10 course requirement for the concentration.

A senior project differs from a thesis in its scholarly content and form, and it depends only on the evaluation of the senior seminar instructor (although students may elect to have a faculty advisor for the project, in addition to the senior seminar instructor). Whereas the senior thesis follows the form of a conventional research paper, the project allows a wider array of research and creative outputs, including but not limited to video documentaries, photographic exhibitions, and applied or policy related reports with an off-campus organization. Projects should be complemented by an analytical paper that situates the central subject matter of the project within the context of sociological scholarship.

You should decide your senior project in consultation with the Concentration Advisor and the instructor of the Senior Seminar. You may also need to approach a specific faculty member within the department to advise you on your project. At the beginning of your senior year you should file a written statement the Concentration Advisor describing your senior project (if you opt to have one outside of the instructor). Students who have a faculty advisor on their senior project may register for - Senior Thesis/Project ( fall semester) and/or - Senior Thesis/Project (spring semester). SOC 1980 and SOC 1990 do not count towards the 10 course requirement for the concentration.

Due Dates

During the second week of March, a complete draft of the senior thesis must be given to the faculty advisor and the reader for comments, and the final version of the senior thesis is due during the second week of April (the exact dates vary from year to year and are announced at the start of the academic year).

During the second week of March, a complete draft of the senior project must be given to the instructor of the senior seminar and the faculty advisor (if the student has one) for comments, and the final version of the senior project is due during the second week of April (the exact dates vary from year to year and are announced at the beginning of the academic year).
Sociology

These deadlines are essential to allow faculty time to evaluate theses for awards and to notify the Registrar with recommendations for honors. NO EXCEPTIONS WILL BE GRANTED.

Honors
In order to be considered for honors, students must receive a grade point average of at least 3.5 (A=4, B=3, C=2) on all concentration courses taken, and can take no more than one (1) of the concentration courses with the "S/NINC" option. Honors also requires a senior thesis, with a recommendation of Honors by the advisor and reader, that demonstrates an understanding of empirical research.

Independent Study
Students can use no more than one (1) Independent Study course to meet the concentration course requirements. This course counts only towards a 1000 level substantive requirement and will not serve as a substitute for any of the core concentration requirements.

Social Analysis and Research Concentration Requirements
The Sc.B. concentration in Social Analysis and Research provides both a conceptual and a working knowledge of the techniques for data collection and analysis used for social research in academic and non-academic environments. The centerpiece of the concentration is a rigorous and comprehensive collection of courses: (1) that develop an understanding of the principles underlying the processes of data collection and analysis; and (2) that train students in the application of advanced statistical techniques for data description and analysis. The concepts and skills learned in these courses are reinforced through engagement in applied research with Sociology faculty and/or internships with local organizations in the for-profit and not-for-profit sectors.

Concentrators also take courses that provide grounding in the theoretical approaches to social phenomena that are foundational to social research. Graduates develop an understanding of the concepts and processes that underlie the issues studied by sociologists and the analytic techniques that allow sociologists to understand social relations and individual behavior.

Standard program for the Sc.B. degree
Required Core
- MATH 0090 Introductory Calculus, Part I 1
- SOC 1100 Introductory Statistics for Social Research 1
- SOC 1020 Methods of Social Research 1
- SOC 2010 Multivariate Statistical Methods I 1
- SOC 1010 Classical Sociological Theory 1
- Three (3) substantive or theory courses (non-methodological courses) in Sociology, two (2) of which must be at the 1000-level or above 3
- Three (3) of the following advanced analysis courses: 3
  - SOC 1120 Market and Social Surveys
  - SOC 1117 Focus Groups for Market and Social Research
  - SOC 1260 Market Research in Public and Private Sectors
  - SOC 1340 Principles and Methods of Geographic Information Systems
  - SOC 2610 Spatial Thinking in Social Science
  - SOC 2960G Spatial Data Analysis Techniques in the Social Sciences
  - SOC 2230 Techniques of Demographic Analysis
  - SOC 2210 Qualitative Methods
  - SOC 2020 Multivariate Statistical Methods II
  - SOC 2240 Event History Analysis

Capstone Experience (1-2 courses) 1-2
- A one-semester research internship (not for credit or for credit as SOC 1970 - Independent Study), or a summer research internship (not for credit)

Sociology Senior Seminar (SOC 1950)
Total Number of Courses (12-13)

Total Credits 12-13

***See the Sociology website http://www.brown.edu/academics/sociology/ for details regarding Honors and Independent Studies

Course Substitutions: Students may petition the Undergraduate Concentration Advisor to use one advanced analysis course taken in another department to count toward the three required advanced analysis courses.

Research Internship
A one semester or a summer research internship is required. The research internship is designed to provide students with hands-on experience in social research. Students will typically complete the research internship in their junior year or during the summer between their junior and senior years. Students need to submit an Internship Proposal Form to the Undergraduate Concentration Advisor for approval prior to starting the internship. Upon completion of the internship, students are required to submit to the Undergraduate Concentration Advisor a brief summary report of their experience, which must be signed by the supervisor of the student's internship.

Academic research internships involve work on a faculty member's research project. Activities may range from data collection, data entry, data file management, descriptive analyses, and more advanced model estimation. Students are encouraged to approach faculty about opportunities for working on their research projects. Off-campus research internships are arranged through the Sociology Department Students Affairs Coordinator or the Undergraduate Concentration Advisor. Academic and off-campus research internships will typically entail 5-10 hours of work per week and may or may not involve compensation.

Students may receive academic credit for academic research internships and off-campus internships completed during the academic year if they combine the internship experience with an academic component under the direction of a faculty advisor. Students taking an internship for credit should register for an Individual Research Project (SOC 1970).

The Senior Seminar
The concentration in Social Analysis and Research requires all concentrators to complete a thesis or project in their senior year as a capstone experience. The purpose of the thesis or project is to allow students an opportunity to apply the knowledge they acquired on a topic of their own interests. This capstone experience provides a hands-on experience through which students learn what can be done with sociological research methods. To fulfill the capstone requirement students enroll in SOC 1950 - Senior Seminar during the senior year. SOC 1950 is a one credit course that students take across two successive semesters. Students receive 0.5 credit in each semester. The senior seminar is focused on finalizing a research project or thesis and giving a presentation of the completed work. Participation in this seminar allows each cohort of concentrators to discuss diverse interests and exposes them to a wide range of applications of sociological knowledge.

The senior thesis is supervised by a faculty member who serves as the primary advisor, and one additional faculty member who serves as a reader. The primary advisor and the reader are chosen by the student and approved by the Concentration Advisor. The reader will receive a draft and a finished copy of the students thesis, which the reader will be responsible to grade. The reader may be involved in the earlier development of the thesis depending upon the arrangement made by the student with the reader. The Senior thesis will normally consist of a major research project. By the end of the sixth semester, students must submit a prospectus of the senior thesis to the concentration Advisor. At the start of the seventh semester students should submit to the Concentration Advisor a proposal (not more than four pages) accompanied by the signature of one faculty member indicating that he or she is willing to serve as primary advisor on the thesis. Only a senior thesis qualifies the student for Honors. A thesis typically includes one or two semesters of course credit through SOC 1980 - Senior Thesis/Project (fall semester) and/or SOC 1990 - Senior Thesis/Project (spring semester). SOC 1980

EXCEPTIONS WILL BE GRANTED
and SOC 1990 do not count toward the 12-13 course requirement for the concentration.

A senior project differs from a thesis in its scholarly content and form, and it depends only on the evaluation of the senior seminar instructor (although students may elect to have a faculty advisor for the project, in addition to the senior seminar instructor). Whereas the senior thesis follows the form of a conventional research paper, the project allows a wider array of research and creative outputs, including, but not limited to video documentaries, photographic exhibitions, and applied or policy related reports with an off-campus organization. projects should be complemented by an analytical paper that situates the central subject matter of the project within the context of sociological scholarship.

You should decide your senior project in consultation with the Concentration Advisor and the instructor of the Senior Seminar. You may also need to approach a specific faculty member within the department to advise you on your project. At the beginning of your senior year you should file a written statement with the Concentration Advisor describing your senior project and listing your advisor for the project (if you opt to have one outside of the SOC 1950 instructor). Students who have a faculty advisor on their senior project may register for SOC 1980 Senior Thesis/Project (fall semester) and SOC 1990 Senior Thesis/Project (spring semester). SOC 1980 and SOC 1990 do not count toward the 12-13 course requirement for the concentration.

Due Dates
During the second week of March, a complete draft of the senior thesis must be given to the faculty advisor and the reader for comments, and the final version of the senior thesis is due during the second week of April (exact dates vary from year to year and are announced at the start of the academic year).

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These deadlines are essential to allow the faculty time to evaluate theses for awards, and to notify the Registrar with recommendations for honors. NO EXTENSIONS WILL BE GRANTED.

Honors
In order to be considered for honors, students must receive a grade point average of at least 3.5 (A=4, B=3, C=2) on all concentration courses taken, and no more than one (1) of the concentration courses with the "S/NC" option. Honors also requires a senior thesis, with a recommendation of Honors by the advisor and reader, that demonstrates an understanding of empirical research.

Independent Study
Students can use no more than one (1) Independent Study course (SOC 1970) to meet the concentration course requirements. This course counts towards a 1000 level substantive requirement and will not serve as a substitute for any of the core concentration requirement.

Sociology Graduate Program

Fifth-Year Master's (Sc.M.) Program in Social Analysis and Research
The master's (Sc.M.) program in Social Analysis and Research (MSAR) provides students with advanced methodological training in both quantitative and qualitative methods of data collection and analysis, with cores in spatial analysis and market research, and individualized supervision of applied, hands-on data analytic research on a faculty project or with an off-campus organization.

Ph D. Program
The department of Sociology offers a graduate program leading to the Doctor of Philosophy (Ph.D.) degree. The department also offers a Master or Arts (A.M.) but this option is only open to Ph.D. candidates.

For more information on admission and program requirements, please visit the following website:
http://www.brown.edu/academics/gradschool/programs/sociology

Courses

SOC 0010. Culture, Power and Social Change.
Revolution and Social Movements. Urbanization and Globalization. War and Genocide. These are all examples of social change, and sociology, the discipline for which this course serves as introduction, seeks to understand, and explain, them all and other transformations too. We focus in particular on how technology and power relations help us explain variations in social change, and how culture shapes our recognition and evaluation of those transformations. Although analyzing the USA today is our common ground, our method is both comparative (other societies) and historical (focusing especially on the 20th and 21st centuries).

SOC 0020. Perspectives on Social Interaction: An Introduction to Social Psychology.
An introduction to the discipline of sociology examining the individual in social situations. Explores the social development of the person, the development of interpersonal relationships, and the problems of integrating the individual and social system. For each area, the personal and situational factors that bear upon the issue are investigated. The objective is to deepen understanding of the behavior of people in a social context. WRIT

SOC 0111. Social Change, Dictatorship, and Democracy.
Why are some countries more democratic than others? What effects have industrialization and colonization had on developing world democracies? This course probes those questions from a sociological perspective. We'll explore the relationship between political regimes and socioeconomic factors, like class and race and look at Europe, the US, East Asia, and Latin America, using historical texts, sociological theory, novels, and films. This course will be of interest to concentrators in the social sciences, and students interested in Latin America and Asia. A foundational social science course is recommended. AP U.S. History or AP Comparative Politics is required for high school students.

America professes equality but exhibits many forms of inequality in schools, race relations, and income. An examination of contrasting elements of American society and a review of the role social science plays in public debate. To illuminate the debates, key topics, such as welfare, immigration, affirmative action, and environmental equity are considered.

Emphasis on understanding the interrelations among economic, political, and cultural aspects of change in developing countries. The experience of currently developing nations is contrasted to that of nations which industrialized in the 19th century. Compares the different development strategies which have been adopted by currently developing nations and their consequences for social change.

SOC 0170. The Family.
The state of the contemporary family generates debate within and beyond sociology. That debate is considered by examining different definitions of family, changing gender roles within the family, and the family in cross-cultural context. Special issues include new family forms, such as gay and lesbian families and biological and step-parenthood, as well as changing patterns of work and housework.

Introduces some of the major social issues relating to population size, growth, and change in industrialized and developing nations. Mortality, fertility, and migration levels and trends are analyzed. Also considers contemporary issues, such as HIV/AIDS epidemic, population aging, U.S. immigration, and national and international population policy debates.

SOC 0210. The City: An Introduction to Urban America.
What is special about urban life? How and why do cities differ? How has the way we think about the city changed over time? Can we solve urban problems? An interdisciplinary approach to cities in the U.S. and abroad: their history, physical design, spatial form, economy, government, subcultures, and social life.
SOC 0230. Sex, Gender, and Society
An introduction to the sociological study of sex and gender. More specifically, this course explores how sexuality is perceived, defined, and experienced in the context of society. How sexuality influences our lives, is reflected in social norms, attitudes and beliefs, through public and private policies and practices, and the social institutions is also investigated. This class also focuses on how prevalent gender differences really are in our society and examines the social construction of gender.

SOC 0240. The Nature of Community: Place, Space, and Identity
What is a community? How can it best be organized and strengthened? How can communities contribute to social justice? This course examines boundaries and identities, rights, responsibilities, cooperation and conflict, and the roles of volunteerism, sports, stories, language, meals and even sleep in community life. Concern about the nature and well-being of "community" has been at the heart of sociology since the discipline was born, so examining these issues provides an in-depth introduction to the sociological way of thinking. The course is particularly aimed at those working within community settings, such as residential units, student activities, and service programs.

SOC 0270. The Sociological Imagination
Sociology is a study of the course and effect of social action. Sociologists study human societies by researching social groups, patterns, interactions, and institutions. This course introduces students to the discipline of sociology with the hope of showing students that, as Peter Berger stats, "things are not what they seem." In other words, in this class students will learn to rethink several assumptions about society that are commonly taken for granted. The course strives to make the strange familiar, and the familiar strange.

SOC 0300A. Contrasting Societies
Offers a cross-cultural examination of major social institutions and characteristics. Addresses questions such as how do families and intergenerational relations differ in various societies? How does the social safety net differ? What is the character of racial and ethnic relations? Integral is a comparison of the United States and other societies. Enrollment limited to 20 first year students. FYS WRIT

SOC 0300B. Environment and Society
This course examines the intersection between the environment and social structures and institutions. It is centered around environmental sociology, environmental justice, and environmental health. We cover climate change, risk perception and risk communication, environmental consciousness and environmental movements, government regulation, lay-professional differences in scientific knowledge, and various forms of toxic contamination and environmental disasters. Readings are very broad, including work of sociologists, physicians, biologists, journalists, epidemiologists, activists, toxicologists, lawyers, and anthropologists. This course has a required service learning component. Enrollment limited to 20 first year students. FYS WRIT

SOC 0300C. The Nature of Community
What is community? How can it best be organized and developed? How can communities contribute to social justice? This course investigates such questions by examining the nature of community life, rights and responsibilities of individuals in relation to communities, approaches to community service, and the roles of leadership, ritual, and narrative in community building. Enrollment limited to 20 first year students. FYS WRIT

SOC 0300D. Who Am I?
A study of self in contemporary society. We examine the structural and situational forces that shape the self and their impact on personal development, orientations to the world, and interpersonal behavior; we investigate the development of the self as a way of being in the world that makes everyday doings and, ultimately society, possible. Enrollment limited to 20 first year students. Instructor permission required. FYS WRIT

SOC 0300E. HIV/AIDS: Politics, Culture and Society
The current HIV/AIDS crisis is not merely medical. It also involves fundamental political, social and economic issues. Through extensive readings, class discussions and the writing of research papers, we will explore issues such as, what are the sociological barriers to changing sexual behavior? Why do some government, but not others, fail to commit resources to fight the disease? How was improved access to expensive drugs achieved? Instructor permission required. Enrollment limited to 20 first year students. FYS WRIT

SOC 0300F. Unequal From Birth: Child Health From a Social Perspective
Why are the children of immigrants so healthy? How do experiences in families, schools, neighborhoods and the health care system produce unequal health? What are the consequences of health for the economic and social welfare of individuals and populations? We will read, discuss and evaluate social science evidence to understand how social and economic inequalities produce and result from health inequalities among youth. Attention will be given to both industrialized and developing societies, and to potential ways that social policies can equalize children's health. This course is designed for first-year students and should appeal to a variety of interests, including social justice, medicine, research and law. Enrollment limited to 20 first year students. FYS WRIT

SOC 0300G. Populations in Danger
Examines populations confronted with dangerous social, economic, political, or health crises. These include small Amazon farmers in situations of environmental degradation, Catholics and Protestants in Northern Ireland in economic and social conflict and under peace agreement, Israelis under threat of random attack with neighbors who demand Israel's extinction, Palestinians under Israeli occupation with a largely powerless and corrupt Palestinian Authority, South Africans under HIV/AIDS pandemic, and undocumented Dominican immigrants in Providence. The seminar will include readings on these populations in danger, lectures by internationally known experts, student presentations and class discussion, and three short essays. Enrollment limited to 20 first year students. Instructor permission required. FYS WRIT

SOC 0300H. Organizations and Disasters: Living With the Reality of Really Big Mistakes.
This new first year seminar will introduce students to the amazing world of organizational failures and disasters. Recent disasters will be examined within frames provided by several leading organizational theories about how and why modern organizations are so frequently plagued by mistakes that wreak havoc on many constituencies: from customers, patients and employers to innocent bystanders. Among the disasters we will explore as examples will be the Deepwater Horizon Oil Spill, the Challenger Disaster, the 9/11 attacks, and missestimation of nuclear weapon devastation. We will consider Normal Accident Theory, High Reliability Theory, and the Normalization of Deviance. Enrollment limited to 20 first-year students. FYS WRIT

SOC 0300J. Becoming Adults: Adolescent Transitions to Adulthood
Adolescence and early adulthood is a critical period in our lives. During this time we experience a number of major life events that mark the transition into adult roles and relationships, and that are of major consequence for the rest of our lives. We leave school, start working, form romantic relationships, begin sexual activity, leave home, become financially independent, get married, and start having children. This seminar explores how adolescent transitions are studied, how they compare across different national contexts, and how individual, family, and community factors affect the type and timing of different transitions. Enrollment limited to 20 first year students. FYS WRIT

SOC 0300K. Inequalities and Health
We start from the assumption that the social organization of society shapes definitions and experiences of health and illness, the distribution of diseases, and the responses to them. We explore the relevance of social structure and social interaction to health and well-being, emphasizing socioeconomic status, race, ethnicity, gender, and social contexts such as relationships, families, schools, and neighborhoods. This is not a "sociology of medicine" course. It will not emphasize the profession of medicine, health care policy, or health care organizations. Enrollment limited to 20 first year students. Instructor permission required. FYS WRIT
SOC 0300L. Environment and Society in Africa.
This seminar will actively examine contemporary environmental issues in Africa. The African setting is a key site for the world's environmental challenges and policies. With a large number of highly visible and valued flora, fauna, and ecosystems. At the same time, Africa nations are severely pressed with competing social issues: poverty, economic development, health, refugees. How can these be reconciled? What roles do the many actors play? This course is multidisciplinary in orientation and broad in scope geographically. Seminar discussion admits a variety of perspectives. Readings span a wide variety of approaches. Enrollment limited to 20 first year students. S/NC. FYS

SOC 0310. Theory and Practice of Engaged Scholarship (ESP Seminar).
Efforts are underway across university and college campuses -- in the United States and globally -- to increase opportunities for engaged learning and research. What is engaged scholarship and how does it challenge (and/or complement) more traditional concepts of scholarship and disciplinary knowledge? What are the ethical, practical, and other challenges associated with community-engaged scholarship? The course will use case studies, field work, team projects, and guest speakers from diverse disciplines and sectors to investigate these and other questions. Enrollment limited to Engaged Scholars Program participants. Limited to 20 students per section.

SOC 0400. Deviance, Crime and Social Control.
This course explores the reasons why society creates mandatory rules of behavior, the reasons why members of society sometimes break those rules, and the reasons why society responds to rule-breaking in the ways that it does. We focus on leading sociological, criminological explanations of deviance, crime and social control. Enrollment limited to 100.

Why do we follow social rules and conventions? And how is social change -- that is, the making of new rules and expectations -- possible? When we respond to rules, do we act as free-willing individuals or do we follow social structures we have no control over? These questions have motivated generations of sociologists, but many of the arguments that have been already developed by the four "forefathers" of sociology: Karl Marx, Max Weber, Emile Durkheim, and Georg Simmel. Looking at the transformations around them -- the rise of capitalism, the modern nation-state, rational bureaucracy, the metropolitan, the decline of religion, and much more -- they developed arguments that allow us to better understand ourselves, our actions, and the contemporary political, economic and social transformations around us. WRIT.

SOC 1020. Methods of Social Research.
This course introduces students to the frameworks and methods of conducting sociological research -- from both a qualitative and quantitative perspective. The aim is that students develop the skills to ask and answer interesting and important questions about sociological phenomenon. The focus is on designing and executing research, from identifying an interesting question and reviewing the relevant literature, to collecting and analyzing data, to drawing reliable inferences and presenting meaningful results. There is a heavy focus on reading and discussing academic research and working in research teams. By the end of the semester students will complete their own research projects.

SOC 1050. Methods of Research in Organizations.
An introduction to the various methods used by social scientists to study organizations and to the skills needed by managers and administrators to soundly evaluate problems and assess performance within organizations. Explores both qualitative and quantitative methods. Students gain experience in developing research questions and linking those questions to appropriate research designs. Enrollment limited to 60.

SOC 1060. Leadership in Organizations.
What is leadership? What makes a great leader? Can leadership be learned? Improved? This course explores various theoretical approaches to leadership using a combination of lectures and case-study analysis. Additionally, it aims at developing your personal leadership skills by using self-exploration and reflection, self-assessment instruments, role-play, and feedback from peers. Enrollment limited to 100.

SOC 1080. Groups in Organizations.
Teamwork has become increasingly popular in organizations. Whether structured into the organizational makeup, or temporarily established around specific projects, teams are a critical competency of organizations. They are considered an effective performance unit, and expected to efficiently cope with the fast changes and demands of today's corporate environment. However, deriving the full benefits from teamwork requires correct management of its processes and dynamics. This course dwells on selected issues in team development, internal processes, and members' behavior, as well as management skills needed to effectively lead teams; therefore it can benefit anyone who works in a group, whether as a student or in the business world. Enrollment limited to 35.

Introduction to descriptive and inferential statistics: measures of central tendencies and variability, sampling, tests of significance, correlation, and regression. Also includes the use of computers in data analysis. Knowledge of elementary algebra is assumed. Enrollment is limited to 144 students.

SOC 1114. Law and Society.
A broad exploration of contemporary social-scholarship on law and legal institutions, covering competing theoretical perspectives and drawing examples from diverse empirical settings. Lectures and discussions survey different ways in which social scientists study legal life, seeking contrasts and commonalities across the various perspectives. Coverage includes: Social-psychological models of rule-following and rule-breaking; social-structural linkages between law and the economy, stratification, and politics; and the dynamic relationship between law and social change--including the role of lawyers, judges and juries in giving law "independent causal significance." Strongly recommended: previous coursework in the social sciences.

SOC 1115. The Enlightened Entrepreneur: Changemakers, Inspired Protagonists and Unreasonable People.
This course explores the practices of enlightened entrepreneurs, with the intention of moving beyond the limiting social/commercial dichotomy to develop a more useful paradigm for understanding entrepreneurs whose ventures lead to positive developments in society and in the environment. You will be exploring the success stories and cautionary tales of entrepreneurs to develop an understanding of how ventures can have an impact on their fields of engagement as well as their fields of influence. Afterwards you will develop an assessment tool for understanding the spectrum of entrepreneurs whose ventures lead to positive developments in society and in the environment.

SOC 1117. Focus Groups for Market and Social Research.
This course introduces students to a range of qualitative research methods commonly used in market and social science research. It is designed to provide students with a skill set that will allow them to conduct and design market and social research that gets below the surface of the traditional survey. Focus groups, ethnographic observation and user-centered research are widely used in product design, communications, marketing and entrepreneurship research. Students will learn and practice all of the methods introduced in the course by conducting a semester-long research project, will gain insight into which methods are most appropriate for particular research needs.

This course brings design thinking into conversation with qualitative research methods, examining the elements of a comprehensive perspective of context. It introduces students to design research methods, ethnographic research methods, and how they work together. Students will learn how to use these methods to identify and engage in "deep hanging out" with the problem, gap or inefficiency in question. They will then move on to patient contextualized opportunity identification for meaningful innovation. By the end of the course, students will have developed a process for effective, through innovation context analysis. Relevant for designers of products, services, organizations , and experience. LIIE
SOC 1119. Understanding the Arab Spring: Sociology of the Middle East.
What explains the continuous mass uprisings in different parts of the Middle East since the beginning of 2011? Have they been successful in transforming power structures? Or already been co-opt by the legacies of the older regimes? This class probes the "Arab Spring" comparatively and sociologically from a historical perspective. It is sociological, it assumes a strong relationship between different forms of exclusions (on the basis of religion, ethnicity, gender and class) and the uprisings. It is historical because it explores these exclusions through a close analysis of the historical particularities of nation-state formation in the region.

SOC 1120. Market and Social Surveys.
This course covers the theory and practice of survey research. Topics include questionnaire design and formatting; sample design and selection; interviewing techniques; data base design and data entry; and elementary data analysis and report production. Students individually design and conduct a survey on a topic of their choice, and collectively conduct and analyze a sample survey of the Brown student population.

Firms in creative industries influence many physical and psychological aspects of our lives, from what we eat and wear to how we entertain ourselves, but markets for cultural goods are complex and difficult to navigate. Entrepreneurs must, therefore, understand the economic sociology of cultural market and ecosystem in order to capture economic value, a process that recursively relates to cultural norms. Students will analyze business cases of firms in a wide range of creative industries such as art, fashion, film, food, music, publishing, and theater to explore and understand the economic, organizational, and sociological underpinnings of culture, value(s), and markets.

How do we come to know ourselves as sexual beings? How do individuals develop attractions, make sexual choices, define and enact their own sexuality? What is social about sexuality, and how do institutions and organizations influence understandings of human sexuality over time? This course investigates these questions by examining the processes through which the human body is sexed, from without, by the society into which it is born, and from within, through self-definition, desire, and practice. Social science theories of sexuality will be considered, and cross-cultural and historical accounts of sexual practices will be reviewed. Not open to first year students. WRIT

SOC 1250. Perceptions of Mental Illness.
This interdisciplinary course centers on the need to understand mental illness in a broad social context. It covers personal experience of mental illness, history of psychiatric concepts and treatment, politics of diagnosis, mental health policy and deinstitutionalization, public attitudes toward mental illness, social factors and epidemiology of mental illness, and links between mental illness and creativity. There is much attention to artistic perceptions of mental illness through fiction, memoirs, drama, music, and art.

Introduction to data and research methods for private and public sector organizations. Data used in market research include trends in the population of consumers, economic trends, trends within sectors and industries, analyses of product sales and services, and specific studies of products, promotional efforts, and consumer reactions. Emphasizes the use of demographic, GIS, and other available data.

SOC 1270. Race, Class, and Ethnicity in the Modern World.
Applies sociological analysis to understand present and historical cases of ethnic and race relations and conflicts. Topics addressed are the social construction of race and ethnicity; historical processes of racialization; ethnic conflict and the nation state; and the linkages between race, class, and social mobility. Focuses on racial and ethnic relations in the U.S., but also has a strong international comparative component.

SOC 1310. Social Change in Latin America.
Analyzes the development of modern Latin American societies, focusing on three interrelated processes: the formation of states, the formation of nations, and the formation of socioeconomic systems. The approach is macrosociological, looking at broad processes of structural and institutional change, and historical-comparative, analyzing and comparing how the three processes above developed historically in different Latin American countries.

SOC 1311. Micro-Organizational Theory: Social Behavior in Organizations.
Micro-Organizational Theory focuses on the human dynamics of organizations as natural systems. It examines how individual attitudes, actions, and interactions make a difference for organizational processes and outcomes. This focus is contrasted with more macro-level approaches, which take the organization (instead of the individual) as the primary unit of analysis. For example, studies of organizations from an economic perspective are typically concerned with the performance of the organization relative to its competitors. Studies of organizations from a macro-sociological focus are typically concerned with an organization's routines and structures, contextualized by the broader environment. SOC 1311 takes a more micro and meso perspective that asks questions such as, "why do individuals in organization behave the way they do, how does this affect the organizations of which they are a part and how, in turn, are individuals affected by their organizations?"

Macro-Organizational Theory focuses on the organization and its social/ economic environment. This class will explore various definitions of the organization's environment, and the many types of macro-level organizational structures in which sets of organizations interact, function, compete, and cooperate. Important questions to be asked include the following:
-What is an organizational environment and how do organizations "deal" with what is outside of their boundaries?
-How are the boundaries of organizations defined/recognized/function?
-How do environments influence organizational strategy and performance?
-What are the major theories for assessing macro-level organizational phenomena?
-What are the many ways in which organizations relate to other organizations?

SOC 1330. Remaking the City.
Cities are being reshaped by immigration, economic restructuring, and other forces. This course reviews these changes from several perspectives, including the patterns and causes of change, the role of politics and public policy, and how different groups of people (by class, race, and national origin) manage under the new conditions. Readings will emphasize historical and cross-national comparisons.

An introduction to the fundamental principles and methods of geographic information systems (GIS). Topics include (a) handling different types of geographic datasets, (b) geo-analytical and modeling tools in GIS, (c) conceptual and theoretical aspects of GIS application development, and (d) errors and uncertainty analysis of GIS applications. Laboratory assignments and the project work provide hands on experiences in GIS. Enrollment limited to 39 juniors and seniors. Instructor permission required. WRIT

This class will introduce students to classical and contemporary theories pertaining to work, employment, and labor markets. Readings and class discussions will specifically focus on individuals' careers and employment processes within organizations. The course will examine: (1) the sociology of labor markets, (2) employment and careers in the new economy and (3) job search, networks, and hiring decisions. Students will develop knowledge of these key theories, which will be applied in high-profile organizational settings.
SOC 1400. Political Sociology. 
Analyzes "American Exceptionalism" through constitutional and cultural controversies. Considers relations between the state and such institutions as the market, the family, associations and churches. Examines the effects of class, race, ethnicity, and gender on American politics.

SOC 1410. Aging and the Quality of Life. 
Provides a broad-based knowledge of the aging process and its impact on the quality of life of elders. Explores physical, psychological, social, cultural factors. Assesses different approaches to meeting needs of elders and providing high quality care and examines consequences of an aging population for social institutions. Prerequisites: SOC 0010 or 0020 and PHP 0070 or 0310, or permission of the instructor.

SOC 1420. Violence and Society. 
The course focuses on the personal and structural sources and consequences of violence in the U.S. We investigate three levels of violence: interpersonal; institutional, wherein social institutions do violence to individuals or groups; and structural, examining the structures of society that tolerate or promote violence, both within the society and toward other societies. Next, we examine the culture of violence that permeates our society, including the mass media and violence. We focus on specific forms of violence in our society, including gang violence, bullying, violence within schools, sex trafficking, war, religious violence, and terrorism. WRIT

SOC 1430. Social Structure and Personal Development. 
The relationship between one's place in the social structure and one's own personal growth. Investigates the social aspects of individual growth and change throughout the life course. Also examines social factors involved in the failure to find a meaningful place for oneself in society.

SOC 1440. Intimate Violence. 
Explores sociological perspectives of violence in intimate relationships. Begins with theories of violence, including social learning theory, the frustration-aggression hypothesis, and violence as catharsis. Examines the contributions of gender, race status, media violence, and pornography to the issue. Investigates specific forms of intimate violence: sexual aggression (including "acquaintance rape"), partner abuse, elderly abuse, and child abuse. Not open to first year students. WRIT

SOC 1450. Human Needs and Social Services. 
The development of human services and a broad range of social welfare purposes are studied, including health and nutrition programs, job development, youth empowerment, and family, workforce, and educational policies. The role of nonprofit and nongovernmental organizations receives particular attention, and alternative models of human services are discussed. This semester will focus particularly on the impact of community-based programs, featuring case studies from projects funded through the course, "Investing in Social Change," in Fall 2010. The emphasis will be on different means and measures for evaluating impact and demonstrating sustainability and accountability. Instructor permission required.

SOC 1550. Sociology of Medicine. 
The aim of this course is to give conceptual framework and some analytic tools to examine the context of health, illness and well-being at the micro, meso and macro levels. The focus of our attention will be on health inequalities: how they are produced, their relationships with socioeconomic status, and how to minimize their effects. Special attention will be given to the phenomenon of medicalization, to the ways in which a diagnosis is socially constructed, issues of social justice and equity, and the implications of biotechnological innovation and the rise of health and wellness-oriented culture.

SOC 1600. Comparative Development. 
An exploration of the economic, political, and social changes that constitute development. Both the historical experience of Europe and the contemporary Third World are considered. Major processes examined include state and nation-building, agricultural modernization, colonialism, industrialization, revolution and socialism, authoritarianism and democracy, and socioeconomic distribution. Emphasis on the countries of Africa, Asia, and Latin America.

SOC 1620. Globalization and Social Conflict. 
Examines the effect globalization is having on the economies and societies of the developed and developing world. Focuses in particular on how new forms of global production and networking are transforming the traditional role of the nation-state, creating new dynamics of wealth distribution, and generating new sources of social conflict and political contestation, including transnational social movements. WRIT

SOC 1630. Transnational Social Movements and the Environment. 
Globalization presents distinct environmental challenges and alters the terrain upon which social movements mobilize and engage for change. How can we understand the relationships between globalization, the environment and society? In what ways is inequality being shaped in this context? How do social movements and advocacy networks engage transnationally to find leverage? Through readings, writing, film, multimedia projects, and engagement with case studies and social theory, this course explores how social movements and advocacy networks mobilize transnationally to achieve environmental justice and sustainability.

SOC 1640. Social Exclusion. 
Why are some groups rejected and others accepted? This course examines the mechanisms of belonging and ostracism, social integration and exclusion, theories of diversity and hierarchy, and policies to reduce exclusion and inequality.

SOC 1650. Unequal Societies. 
This course compares nation-states in terms of various forms of inequality and assesses theories explaining international inequalities. It examines why poverty, income inequality, and poor health are greater in the United States than in comparably affluent countries, why intergenerational mobility varies, and why some societies treat women more equally or are more accepting of immigrants and cultural minorities than others. It asks whether the high standard of living in the Global North comes at the expense of the Global South. What holds unequal societies together and pulls them apart? Can inequalities be reduced?

SOC 1830. Mattering and Dysfunctional Behavior in Adolescence. 
No description available.

SOC 1840. Mattering and Dysfunctional Behavior in Adolescence. 
No description available.

SOC 1870A. Investing in Social Change. 
Philanthropy -- "giving away money" -- sounds attractive and simple. But the very acts of contributing and receiving resources affect dynamics and relationships among all involved. We explore philanthropic strategies, social change, the sociological dimensions of philanthropy in historic and current practice. Students engage in teams to investigate a particular community concern, design an investment strategy, recommend the investment of grant dollars. Instructor permission required. Course enrollment is by application only. Applications can be found at swearercenter.brown.edu shortly before the start of class. Students who pre-register must still be selected through the application process and attend the first class meeting. Enrollment limited to 18. WRIT

SOC 1870B. Seminar in Contemporary Political Sociology. 
Explores how political power in society is structured from above and challenged from below. Using contemporary theory and comparative-historical analysis, this seminar critically addresses the power of the modern state, the politics of social class, the character of social movements, and the causes of social revolution. No formal prerequisites. Previous coursework in the social sciences is recommended. Enrollment limited to 20. Not open to first year students. WRIT

SOC 1870C. African Development and Demography. 
Focuses on the relationship between socioeconomic developments in Africa and their demographic transitions. Particular emphasis will be placed on cultural issues in the analysis of population changes (mortality, morbidity, migration, family, and fertility) in the contexts of economic growth and dependency. Theories of development will be evaluated in the context of African demography; African population patterns will be assessed in their developmental diversity. WRIT
SOC 1870D. Aging and Social Policy.
This seminar examines the policy challenges of Americas aging population, centering on two major themes. The first has to do with the impact of the elderly on society and societal institutions. The second theme concerns alternate models for health and social service provision. We will explore the process of policy formation, focusing on the social and political construction of the problems of aging. Enrollment limited to 20. WRIT

SOC 1870E. Alternatives to Violence.
We examine nonviolence as a method for resolving serious social conflict. We consider psychological and sociological approaches to understanding why people choose violence, as a precursor to studying theories of nonviolence. We investigate practitioners of nonviolence throughout history and analyze nonviolence as a response to such issues as the death penalty, war, and terrorism. WRIT

This seminar for advanced undergraduate and graduate students explores long-term developments in modern societies. Empirical comparative historical analysis and theoretical assessments of causation, inevitability, and alternative possibilities will be complemented by normative reflections. WRIT

Explores central issues in the social research of the Chinese family in both historical and contemporary contexts, with primary emphasis given to the latter and the family systems in China and in Taiwan. Two questions frame the course: "What is going on in Chinese families?" and "Why?" WRIT

SOC 1870L. Contested Environmental Illness-Research Seminar.
Examines "contested illnesses," focusing on environmental factors in Gulf War illnesses, asthma, breast cancer and other diseases. Students conduct interviews and do field work and document analysis to study lay, scientific, and governmental perspectives. Examines how these disputes can lead to progress in disease detection and etiology, and in the development of less toxic products. WRIT

SOC 1870K. Demographics and Development.
Assesses the social and economic determinants and consequences of changes in fertility, mortality, and migration and their impact on the size, distribution, and composition of population in developing societies. Implications of the evolving population structure for planning and policy. Enrollment limited to 20. WRIT

SOC 1870O. Ethnic Entrepreneurship.
This course focuses on the dynamics of urban labor markets in Latin America. In spite of rapid industrialization, large numbers of people in Latin American cities depend on the informal economy for their livelihood. The course begins with a review of the different theoretical approaches to the urban labor markets and the informal economy in Latin America. It then focuses on the relationship between industrialization and urbanization in the region, the economic and social linkages of the informal economy, and the household strategies of labor market insertion. Enrollment limited to 20. WRIT

SOC 1870P. Explaining China's Rise: Development and Accumulation in Contemporary China.
Few questions pose more significance to scholars and policymakers than the "rise of China". As scholars grapple with explaining China's rise, they also provide tantalizing previews of the future of Chinese growth, by extension, the future of global economy. This course explores the character, conditions, consequences of the rapid Chinese economic growth that many have termed "capitalism with Chinese characteristics". 3 paradigms for explaining growth: a state-centered approach, a market-oriented approach, Marxist, accumulation-centered approach. 3 parts, each examining a separate paradigm of development, providing case studies this paradigm explains growth in specific industries and sectors of the Chinese economy.

SOC 1870R. Groups in Organizations.
Groups are the core social unit of organizations. This class examines the unique processes that make groups more than just the sum of their individual members, as well as the impact of groups on organizations, and the ways in which groups are constrained and influenced by organizational context. Enrollment limited to 20. WRIT

SOC 1870S. Sociology of Gender.
Gender is among the most prominent organizing principles in our society. From the day they are born—and even earlier as the result of reproductive technologies—on through to the day they die, individuals are gendered. Instead of understanding gender as a set of behaviors derived from innate, fixed biological differences between men and women, this course analyzes gender as a social arrangement shaped by social actors, organizations, and institutions. Drawing from social science research, the course analyzes everyday interactions of intimacy, language, and identity issues, as well as macro structures like the economy, religion, and education, to understand how they affect notions of gender. The course sustains an analysis of sexuality because ideas of femininity and masculinity are constructed around notions of "appropriate" sexual conduct and relations. Although this course focuses on everyday life in this country, the class will explore the production and institutionalization of gender relations in historical moments and spaces beyond the U.S. Enrollment limited to 20 juniors and seniors.

SOC 1870T. Health Professions and Organizations.
An in-depth study of the social history of the professions and institutions of medicine. Primary emphasis will be on the U.S., but some comparative reading will be done as well. Theories of social change will be applied to the medical profession, and organizational processes of change will be used to explain current developments in managed care organizations and in the use of strategic alliances in health care delivery. WRIT
SOC 1870U. Household and Families.
Examination of sociological, economic, anthropological, and historical research on the impact of change on family structure and the effect of family processes on demographic behavior. Trends considered include the rise of one-person households and one parent families. WRIT

SOC 1870V. Households, Work, and Gender.
Household membership typically entails coordinated behavior. We discuss the organization of work and its gendered dimensions. We explore the determinants and consequences of existing divisions of labor drawing on readings from multiple disciplines. The approach is sociological and comparative. Considerable time devoted to less developed settings. Seminar format. Individual research encouraged. Enrollment limited to 20. WRIT

SOC 1871A. Sociological Perspectives on Mexico - United States Migration.
This course examines the economic and social determinants of migration, and the consequences of migration for migrant families and communities. Each stage of the migration process is examined: the decision to migrate, getting across the border, adaptation and settlement in the U.S.; return migration, and the impact of migration on origin communities. WRIT

SOC 1871B. Sociological Perspectives on Poverty.
Examines the personal experiences of socioeconomic status, with focus on the lower tiers of the hierarchy. We distinguish three levels of poverty: the working poor, marginal workers, and the underclass. Analysis will make use of issues of gender and family, race and ethnicity, and urban and rural settings. We investigate sociological perspectives on the problem of homelessness. Enrollment limited to 20. WRIT

SOC 1871C. Sociology of the Legal Profession.
This seminar explores the structure and functioning of the legal profession, with a particular focus on the role of lawyers in contemporary America. The approach is broadly sociological, emphasizing that lawyering, like all professional work, reflects the social dynamics of both the profession itself and the larger society in which the profession is embedded. Topics and materials focus on general social processes, not on the mechanics of getting into law school, choosing a practice area, or succeeding as a practitioner. Through readings and field observations, coupled with weekly discussions and e-mail dialogues, the seminar invites students to refine and extend their thinking on a series of important and controversial topics, including legal education, client relations, professional ethics, inter-professional competition and intra-professional stratification. Prerequisites: familiarity with other areas of sociology or law is helpful, but not essential; previous coursework in the social sciences is strongly recommended. WRIT

SOC 1871D. Sophomore Seminar in Sociology of Development.
This seminar provides an introduction to the study of development. It looks at the diversity of understandings of the concept of development as well as its practical importance in the world. Students will read texts that present pressing questions and issues concerning development practices, policies, and theories. Efforts to connect broad theoretical debates to understanding contemporary problems will be encouraged. Enrollment limited to 20 sophomores. WRIT

SOC 1871E. Theory and Methods in Historical Sociology.
An examination of work at the intersection of sociology and history. Explores the different theoretical traditions that guide the sociological analysis of history, the diverse approaches to conceptualization and comparison used in the investigation of large - scale structures, and the various methodological techniques that are available for generating valid explanations of historical patterns of change. Prerequisites: some background in sociology or history. WRIT

SOC 1871G. Social Goals, Motivation and Behavior in Organizations.
Social goals such as status, reciprocity, and group solidarity take into consideration not only our individual needs, but also the social context. In this course we will learn about these three social goals, various types of organizational motivation, and the role the social goals may play in influencing people's behavior when they work in groups. WRIT

SOC 1871H. Social Perspectives on HIV/AIDS.
This seminar will build upon your understanding of the perspectives and research methods used in sociology through studying the vulnerabilities for HIV infection and the social consequences of the epidemic in east and southern Africa. The course relies heavily on student participation, which will include leading class discussions, making formal presentations, and contributing to class discussions. The readings have been chosen to frame our discussion and to fuel debate; therefore, all readings should be completed before the class for which they are assigned. It is helpful if you have had previous coursework in sociology; however, the course is open to all students interested in the topic. WRIT

SOC 1871I. Advanced Geographic Information Systems.
Advanced GIS will explore students in the social sciences to the tools of spatial analysis. Students will explore both the theoretical foundation for different types of spatial analysis as well the practical implementation of spatial analysis as presented in various software packages. WRIT

SOC 1871K. Nanotechnology and Organizations.
In recent years, nanotechnology has attracted enormous interests from a variety of organizations. This course examines how different organizations - public, private and non-profit - promote and shape the development of nanotechnology. To help students understand the emergence of this new high-tech science, this course also introduces theories and empirical studies in the literature of organizational studies. WRIT

SOC 1871L. Migration, Displacement and Emerging Community Experiences: Contemporary Turkey.
This course explores Anatolia as a dynamic territory of transit, through a critical lens. We will study communities that have been formed through internal and international migration, displacement, and Otherness that forces people to organize along identity lines, resulting in emerging diverse communities within Turkey. We will look briefly at Anatolia's past and focus primarily on contemporary Turkey. We will compare the reality of the population with the rhetoric and performance of ruling powers pertaining to indigenous status and belonging. Students will leave this course with a comprehensive understanding of population and identity formation in contemporary Turkey as they relate to migration and displacement. WRIT

SOC 1871M. Theories of the Third Sector and Civil Society.
Third Sector- consisting of non-government, nonprofit, social movements organizations-- is an increasingly important segment of societies worldwide. This seminar will train students to critically apply organizational theory to evaluate the contributions, opportunities and challenges of this sector. We will probe critical third sector issues, including: impact, accountability, and sustainability of sector activities; commons issues in the sector such as legitimacy and co-optation; the dynamics of government collaboration; and what constitutes social justice in the distribution of the sector's resources. Prerequisite: at least one course in Sociology. Enrollment preference given to Sociology and BEO concentrators. WRIT

SOC 1871N. Military Health: The Quest for Healthy Violence.
As an institution, the military trains individuals to conduct violence while remaining, at least ideally, healthy. From the standpoint of the organization, the successful soldier is someone who is good at violence at the same time that he or she is mentally and physically fit. Enrollment limited to 20.
SOC 1871O. Law, Innovation and Entrepreneurship.
This seminar explores the relationship between legal institutions and macro-organizational change. The course devotes particular attention to the legal and organizational processes that shape (and are shaped by) the emergence of new technologies, new enterprises, and new industries. Although discussions may touch on technical aspects of law and/or entrepreneurship, most topics and materials focus on the general sociological processes that underlie changing organizational environments. The seminar is aimed at advanced students who have some prior familiarity with the sociology of law is helpful, but not essential. Through shared and individual readings, weekly discussions, and e-mail dialogues, the course provides an opportunity for students to refine and extend their thinking on important and controversial topics at the intersection of the contemporary organizational and socio-legal literatures. Prerequisite: SOC 1030 required (waivable by permission of instructor). Enrollment limited to 20 juniors, seniors, and graduate students. WRIT

SOC 1871P. Field Methods in Development Research.
An introduction to the various techniques of field methods in development research, with a focus on qualitative and field methods. WRIT

SOC 1871Q. Sociology of Culture.
This upper level seminar reviews classic and contemporary approaches to the sociology of culture, with special attention to the cultural sociology, relational sociology, and questions of political culture. WRIT

SOC 1871R. Knowledge Networks and Global Transformation.
How do refined knowledge and the social relations that organize and distribute it influence changes in the institutions, inequalities and cultural systems and practices that define particular world regions and global formations? And how do global transformations influence the trajectories of knowledge production themselves? We will examine particular knowledge-identified agents, including universities, research institutes, think tanks, and professional associations, to consider why they approach global transformations in the way that they do. And we will consider how particular kinds of global transformations, from the end of the cold war and the transformation of information/communication technology to the last financial crisis, affect knowledge production itself. By exploring intersections between global complexity and reflexivity in this fashion, we hope to increase our own capacities for seeing the world not only as it is, but how knowledge might be used in making better alternatives for the future. Enrollment limited to 20 juniors and seniors. WRIT

SOC 1871S. Legacies of Inequality: The U.S. and Beyond.
Does education equalize or widen gaps between people and nations? Has mass imprisonment reduced crime or exacerbated U.S. racial inequality? Does biology determine destiny, or is society more fluid? This course introduces theory and research on social inequality, emphasizing temporal dimensions of social differentiation. Attention will be paid to the characteristics we are given (race, sex), those we achieve (education, income), and institutions and policies we encounter throughout the life cycle (schools, the justice system). By understanding the complexities of social inequality and the challenges of devising solutions, students will leave as informed citizens, better equipped to enter any profession. Enrollment limited to 20. First year students require instructor permission.

SOC 1871T. Who Governs Markets?
This course will introduce students to problems of market regulation. It begins with discussion of key turning points and debates around markets and states that shaped contemporary capitalism. We will then explore a wide array of governance institutions and mechanisms, ranging from international organizations, private certification agencies to bottom-up social movements and protection rackets. Students will have an opportunity to apply theoretical knowledge to exploring one particular industry or company through design of a case study. They cases will help develop our understanding of how policies, labor and social movements or forces of competition influenced particular industries. Enrollment limited to 20.

SOC 1871U. Sample Surveys in Social Research.
This course covers the theory and practice of survey research. Topics include questionnaire design and formatting; sample design and selection; interviewing techniques; data base design and data entry; and elementary data analysis and report production. Students individually design and conduct a survey on a topic of their choice, and collectively conduct and analyze a sample survey of the Brown student population. Please note that this course is a seminar version of SOC 1120. Enrollment limited to 20. WRIT

SOC 1871V. Update on American Society: Social Trends in the Last Decade.
American society is always changing, and national data sources (especially the American Community Survey and Current Population Survey) provide updated information on social trends every year. This course will review the most significant recent social trends based on these sources, including such topics as income and wealth inequality, racial and ethnic change, immigration, marriage and family patterns, homeownership, and residential segregation. Enrollment limited to 30 juniors, seniors, and graduate students.

SOC 1871W. Geographical Analysis of Society.
Provides an introduction to a geographical approach to understanding the spatial organization of individuals, societies, and economies. The two main emphases are on theories/concepts and applied analytical tools. We will learn about key theories in geography, sociology, and economics that have attempted to organize and classify the spatial structures and interactions across space of social and economic actors and will work with related analytical techniques. Enrollment limited to 20 juniors, seniors, and graduate students.

SOC 1871Z. Martial Arts, Culture, and Society.
In this upper level undergraduate course for which there are no prerequisites, we will consider how sociology, and other social sciences, can help us understand martial arts and how martial arts might inform the social sciences. We shall consider how various bodymindful martial practices, their organizations, and their cultures shape, and are shaped by, different structures of power at various levels of society. We concentrate on martial arts because they straddle such an important axial dimension of society around violence. First priority to Sociology Concentrators. Enrollment limited to 20.

SOC 1872A. Stratification and Labor Markets.
This class examines theories pertaining to labor market inequality and wealth stratification. What organizational practices shape employment outcomes, and how can they be addressed? What factors are contributing to widening wealth stratification in the USA and abroad. How are establishments, technology, and executive compensation shaping labor market inequality today? These questions, and others, will be addressed by examining processes affecting: (1) organizations, (2) individuals and society, and (3) nations. Theoretical concepts will be explored through practical examples. In addition to discussing key factors shaping inequality and stratification outcomes, solutions to address these issues will be examined through organizational policy initiatives.

SOC 1872B. Sociology of Money.
What is money, wealth, their relationship? How have U.S. Markets for money changed this relationship? How have money markets changed? This is an introduction to current markets for money: how credit/debit is exchanged, how money is produced, what it represents in relation to global production, trade, and wealth distribution. Each week presents a question, than answers this question in two ways:1st explaining how financial instruments work within U.S. market (economic explanation), 2nd examining how financial instruments change market outcomes (sociological critique). By the end students will understand how money markets work and how they effect the distribution of wealth.
SO 1872C. Race and Ethnic Relations, Identity, and Inequality. This course provides an overview of perspectives used in sociological studies of race and ethnicity. It focuses on race and ethnic relation, boundaries, and inequalities through empirical research on interracial or interethnic contact opportunities and racial, ethnic change and variation in interracial or interethnic relationship, romance, and marriage. The goal of the course is to deepen the understanding that racial/ethnic boundaries are rigid, yet may be crossed, blurred, or shifted over time and across generations.

SO 1872E. Global Sociology: Capitalism, Colonialism and the Making of the Modern World. The idea of ‘modernity’ commonly rests on the shift from feudal to capitalist society and on political developments, such as the French Revolution. Often obscured in these narratives of modernity are the parallel developments of colonialism and empire that spanned the globe at the same time. Building on global historical sociology, this class goes beyond dichotomous view of history of West/non-West but instead seeks to outline transnational sociology that starts from ‘colonial modernity’. Emphasizing the parallel processes of capitalism and colonialism in the making the modern world, discuss how we can better understand contemporary sociological issues in Europe and beyond.

SO 1872F. Solidarity and Social Change. What is solidarity and what enables its expression in the making of social change? Through this course, we shall refine our understandings of the various conceptions of solidarity in the process of altering those power relations, policies, and practices organizing our social world. Although we shall engage different kinds of social change making – from social entrepreneurship and social innovation to social movements and revolution – our focus will be on how different kinds of solidarity are conceived and enabled within and across the world’s principal axes of difference of those transformational practices. DPLL

SO 1872G. First-Generation College Students: A Sociological Perspective: A Sophomore Seminar. Colleges have expanded their focus on diversity to include the social class origins of prospective students. One consequence is the emergence of the notion of first-generation college students: those who are the first in their families to attend college. We examine the challenges facing first-gens as they pursue higher education, focusing on two sources of difficulty: gaining admission and acclimatizing oneself to college, both academically and socially. Our goals are two-fold: (1) To understand the social barriers, compromises, and internal conflicts that first-generation college students face, and, (2) consider how institutional and structural forces impact and shape these students. SOPH

SO 1950. Senior Seminar. Advanced research seminar for sociology concentrators. Students take each semester in senior year to work on an honors thesis. Participants examine methods for analyzing, writing, and presenting thesis material and apply peer review techniques in assessing each other’s work. Culminates in presentation of thesis to the department. Students doing independent study research may also participate with the instructor’s permission. Required for “honors” in sociology, WRIT

SO 1970. Individual Research Project. Supervised reading or research. Specific program arranged in terms of the student’s individual needs and interests. Required of intensive concentrators; open to others only by written consent of the Chair of the department. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

SO 1980. Senior Honors Thesis. Research seminar for students writing an honors thesis. Under the direction of a faculty advisor, students construct and carry out a research project. The written report of the research is submitted to the advisor for honors consideration. A second reader selected by the thesis advisor certifies that the thesis is of honors quality. Please check Banner for the correct section number and CRN to use when registering for this course.

SO 1990. Senior Honors Thesis. Research seminar for students writing an honors thesis. Under the direction of a faculty advisor, students construct and carry out a research project. The written report of the research is submitted to the advisor for honors consideration. A second reader selected by the thesis advisor certifies that the thesis is of honors quality. Please check Banner for the correct section number and CRN to use when registering for this course.

SO 2000. Theory and Research in Development. Explores a range of substantive debates in development by drawing on empirical and theoretical work from the disciplines of anthropology, economics, political science, and sociology. The course has four objectives: 1) to provide students with a broad understanding of current debates and research on development; 2) to explore a range of substantive issues including growth, inequality and democratization, 3) to develop interdisciplinary analytic skills that can be applied to concrete research questions; and 4) to foster cross-disciplinary conversation and debate.

SO 2000A. To Be Determined. No description available.


SO 2020. Multivariate Statistical Methods II. This course is a graduate-level introduction to multivariate regression models for categorical and limited dependent variables. Subject matter includes modeling nominal and ordinal outcomes; truncated distributions; and selection processes. The course also reviews strategies for sample design; handling missing data and weighting in multivariate models. The course employs contemporary statistical software. Prerequisite: SOC 2010

SO 2040. Classical Sociological Theory. This is a graduate-level course requiring students to engage in detailed analysis and critical review of sociological thought of the 19th and early 20th centuries. The class will introduce students to the critical thinking, methodological innovation, and historical imagination of sociological theory by reading the original texts of the forefathers of sociology, including Karl Marx, Max Weber, Emile Durkheim and others.

SO 2050. Contemporary Sociology. This course offers a review of some of the most interesting contemporary social theorists and the most intense debates in current sociological thought. It thematically reviews the works of Jurgen Habermas on the public sphere, Michel Foucault on disciplinary and governmental modes of power, Bruno Latour on modernity and modern science, Pierre Bourdieu on field and habitus and among others. No prerequisites.

SO 2060. Complex Organizations and Health Policy. Application of organizational theory to health care organizations, with special emphasis on the development of multi–organizational provider structures, health policy formulation and reform and the influence of regulations and technology on healthcare organization relationships. Written permission required for undergraduates.

SO 2080. Principles of Population. An advanced introduction to theoretical and substantive issues in the social scientific study of population. Major areas within sociology are integrated with the study of population, including the comparative–historical analysis of development, family processes, social stratification, ethnicity, ecological studies, and social policy. Primarily for first year Graduate students.

SO 2090. Culture and Social Structure. An analysis of the interrelations of religious ideas, value patterns, and various forms of knowledge on the one hand, and of the societal structures and changes in organizations and roles on the other hand. Offered in alternate years.
SOC 2112. Practicum in Social Research. Covers the steps involved in social survey research, from site selection and questionnaire design all the way through data dissemination. It assumes a basic level of familiarity with social science research methods, particularly the logic of causal inference. We will discuss the linkage between research questions, site selection, and questionnaire design. We will also discuss in detail many of the practical considerations involved in fielding a survey, including balancing available funds and personnel with ideal sampling strategies and balancing the focus on a particular research topic with the responsibility to collect enough general information to make the data useful to a variety of users.


SOC 2150. Socioeconomic Analysis of Development. Compares economic and sociological perspectives on the problems of development. Topics include problems of conceptualization and measurement, entrepreneurship, capital accumulation, labor force utilization, income distribution, the role of the state, and the impact of international economic relations on developing countries. Prerequisite: a basic undergraduate micro-macro economics course or permission.

SOC 2200. Social Capital and Social Networks. Explores the consequences of social capital and social networks for economic development. Examines different types and combinations of social relations, network structures of these relations, institutional environments that impact them, and dynamic forms these social relations take. Multilevel development cases include urban ethnic entrepreneurship, rural Third World communities, business networks (financiers, firms), intranational regions, and state-society relations.

SOC 2210. Qualitative Methods. Emphasis on ethnographic field work through participant observation and interviews. Some attention to content analysis and visual sociology. Technical training in developing observational and interview guidelines, data collection, coding, transcript analysis, and computer applications. Strong emphasis on quality writing. Analysis of ethnographic research in book and article format. Attention to recent developments in ethnography, especially reflexivity and autoethnography.

SOC 2220. Advanced Quantitative Methods of Sociology Analysis. Analysis of limited variables (variables at a categorical or ordinal level of measurement). Topics include measures of association, contingency table analysis, binomial and multinomial logistic regression, ordered logistic regression, goodness-of-fit tests, and parameter interpretation. Prerequisite: SOC 2010.

SOC 2230. Techniques of Demographic Analysis. Procedures and techniques for the collection, evaluation, and analysis of demographic data; measures of population composition, fertility, mortality, and migration; construction of life tables, population and projections, population dynamics; responsible use of demographic methodology. Mandatory S/NC.

SOC 2240. Event History Analysis. An introduction to hazard models and their application to event history data in sociology. Topics include survival distributions, standard parametric models, discrete time approaches, partial likelihood models, and the introduction of covariates. Attention is given to practical application and the estimation of these models with software packages, where possible.

SOC 2260C. Perspectives on Family Planning. Reviews sociological and demographic perspectives on family planning. How and why did family planning programs develop? What do they entail? Who do they serve? What are the implications of family planning programs for individuals and family life? Individual case studies are considered. International family planning efforts are emphasized.

SOC 2260D. Race, Ethnicity, and Nation: Boundaries, Identities, Inequalities. This seminar aims to provide students a solid base in the analysis of racial and ethnic boundaries, identities, and inequalities. The seminar addresses a number of central topics in the field and acquaints the students with some key works. The course is divided in three parts. The first part focuses on how race constituted the modern world and on contemporary forms of racialization. The second part focuses on the construction of nations and challenges to their ethnic and racial boundaries. The third part of the course looks at contemporary boundaries of race and ethnicity in the United States. Open to upper level undergraduates with permission of instructor.

SOC 2260E. Structural Equation Models in the Social Sciences. Structural equation models as used in the social sciences and methodological issues pertaining to such models. Topics include the logic of causal modeling; theories and models; recursive and non-recursive structural equation systems (path analysis); reduced form equations; the problem of identification; unobserved variables and the analysis of covariance structures (using LISREL).

SOC 2260F. Advanced Demographic Techniques. No description available.

SOC 2260R. Race and Ethnicity: Boundaries, Inequalities, Identities. The goal of this seminar is to provide students with a solid base on the sociological theoretical and empirical base for the study of race and ethnicity. The course is divided in three parts: The first focuses on the place of race, ethnicity, and nation in the making of the modern world. The second part focuses on key topics and works in the American sociology of race, ethnicity and immigration. The third part focuses on the comparative study of nation making and ethnic and racial politics.

SOC 2270. The Structures of Social Inequality. Examines the structural bases for social inequality in the U.S.: gender, race, and socioeconomic status. Investigates the processes by which we generate and preserve these social structures, as well as their effects on the individual. Finally, considers the changing nature of social inequality in a postmodern society and comparative issues across societies. Enrollment limited to 20. Instructor permission required.

SOC 2280. Interdisciplinary Perspectives on Population. This course provides an introduction to interdisciplinary perspectives on population, drawing on insights from anthropology, economics and sociology in regards to population questions, theories, and methodologies. The focus is on three topical areas in population studies - understanding fertility change, HIV/AIDS, and population structure and process.

SOC 2300. Welfare States. This seminar examines the political sociology of welfare states and social policies in the United States and abroad. It reviews major theories accounting for the origins and subsequent development of welfare states, explains the “exceptional” nature of American social policy, and discusses recent welfare reforms in the US and Europe as well as welfare state prospects in less developed countries.

SOC 2310. Health Institutions and Professions. Structure and operation of health professions and health care institutions, both historically and at present. Emphasis on structural determinants of health-such as race, class, and gender differences in disease, mortality, environmental exposures, and health utilization-and the importance of nonmedical interventions in improving health status and reducing inequalities.

SOC 2320. Migration. A review of the major patterns and differentials in international and internal migration in cross-cultural perspective. Emphasizes theoretical models of migration. Offered in alternate years.

SOC 2350. Social Movements in Health. Study of social movements dealing with health and illness, with emphasis on contemporary movements such as women’s health, environmental justice, environmental health, breast cancer activism, asthma activism. Examination of historical formation, recruitment, links to other movements, lay-professional interactions, research ethics, effects on science and medicine, and impacts on society.
SOC 2360. Fertility. An introduction to the study of the social determinants of human fertility. Contemporary and historical populations are considered. Theories and frameworks used to guide fertility research are reviewed. Special topics include: fertility decision-making, gender and fertility, work and fertility, adolescent fertility, and population policies and family planning programs.

SOC 2385. Environmental Sociology. As contestation over environmental concerns proliferates, it draws increasing attention from sociologists. But sociological research on environmental issues raises major challenges. Social-environmental relationships raise theoretical and methodological questions: How do we know an “environmental” issue when we see one? How can we effectively examine the relationships between environmental processes and social processes and structures?

SOC 2430. Fields and Methods of Social Research. Introduction to strategies sociologists use to formulate theories and conduct methodologically sound research. Hypothesis formulation and research design; special emphasis on identifying causal mechanisms, techniques of operationalization, and choice of relevant comparisons.

SOC 2450. Exchange Scholar Program.

SOC 2460. Sociology Paper Writing Seminar. This is a special seminar for graduate students in Sociology on the art of writing research papers for publication. The goals of the course are to: 1) learn the process of writing by drafting or redrafting a complete research paper, one section at a time 2) participate in the process of critical peer review 3) become knowledgeable about the process of submission/publication in peer-reviewed journals in Sociology and related social science fields 4) become more familiar with the often hidden processes of journal review, publication ethics, and interpreting/responding to editorial decisions

SOC 2500. Teaching Practicum in Sociology. No description available.

SOC 2510. Teaching Practicum in Sociology. No description available.

SOC 2580. Health and Inequality: Race, Class, and Gender. Primarily emphasizes race, class, and gender inequalities, but also attends to inequalities of place, social control and official misconduct, and the responsibility of health care providers and researchers in dealing with inequality. Emphasizes social causation of morbidity and mortality rather than inequalities in access to health services and inequalities in clinical interaction, but touches on these other areas as well.

SOC 2600. Comparative Historical Analysis. The seminar focuses on the application of theory and method in historical sociology. It will combine the reading of exemplary works, both classical and current, in comparative-historical sociology, with an exploration of historical methods that involves methodological readings but focuses on students' use of archives in their own individual research. For graduate students only.

SOC 2610. Spatial Thinking in Social Science. This course reviews ways in which social scientists have incorporated concepts about space, place, and distance into their theories and research. Examples are drawn from many substantive areas, including the spatial organization of communities, spatial inequalities, and mobility. Separate laboratory meetings introduce methods of spatial analysis encountered in the course readings, including an introduction to GIS and related mapping tools.

SOC 2612. Geographic Information Systems and Spatial Analysis for the Social Sciences. This course is intended for graduate students seeking to learn the basics of Geographic Information Systems (GIS) and how to incorporate spatial questions into social science research. The course is primarily a methods course and through required independent project work, students will learn how GIS and spatial analysis are typically employed across the social sciences. By the end students will be proficient in independent use of ArcGIS, most frequently used GIS software package, and will be able to apply the more common tools of spatial analysis. They will also know basics of cartography.

SOC 2960A. Comparative Statification. No description available.

SOC 2960B. Democracy and Civil Society. No description available.

SOC 2960C. Urban Sociology. This course will review alternative theoretical perspectives on urban and regional development with an emphasis on variants of ecological and political economy approaches. Substantive topics will include metropolitan restructuring in the U.S. and abroad, growth politics and growth control, neighborhood social networks and collective action, and incorporation of immigrants and minority groups in the metropolis.

SOC 2960D. Organizations and Disasters. An overview of theory and research on organizations involved in various forms of disaster prevention, and organizations for whom mistakes can lead to major disasters (such as the Nuclear Regulatory Agency, the Office of Homeland Security, NASA, etc.). Students in this class will be involved in literature synthesis, hypothesis formulation, and the development of research designs to test those hypotheses.

SOC 2960E. Poverty as Social Inequality. The objective of this seminar is to examine historical and contemporary poverty in the U.S. Topics covered include the measurement and analysis of poverty, individual and structural causes of poverty, the geographic distribution of poverty, poverty abroad, the consequences of poverty, and the policies that intend to address poverty. Course is organized around sociological perspectives, although multi-disciplinary scholarship is reviewed.

SOC 2960F. Global Political Economy. The new phase of capitalism, commonly called “globalization,” has radically transformed the postwar order. In this seminar, we will review several debates regarding current political-economic transformations, including: What caused the shift to neo-liberalism? What external economic pressures do states experience? Can domestic factors mediate such pressures? How do developing countries read to the new international environment? And what role does the United States and international organizations play in the new order?

SOC 2960G. Spatial Data Analysis Techniques in the Social Sciences. Survey course of statistical methods that can be used to analyze spatial and/or clustered data at the individual and aggregate levels. Topics include multilevel analysis; fixed effects approaches; spatial choice; spatial autocorrelation, heterogeneity and dependence. Application with real data. Not a course about Geographic Information Systems (GIS) or mapping techniques.

SOC 2960H. Demography of the Life Course. This seminar provides an overview of the development and current uses of the life course perspective in studies of demographic behaviors, process and change. Cohorts and age-graded patterns of behavior are considered as are the effects of social institutions, opportunity structures, and behavioral preferences all of which determine alternative life course pathways. Family origins and prior life experiences, along with ethnic/racial, gender, and cultural identities are examined as critical factors giving rise to inter-individual differences in demographic behaviors over the life course. The role of biography and agency in decisions about demographic behaviors and actual experiences are considered, as is their relationship to life course pathways, trajectories, and success. Graduate students and advanced Undergraduates with permission.

SOC 2960I. Internal Migration. Critical analysis and discussion of current research on trends in, and causes and consequences of internal migration. Specific content of the course varies according to recent developments in the field.

SOC 2960J. Comparing Institutional Forms: Public, Private and Non-Profit Organizational Forms. No description available.
SOC 2960K. Comparative Political Sociology.
This course explores both classic and contemporary debates in political sociology. The central thematic is the relationship between democracy and power and includes theories of the state, markets, social class and civil society. The debates are explored through historical and comparative lenses, covering both old and new democracies. Some background in political or sociological theory is recommended.

SOC 2960L. Special Topics in Population.
No description available.

SOC 2960M. Sociology of Organizations Graduate Seminar.
The sociology of organizations offers a burgeoning and vibrant literature, with relevance not only for self-identified organizational sociologists, but also for scholars in fields as diverse as politics, development, industrial relations, finance, education, health care, and the arts. This seminar offers an intensive exploration of the "state of play" in contemporary macro-organizational theory. Shared and individual readings, coupled with weekly discussions and email dialogues, allow students to refine and extend their thinking on a series of important and controversial topics in the recent literature. Although this course has no formal prerequisites, the syllabus is aimed primarily at graduate students who enjoy some prior familiarity with organizational theory, whether in sociology or a kindred discipline. Enrollment limited to 15.

SOC 2960N. Governance in Development.
No description available.

SOC 2960P. Social Network Analysis.
Provides a synoptic survey of the various methodologies and theoretical frameworks that collectively go by the name "Social Network Analysis" in the social sciences. Students will study the origin and history of social network analysis during the latter part of the 20th Century and work to develop core competencies in the construction, use and interpretation of basic network measures. Special attention will be given to the intersection of social network theory with broader social theory. Although there are no formal prerequisites, students should be advised that social network analysis relies heavily on matrix algebra and basic statistical theory. Open to graduate students in Sociology.

SOC 2960Q. Sociology of Culture and Knowledge.
We focus in this course on a few of the important theoretical and empirical developments in cultural sociology since the 1960s. In particular, we address ways in which culture is conceived and researched and how the sociology of knowledge and understanding underlies this address. We also consider the forms in which such a cultural sociology can inform a wide range of sociological questions, from the formation of the self to the articulation of historical epochs.

SOC 2960R. Urbanization in a Global System.
The world is undergoing an unprecedented wave of urban growth, and already more than half of the world’s population in living in towns and cities. This course takes a global view of urban issues. In earlier developing regions such as North America and Europe, the focus is on a large scale restructuring of cities related to cycles of growth and decline, challenges to the social safety net, and replacement of local populations by immigrants with different racial, and ethnic or religious backgrounds.

SOC 2961A. Advanced Spatial Data Analysis Techniques in the Social Sciences.
This course provides a survey of advanced spatial data analytical techniques with particular focus on methods relevant to applications in the social sciences. Topics include spatial process models, Bayesian analysis of spatial data, spatial models for discrete dependent variables (spatial counts, spatial probit and tobit, spatial multinomial models), spatial panel data (time series of cross-sections with spatial effects). The course introduces use of specialized software packages included in R and the PySAL library for spatial analysis in Python. SOC 2960G or equivalent is a prerequisite. The course requires a solid background in multivariate statistics, basic spatial statistics and spatial regression analysis.

SOC 2970. Preliminary Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

SOC 2980. Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

SOC 2981. Reading and Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

SOC 2982. Directed Research Practicum - MSAR Students Only.
The Directed Research Practicum is a one semester course taken in conjunction with an on- or off-campus research internship. The course consists of a directed reading of methodological texts and research articles selected by the student and the faculty director that are directly relevant to the methodological issues/challenges encountered in the internship. The student and faculty director will meet weekly to review the readings. The practicum may include written assignments, literature reviews, and data analysis exercises. Faculty directors need not be involved with the actual internship work, unless the student is working on the faculty member's research project.

SOC 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

SOC XLIST. Courses of Interest to Students Concentrating in Sociology.

South Asian Studies

The diversity and shared histories of South Asia's cultures, religions, languages and nations are an important area of engagement for us in the world today. While India, Pakistan, Bangladesh, Sri Lanka, Nepal and neighboring nation-states can be identified on the map as making up a recognizable geographic region, the equally vital diasporic communities from South Asia and their globally dispersed networks extend our understanding of an old and yet changing South Asia.

The South Asian Studies Concentration, and the Brown in India Program are only two of the formal ways in which students can focus on and learn about South Asia. Faculty with teaching and research interests in South Asia and South Asian languages, an array of student organizations reflecting the diversity of South Asia itself, the Haffenreffer Anthropology Museum, RISD, and the RISD Museum, come together to provide scholarly and cultural resources for the study of South Asia at Brown.

For additional information, please visit the department's website: http://brown.edu/Departments/South_Asia/

South Asian Studies Concentration Requirements

The diversity and shared histories of South Asia's cultures, religions, languages, and nations are an important area of engagement in the world today. While India, Pakistan, Bangladesh, Sri Lanka, Nepal and neighboring nation-states constitute a recognizable geographic region, the equally vital diasporic communities from South Asia and their globally dispersed networks extend our understanding of an old and yet changing South Asia. South Asian Studies is an interdisciplinary concentration in which students work in a specified chronological period (e.g. ancient, medieval, early modern, or contemporary), in a geographical area (e.g. Bangladesh, Bengal, Maharashtra, North India, Pakistan, South India), or in a particular discipline (e.g. anthropology, Hindi/Urdu, history, religion, or Sanskrit) but also take courses outside of their chosen area of emphasis in disciplines such as economics, literature, philosophy, political science, or theatre arts.

Course Requirements

All South Asian Studies concentrators must take and pass 10 courses as approved by their concentration advisor.

HIST1620 - Gandhi's India: South Asia Before 1947
Select at least one of the following courses in pre-modern history, philosophy, religious studies and literature:
CLAS 0180 Indian Civilization through Its Literature  
CLAS 0800 Religious and Philosophical Thought in Ancient India  
CLAS 0820 Epics of India  
CLAS 0990 Concepts of the Self in Classical Indian Literature  
CLAS 1140 Classical Philosophy of India  
RELS 0140 Religions of South Asia  
RELS 0130 Religions of Classical India  

Select at least one of the following social science course:  
**ANTH 1250** Film and Anthropology: Identity and Images of Indian Societies  
**ANTH 1321** Impact on Colonialism: Gender and Nationalism in India  
**ANTH 1131** Indian Issues in Anthropological Perspective  
**ANTH 2321** Coming to Terms with India: Anthropology of Colonialism and Nationalism  
**POLS 1280** Politics, Economy and Society in India  

At least one course in the visual arts, modern literature, music, cinema, or theatre of South Asia such as:  
**HIAA 1410A** Topics in Islamic Art: Islamic Art and Architecture on the Indian Subcontinent  
**HNDI 1080** Advanced Hindi-Urdu  
**MUSC 1933** Music of India  
**PRSN 1200** Iranian Cinema: Before and After the Islamic Revolution  
**RELS 0910** Music, Drama and Religion in India  
**TAPS 1270** Masking, Trancing, Performing, and Spectating in Non-Western and Circumpacific Performance  

An Honors Thesis or a Capstone Course taken in an appropriate Department.  

Five electives  
**ANTH 0066K** International Perspectives of Women's Agency and Society  
**ANTH 1131** Indian Issues in Anthropological Perspective  
**ANTH 1220** Comparative Sex Roles  
**ANTH 1250** Film and Anthropology: Identity and Images of Indian Societies  
**ANTH 2320** Ideology of Development  
**ANTH 2321** Coming to Terms with India: Anthropology of Colonialism and Nationalism  
**CLAS 0180** Indian Civilization through Its Literature  
**CLAS 0800** Religious and Philosophical Thought in Ancient India  
**CLAS 0820** Epics of India  
**CLAS 0990** Concepts of the Self in Classical Indian Literature  
**CLAS 1140** Classical Philosophy of India  
**ECON 1520** The Economic Analysis of Institutions  
**HIAA 1410A** Topics in Islamic Art: Islamic Art and Architecture on the Indian Subcontinent  
**HIST 2971A** Science in a Colonial Context  
**HNDI 0100** Beginning Hindi or Urdu  
**HNDI 0200** Beginning Hindi or Urdu  
**HNDI 0300** Intermediate Hindi-Urdu  
**HNDI 0400** Intermediate Hindi-Urdu  
**HNDI 1080** Advanced Hindi-Urdu  
**MUSC 0041** World Music Cultures (Middle East and Asia)  
**MUSC 1933** Music of India  
**PHIL 0090** Philosophy East and West  
**POLS 1280** Politics, Economy and Society in India  
**POLS 1821O** Politics of Economic Development in Asia  
**POLS 1380** Ethnic Politics and Conflict  
**POLS 1430** Roots of Radical Islam  
**PRSN 0100** Basic Persian  
**PRSN 0200** Basic Persian  
**PRSN 0300** Intermediate Persian Language and Culture  
**PRSN 0400** Intermediate Persian Language and Culture  
**PRSN 1200** Iranian Cinema: Before and After the Islamic Revolution  
**RELS 0040** Great Contemplative Traditions of Asia  
**RELS 0090B** Hindu and Christian Modes of Loving Devotion  
**RELS 0100** Introduction to Buddhism  
**RELS 0130** Religions of Classical India  
**RELS 0140** Religions of South Asia  
**RELS 0150** Islam Unveiled  
**RELS 0500** The Theory and Practice of Buddhist Meditation  
**RELS 0540** Buddhist Psychology  
**RELS 0610** Sacrifice and Society  
**RELS 0640** Dying To Be With God: Jihad, Past and Present  
**RELS 0910** Music, Drama and Religion in India  
**RELS 1520** Pilgrimage and Sacred Travel in the Lands of Islam  
**RELS 1530A** Methods and Problems in Islamic Studies: Narratives  
**RELS 1540** Monks, Mystics and Martyrs: Abrahamic Traditions Compared  
**SANS 0100** Elementary Sanskrit I  
**SANS 0200** Elementary Sanskrit II  
**SANS 0300** Sanskrit Epic Narrative  
**SANS 0400** Classical Sanskrit Story Literature  
**SANS 1020** Early Sanskrit Philosophy and Religion  
**SANS 1080** The Critical Episodes of the Mahabharata  
**SANS 1100** Vedic Sanskrit  
**SANS 1400** The Sanskrit Grammatical Tradition  
**SANS 1800** Classical Schools of Indian Philosophy  
**SANS 1910** Advanced Sanskrit  
**SANS 1990** Conference: Especially for Honors Students  
**TAPS 1270** Masking, Trancing, Performing, and Spectating in Non-Western and Circumpacific Performance  

Total Credits  

1. Two of which may be language courses in Hindi/Urdu or Sanskrit taken in conjunction with the language requirement. This list is not exhaustive, as any class which allows the concentrator to complete a substantial final project on South Asia may be counted towards the concentration requirements. If course rotations or the introduction of new courses warrant, substitutions within these categories may be made with approval of the faculty advisor.  

Language Requirements  

Proficiency in a South Asian language is required for the concentration. Students who are not native speakers of a South Asian language may prove proficiency by taking two years of Hindi/Urdu or Sanskrit at Brown, by successfully passing a course at the intermediate (4th semester) level at Brown or the approved equivalent at another institution, or by successfully passing a special examination administered by an approved faculty member. Two courses taken to fulfill the language requirement may be counted among the elective courses required for concentration.
Study Abroad

All South Asian Studies concentrators are encouraged to take Hindi/Urdu and to participate in Brown in India, a junior-year study abroad program at St. Stephen’s College and Lady Sri Ram College in Delhi. Students can also opt to enroll in any other Brown approved study-abroad program in South Asia.

Capstone Project

All concentrators other than honors concentrators will designate an upper-level course in the area of their primary focus as their capstone course. The student will take this course during the senior year and will produce as part of the written work for the course a substantial paper or annotated translation displaying the unique focus of his or her concentration.

Honor

A South Asian Studies Concentration with Honors requires a high B or A average in courses taken for the concentration as well as an honors thesis in the department of the student’s main focus. Candidates for the honors program should apply to the South Asia Faculty Group through their advisor by the middle of their sixth semester.

Swearer Center for Public Service

The Howard R. Swearer Center for Public Service practices and promotes community-engaged scholarship (CES), which seeks to address complex social challenges locally and globally through partnerships between faculty, students, and stakeholders outside of the academy. At Swearer, students and faculty bring their knowledge and expertise to bear on real-world problems and do so in collaboration with community practitioners who contribute their own forms of knowledge and wisdom to that inquiry. This work is guided by a conscious commitment to Swearer’s core values: ethical and engaged student leadership; reciprocity and respect; diversity, equity, and inclusion; social justice, and academic rigor.

Each year, the Swearer Center works with more than 1,500 Brown students, through and with 100+ community partners (half of whom are located in the greater Providence area). Its main location at 25 George Street is bustling with activity, as are its satellite locations in J. Walter Wilson and 10 Davol Square in Providence’s Jewelry District.

Some of the Swearer Center’s signature programs include:

- Our Community Partnerships address a range of issues through direct service and advocacy, with a particular depth in work aimed at educational inequities. We pride ourselves on an abiding philosophy that values mutually respectful partnerships with the community, rather than simply service to the community. Each year, over 500 Brown student volunteers and Fellows work with other Brown students, local organizations, and residents; learn more about Providence’s distinctive neighborhoods; and gain practical skills they might not learn in the classroom.
- Launched in spring 2015, the Engaged Scholars Program (ESP) is a multi-year undergraduate program of study, grounded in the disciplinary concentrations, that creates educational pathways connecting academic theory and real world practice. Through community-engaged coursework, internships, and integrative capstone projects, ESP students gain hands-on experience working with community partners to address important social challenges.
- Social Innovation Initiative (SII) promotes an open culture of collaborative learning and community impact with programming focused on five key areas: funding, intensive skills training, and advising needed to build powerful ventures, including the Social Innovation Fellowship; courses that help students develop a dynamic understanding of innovation; student groups dedicated to social innovation and social entrepreneurship; and connections to professional experiences, fellowships, and funding opportunities.

Contact Information:
Swearer Center for Public Service
Box 1974
25 George Street
Providence, RI 02912

Phone (401) 863-2338
Fax (401) 863-3094
swearer_center@brown.edu
https://www.brown.edu/swearercenter

A. Alfred Taubman Center for American Politics and Policy

The A. Alfred Taubman Center for American Politics and Policy influences local, national, and global policy makers through high quality research, teaching excellence, and a commitment to community service. The expansive nature of our undergraduate and graduate programs spans several disciplines — instilling strengths that benefit students in any field they pursue. Our alumni have become leaders and innovative change agents as they tackle the complex problems facing society today.

The center also encourages Brown University faculty and students to engage in research on important public policy problems. Engaged in an active research agenda, external grantsmanship, and community service, the current center faculty is pursuing this theme in a variety of different problem areas including urban policy, health care, education policy, law, and technology policy. The center periodically distributes the results of research conducted by its faculty and students. The center’s faculty has gained national recognition for its teaching excellence and high quality research.

For additional information, please visit the department's website: http://www.brown.edu/academics/taubman-center/

Theatre Arts and Performance Studies

Chair
Patricia Ybarra

The Department of Theatre Arts and Performance Studies is the intellectual and artistic center at Brown for faculty and students interested in the aesthetic, historical, literary, practical and theoretical explorations of performance in global perspective – theatre, dance, speech, performance art, and performative “roles” in everyday life. The Department’s distinguished faculty consists of leading scholars and artists who are at the forefront in researching and teaching new and innovative methodologies produced by the intersection of the study of craft and the study of history and theory.

Every season, the Department mounts both theatre and dance productions along with a multitude of special events. Students are active in every aspect of production - learning the rigors of craft through participation in production as well as through class work in acting and directing, dance, playwriting, movement, history, theory, design, technical theatre, intermedial performance, and performance ethnography.

For additional information, please visit the department's website: http://www.brown.edu/academics/theatre-arts-performance-studies/

Theatre Arts and Performance Studies Concentration Requirements

The Department of Theatre Arts and Performance Studies (TAPS) is the intellectual and artistic center for the aesthetic, historical, literary, practical, and theoretical explorations of performance in global perspective – theatre, dance, speech, time-based art, and even performative “roles” in everyday life. The TAPS concentration offers three tracks with many points of overlap among them: Performance Studies, Theatre Arts, and Writing for Performance. Concentrators gain exposure to a broad spectrum of performance modes and methods – acting, directing, dance, and writing, and chose an avenue of focus among them. In addition, TAPS concentrators with an interest in socially engaged performance that tackles complex social issues may pursue the Engaged Scholars Program (https://www.brown.edu/academics/theatre-arts-performance-studies/undergraduate-program/engaged-scholars-program). Everyone graduates
having studied craft, gained familiarity with history, and investigated the role of performance arts in culture.

**Theatre Arts Track**

This concentration combines the study of dramatic literature, theatre history, performance theory, and studio work in the various theatre arts. All concentrators in Theatre Arts will gain practical experience through the study of acting and directing as well as in the technical production of plays, preparing students in the practical study of a cross-section of the vital aspects of theatre craft, including one class in either dance or speech. An essential aim of the concentration track is the engagement of students in performance procedures (acting, dancing, directing, choreography, design, playwriting, dramaturgy, etc.) in order to experience the inter-relationships among social contexts, dramatic texts and theatrical enactments. Along with practical study in craft, concentrators will graduate having studied theatre history and performance theory in global perspective, including at least one course that exhibits geographic or topical breadth beyond what might loosely be called “mainstream” Euro-American tradition. The study of theatre history provides a Theatre Arts concentrator with the necessary background to understand a variety of dramatic and theatrical forms. The study of performance theory enhances a student’s ability to ask fundamental questions about the role of theatre in social, political, cultural and cross-cultural arenas.

Students wishing to enroll as concentrators in Theatre Arts and Performance Studies and take the Theatre Arts track should see the undergraduate concentration advisor, in order to discuss options that will best serve their interests.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAPS 0230</td>
<td>Acting</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 0250</td>
<td>Introduction to Technical Theatre and Production</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1230</td>
<td>Performance Theory and World Theatre History: Paleolithic to Medieval</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1240</td>
<td>Performance Historiography and Theatre History</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1250</td>
<td>Twentieth-Century Western Theatre and Performance</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following:

- TAPS 0220 Persuasive Communication
- Any dance history or practice course.
- Any design or theatre production course.
- Any playwriting course.

One elective to be selected from applied design, performance, or writing areas. This class must be approved by the concentration advisor.

Two electives to be selected from relevant theoretical and text-based studies in or cross-listed with the Department of Theatre Arts and Performance Studies, at least one of which must show geographical breadth. For example:

<table>
<thead>
<tr>
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<td>TAPS 1270</td>
<td>Masking, Trancing, Performing, and Spectating in Non-Western and Circumpacific Performance</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1280N</td>
<td>New Theories for a Baroque Stage</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1281O</td>
<td>Acting Outside the Box: Race, Class, Gender and Sexuality in Performance</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1330</td>
<td>Dance History: The 20th Century</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1380</td>
<td>Mise en Scene</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1390</td>
<td>Contemporary Mande Performance</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1430</td>
<td>Russian Theatre and Drama</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1610</td>
<td>Political Theatre of the Americas</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1630</td>
<td>Performativity and the Body: Staging Gender, Staging Race</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1650</td>
<td>21st Century American Drama</td>
<td>1</td>
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</tbody>
</table>

**Performance Studies Track**

The Performance Studies track in the Theatre Arts and Performance Studies concentration offers a base for students interested in a variety of performance forms, performance media, or in intermedial art. A concentrator in this track will study the multiple modes in which live performance articulates culture, negotiates difference, constructs identity, and transmits collective historical traditions and memories. Because Performance Studies is not primarily invested in one performance mode over another (such as theatre or dance), a concentrator will gain exposure to a broad spectrum of performance modes. Studying ritual, play, game, festival, spectacle and a broad spectrum of “performance behaviors” under the umbrella of Performance Studies, a concentrator will graduate having investigated the role of performance in culture, including performative acts in everyday life, political enactment, ritual behavior, aesthetic or representational practices, and social role or the performance of subjectivity. The history of aesthetic performance practices (such as the histories of theatre and/or dance) will be an important part of this track, serving to ground inquiry into the broader spectrum of performance study. Students will craft their electives on this track from a wide selection of courses both within the Department of Theatre Arts and Performance Studies and across the university. The study of performance behavior across mediums such as dance, theatre, ritual, and orature allows for geographic and historical flexibility as not all cultures parse theatre from dance, nor, historically, genres of religious or political ritual from genres of entertainment, play, or game. At least one of the ten required classes must show geographic or cultural breadth, and be approved as such by the undergraduate concentration advisor. Participation in practical classes in modes of performance is also required.

Students wishing to enroll as concentrators in Theatre Arts and Performance Studies and take the Performance Studies track should see the undergraduate concentration advisor, in order to discuss options that will best serve their interests.

**Required Courses**

Two of the following three courses:

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<tr>
<td>TAPS 1250</td>
<td>Twentieth-Century Western Theatre and Performance</td>
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</table>

Select three of the following (one of which must show geographical breadth) in consultation with the advisor:

<table>
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<tr>
<td>TAPS 1270</td>
<td>Masking, Trancing, Performing, and Spectating in Non-Western and Circumpacific Performance</td>
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</tr>
<tr>
<td>TAPS 1280N</td>
<td>New Theories for a Baroque Stage</td>
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<td>TAPS 1281O</td>
<td>Acting Outside the Box: Race, Class, Gender and Sexuality in Performance</td>
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<td>Dance History: The 20th Century</td>
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<td>TAPS 1380</td>
<td>Mise en Scene</td>
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<tr>
<td>TAPS 1390</td>
<td>Contemporary Mande Performance</td>
<td>1</td>
</tr>
<tr>
<td>TAPS 1430</td>
<td>Russian Theatre and Drama</td>
<td>1</td>
</tr>
</tbody>
</table>
Writing for Performance Track

Concentrators explore the craft and sensibility of writing for live performance in the broad context of art in a changing society. Moving through a graduated series of skill-based writing classes, students additionally encounter theatre history in core courses and focused seminars, engage with the practical aspects of production, and relate theatre to other disciplines. Writing is viewed neither as an alienated cause nor a terminal outpost, but as a co-equal aspect of a creative ecology, sharing space with orature, scenography, ethics, and all fields that focus attention, invoke fascination, and alert the will to the possibilities of transformation.

Students wishing to enroll as concentrators in Theatre Arts and Performance Studies on the Writing for Performance track should see the concentration advisor. For example:

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>TAPS 1610</td>
<td>Political Theatre of the Americas</td>
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<td>TAPS 1630</td>
<td>Performativity and the Body: Staging Gender, Staging Race</td>
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<tr>
<td>TAPS 1650</td>
<td>21st Century American Drama</td>
<td></td>
</tr>
<tr>
<td>TAPS 1670</td>
<td>Latino/a Theatre and Performance</td>
<td></td>
</tr>
<tr>
<td>TAPS 1690</td>
<td>Performance, Art, and Everyday Life</td>
<td></td>
</tr>
<tr>
<td>TAPS 2120</td>
<td>Revolution as a Work of Art</td>
<td></td>
</tr>
<tr>
<td>AFRI 0990</td>
<td>Black Lavender: Black Gay/Lesbian Plays/Dramatic Constructions in the American Theatre</td>
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<tr>
<td>AFRI 1110</td>
<td>Voices Beneath the Veil</td>
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</tbody>
</table>

Two full credit courses based in performance craft in either Acting, Directing, Speech, Dance, Design, Literary Arts (with a performance emphasis), Visual Arts, or Music. These classes must be approved by the concentration advisor.

Two additional courses in the academic study of performance and performance culture(s) to be culled from those listed above as well as other courses in the Department of Theatre Arts and Performance Studies or throughout the university in consultation with advisor. For example:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>AFRI 1070</td>
<td>RPM: Traditional and Contemporary Elements of Intertribal Indigenous Theater in America</td>
<td></td>
</tr>
<tr>
<td>AFRI 1120</td>
<td>African American Folk Traditions and Cultural Expression</td>
<td></td>
</tr>
<tr>
<td>ANTH 1212</td>
<td>The Anthropology of Play</td>
<td></td>
</tr>
<tr>
<td>CLAS 1930C</td>
<td>Parasites and Hypocrites</td>
<td></td>
</tr>
<tr>
<td>MCM 1502J</td>
<td>Race as Archive</td>
<td></td>
</tr>
<tr>
<td>MCM 1503W</td>
<td>Getting Emotional: Passionate Theories (ENGL 1560W)</td>
<td></td>
</tr>
<tr>
<td>MUSC 0040</td>
<td>World Music Cultures (Africa, America, Europe, Oceania)</td>
<td></td>
</tr>
<tr>
<td>RELS 0910</td>
<td>Music, Drama and Religion in India</td>
<td></td>
</tr>
<tr>
<td>RELS 1610</td>
<td>Sacrifice and Society</td>
<td></td>
</tr>
<tr>
<td>TAPS 1520</td>
<td>Seminar in Theatre Arts</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 10

A writing or composition class in a discipline outside of playwriting (e.g., literature, screenwriting, digital media), to be approved by advisor. For example:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TAPS 1210</td>
<td>Solo Performance</td>
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<td>TAPS 1280S</td>
<td>Libretto Workshop for Musical Theatre</td>
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<td>TAPS 1500I</td>
<td>Screenwriting</td>
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<td>TAPS 1500J</td>
<td>Script Adaptation</td>
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<td>ENV 0520</td>
<td>Wild Literature in the Urban Landscape</td>
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<td>ETHN 0300</td>
<td>Ethnic Writing</td>
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<tr>
<td>LITR 0110A</td>
<td>Fiction I</td>
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<td>LITR 0110B</td>
<td>Poetry I</td>
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<td>LITR 0210A</td>
<td>Fiction Writing II</td>
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<td>LITR 0210B</td>
<td>Poetry Writing II</td>
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<td>LITR 0210D</td>
<td>Digital Language Art II</td>
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<td>LITR 1010G</td>
<td>Writing3D</td>
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<tr>
<td>LITR 1150E</td>
<td>Strange Attractors: Adaptations/Translations</td>
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<tr>
<td>LITR 1150M</td>
<td>Short Fiction Experiments</td>
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<tr>
<td>TAPS 1500L</td>
<td>Acting Together on the World Stage: Writing and Political Performance</td>
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Two of the following three courses:

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<tr>
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<td>TAPS 1240</td>
<td>Performance Historiography and Theatre History</td>
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<tr>
<td>TAPS 1250</td>
<td>Twentieth-Century Western Theatre and Performance</td>
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One performance-based class. Options include Acting, Directing, Speech, Dance, Visual Arts, Music, or Sign Language. Select two additional Theatre/Performance History/Theory classes in or cross-listed with the Department of Theatre Arts and Performance Studies. For example:

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<td>Dance History: The 20th Century</td>
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<td>TAPS 1380</td>
<td>Mise en Scene</td>
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<td>TAPS 1390</td>
<td>Contemporary Mande Performance</td>
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<td>TAPS 1430</td>
<td>Russian Theatre and Drama</td>
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<tr>
<td>TAPS 1610</td>
<td>Political Theatre of the Americas</td>
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<tr>
<td>TAPS 1630</td>
<td>Performativity and the Body: Staging Gender, Staging Race</td>
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<td>TAPS 1650</td>
<td>21st Century American Drama</td>
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<tr>
<td>TAPS 1670</td>
<td>Latino/a Theatre and Performance</td>
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<tr>
<td>TAPS 1690</td>
<td>Performance, Art, and Everyday Life</td>
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<tr>
<td>TAPS 2200A</td>
<td>Abstraction and Resistance</td>
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<tr>
<td>AFRI 0990</td>
<td>Black Lavender: Black Gay/Lesbian Plays/Dramatic Constructions in the American Theatre</td>
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<tr>
<td>AFRI 1110</td>
<td>Voices Beneath the Veil</td>
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<tr>
<td>TAPS 2120</td>
<td>Revolution as a Work of Art</td>
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<tr>
<td>TAPS 1520</td>
<td>Seminar in Theatre Arts</td>
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Total Credits 10
For all concentrators, regardless of track:
In cases where dual concentrations are declared, the Department allows two courses to be counted toward both concentrations.

Capstone
The Capstone is a culminating project/experience designed by the student that fulfills the concentration track. TAPS capstones can take a variety of forms, such as a solo performance or dance piece, the writing of a play, an honor’s thesis or a design project, or directing a production. Students begin working on their capstone in the required senior seminar course, which is offered in the fall term. Capstone projects may be completed in either the fall with the termination of the Seminar, or in the subsequent spring term.

Honors
The standard pattern above, plus an honors thesis course taken in Semester VII (TAPS 990), the topic of which would be determined before Semester VII. Candidates for the honors program should have an outstanding academic record and must apply to the Department by April 1 of Semester VI. Proposals can be submitted electronically. Honors are awarded for theses in all concentration tracks. All theses are substantive pieces of writing. Some theses are strictly academic. Other honors theses may include a creative component (such as the directing of a play, a solo performance piece, the study and performance of a major role, or the design of a production) but the thesis itself will be a critical, written work based in research relative to that artwork. For plays submitted for honors, the essay should accompany the play, reporting on the research and the process of writing, though the play itself counts as the substantive written work. See the Honors Advisor for more information about proposal and thesis guidelines.

Theatre Arts and Performance Studies

Graduate Program
The Department of Theatre Arts and Performance Studies offers the following graduate programs:
- Doctor of Philosophy (Ph.D.) in Theatre Arts and Performance Studies. For more information on admission and program requirements, please visit the following website: http://www.brown.edu/academics/gradschool/programs/theatre-arts-and-performance-studies
- Master of Fine Arts (M.F.A) in Playwriting. For more information on admission and program requirements, please visit the following website: http://www.brown.edu/academics/gradschool/programs/theatre-arts-and-performance-studies-0
- Master of Fine Arts (M.F.A.) in Acting or Directing through the Brown University/Trinity Rep MFA Program. For more information on admission and program requirements, please visit the following website: http://www.brown.edu/academics/gradschool/programs/theatre-browntrinity-rep-acting-directing

Courses

Theatre Arts and Performance Studies

TAPS 0030. Introduction to Acting and Directing.
Explores basic acting/directing concepts from a variety of perspectives including the use of the actor's imagination/impulsivity in the creation of truthful, dramatic performance; the body, as a way of knowing and communicating knowledge; and the voice, as a means of discovering and revealing emotion/thought. There is a mandatory tech requirement and some evening hours are required. Please go to the TAPS website for specifics on admission and the technical requirement (http://brown.edu/go/TAPS0030). Enrollment limited to 18 first year students. Instructor permission required. No permission will be given during pre-registration.

TAPS 0080. Asian American Theatre and Performance in Transnational Contexts
From the founding of the East West Players in San Francisco in 1965 to Toronto’s now thriving Fu-Gen Theatre, formed in 2002, embodied performance has long played a central role in the formation of an Asian diasporic identity, movement, and politics in the Americas. This intro-level course explores the history and development of Asian American theatre and performance. Through a variety of critical, historical, and aesthetic texts (theatre, literature, contemporary art) we will consider encounters and exchanges in Asian American and Asian Canadian theatre and performance histories as one way to critically engage the “transnational” within Asian American Studies. WRIT DPLL

TAPS 0085. Uncomfortable Media (MCM 0901H).
Interested students must register for MCM 0901H.

TAPS 0100. Playwriting I.
A workshop for students who have little or no previous experience in writing plays. Students will be introduced to a variety of technical and imaginative considerations through exercises, readings and discussions. Course is not open to those who have taken Advanced Playwriting (TAPS 1500, formerly LITR 1010C and TS DA 1500). Enrollment is limited to 14 undergraduates per section. A limited number of spaces are reserved for incoming and transfer students. Instructor permission required. S/NC. WRIT

TAPS 0110E. Screenwriting I (LITR 0110E).
Interested students must register for LITR 0110E.

TAPS 0150. Screenwriting I (LITR 0110E).
Interested students must register for LITR 0110E.

TAPS 0200. Playwriting II.
Emphasis is placed on dramatic conventions, such as monologues, dialogue, mise-en-scene and time. Writing includes frequent exercises in various theatrical approaches. This course is limited to undergraduate students. Instructor permission required. Prerequisite: TAPS 0100 (formerly LITR 0110C and TS DA 0100). Enrollment is limited to 14 undergraduates per section. Instructor permission required. S/NC. WRIT

TAPS 0220. Persuasive Communication.
Provides an introduction to public speaking, and helps students develop confidence in public speaking through the presentation of persuasive speeches. Primarily for seniors. Limited to 18. Instructor's permission required. No permission will be given during pre-registration; interested students should sign up well in advance on the TAPS 0220 waitlist (application form is at http://brown.edu/go/TAPS0220) and attend the first day of class. Attendance is mandatory. The application/waitlist process does not apply to students registering for the Summer term through the Office of Continuing Education.

TAPS 0230. Acting.
Focus on elements of dramatic analysis and interpretation as applied to the art of acting, and, by extension, directing. Monologues, scene study, and improvisation are basis for comment on individual problems. Reading of dramatic texts and theory. Substantial scene rehearsal commitment necessary. Attendance mandatory. Not open to first-year students. Enrollment limited to 20. Instructor permission required. No permission will be given during pre-registration. S/NC

TAPS 0250. Introduction to Technical Theatre and Production.
This course is an introduction to stage lighting. Enrollment limited to 20. Instructor permission required. No permission will be given during pre-registration. S/NC

TAPS 0310. Beginning Modern Dance.
Introduction to the art of movement. Focuses on building a common vocabulary based on ballet, vernacular forms, improvisation, Laban movement analysis, American modern dance, and the body therapies. Individual work is explored. One and one-half hours of class, four days a week. Enrollment limited to 40. S/NC.

TAPS 0310E. Shakespeare: The Screenplays (ENGL 0310E).
Interested students must register for ENGL 0310E.
TAPS 0320. Dance Composition. 
Focuses on building the individual's creative voice. A movement vocabulary is developed from Western techniques (ballet, American modern dance, Laban/Bartenieff movement analysis, vernacular space, mass harmony/movement physics, and the body therapies) along with group improvisations and collaboration with artists in other disciplines. Enrollment limited to 40. S/NC.

TAPS 0330. Mande Dance, Music, and Culture. 
Examines, by theory and praxis, the techniques and philosophy of dance in Mande culture. Each dance is taught as a highly codified language, with detailed phrasing structures, focus, center, variations of intonation, and qualitative choice. The specific ethnicities are studied in relationship to their music and dance variations. Participants must be physically fit. Attendance at the first class is required. There is an application process for enrollment. Enrollment limited to 100. S/NC.

TAPS 0510. Introduction to Shakespeare (ENGL 0310A). 
Interested students must register for ENGL 0310A.

TAPS 0901N. Body/Gesture/Cinema (MCM 0901N). 
Interested students must register for MCM 0901N.

TAPS 0901Q. Governing Sex: Citizenship, Violence, Media (MCM 0901Q). 
Interested students must register for MCM 0901Q.

TAPS 0901S. Mediating Reproduction: Feminism, Art, Activism (MCM 0901S). 
Interested students must register for MCM 0901S.

TAPS 0930A. The Actor's Instrument: Voice and Speech. 
A complete and well-seasoned actor has the ability to perform with specificity and ease, both vocally and physically. Specificity comes from an integration of speech and movement technique. Ease is only possible when a mastery of technical skills reaches the point where the actor can integrate them without loss of spontaneity. The goal of this class is to give the student the fundamental techniques of voice and speech in relation to the body. Prerequisite: TAPS 0230. Enrollment limited to 16. Instructor permission required. S/NC.

Prerequisite does not apply to students registering for the Summer term through the Office of Continuing Education.

This course is designed to help students explore the development of relationships in theatrical space without the benefit (or confinement) of a script. By cultivating and developing basic performance skills including spontaneity, self-awareness, creative use of the body and mind, access to the imagination, and collaboration, this course has applications for actors and other performers interested in all types of performance as well as those interested in improvised performance specifically.

One of the intentions of this course is to generate truthful, creative, and collaborative play, which can lead naturally to material that is funny or humorous as an organic outcome of the moment. However, "comedy" or "improv comedy," which has a different set of intentions altogether, will be strongly discouraged in this course. "Getting laughs," as a goal in and of itself, manufactures unproductive pressure to "be clever" or to "succeed" in ways that are inconsistent with truly creative engagement.

TAPS 0930C. The Actor's Instrument: Stage Movement for Actors and Directors. 
Students will be engaged in a process of exploration that centers on the physical relationship of the actor to the physical reality of the stage including sound, props and costumes. Work with a broad spectrum of contemporary and classic movement theories/approaches to constructing performance. Instructor permission required; interested students must come to the first class, fill out an application and participate in a sample class. Accepted students will be notified by the third class meeting. You must show up to every class meeting in order to keep your application active throughout the registration process. Enrollment limited to 18.

Derived from the teachings of Jacques Lecoq and Philippe Gaulier, this course is physically-based, improvisational, loud and messy. Emphasis is on organic and intuitive response, timing and rhythms inherent in comedy, non-verbal expression, the relationship of the Actor to the Audience, and Play! Enrollment limited to 20. S/NC.

TAPS 0930F. Explorations in Clown and Physical Play. 
Participating in this course, you will learn how to value and share your own unique ridiculousness by transforming mistakes into opportunities and limitations into creative expression. Based on physical exploration and improvisation, this work will help you to recognize your relationships to fear, expand your sense of humor, connect to an audience, and play with abandon. Inspired by various kinds of clowns throughout history, you will begin to create your own vocabulary of play that will organically accumulate into solo and group performance pieces.

TAPS 0971. Digital Art (MCM0750). 
Interested students must register for MCM 0750.

Interested students must register for AFRI 0990.

TAPS 1000. Intermediate Dance. 
Designed to expand the student's knowledge of and proficiency in dance as an art form. Mainly a studio course, but selected readings, papers, critiques, and field trips are important components of the course. Prerequisite: TAPS 0310 or equivalent. Enrollment limited to 40. S/NC.

TAPS 1010. Performing Brazil: Language, Theater, Culture (POBS 1080). 
Interested students must register for POBS 1080.

TAPS 1080. Performing Brazil: Language, Theater, Culture (POBS 1080). 
Interested students must register for POBS 1080.

TAPS 1100. Stage Management. 
To introduce students to the principles and techniques of modern stage management from script selection to closing. Through the study of various models of stage management (both professional and academic), students will develop an appreciation of the role of the stage manager as the facilitator, mediator and organizer of the production process. Students will apply theory learned in the classroom by stage-managing or assisting a stage-managing a TAPS production and/or observing other TAPS and Trinity Rep stage managers during the production process. Enrollment limited to 12.

TAPS 1160. Style and Performance. 
For qualified sophomores, juniors, and seniors who offer TAPS 0230 as a prerequisite. Period scene study and monologues are basis for comment on individual progress in acting/directing. Extensive reading of dramatic texts and historic research materials. Work in voice, movement, and poetic text. Substantial commitment necessary for preparation of class scenes. Attendance mandatory. Prerequisite: TAPS 0230. Limited to 20. Instructor's permission required. No permissions will be given during pre-registration.

TAPS 1210. Solo Performance. 
An exploration of the challenges and rewards of performing solo. Students research, write, and perform a one-person show. Other projects may include performance art, stand-up comedy, and monologuing. Substantial time commitment. Attendance mandatory. For advanced students with appropriate background and experience. Submit proposal and resume in the fall, For guidelines and information contact taps@brown.edu. Permission required in advance. Enrollment limited to 20.

This course offers an introduction to basic texts performance theory and then directs the methodological questions derived from those texts to the study of performance practices in context, exploring paleolithic, ancient, and medieval performance histories in global, cross-cultural perspective. WRIT
TAPS 1240. Performance Historiography and Theatre History.
This course will provide an introduction to performance history and
historiography by concentrating on analysis of dramatic texts, theatrical
events, festival performances and "performative" state and religious
ceremonies from 1500-1850. We will explore incidents in Asia, the
Americas and Europe as related to state consolidation, colonization,
icipient nationalism(s), urbanization, cultural negotiation, and the
representational practices the enacted. Enrollment limited to 35. WRIT

TAPS 1250. Twentieth-Century Western Theatre and Performance.
The study of key figures and movements in 20th-century Western
theatre and performance, from approximately 1870 to 2000. We explore
naturalism and alternative strategies to realism such as symbolism,
futurism, surrealism and constructivism, along with myriad figures in the
modern and postmodern "avant-garde." WRIT

TAPS 1270. Masking, Trancing, Performing, and Spectating in Non-
Western and Circumpacific Performance.
An inquiry into specific traditions of performance - ritual, traditional theatre,
contemporary theatre, and performed behavior in more or less day-to-
day life - that exist or have existed in various (mostly) Asian settings and
have been studied and documented by scholars, film-makers, and theatre
artists. The emphasis will be on traditions that use masks as means of
transforming the identity of the performer and of the world presented in
performance. No prior experience in theatrical performance or in the study
of Asia or anthropology is assumed. WRIT

TAPS 1280B. The Creative Ensemble.
Develops skills in acting, improvisation, directing, teaching, and writing.
Through research, performance and collaboration, participants explore
individual/group talents and creative passions. Ensemble-created final
performance project. Prerequisite: TAPS 0230 or equivalent.

TAPS 1280C. Advanced Stage Lighting.
This course focuses on the implementation of lighting techniques learned
in the introductory course. Emphasizes work in a studio environment with
other theatre designers, implementing CAD and vector works techniques
as well as scale models. Course culminates in a full lighting design for a
production. Prerequisite: TAPS 0260.

TAPS 1280F. Introduction to Set Design.
A survey of the history and concepts of scenic design with emphasis on the
art, artists and the social/political movements influencing the major
period. Aims to give the designer a foundation in research approaches.
Also to provide an examination of stylistic approaches and innovations in
the context of the historical period. Enrollment limited to 10.

TAPS 1280L. Modern American Drama.
Modern American Drama is a broad overview of the field, from O'Neill
through Kushner and Parks. Particular attention will be paid to the
theatrical, social and performance context of the plays under study,
although the plays themselves will be the only assigned texts.

TAPS 1280N. New Theories for a Baroque Stage.
This course re-conceptualizes and re-models seventeenth-century
"baroque" theatricality through the lenses of Russian formalist theory,
phenomenology, (post-)surrealist literature and objects, Oulipian literature
of constraints, Deleuzian theory, ontological-hysteric theatre, film, etc.
WRIT

TAPS 1280Q. Hybrid Art (VISA 1800L).
Interested students must register for VISA 1800L.

TAPS 1280S. Libretto Workshop for Musical Theatre.
This class is not only for the aspiring librettist but for any student
desiring insight into the craft of book writing for musical theater. The
course will cover the basics of storytelling (plot, character development
conflict, etc.) but specifically in terms of the musical. It will also detail the
fundamentals of lyric writing, musical narrative and basic composition. We
will examine three libretti (SWEEENEY TODD: the classic horror, LITTLE
SHOP of HORRORS, the modern sci-fi and RENT, the contemporary
adaptation). There will be lectures, group discussions, talks with guest
professionals, and analysis of student assignments. Enrollment limited to
15 sophomores, juniors, and seniors.

TAPS 1280V. Theatre and Conquest in the Americas, from Cortes to
NAFTA.
Explores the intimate relationship between theatre and conquest in the
Americans as contained in missionary accounts, plays, performances
and visual art from Cortés arrival to the present. Students will analyze
plays and performances that stage the Spanish Conquest, consider
the theatrical procedures of the conquest and examine theatrical
representation as a methodology of conquest in the Americas.

TAPS 1280Y. Issues in Performance Studies.
Explores myriad ways of thinking, doing and talking about performance
using the values, theories and practices of performance studies as a field
of study. Students will study a variety of actions and sites as performance,
from everyday life, conversion spectacles, surgical procedures, museum
installations, dance and tourist shows to ethnological displays, among
others. There will be several opportunities for us to visit some of these
sites as participant-observers, critics, artists and performers. The objective
is not so much to pin down a genre or category of performance as it is to
understand performance variously as an analytic and practice, a form
of lived history and way of being, and a critical formulation or formation
beyond traditional theater practice.

TAPS 1281A. Director/Designer Collaborative Studio.
Students will explore the relationship between director and designer within
the production process. The main objective is to improve collaboration
and production output by learning the language, tools, and skills involved
in each area of discipline so as to enhance creative output. Enrollment
limited to 17 students.

TAPS 1281C. Memory Plays: Theatricality and Time.
This course will read philosophy and critical theory about memory and
and time beside dramatic works and performance art that take up the topic
of history, repetition, and temporality in live art. Readings will be selected
from Sophocles, Aristotle, Shakespeare, Noh, Freud, Benjamin, Bergson,
Brecht, Muller, Stein, Duras, Homi Bhabha, Paula Vogel, Suzan-Lori
Parks, W. G. Sebald, Gilles Deleuze, Thomas King, Philip Deloria, Coco
Fusco, Diana Taylor, Charles Ludlam, Teching Hsieh, Wooster Group,
Spiderwoman Theatre, Ubu and the Truth Commission, Errol Morris, Robin
Soans, and Erik Ehn to ask about time, memory, history, act, Mneme,
anamnesis, recognition, and "reconciliation." WRIT

TAPS 1281M. Introduction to Costume Construction.
An introduction to the study and practice of core costume construction
skills. Topics include basic machine, hand sewing and patterning

TAPS 1281O. Acting Outside the Box: Race, Class, Gender and
Sexuality in Performance.
Examines the relationship between social and cultural identities and their
representations in dramatic literature and performance. Students will
be expected to read critical essays and plays, conduct research, and
prepare to act in scenes that challenge the actor to confront the specifics
of character and situation beyond traditional theater practice.

TAPS 1281V. Theatre and Conquest in the Americas, from Cortes to
NAFTA.
Explores the intimate relationship between theatre and conquest in the
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TAPS 1281O. Acting Outside the Box: Race, Class, Gender and
Sexuality in Performance.
Examines the relationship between social and cultural identities and their
representations in dramatic literature and performance. Students will
be expected to read critical essays and plays, conduct research, and
prepare to act in scenes that challenge the actor to confront the specifics
of character and situation beyond the Eurocentric ideal. The goal is to
strengthen the actor's ability to construct truly meaningful characters by
removing any reliance of "type" and/or immediate "identification" with the
characters they will portray. Instructor permission required; interested
students must come to the first class, fill out an application, and participate
in a sample class. Accepted students will be notified by the third class
meeting. You must show up to every class meeting in order to keep your
application active throughout the registration process. Enrollment limited to
18. DPLL

TAPS 1281Q. Introduction to Dance Studies.
This course introduces students to dance studies by outlining a critical
history of the field in close connection to a range of artistic practices from
the early twentieth century to the present. How have choreographers
and dancers experimented with the traditions, conventions, and forms
of dance? Looking at a wide range of choreographers and movements,
including Cunningham, Bausch, Rainer and Paxton, we will examine the
ways in which dance practices engage with the production of meanings
and values while exploring alternative modes of subjectivity, and how
these experiments propose new forms of engagement with broad artistic,
social, and political fields.
TAPS 1281S. The Precarious University (HMAN 1970E).
Interested students must register for HMAN 1970E.

TAPS 1281T. Native Americans in the Media: Representation and Self-Representation on Film (ETHN 1890G).
Interested students must register for ETHN 1890G.

TAPS 1281W. Artists and Scientists as Partners.
This course focuses on current research on and practices in arts and healing, with an emphasis on dance and music for persons with Parkinson's Disease (PD) and Autism (ASD). Includes guest lecturers, readings, field trips, and site placements. Admission to class will be through application in order to balance the course between self-identified artists and scientists and those primarily interested in PD and those primarily interested in ASD. Enrollment limited to 30.

TAPS 1281Z. Artists and Scientists as Partners: Theory to Practice.
This course focuses on the application of current research in neuroscience, education, narrative medicine, and best practices in the arts for persons with neurological disorders. Through site placements, students will provide arts experiences (primarily dance and music) for persons with Parkinson’s Disease (PD) and Autism Spectrum Disorders (ASD). Course also includes guest lecturers, readings, field trips, curriculum development, ethnographic research, and planning of and participation in a convening of artists and scientists engaged in holistic healing.

TAPS 1290. Advanced Costume Design.
Costume design and rendering approaches to various genres of performing arts, including opera, musicals, and dance. Designed for the serious student of theatrical design. Advanced work on rendering emphasizing character, practicality, line, form, and color. Lab required.

TAPS 1300. Advanced Set Design.
The examination of the working relationship between designer and director. An emphasis on the design abilities needed to communicate varied visual approaches. Developing the creative, theatrical vocabulary needed to turn a director's vision into a fully articulated set design. A substantial amount of plays will be read and researched. Drafting and model rendering techniques will be applied. Prerequisite: TAPS 1280F. Instructor approval required prior to registration. Enrollment limited to 10.

TAPS 1310. Advanced Modern Dance.
Designed for dancers who have attained an advanced level in any dance technique. The purpose is to help such dancers come to understand both intellectually and kinesthetically the diversity of one of the few indigenous American art forms: modern dance. Enrollment limited to 40. S/NC.

TAPS 1315. Digital Design for the Theatre.
A comprehensive introduction to the use of two-dimensional computer aided tools to realize scenic design elements and diversify the designers’ visual vocabulary. A thorough understanding of digital work-flow from concept development, input, to computer aided design and output will be achieved. The course will cover: Introduction to Drafting with Auto-cad and plotting, Introduction to the use of the Adobe Creative Suite including Photoshop, Illustrator and InDesign as they relate to set design and implementing designs in full-scale. We will also review Typography and basic Graphic Design elements and how they relate to scenic elements, scaling and technical applications.

TAPS 1320. Choreography.
Designed for those who have had some experience in composition and would like to work, under supervision, on making dances. Emphasizes making full-length dances for small and large groups and demands a sophisticated use of space, dynamics, and music. Further emphasis on viewing and interpreting classic and contemporary works from a choreographic viewpoint. S/NC.

TAPS 1325. Experiments in Dance, Movement, and Performance.
This course introduces students to the histories and methodologies; meanings and functions of experimental choreography in specific artistic, social, and political contexts. We examine the ways in which choreographers and dancers have experimented with the traditions and forms of dance, by mapping a series of interdisciplinary gestures in relation to creative and critical fields. The course builds on a series of composition exercises and creative assignments to culminate with the making and showing of a dance performance. No experience of dance is required, but an interest in thinking and experimenting with the roles of dance across art, society, and academia.

TAPS 1330. Dance History: The 20th Century.
An exploration of the major figures and trends in modern dance. While the main focus of the course is on American Dance, attention is given to earlier European and other dance traditions that have contributed to the American dance heritage. May be of particular interest Americanists, art historians, dancers, and theatre majors.

TAPS 1335. Movement Theory: Choreography, Modernity, Subjectivity.
This seminar examines theatrical choreography as a defining art of modernity. Drawing from the publication of Choréographie in 1700—from the Greek khoreia (dancing) and graphein (writing)—as a system of dance notation, the course will follow the transformation of the relationship between the score and the event; writing and moving; philosophy and dance from the Baroque period to contemporary experiments in choreography. This course seeks to enable students to apply a diverse set of languages and concepts to the study of dance; to equip them with the critical tools through which to experience, analyze, and write on dance as a culturally meaningful practice.

TAPS 1340. Dance Styles.
This course focuses on the diverse styles, techniques and movement theories of Modern Dance. The students will practice the techniques and styles and will also study biographical material, view films, and attend live performances when possible. Enrollment limited to 40. S/NC.

This course examines the mutual influences between the fields of dance and the visual arts since 1960. It surveys a series of artworks spanning early minimal art, happenings, and Judson Dance Theatre to contemporary global experiments in choreographing museal spaces. How can we map the “close correspondence” between choreographic and visual art practices across the performance of pedestrian bodies, dancing sculptures, and relational encounters? Students are invited to experiment collectively with dance archiving methodologies, to write about a performance event in the museum context, as well as to research the critical intersections between dance and art history; performance and curatorial studies.

TAPS 1350. Dance Performance and Repertory.
Half course credit each semester. A study of dance repertory through commissioned new works, reconstruction, coaching, rehearsal, and performance. Guest artists and consultants from the American Dance Legacy Institute. Enrollment is by audition. Limited to skilled dancers. Instructor permission required. S/NC.

Natyapravya is a theory-practice course of movement and contemplation based on Indian Classical Performing Arts and the principles of yoga. This course will explore the study of Natyasastra as a text for application, as well as, the intersection between theory and practice, with special reference to the contemplative aspects of performance. Students will review and analyze the text with explicit and implicit inferences. Thus, drawing parallels between the basic principles of performance in the Indian traditions and yoga. Analysis of the basic tenets of Natyasastra exploring the physical training routines, for stylized representation of movement and mimeis.
TAPS 1360. Dance Performance and Repertory. A study of dance repertory offered through commissioned new works, reconstruction, coaching, rehearsal, and performance. The course will explore the phenomenology of dance, audience-performer connection, theatre production and dance criticism, among other topics. Enrollment is by audition. Limited to skilled dancers. S/NC.

TAPS 1370. New Works/World Traditions. From research to performance, develops new dance theater pieces that are rooted in Mande dance and American dance. Includes study with Mande, American, and European artists in building a body of repertory for the concert stage. May be repeated for credit. By audition. S/NC.

TAPS 1380. Mise en Scene. A reconstruction of the idea of a stage and a frame on the evidence of theory, novels, plays, and especially films-the seen and the unseen-using the organizing strategies of mystery. Arts "impossible" brokering of the real and the representational in a dialectic of space is considered from a multiplicity of perspectives in diverse works. Enrollment limited to 20. Instructor permission required. WRIT

TAPS 1390. Contemporary Mande Performance. This course examines the influences of contemporary society upon traditional Mande Performance. Equal emphasis will be given to the theory and practice of embodied performance as it responds to selected Mande traditions, oral literatures, and aesthetic traditions. Films, readings, guest lectures and collaborative research projects will help to facilitate a deeper understanding of contemporary Mande society and its artistic production. Students MUST register for a conference and a lecture section. Enrollment limited to 150. Students must attend the first class meeting, as final enrollment is determined by application/tryout.

TAPS 1400. Advanced Performance. An investigation into abstract and nonlinear modes of performance, working from fragmentary and recombined narrative, dramatic, and found sources. Seeks to evolve a conceptual approach to performance of the individual actor-director-writer through supervised and independent exercises and projects. Prerequisite: TAPS 0230. For juniors and especially seniors. Enrollment limited to 20. WRIT

TAPS 1410M. Shakespeare and Philosophy (COLT 1410M). Interested students must register for COLT 1410M.

TAPS 1430. Russian Theatre and Drama. An overview of Russian theatre and drama from the 18th century to the late 20th century. Emphasis on plays as texts and historical documents, and on theatrical conditions, productions, and innovations. All readings are in English. Russian area studies concentrators are encouraged to enroll. Instructor permission required. WRIT


TAPS 1500A. Advanced Playwriting: Invitation to the Devout Life. A practice-based class designed to promote prompt, connected and original writing for the live environment. We move through the regular practice of assorted exercises to the development of a completed script by the end of the term. Inquiry is guided by selected readings in esthetic theory, philosophy and theology (Anne Carson, St. Vincent de Paul, Simone Weil, others). Previous playwriting experience preferred. Instructor permission required. WRIT

TAPS 1500H. Advanced Writing for Performance. This course is an intensive examination of the craft of writing scripts for the stage from germinal idea through production by analyzing students work in workshops, reading scripts and attending local performances. Students will learn proper script format, story outline and structure, characterization, plot and the nuts and bolts of the script writing business. Moreover, they will write a full-length play or a series of one-acts. They will also be required to read and critique each other's work and bring a significant number of script copies to class for workshop. Prerequisite: TAPS 0100 and 0200. Enrollment limited to 17.

TAPS 1500I. Screenwriting. Screenwriting is a course designed to familiarize the neophyte screenwriter with the basic principles of writing for the silver-screen. By closely examining produced films, in-depth readings of both good and bad scripts, and through the writing of our own, we will gain an understanding of how screenplays are written, and written well. The course will provide a foundation in the basics of the three-act act structure, dramatic action, character arc, the revision process, and an introduction to the business of screenwriting. By the end of the semester we will have produced and polished a 10 page/minute manuscript. Enrollment limited to 17.

TAPS 1500J. Script Adaptation. This class aims to develop skills and techniques for the creation of new dramatic works based upon previously published or performed material. The unit explores the process of creating a script from previously published source material. To achieve this goal, we will explore the problems inherent in creating dramatic material from source material of various forms. The module will enhance core skills in scriptwriting, dramaturgy and script analysis. Weekly classes will include lecture and discussion, readings, film screenings and writing exercises. Enrollment limited to 17.

TAPS 1500K. Screenwriting. Screenwriting is a course designed to familiarize the neophyte screenwriter with the basic principles of writing for the silver-screen. By closely examining produced films, in-depth readings of both good and bad scripts, and through the writing of our own, we will gain an understanding of how screenplays are written, and written well. The course will provide a foundation in the basics of the three-act act structure, dramatic action, character arc, the revision process, and an introduction to the business of screenwriting. By the end of the semester we will have produced and polished a 10 page/minute manuscript. Enrollment limited to 17.

TAPS 1500L. Acting Together on the World Stage: Writing and Political Performance. Practical research in art for social change, with an emphasis on writing and composition, resulting in a series of solo and group devised performances (or well articulated proposals). Each week, in-session writing and devising exercises, coupled with a discussion of critical readings and case histories, build to projects that may be constructed solo or in small groups. Final projects may take the form of carefully constructed, achievable plans for long-range implementation. Students will be required to attend special workshops, field trips, and performances as scheduled through this semester; this schedule will be available at the first class. Enrollment limited to 12.

TAPS 1500M. Advanced Playwrighting: Guhahamuka. Guhahamuka is a Kinyarwanda word meaning "breathlessness," sometimes applied to the wordlessness that befalls the survivors of trauma. We will progress through a series of graduated exercises design to work-out the fundamentals of writing for the live encounter, with an emphasis on the uses of testimony, and language that pushes into spaces where language doesn’t fit, doesn’t belong, fails, converts itself to different energies. How a writer’s technique images spiritual practice, and avails of the useful impossibilities of incarnation and transcendence. Taking on a practical language from contemplative traditions as means of ordering the writer’s craft. WRIT

TAPS 1520. Seminar in Theatre Arts. Seminar designed for senior theatre arts concentrators, required during Semester VII. Topics focus on career planning and theatre arts subjects not dealt with in other courses. Enrollment limited to seniors.

TAPS 1610. Political Theatre of the Americas. This course explores political theatre and performance in Latin America, the US and Canada. The primary concern will be the use of performance in indigenous rights, queer rights, and gender equity campaigns as well as general critiques of socioeconomic inequity. The course examines the strategies used by actors in theatrical performances, performance art, and political protests that use the tools of performance. Exploration is of the rich relationship between politics and performance. There are no prerequisites, but one course in either Latin American Studies or Theatre and Performance Studies is recommended. DPLL
TAPS 1630. Performativity and the Body: Staging Gender, Staging Race
This course examines how we develop and interrogate different meanings around our bodies through performance practices in everyday life and on stage. Specifically, we analyze how race and gender are regulated, reinforced, reworked, and subverted through embodied modes of performance. We explore how raced and gendered bodies are constructed, reconstructed, and deconstructed through everyday performances of self from fashion to food to surgery. We will also examine works by playwrights, visual artists, and theatre artists who deploy performance practices to make, unmake, and remake historical, social, and political understandings of our bodies as raced and gendered. WRIT

TAPS 1640. Theatre and Conquest in Greater Mexico: From Cortés to NAFTA
Explores the intimate relationship between theatre and conquest in the Americas as contained in missionary accounts, plays, performances and visual art from Cortés arrival to the present. Students will analyze plays and performances that stage the Spanish Conquest, consider the theatrical procedures of the conquest and examine theatrical representation as a methodology of conquest in the Americas.

TAPS 1650. 21st Century American Drama
Course is designed to familiarize students with contemporary American playwriting from 2000-2005. We will explore how these plays reflect our current moment with attention to conceptions of gender, sexuality, national identity, trauma and memory. Playwrights may include Jorge Cortinas, Sarah Ruhl, Tony Kushner, Juliana Francis, Sabina Berman, and Carl Hancock Rux. WRIT

TAPS 1670. Latino/a Theatre and Performance.
This course will be an introduction to Latino/a theatre concentrating on the following themes: borders, diaspora and exile, political and personal identities, sexuality, gender and violence, and latino re-imagination of U.S. and Latin history. We will read Chicano/a, Cuban American and Nuyorican drama and performance art. No prerequisites.

TAPS 1680. Performance, Politics, and Engagement.
A survey course in engaged and political performance; this seminar investigates social practice, political theatre, and dance as points of entry into contemporary questions in ecology, ethics, gender, racialization, sexuality, perception, labor, and value. Course materials include artists’ and scholars’ writings as well as scores, scripts, theoretical writings, photographs, films, reenactments, and performance procedures. Assignments include research projects on art and social movements, performance tasks, and scholarly writing projects. An existing performance or arts practice is not required. The course may be especially relevant to TAPS students, the Engaged Scholars Program, and Visual Art. There are no prerequisites.

TAPS 1690. Performance, Art, and Everyday Life.
Provides an introduction to performance-based art. Some knowledge of the historical avant-garde is required. The class will explore site-specific work, time-based work, life art, body art, instruction art and a variety of intermedial artwork. Theories of "theatricality" and "performativity" will be explored as well expressive properties of repetition, excess, mimesis, banality, quotidianising, failure, failure of the shock. Enrollment limited to 16.

TAPS 1700A. Voices Beneath the Veil (AFRI 1110).
Interested students must register for AFRI 1110.

TAPS 1700B. African American Folk Traditions and Cultural Expression (AFRI 1120).
Interested students must register for AFRI 1120.

TAPS 1700C. Advanced RPM Playwriting (AFRI 1050A).
Interested students must register for AFRI 1050A.

TAPS 1700D. Intermediate RPM Playwriting (AFRI 1050D).
Interested students must register for AFRI 1050D.

TAPS 1700E. Introduction to Post-Colonial African and African Diasporic Theatre (AFRI 1050H).
Interested students must register for AFRI 1050H.

TAPS 1700G. Roots of African American Fiction: Oral Narrative through Richard Wright (AFRI 1050M).
Interested students must register for AFRI 1050M.

TAPS 1700H. Art and Civic Engagement: Creativity/Reality (AFRI 1050P).
Interested students must register for AFRI 1050P.

TAPS 1700I. RPM Playwriting (AFRI 1050E).
Interested students must register for AFRI 1050E.

TAPS 1700J. Musical Performance and Theatricality (MUSC 1680).
Interested students must register for MUSC 1680.

TAPS 1700K. Site-Specific Writing in Brown's Historical Spaces (AMST 1570).
Interested students must register for AMST 1570.

TAPS 1700L. African American Musical Theatre (MUSC 1905D).
Interested students must register for MUSC 1905D.

TAPS 1700V. Voices Beneath the Veil (AFRI 1110).
Interested students must register for AFRI 1110.

TAPS 1710A. Open Source Culture (MCM 1700N).
Interested students must register for MCM 1700N.

TAPS 1710B. Radical Media (MCM 1700P).
Interested students must register for MCM 1700P.

TAPS 1720. Radical Media (MCM 1700P).
Interested students must register for ENGL 1900R.

TAPS 1740. Queer Relations: Aesthetics and Sexuality (ENGL 1900R).
Interested students must register for ENGL 1900R.

TAPS 1900R. Queer Relations: Aesthetics and Sexuality (ENGL 1900R).
Interested students must register for ENGL 1900R.

TAPS 1970. Independent Reading and Research.
Intensive reading and research on selected topics arranged in terms of special needs and interests of the student. A written proposal must be submitted to the instructor and the chair of the theatre arts department before the project can be approved. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

To be taken by all students accepted into the theatre arts honors program. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

TAPS 2100. Seminar in Dramatic and Theatrical Theory.
Theory of drama from Greeks to Grotowski. Raises questions that are crucial to thinking about directing and acting in the theatre-the nature of theatrical space, political and aesthetic implications of mimesis and narrative form, and the role of theatre in society. Enrollment limited to 20.

TAPS 2120. Revolution as a Work of Art.
A study of Russian revolutionary culture and new personhood, ca. 1905-1930, with readings from Russian fiction, philosophy, art criticism, dramatic and political theory, and cultural and theatre history. Topics include the revolution of the spirit, the culture of the future, iconography and spectacles, charismatic authority, and revolutionary terror. For graduate students and qualified juniors and seniors. All readings are in English. Those who can may read some materials in Russian. Enrollment limited to 20. WRIT

TAPS 2200A. Abstraction and Resistance.
A study of the uses of abstraction in modernist and postmodern theatre and drama, film, painting, and narrative fiction and of the engagement of resistance as a performative strategy for conceptualizing such nominally unframed and alogical texts. The works of selected theatre directors and playwrights, philosophers and theorists, novelists, filmmakers, and artists are examined and discussed. WRIT
TAPS 2200E. Historiography.
This graduate seminar is dedicated to a thorough examination of theater and performance historiography. The course will consider methodologies of writing about the past, concentrating on analyzing the writing of history and examining how historical information is obtained, imagined and disseminated in our field, where embodied practice is crucial to thinking. This course will necessarily consider how historiography is understood with the discipline of history as well as performance and theatre studies.

TAPS 2200G. Performance, Photography, and the Live Border.
What are the limits of approaching live performance as essentially ephemeral? What is at stake in the lines drawn between media histories and theatre histories that account for the "still"? Questions such as these will be posed across media as we explore histories of photography and tableaux vivant, as well as critical theories in performance studies, visual studies, art history, media studies, and theatre studies. We will look at images documenting violence, images re-presenting documented violence, and violence to documentary images in the course of a broader conversation about the "life" or "liveness" of the still. Enrollment limited to 20.

TAPS 2200I. Wittgenstein, Writing and Performance.
Performance is the ideal forum in which to discuss Wittgenstein's philosophy, especially as the latter involves rigorous close reading of the physical and metaphysical identities of words, thought and action in the construction of discernible and livable roles and courses of action and understanding within the given circumstances of the mysterious world into which we are born. Wittgenstein's aphoristic writing, which creates a poetic structure, along with the necessary incompleteness of Wittgenstein's thought expression and the wide range of philosophical interpretations of his work by numerous artists and theorists underscore the liveliness of Wittgenstein's writing as creative texts in themselves. Enrollment limited to 17 juniors, seniors, and graduate students. Instructor permission required.

TAPS 2200K. Digital Performance (MUSC 2210).
Interested students must register for MUSC 2210.

TAPS 2270B. Performance in a Virtual World (MUSC 2270B).
Interested students must register for MUSC 2270B.

In the second year of the three-year MFA Playwriting Program, students are required to teach undergraduates Introductory and Intermediate Playwriting. This course readies MFAs for their teaching in advance of their time at the head of the classroom, provides them with mentorship during the conduct of their teaching, and assesses their experience at the end of their assignments. It is an intensive seminar, where the head of the Playwriting Program meets with students individually and as a team, sharing in the evolutions of curricular design and practice, offering close comment and tailored assignments (suggested readings; writing tasks).

TAPS 2310. Graduate Playwriting.
With Word as the bodying forth into social reality of original experience, the structures, purposes and ethical risks of writing for performance are examined; experienced through the reading of each other's works-in-progress, through the reading of essays and in session exercises. Must be taken by playwriting grad students every semester in residence. May be taken multiple times for credit. Undergraduates will be admitted with permission of the instructor. Contact Erik_Ehn@Brown.edu using "Grad PW" in the subject line. Permission will be given once manuscripts have been reviewed. S/NC

TAPS 2400A. Concepts of Space and Time in Media Discourses (HMAN 2970C).
Interested students must register for HMAN 2970C.

This course is open only to students of the Consortium. It will include fundamental exercises, textual analysis, rehearsal techniques, character and scene work designed to provide the student actor with a working method based upon the general principles of the Stanislavsky system. A major part of this course will include rehearsal and performance responsibilities.

This course is open only to students of the Consortium. It will provide a progression of exercises to free, develop and strengthen the voice as the actor's instrument. The classes focus on relaxation, physical awareness, breath, freeing the channel for sound developing the resonators, releasing the voice from the body, articulation, self-expression, and the link to text and acting.

TAPS 2520. Movement: Form, Center and Balance.
This course is open only to students of the Brown University/Trinity Rep MFA Consortium program. It will develop a physical vocabulary through floor work, choreographed combinations and movement improvisation, helping the actor develop an understanding of space, strength of movement, and physical life onstage.

TAPS 2530. Directing: Composition and Staging.
This course is open only to the MFA Consortium program. It will include information and exercises addressing how to stage a play, balance the space, and transition from scene to scene. It will also focus on the director's responsibility to the actors, and ways in which to help them create their roles.

TAPS 2550. Acting: Realism and Modernism.
This is a two-credit course and is open only to students of the MFA Consortium program. This is a scene study class with an emphasis 20th century playwrights. In addition to the works of Anton Chekhov, students may perform scenes from plays by Tennessee Williams, Arthur Miller, Clifford Odets, Wendy Wasserstein, Peter Parnell, Paula Vogel, Edward Albee and Harold Pinter.

TAPS 2560. Voice: Phonetics.
This course is open only to students of the Brown University/Trinity Rep MFA Consortium program. The course will teach articulation, self expression, and link to text and acting. Additional work is devoted to speech and diction, with an introduction to the International Phonetic Alphabet (IPA) and a progression through Standard American Speech to rudimentary dialect work.

TAPS 2570. Movement: Physical Life and Language.
This course is open only to students of the Brown University/Trinity Rep MFA Consortium program. It will help the student incorporate text and physicality in order to create the inner and outer life of a character. Special attention will be given to the student's repetitive physical patterns, and new ways will be explored in examining the internal and external life of a character.

TAPS 2580. Directing: Collaboration with the Playwright.
This course is open only to students of the MFA Consortium program. It will focus on issues of collaboration between the playwright and the director. Each director will be assigned to work on a new script in cooperation with a playwright. A workshop production will be staged and open to the public.

TAPS 2600. Acting: Shakespeare and Moliere.
This is a two-credit course and is open only to students of the MFA Consortium program. This is a scene study class with an emphasis on the problems of style and language in the plays of Moliere and Shakespeare.

TAPS 2610. Voice: Verse Text.
This course is open only to students of the MFA Consortium program. It will include advanced vocal work and an introduction to singing in performance. Rhythm and rhyme will be explored in relation to lyrics and verse.

This course is open only to students of the MFA Consortium program. Under close supervision, students will direct projects at the Consortium. Each student will be responsible for the creation of either a new or an established script. Students will meet regularly with the faculty to discuss process and progress.
TAPS 2650. Acting: Problems of Style.
This is a two-credit course and is open only to students of the MFA Consortium program. This is a scene study class with an emphasis on the problems of style and language in non-realistic plays. In addition to advanced work on Shakespeare’s texts, the course will explore other playwrights, possibly including Ibsen, Strindberg, Shaw and Beckett.

This course is open only to students of the MFA Consortium program. Students will work on music, both as soloists and in small groups. The course will address issues of sight reading, breath support, phrasing, and how to stage a song for performance.

TAPS 2670. Movement: Stage Combat, Clowning, and Other Physical Form.
This course is open only to students of the MFA Consortium program. It will offer basic instruction in many physical areas including, but not limited to stage combat, juggling, mime, tumbling and clowning.

This course is open only to students of the MFA Consortium program. It will include issues of directing, as well as the concerns of an Artistic Director and Associate Artistic Director. Each student will be expected to assist assistant direct a professional production at Trinity Rep Company.

TAPS 2700. Acting: Monologue Performance.
This is a two-credit course and is open only to students of the Brown University/Trinity Rep MFA Consortium program. This course will teach actors various American regional dialects and international accents including British, Irish, Italian and Russian. Students will examine the language with the use of the International Phonetic Alphabet, and will be expected to perform using the regionalisms and dialect and then teach it to the rest of the class.

TAPS 2720. Physical Theatre.
This course is open only to students of the Brown University/Trinity Rep MFA Consortium program. This course will explore various kinds of physical theatre, and ways in which the actor can be free, spontaneous and open in rehearsal and performance. Areas of exploration will include Commedia, mask and yoga.

This is a two-credit course and is open only to students of the Brown/Trinity Rep MFA Consortium program. Directing students will study theatrical design including stage settings, costumes, lights and sound. Particular focus will be given to ways in which a designer works with a designer to establish his or her vision of the play. Areas of study will include blueprints, floor plans, renderings and focus.

TAPS 2750. Acting and Directing: Practical Application.
This is a two-credit course and is open only to students of the Brown University/Trinity Rep MFA Consortium program. This course will prepare acting students for a graduate showcase which will be performed in New York City and Los Angeles for agents, casting directors, and other professionals in the industry. Directing students will stage a New York showcase of their work for agents, artistic directors, and other theatre professionals. The course will also cover audition and interview techniques. Video work will be explored in detail, examining the difference between stage and on-camera direction and performance.

TAPS 2760. Professional Performance.
This is a two-credit course and is open only to students of the Brown University/Trinity Rep MFA Consortium program. It will include performance work in a variety of venues including, but not limited to, Trinity Rep’s mainstage. Work might include major and/or minor roles at Trinity, as well as understudy responsibilities for the professional company. Based on their participation in this course, students will be awarded their union cards so that they are able to enter the professional area upon graduating.

This is a two-credit course and is open only to students of the Brown University/Trinity Rep MFA Consortium program. Each student will direct a professional full-scale production in one of Trinity Rep’s theatres. In addition to directorial duties, students will assist in casting and designing the play, and will be fully involved in areas of budget, publicity, press relations, marketing and development.

TAPS 2890A. Theatricality: Labor, Time, Affect.
No description available.

TAPS 2890. Comprehensive Examination Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing for a preliminary examination.

For graduate playwrights, in their second and third years, rehearsing and revising their thesis projects. May be taken multiple times for credit. Must be taken both semesters in the third year.

TAPS 2980. Graduate Level Independent Reading and Research.
A program of intensive reading and research on selected topics arranged in terms of special needs and interests of the student. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

TAPS 2981. Master’s Thesis Research.
Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

TAPS 2990. Thesis Preparation.
For graduate students who have met the tuition requirement and are paying the registration fee to continue active enrollment while preparing a thesis.

Urban Studies

Director
Dietrich Neumann

The Urban Studies Program teaches students to analyze the city, urban life, and urbanization through a variety of disciplinary lenses. Students learn where cities come from, how they grow, thrive, and decline, how they are organized, and how to construct meaningful, inclusive, secure, and sustainable places. The curriculum examines how urban problems arise, how they have been previously addressed, and how to plan cities of the future. Concentrators enjoy the breadth of courses in American Studies, economics, history, literature, history of art and architecture, political science, sociology, and planning as well as provide in-depth courses integrating those perspectives. We introduce the fundamentals of Urban Studies scholarship as well as intense examination of an urban problem in focused seminars. These advanced seminars offer opportunities to write extensive and synthetic interdisciplinary analyses that serve as capstones to the concentration. The program’s 10-course curriculum provides sufficient flexibility to allow students to pursue specific urban interests or to take courses in urban focus areas of Built Environment; Humanities; Social Sciences; and Sustainable Urbanism. The Program insures that students master at least one basic research methodology and perform research or fieldwork projects, which may result in an honors thesis. Fieldwork training includes working with local agencies and nonprofit organizations on practical urban problems. Capstone projects entail original research papers in Urban Studies seminars; academically supervised video, artistic, or community service projects; and Honors Theses for eligible concentrators.

For additional information, please visit the department’s website: http://www.brown.edu/academics/urban-studies/

Urban Studies Concentration Requirements

The Urban Studies program teaches students to analyze the city, urban life, and urbanization through a variety of disciplinary lenses. Students learn where cities come from, how they grow, thrive, and decline, how they
For a concentration, the program requires ten courses selected from four concentrators. Papers in Urban Studies seminars; academically supervised video, on practical urban problems. Capstone projects entail original research or fieldwork projects, which may result in an honors thesis. Fieldwork focuses on learning basic research methodology and performing research or fieldwork projects, which may result in an honors thesis. Fieldwork training includes working with local agencies and nonprofit organizations on practical urban problems. Capstone projects entail original research papers in Urban Studies seminars; academically supervised video, artistic, or community service projects; and Honors Theses for eligible concentrators.

For a concentration, the program requires ten courses selected from four course groups:

**Introduction (choose one):**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>POLS 0220</td>
<td>City Politics</td>
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<tr>
<td>URBN 0210</td>
<td>The City: An Introduction to Urban Studies</td>
</tr>
<tr>
<td>URBN 0230</td>
<td>Urban Life in Providence: An Introduction</td>
</tr>
</tbody>
</table>

**Research Methods (choose one):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>APMA 0650</td>
<td>Essential Statistics</td>
</tr>
<tr>
<td>APMA 1650</td>
<td>Statistical Inference I</td>
</tr>
<tr>
<td>APMA 1660</td>
<td>Statistical Inference II</td>
</tr>
<tr>
<td>CLPS 0900</td>
<td>Quantitative Methods in Psychology</td>
</tr>
<tr>
<td>EDUC 1110</td>
<td>Introduction to Econometrics</td>
</tr>
<tr>
<td>ECON 1620</td>
<td>Introduction to Econometrics</td>
</tr>
<tr>
<td>POLS 1600</td>
<td>Political Research Methods</td>
</tr>
<tr>
<td>SOC 1020</td>
<td>Methods of Social Research</td>
</tr>
<tr>
<td>SOC 1100</td>
<td>Introductory Statistics for Social Research 1</td>
</tr>
<tr>
<td>URBN 1500</td>
<td>Understanding the City through Data</td>
</tr>
</tbody>
</table>

**Core Courses (3 courses required, in at least 3 disciplines, such as American studies, anthropology, economics, education, English, history, history of art and architecture, political science, and sociology, as well as urban planning when staffing allows):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AMST 1812D</td>
<td>Cities of Sound: Place and History in American Pop Music</td>
</tr>
<tr>
<td>ANTH 1236</td>
<td>Urban Life: Anthropology in and of the City</td>
</tr>
<tr>
<td>ANTH 1255</td>
<td>Anthropology of Disasters</td>
</tr>
<tr>
<td>ECON 1410</td>
<td>Urban Economics</td>
</tr>
<tr>
<td>ENGL 1760K</td>
<td>Reading New York</td>
</tr>
<tr>
<td>ENVS 1400</td>
<td>Sustainable Design in the Built Environment</td>
</tr>
<tr>
<td>ENVS 1580</td>
<td>Environmental Stewardship and Resilience in Urban Systems</td>
</tr>
<tr>
<td>GEOI 1320</td>
<td>Introduction to Geographic Information Systems for Environmental Applications</td>
</tr>
<tr>
<td>HIAA 0074</td>
<td>Nineteenth-Century Architecture</td>
</tr>
<tr>
<td>HIAA 0840</td>
<td>History of Rhode Island Architecture</td>
</tr>
<tr>
<td>HIAA 0850</td>
<td>Modern Architecture</td>
</tr>
<tr>
<td>HIAA 0860</td>
<td>Contemporary Architecture</td>
</tr>
<tr>
<td>HIAA 0861</td>
<td>City and Cinema</td>
</tr>
<tr>
<td>HIAA 1103</td>
<td>Introduction to Architectural Design</td>
</tr>
<tr>
<td>HIAA 1850D</td>
<td>Film Architecture</td>
</tr>
<tr>
<td>HIST 1550</td>
<td>American Urban History, 1600-1870</td>
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<tr>
<td>HIST 1551</td>
<td>American Urban History, 1870-1965 (HIST 1550::American Urban History to 1870)</td>
</tr>
<tr>
<td>JUDS 1620</td>
<td>Jerusalem Since 1850: Religion, Politics, Cultural Heritage</td>
</tr>
<tr>
<td>POLS 0220</td>
<td>City Politics</td>
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<tr>
<td>POLS 1320</td>
<td>Urban Politics and Urban Public Policy</td>
</tr>
<tr>
<td>SOC 1330</td>
<td>Remaking the City</td>
</tr>
<tr>
<td>SOC 1340</td>
<td>Principles and Methods of Geographic Information Systems</td>
</tr>
<tr>
<td>SOC 1640</td>
<td>Social Exclusion</td>
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<tr>
<td>URBN 1200</td>
<td>The United States Metropolis, 1945-2000</td>
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<tr>
<td>URBN 1210</td>
<td>Regional Planning</td>
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<tr>
<td>URBN 1220</td>
<td>Planning Sustainable Cities</td>
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<tr>
<td>URBN 1230</td>
<td>Crime and the City</td>
</tr>
<tr>
<td>URBN 1240</td>
<td>In Search of the Global Black Metropolis</td>
</tr>
</tbody>
</table>

**Seminar courses (choose three):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AMST 1903E</td>
<td>City of the American Century: The Culture and Politics of Urbanism in Postwar New York City</td>
</tr>
<tr>
<td>EDUC 1650</td>
<td>Policy Implementation in Education</td>
</tr>
<tr>
<td>ENGL 1760F</td>
<td>City, Culture, and Literature in the Early Twentieth Century</td>
</tr>
<tr>
<td>HIAA 1850H</td>
<td>Berlin: Architecture, Politics and Memory</td>
</tr>
<tr>
<td>HIAA 1910A</td>
<td>Providence Architecture</td>
</tr>
<tr>
<td>HMAN 1971A</td>
<td>City Spaces, City Memories</td>
</tr>
<tr>
<td>PLCY 1700J</td>
<td>GIS and Public Policy</td>
</tr>
<tr>
<td>POLS 1822S</td>
<td>Politics of Urban Transformation</td>
</tr>
<tr>
<td>POLS 2220</td>
<td>Urban Politics</td>
</tr>
<tr>
<td>SOC 1670Q</td>
<td>World Cities</td>
</tr>
<tr>
<td>SOC 1671W</td>
<td>Geographical Analysis of Society</td>
</tr>
<tr>
<td>SOC 2960C</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>URBN 1000</td>
<td>Fieldwork in the Urban Community</td>
</tr>
<tr>
<td>URBN 1010</td>
<td>Fieldwork in Urban Archaeology and Historical Preservation</td>
</tr>
<tr>
<td>URBN 1870A</td>
<td>American Culture and the City</td>
</tr>
<tr>
<td>URBN 1870C</td>
<td>The Environment Built; Urban Environmental History and Urban Environmentalism for the 21st Century</td>
</tr>
<tr>
<td>URBN 1870D</td>
<td>Downtown Development</td>
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<tr>
<td>URBN 1870F</td>
<td>Housing and Homelessness</td>
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<tr>
<td>URBN 1870H</td>
<td>Rivers and Cities</td>
</tr>
<tr>
<td>URBN 1870J</td>
<td>The Changing American City</td>
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<tr>
<td>URBN 1870M</td>
<td>The Politics of Community Organizing</td>
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<tr>
<td>URBN 1870N</td>
<td>Urban Regimes in the American Republic</td>
</tr>
<tr>
<td>URBN 1870Q</td>
<td>The Cultural and Social Life of the Built Environment</td>
</tr>
<tr>
<td>URBN 1870R</td>
<td>Representing the Twentieth-Century City</td>
</tr>
<tr>
<td>URBN 1870S</td>
<td>The City, the River, and the Sea: Social and Environmental Change at the Water’s Edge</td>
</tr>
<tr>
<td>URBN 1870T</td>
<td>Transportation: An Urban Planning Perspective</td>
</tr>
<tr>
<td>URBN 1870U</td>
<td>Critical Urban Theory</td>
</tr>
<tr>
<td>URBN 1900</td>
<td>Land Use Planning: The Future of the I-195 Parcels</td>
</tr>
<tr>
<td>URBN 1910</td>
<td>Drawing and Creating in 2D, 3D and CAD for Architecture and Urban Design</td>
</tr>
<tr>
<td>URBN 1920</td>
<td>Introduction to Urban Design and Planning: The City as System</td>
</tr>
<tr>
<td>URBN 1930</td>
<td>Brown in Providence</td>
</tr>
</tbody>
</table>

**Complementary Curriculum (Total of 2 courses required):**

1. Any course from the Introductory or Core Curriculum options above not used to fulfill another requirement

2. OR Any of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AFRI 0600</td>
<td>Race, Gender, and Urban Politics</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>AMST 0150B</td>
<td>Boston: A City Through Time</td>
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<tr>
<td>AMST 0190D</td>
<td>Popular Music and the City</td>
</tr>
<tr>
<td>AMST 1611A</td>
<td>Making America: Twentieth-Century U.S. Immigrant/Ethnic Literature</td>
</tr>
<tr>
<td>AMST 1903G</td>
<td>Oral History and Community Memory</td>
</tr>
<tr>
<td>AMST 1904M</td>
<td>Charles Chaplin and the Urban Public Health Movement</td>
</tr>
<tr>
<td>ANTH 0450</td>
<td>Inequality, Sustainability, and Mobility in a Car-Clogged World</td>
</tr>
<tr>
<td>ANTH 1301</td>
<td>Anthropology of Homelessness</td>
</tr>
<tr>
<td>ARCH 0400</td>
<td>City and Sanctuary in the Ancient World</td>
</tr>
<tr>
<td>ARCH 1150</td>
<td>Cities and Urban Space in the Ancient World</td>
</tr>
<tr>
<td>ARCH 1155</td>
<td>Cities, Colonies and Global Networks in the Western Mediterranean</td>
</tr>
<tr>
<td>ARCH 1200F</td>
<td>City and the Festival: Cult Practices and Architectural Production in the Ancient Near East</td>
</tr>
<tr>
<td>ARCH 1600</td>
<td>Archaeologies of the Near East</td>
</tr>
<tr>
<td>ARCH 1720</td>
<td>How Houses Build People</td>
</tr>
<tr>
<td>ARCH 1900</td>
<td>The Archaeology of College Hill</td>
</tr>
<tr>
<td>COLT 0811Q</td>
<td>Mediterranean Cities</td>
</tr>
<tr>
<td>COLT 1810H</td>
<td>Tales of Two Cities: Havana - Miami, San Juan - New York</td>
</tr>
<tr>
<td>DEVL 1650</td>
<td>Urbanization in China: Megacities, Mass Migration, and Citizenship Struggles</td>
</tr>
<tr>
<td>EDUC 0410E</td>
<td>Empowering Youth: Insights from Research on Urban Adolescents</td>
</tr>
<tr>
<td>EDUC 1150</td>
<td>Education, the Economy and School Reform</td>
</tr>
<tr>
<td>EDUC 1720</td>
<td>Urban Schools in Historical Perspective</td>
</tr>
<tr>
<td>ENGL 1710I</td>
<td>Harlem Renaissance: The Politics of Culture</td>
</tr>
<tr>
<td>ENGN 1930S</td>
<td>Land Use and Built Environment: An Entrepreneurial View</td>
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<tr>
<td>ENVS 0520</td>
<td>Wild Literature in the Urban Landscape</td>
</tr>
<tr>
<td>ENVS 1410</td>
<td>Environmental Law and Policy</td>
</tr>
<tr>
<td>ENVS 1555</td>
<td>Urban Agriculture: The Importance of Localized Food Systems</td>
</tr>
<tr>
<td>ENVS 1929</td>
<td>The Fate of the Coast: Land Use and Public Policy in an Era of Rising Seas</td>
</tr>
<tr>
<td>ETHN 1890A</td>
<td>Seminar on Latino Politics in the United States</td>
</tr>
<tr>
<td>GRMN 1660B</td>
<td>Berlin: A City Strives to Reinvent Itself</td>
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<tr>
<td>HIAA 0012</td>
<td>Theories of Architecture from Vitruvius to Venturi</td>
</tr>
<tr>
<td>HIAA 0550</td>
<td>Gold, Wool and Stone: Painters and Bankers in Renaissance Tuscany</td>
</tr>
<tr>
<td>HIAA 0580</td>
<td>Constructing the Eternal City: Popes and Pilgrims in Renaissance Rome</td>
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<tr>
<td>HIAA 0770</td>
<td>Architecture and Urbanism of the African Diaspora</td>
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<td>HIAA 1560C</td>
<td>Renaissance Venice and the Veneto</td>
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<td>HIAA 1850G</td>
<td>Contemporary American Urbanism: City Design and Planning, 1945-2000</td>
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<tr>
<td>HIAA 1910D</td>
<td>Water and Architecture</td>
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<tr>
<td>HIAA 1910F</td>
<td>City Senses: Urbanism Beyond Visual Spectacle</td>
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<tr>
<td>HIST 1140</td>
<td>Samurai and Merchants, Prostitutes and Priests: Japanese Urban Culture in the Early Modern Period</td>
</tr>
<tr>
<td>HIST 1310</td>
<td>History of Brazil</td>
</tr>
<tr>
<td>HIST 1741</td>
<td>Capitalism, Land and Water: A World History: 1848 to the present</td>
</tr>
<tr>
<td>HIST 1961B</td>
<td>Cities and Urban Culture in China</td>
</tr>
<tr>
<td>HIST 1970R</td>
<td>Colonial Modernities: Europe &amp; the Middle East</td>
</tr>
<tr>
<td>HMAN 1971B</td>
<td>Paris Archive: The Capital of the Nineteenth Century, 1848-1871</td>
</tr>
<tr>
<td>JAPN 0910B</td>
<td>Japanese Cities: Tokyo and Kyoto</td>
</tr>
<tr>
<td>JUDS 1716</td>
<td>Modernity, Jews, and Urban Identities in Central Europe</td>
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<tr>
<td>PLCY 1200</td>
<td>Policy Analysis and Program Evaluation</td>
</tr>
<tr>
<td>PLCY 1700Q</td>
<td>Urban Policy Challenges</td>
</tr>
<tr>
<td>PLCY 1700R</td>
<td>Urban Revitalization: Lessons from the Providence Plan</td>
</tr>
<tr>
<td>PLCY 1910</td>
<td>Social Entrepreneurship</td>
</tr>
<tr>
<td>POLS 1310</td>
<td>African American Politics</td>
</tr>
<tr>
<td>POLS 1760</td>
<td>Infrastructure Policy</td>
</tr>
<tr>
<td>POLS 1824D</td>
<td>Power and Prosperity in Urban America</td>
</tr>
<tr>
<td>SOC 0130</td>
<td>American Heritage: Democracy, Inequality, and Public Policy</td>
</tr>
<tr>
<td>SOC 1270</td>
<td>Race, Class, and Ethnicity in the Modern World</td>
</tr>
<tr>
<td>SOC 1540</td>
<td>Human Needs and Social Services</td>
</tr>
<tr>
<td>3. RISD courses approved by the Urban Studies Program each semester as applicable to the Urban Studies concentration.</td>
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<tr>
<td>4. Any course taken at another university in the US or abroad and approved by the Urban Studies Program each semester (2 maximum)</td>
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</tbody>
</table>

### Total Credits: 10

1. There are also other statistics courses offered by other departments (e.g., Applied Mathematics, Cognitive Sciences, and Psychology). On occasion, an alternative research skills course may be approved for a specific concentration.
2. The courses provide opportunities to undertake research or fieldwork projects and all qualify as “capstone” experiences.
3. No more than two may be used to satisfy the requirements of this concentration. The RISD course is identified in the student’s record at Brown by a RISD course code.

### Off-Campus Courses:

Some courses taken outside Brown (e.g., in study abroad programs) may be used for credit towards the concentration if the material covered directly corresponds to that taught in Brown courses, or is relevant to the complementary curriculum. Such courses will be approved each semester by the concentration advisor.

### Honors

Candidates for Honors must have above average grades and shall apply for this distinction in writing to the Director of the Program by the middle of the second semester of their junior year. They shall include a cover letter with a brief statement of the intended research proposal as well as the name of the member of the Urban Studies faculty who would serve as their advisor and with whom they must work closely. Twelve courses are required for Honors concentrator, two in addition to the ten courses required for a standard program. In fall semester, honors thesis students shall enroll in an independent reading and research course with their advisor (URBN 1970 in their advisor’s section) or take an additional research skills course, and in the Spring, they shall take the Honors Thesis Workshop (URBN 1981). The candidate’s final thesis must be of outstanding quality, in order to qualify for honors.
Courses

URBN 0210. The City: An Introduction to Urban Studies.
This introductory course to Urban Studies is taught in an entirely new format. Led by Prof. Neumann, it will include lectures by Urban Studies faculty who will present their views of the field. It offers an interdisciplinary approach to the history, physical design, spatial form, economy, government, cultures, and social life of cities worldwide. Which are the most urgent issues facing cities today? How will continued urban growth affect the environment? How can we learn from historic approaches to urban planning? Which are the most promising solutions to relieve urban inequality? What can be learned from ‘informal housing’ developments? DPLL LILE WRIT

An introduction to Urban Studies and to the city of Providence, this first year seminar explores from an interdisciplinary perspective how cities are broadly conceptualized and studied. Students then focus on urban dwelling, using Providence as a first-hand case study. We comprehensively examine urban life and change, attending to urban history, the diverse configurations of people and place, social and environmental issues, and urban sustainability. In a lively and varied approach to local learning, course activities include lectures, discussion, reading and writing assignments, films and other media, guest speakers, and excursions to local sites. Enrollment limited to 20 first year students. FYS

URBN 1000. Fieldwork in the Urban Community.
A fieldwork course with limited enrollment. Each student undertakes a fieldwork project in close collaboration with a government agency, a nonprofit association, or a planning firm. In weekly seminar meetings, the class examines a series of urban issues and discusses fieldwork methodology. Students also schedule regular appointments with the instructor. Restricted to Urban Studies concentrators. WRIT DPLL

URBN 1010. Fieldwork in Urban Archaeology and Historical Preservation.
Study of the surface and subsurface features of the urban built environment. An introduction to research methods and fieldwork procedures used by archaeologists and historical preservationists who work on urban sites. Students undertake fieldwork projects that involve archival research, close examination of historic structures, and theoretical analysis of the changing urban landscape. Priority given to Urban Studies concentrators and American Civilization grad students. Other students selected on first day of class. WRIT

This lecture and discussion course will provide students with an introduction to the history, politics, and culture of United States cities and suburbs from the end of World War II to the close of the twentieth century. Readings are drawn from recent work in the political, social, and cultural history of U.S. cities as well as primary sources rooted in the period under study. DPLL WRIT LILE

URBN 1210. Regional Planning.
Urban sprawl, uncoordinated land use policy, environmental decline, shrinking cities, regional inequities in housing, education, and tax capacity are all challenges that transcend city boundaries. Does it take regional planning to address these challenges? What can regional planning provide that urban planning cannot? In this course, students will develop a critical understanding of regional planning approaches to economic, social, environmental, and land use issues in the United States and abroad. Students will learn urban and regional planning methods which will be integrated throughout the course. A weekly studio and practical group projects are planned.

URBN 1220. Planning Sustainable Cities.
What does sustainability mean in the context of degraded urban areas? Can sustainable development be achieved in cities? This course offers a comprehensive, yet critical understanding of the competing theories and practices of sustainable development as applied to cities. Topics include sprawl, energy-efficient transportation, brownfields, community land trusts, green architecture, renewable energy, air and water pollution, and waste recycling.

URBN 1230. Crime and the City.
This course surveys aspects of crime and policing in the contemporary urban environment. Topics include low-level criminality, the over policing/under policing paradox, neighborhood change, transgression, applications of spatial theory to normative constructions of criminality, and the ways in which members of urban-based subcultures (from graffiti writers to gang members and homeless youth) and marginalized communities occupy public space. DPLL LILE

URBN 1500. Understanding the City through Data.
Cities are complex systems, but luckily there are a lot of data and analysis techniques to make sense of them. In this project-based course, you will learn to conduct a variety of data analysis techniques that are commonly used and essential in urban studies. The case studies will be selected from humanities, social sciences, and real-life urban problems.

URBN 1870A. American Culture and the City.
This course explores American culture and the way it shapes our cities. Topics include the American dream, race, immigration, urban dilemmas and the seduction of suburbia. We read a book (readings include Alexis de Tocqueville, Richard Wright, Tom Wolfe, and Margaret Atwood) and screen a film (movies include Wall Street, Traffic, Crash, Malcolm X) each week. Prerequisite: POLS 0220. Priority given to Urban Studies concentrators. WRIT

The term “built environment” suggests an intimate relationship between natural and human-made landscapes. For the last twenty years, environmental historians such as William Cronon have contributed to the project of transcending the false dichotomy between a “pristine” natural environment and the (supposedly artificial) social, cultural, and political terrain of humans. Building upon this important scholarly trajectory, this seminar will re-examine these and other important contributions in light of recent environmental and urban disasters, aiming to bring theoretical readings in environmental history down to earth in order to inspire new ways of thinking about the “environment” for the 21st century. Enrollment limited to 20 juniors and seniors. Instructor permission required.

URBN 1870D. Downtown Development.
This seminar examines the development and revitalization of the urban core in the United States with a focus on urban planning. Providence is used as a laboratory to explore development from the perspective of the planner, the developer, and city residents. Important concepts are illustrated through field trips, public meetings, and guest speakers. Enrollment limited to 15 during registration. Instructor will select additional 5 students after first day of class. Instructor permission required. WRIT

URBN 1870F. Housing and Homelessness.
What is homelessness and where does it come from? Can affordable housing solve the problem? This seminar examines homelessness, low-income housing policies, segregation, gentrification, privatization of public space, and related processes that make it difficult to house the poor. Open to Urban Studies concentrators and by permission based on demonstration of research skills. Enrollment limited to 20.

URBN 1870G. Ancient Cities: From the Origins Through Late Antiquity.
This seminar explores major cities of the ancient Near East (Mesopotamia, Asia Minor, and the Levant), Egypt, Greece, and Italy from the origins through late antiquity. The primary focus will be on the physical appearance and overall plans of the cities, their natural and man-made components, their domestic and private as well as their religious and secular spaces. Objects and artifacts of daily life, including pottery, sculpture, wall paintings, mosaics, and various small finds will be evaluated to establish a more nuanced understanding of the different architectural and urban contexts. WRIT

URBN 1870H. Rivers and Cities.
Rivers promote urban development and serve as important resources and cultural amenities for communities. This interdisciplinary seminar looks at the use and abuse of selected rivers which have run by or through American cities from the colonial period to the present.

Brown University
URBN 1870I. The Changing American City. This course examines the recent evolution of the American city. We will consider various external forces that act upon the city, principally (a) migration patterns, (b) economic and technological change, and (c) public policy. We will also consider how various groups and political leaders respond to these forces and on what resources they draw. Priority given to Urban Studies and Political Science concentrators.

URBN 1870J. The Politics of Community Organizing. Introduces key issues concerning community organizing. Focuses on the life, skills, and tactics of Saul Alinsky and the national organization he founded, the Industrial Areas Foundation (IAF). Analyzes the work of the IAF in a number of urban settings. Seeks to develop theories and models for studying community mobilization in urban America. Priority given to Political Science and Urban Studies concentrators.

URBN 1870M. Urban Regimes in the American Republic. A probing of topical issues in both their theoretical antecedents and their contemporary manifestations. Examines the intellectual debates and the scholarly treatments surrounding issues of power in the city, urban redevelopment policy, urban poverty, urban educational policy, and race in the city. Enrollment limited to 20. LILE WRIT

URBN 1870N. The Cultural and Social Life of the Built Environment. This seminar investigates the relationship between people and place. It considers the ways that people create and experience the man-made landscape, how they understand place through various aesthetic forms, and political conflict over space and place. We look mostly at the history and contemporary development of cities and suburbs in the United States. Students will prepare a final project on a specific aspect of the built environment; they will be encouraged to focus their research on Providence or another local community. Enrollment limited to 20. Priority given to Urban Studies concentrators and seniors; instructor permission required otherwise. LILE WRIT

URBN 1870P. Representing the Twentieth-Century City. Will explore the impact of a variety of techniques of representation on the formulation and conceptualization of a variety of "urban problems" in twentieth-century Europe and America. Will employ an active, "hands-on" approach, and therefore centers on a series of projects: in addition to reading classic works in urban planning history and the history of science, participants will choose their own "urban problem" to explore throughout the semester. They will conduct an in-depth interview with a key figure involved in contemporary debates about this problem, write an "ideas piece" or editorial about it, and, finally, submit a research paper. Enrollment limited to 20 juniors and seniors. WRIT

URBN 1870Q. Cities in Mind: Modern Urban Thought and Theory. This seminar investigates the place of the city in the history of modern thought and cultural theory, drawing on selected currents in urban thought and theory from Europe and the United States over the last two centuries. Topics include questions of public and private space, citizenship, selfhood, difference and inequality, media and technology, planning, modernism and postmodernism. Enrollment limited to 20 juniors and seniors concentrating in Urban Studies. LILE WRIT

URBN 1870R. Bottom-up Urbanism. Cities are produced by those who possess political authority, technical expertise, and dominant forms of economic, social, and cultural capital. In this course, however, we will focus on the production of urban space and fight for spatial justice from the bottom up. We will examine everyday creative, illicit, autonomous, anarchic, and agent-based urbanism as practiced by members of subgroups, from graffiti writers and Occupy protestors to place-based communities of color, who re-envision, re-aestheticize, and physically transform their surroundings, develop new forms of symbolic capital, and produce alternative socio-spatial realities in a quest for inclusive urban futures. DPLL WRIT

URBN 1870S. The City, the River, and the Sea: Social and Environmental Change at the Water’s Edge. This course examines urban social and environmental change at the water’s edge, focusing in particular on urban rivers, coastal areas, and deltas. Beginning with key frameworks for understanding the relationship between people and place, students explore the history and current concerns of urbanization, within the larger and increasingly urgent inquiry on human dwelling and water/waterways. The course is then organized around key topics and case studies from around the world, framed by historical and scientific data but also explored through ethnography, narrative non-fiction, and documentary work to understand how water, urban dwelling, and change are variously experienced, enacted, and presented. WRIT

URBN 1870T. Transportation: An Urban Planning Perspective. This seminar explores how urban planners in the U.S. plan for and around various transportation networks. We will examine how these networks are designed and funded, which modes get priority over others, and ultimately how transportation shapes the built environment. Realworld examples of plans and projects from Providence and Rhode Island are used throughout the course. Important concepts are illustrated through field trips and guest speakers. Enrollment limited to 15 during registration. Instructor will select additional 5 students after first day of class. Instructor permission required. WRIT

URBN 1870U. Critical Urban Theory. In this seminar students will closely read and apply critical theory to thinking about urban formations and inherent socio-spatial inequalities and forms of everyday representation in a contemporary US context. More broadly, students will become familiar with geographical thought coming out of the social sciences and humanities that advances the decidedly spatial perspective that the majority of social, economic, political, and environmental problems and their potential solutions are urban-based. DPLL WRIT

URBN 1900. Land Use Planning: The Future of the I-195 Parcels. This studio examines how one represents, analyzes, constructs and projects the future design of an urban site. One approach examines the city as a series of distinct physical spaces and operates by establishing typological standards and constructs significant and iconic public spaces. The second approach is concerned with the city as a technical object that organizes time – the operational aspects of the city - as well as space. In this studio, we ask you to consider how intervening in a specific location in downtown Providence can initiate a larger plan and longer-term vision through urban and an architectural scale propositions. Enrollment limited to 10 seniors concentrating in Urban Studies and History of Art and Architecture.

URBN 1910. Drawing and Creating in 2D, 3D and CAD for Architecture and Urban Design. This class equips students with an array of techniques for developing and recording ideas in architecture and urban design. Geometric techniques, such as orthogonal plans, section cuts, elevations, axonometric projections and simple perspective systems, are introduced along with procedures for exploring qualitative and time-based factors. Practical assignments cover the use of sketch and formal (projection) techniques in both analog and digital media (including CAD applications). Brief readings and class discussions provide a critical understanding of the various techniques, their history, their particular strengths and their appropriate contexts of use.

URBN 1920. Introduction to Urban Design and Planning: The City as System. Urban design and planning are the tools that shape the physical and social fabrics of the city. Urbs and Civitas. The distinction between urban and civic -the built city and the city of human relationships- has shifted in light of the current process of global urbanization. This seminar will examine the role of urban design and planning in shaping the systemic city of the 21st century. Our conversations about current theories and practices of urban design, planning and urban systems will be accompanied by a hands-on design exercise to experience how the future of cities is planned in the present.
This course will explore the long interrelationship between Brown University and the city it calls home. Through guided readings, independent research and spirited conversation, we will trace the many ways in which Brown’s urban setting has defined the university over its 250 years. We will consider Rhode Island’s unique history as a refuge for the persecuted, the transformations of the Industrial Revolution and the ways in which immense political and demographic changes of the 19th and 20th centuries left their mark on Brown. WRIT

URBN 1970. Independent Reading and Research.
A specific program of intensive reading and research arranged in terms of the special needs and interests of the student. Open primarily to concentrators, but others may be admitted by written permission. Section numbers vary by instructor. Please check Banner for the correct section number and CRN to use when registering for this course.

This seminar introduces students to independent research and writing skills necessary for successful and timely completion of the honors thesis. Course work includes presentation of one’s own thesis drafts and peer review of classmates’ work. All students who submit an approved honors thesis proposal shall enroll in URBN 1981 for the spring semester of their thesis research and writing. Concentrators may also enroll in the course during semesters 6 or 7 in preparation for the honors thesis, but must present a written proposal in place of chapters. Enrollment limited to 20 juniors and seniors in Urban Studies. S/N/C

URBN XLIST. Courses of Interest to Concentrators in Urban Studies.

Visual Art

Chair
Wendy Edwards

A Visual Art education at Brown is a rich experience of conceptual challenge, skill-building, and self-discovery. Our students acquire the intellectual and practical tools to make art, as well as to interpret and critique the world of images. We offer a range of courses: drawing, painting, photography, printmaking and sculpture, digital media, and video. Our students also have opportunities to take courses at the neighboring Rhode Island School of Design.

For additional information, please visit the department's website: http://www.brown.edu/Departments/Visual_Art/

Visual Art Concentration Requirements

The Visual Art concentration engages in artistic practice across a wide range of media: painting, sculpture, printmaking, drawing, photography, and digital imaging. Courses in art history combine with these to frame the direction of the concentrator’s work and to develop his or her critical thinking skills. Students are encouraged to cultivate an informed and thoughtful individual perspective. Students in the Visual Arts department enjoy cutting-edge facilities and a knowledgeable faculty. These two resources inspire creativity and pleasure in our concentrators while they explore the discipline. Students acquire the intellectual and practical tools to make art as well as to interpret and critique the world of images. Students also have the opportunity to take courses at the neighboring Rhode Island School of Design.

Concentration Program Requirements

Concentration Requirements:

- VISA 0100 Studio Foundation 1 1
- or VISA 0110 Advanced Studio Foundation
- VISA 1110 Drawing 1 2 1
- or VISA 1120 Drawing II
- VISA 0120 Foundation Media: Sound and Image 2 1
- HIAA 0010 A Global History of Art and Architecture 1
- Five additional studio courses (in addition to VISA 0120 and VISA 0110 or VISA 1120) 3 5

One HIAA course covering Modern or Contemporary Art History. 1

Consult with your Concentration Advisor to take a course other than the 3 listed here:

- HIAA 0801 Art After '68
- or HIAA 0810 20th Century Sculpture
- or HIAA 0870 20th Century British Art: Edwardian to Contemporary

One upper-level History of Art and Architecture course. 1

Senior Thesis Exhibition: which does not carry academic credit, is required for graduation (usually presented during the seventh or eighth semester).

Total Credits 11

1 VISA 0100 and VISA 0110 do not count as one of the 7 studio concentration requirements; VISA 0100 or VISA 0110 are prerequisites for all studio courses.
2 Qualifies as one of the 5 studio concentration requirements.
3 A minimum of four studio courses must be taken at Brown University. One must be drawing.

Honors

The project is a two-semester enterprise and counts as two courses taken for graduation credit VISA 1800C (Sem I) and VISA 1990 (Sem II) but will not count as two of the eleven courses needed for the visual art concentration. Students that are planning to complete their degree requirements in December must apply for honors by December 5 of the previous year.

Courses

Drawing on-site and in the studio from nature, still life and the imagination in a variety of media. Great emphasis is placed on creative work and classroom participation. Weekend field trips are required. Course taught in Comillas, Spain.

VISA 0062. Printmaking Workshop.
No description available.

This high immersion studio class will investigate painting based on information collected from the surrounding environment and within the town of Comillas, Spain. Assignments will relate to the ocean, mountains, animals and Northern Spanish culture with an emphasis on color. Assignments will stem from direct observation and selected visual findings within the landscape, field trips and local architecture. The class will accommodate both beginning and advanced level students through individual and group critiques.

VISA 0064. Sculpture/Installation/Site Work.
No description available.

VISA 0100. Studio Foundation.
An introduction to basic visual art concepts, exploring a range of materials with emphasis on experimentation and analysis of visual relationships. Drawing is a vital part of this course. Admittance to this course will be determined by an online lottery, which can be accessed through the VISA 0100 Lottery link in the Student menu in Banner Web. VISA 0100 or 0110 is a prerequisite to any advanced studio course work at Brown or the Rhode Island School of Design. Under certain circumstances a student may petition for a waiver of this requirement upon submission of a portfolio.

VISA 0110. Advanced Studio Foundation.
Some students arrive at Brown with a greater understanding of visual art principles than most, yet need an introduction to other aspects before taking more advanced courses. Figure drawing is practiced throughout the semester, utilizing a variety of media. Weekly outside assignments explore diverse themes and become the subject of comprehensive class discussions. Portfolio review required for admission submitted one week prior to the start of classes. See morning mail & department website for details. Students will be notified by the end of the first week of classes.
VISA 0120. Foundation Media: Sound and Image.
This foundation studio course focuses on the production and theory of screen-based digital media artwork and introduces the computer as a medium and a tool for art. The principles and techniques web design, and sound and image production are addressed in readings, screenings, and a number of specific projects. During pre-registration, the course is open to Visual Arts concentrators; all others may enroll with instructor permission. After pre-registration ends, registration for all students is by instructor permission only. Enrollment limited to 12.

VISA 0130. 3-D Foundation.
This is an extensive study in form and structure to develop spatial understanding and the fundamentals of 3-dimensional design and construction. Students will explore the structural, compositional and conceptual implications of basic materials, such as wood, metal, plaster and found objects. Projects are designed as a means for investigating a variety of sculptural processes. Students will learn casting techniques, safe usage of power tools and welding equipment. In addition special emphasis will be placed on creativity, critical thinking and the ability to successfully articulate ideas visually.

VISA 0710. Introduction to Filmmaking: Time and Form (MCM 0710).
Interested students must register for MCM 0710.

VISA 0730. Introduction to Video Production: Critical Strategies and Histories (MCM 0730).
Interested students must register for MCM 0730.

VISA 0750. Digital Art (MCM 0750).
Interested students must register for MCM 0750.

VISA 0800H. TV/Not TV: Theory and Production (MCM 0800H).
Interested students must register for MCM 0800H.

VISA 1110. Drawing I.
Drawing from nature, still life, the model, and the imagination in a variety of media. A continuing series of outside assignments emphasized. Visits to galleries and museums and pertinent exhibitions may be undertaken. The portfolio of the individual student will be the basis of evaluation. Great emphasis is put on classroom participation. Prerequisite: VISA 0100 or 0110. This course restricted to 20 students. 18 seats will be available during pre-registration. Students who are not admitted during pre-registration should attend the first meeting.

An experimental drawing course using a wide range of wet and dry media, collage, and expanded approaches to drawing. Assignment themes will focus on using our immediate environment, architectural forms, human-made environments, and the city of Providence as prompts for individual explorations in drawing.

VISA 1120. Drawing II.
Drawing from the imagination, the model, and landscapes in a variety of media. Great emphasis is placed on creative work and on classroom participation. Prerequisite: VISA 0100 or 0110. This course restricted to 20 students. 18 seats will be available during pre-registration. This class will satisfy VA concentration requirement for drawing. Students who are not admitted during pre-registration or were unable to pre-register should attend the first meeting.

VISA 1130. Drawing for Projection.
A studio course which will address the issues and techniques of drawing for motion, animation and/or projection. We will undertake one semester-long project undertaken with several short parallel works.

VISA 1210A. Big Woodcut.
This class will work both in black and white, as well as in color, using a reduction process. The emphasis will be on printing on a large scale, using various types of paper. Much independent work will be required, along with participation in classroom discussions and critiques. Lottery for spaces reserved for nonconcentrators. Prerequisite: VISA 0100 or VISA 0110.

VISA 1210B. Etching.
Covers all aspects of black and white etching, using zinc plates. Combines an emphasis on traditional skills and craft with a critical and theoretical approach to images. Extensive outside work required. Prerequisite: VISA 0100 or VISA 0110.

VISA 1210C. Investigating Collage.
No description available. Prerequisite: VISA 0100 or VISA 0110.

VISA 1210D. Lithography.
Lithography is the most versatile printmaking process. Working on limestone and aluminum plates, students will learn to produce, process and print their work in black and white. Class participation is vital, as students will be aiding each other in this complicated process. This course requires considerable time outside of class. Prerequisite: VISA 0100 or VISA 0110. This course restricted to 17 VA or Art Semiotic Concentrators, and others by permission of the instructor. 10 seats will be available during pre-registration. Students who are unable to pre-register should attend the first class.

VISA 1210E. Printmaking.
This course covers a range of traditional and digital printmaking processes. The course will explore how traditional and digital techniques can be used together and how they may interact with and influence one another. Work will be in both black and white and color. Prerequisite: VISA 0100 or VISA 0110. This course restricted to 17 students. Students who are not admitted during pre-registration or were unable to pre-register should attend the first class.

VISA 1210F. Relief Printing.
No description available. Prerequisite: VISA 0100 or VISA 0110.

VISA 1210G. Silkscreen.
This course will provide students with a thorough knowledge of both water-based screen printing techniques and digital imaging. The intersection of digital printing processes and screen printing within the context of contemporary works on paper will be explored through a series of experimental mixed-media projects. Work will be in both black and white and color. Prerequisite: VISA 0100 or VISA 0110. This course restricted to 17 students. Students who are not admitted during pre-registration or were unable to pre-register should attend the first class.

VISA 1210H. Woodcut.
Woodcut, the simplest printmaking method, has been used as a communication device for more than a thousand years. Students will work in both black and white and color to address contemporary issues. The history and aesthetics of the political poster will provide the foundational knowledge for the class. Prerequisite: VISA 0100 or VISA 0110. Enrollment limited to 17. Students who are not admitted during pre-registration or who were unable to pre-register should attend the first class.

The aim of the course is to understand the variability, sequencing potential and the inherent luminosity of the monotype medium and to use these attributes to discover and advance one's own visual ideas. Monotype refers to the making of a single unique print through press and non-press means. Several rapid projects with themes will precede a longer series culminating in a final epic portfolio of independent content. Individual, peer, and small and large group critiques will occur weekly for feedback. Readings and visits to the Bell Gallery and the RISD Museum of Art collections will give both a historical context and a singular appreciation to the studio.

VISA 1210K. Digital Printmaking.
This studio art course investigates possibilities for using the computer along with traditional painting and printmaking processes to produce image-based intermedial work. We will explore how computers and computer networks have changed the creation, content, form, distribution, and exhibition of artwork through a series of assignments, readings, discussions, and slide lectures, and how computers and digital media can intersect with a traditional studio practice. Students will produce a portfolio of mixed-media work. Photoshop, Illustrator, the internet, and digital printers, along with traditional painting, drawing, and printing mediums will be used as tools for art-making.
VISA 1240. Art of the Book.
Will examine the book, structurally and conceptually, as artist's medium. Students will learn the materials, tools and techniques of making books, as they explore the expressive and narrative possibilities of the book form. Topics and projects may include digital imaging, combining text and image, traditional binding or digital publishing. Students who are not admitted during pre-registration or were unable to pre-register should attend the first meeting.

VISA 1250. Art of the Book.
We will examine the artist’s book from the printer/publisher perspective. Students will learn the basics of book design, traditional typography & the letterpress printing. Students will consider the book and its related printed matter in service of its content. The course will be run as a fine press publishing house. Students will produce individual and group projects, including bookplates, broadsides, and books. Studio work will be augmented with field trips, artist visits, and guided exploration of the special collections at the John Hay Library. Students who are not admitted during pre-registration or were unable to pre-register should attend the first meeting.

VISA 1310. Painting: Beginning to Intermediate.
Painting for a variety of interests and aptitudes - basic instruction in media and painting procedure, emphasis on development of the image as a visual statement. Will build stretchers, cover basic color principles, and painting techniques. Images, related books, and articles are discussed. Individual criticism is given; participation in group discussions is required. Students not admitted during pre-registration should attend the first class.

VISA 1320. Painting II.
The advanced class covers information beyond the introductory level. Individual criticism is emphasized. Students are required to complete all structured assignments and to participate in regularly scheduled discussions. Prerequisite: VISA 0110 or VISA 0110, and VISA 1310. This course will be restricted to 18 VISA Concentrators and others by permission of the instructor. 10 seats will be available during pre-registration. Students who are not admitted during pre-registration or were unable to pre-register are advised to attend the first meeting of the class.

VISA 1320A. Advanced Painting: The Mediated Image.
The tradition of painting experienced a monumental shift in form, content, and function with the advent of photography. In this studio course we will explore how painting as a practice might reflect on our present-day image saturated networked world where a constant stream of instantly forgotten images are routinely borrowed, recycled, stolen and repurposed. Relevant moments in 20th and 21st century art will be covered, including Dada, Pop Art, the Pictures Generation as well as current strategies of image appropriation within a painting tradition. The course introduces photosilkscreen, digital printing, and image transfer techniques into painting-based studio practices.

VISA 1330. Drawing with Watercolor.
This course will be a rigorous examination of the possibilities of drawing with watercolor. We will do a lot of work outside and there will be an emphasis on unorthodox use of the watercolor medium. Because the basis of watercolor is sound drawing, there will be considerable instruction and practice in drawing fundamentals such as perspective, value, composition, scale, rendering, etc. Recommended prerequisite: VISA 0100, 0110, or comparable foundation level course is expected, or by permission.

VISA 1410. Sculpture: Material Investigations.
This studio course addresses basic sculptural methods, i.e., additive + subtractive modeling, casting, and assemblage, and common sculptural materials, i.e., wood, metal, plaster, and found objects. Demos + workshops on a number of sculptural tools and materials form the foundation for this studio. Students develop sculptural solutions to a given set of problems. Contemporary issues raised in critiques and readings. Extensive outside work is expected. Students who are not admitted during pre-registration or were unable to pre-register should attend the first meeting of the class.

VISA 1420. Sculpture II: Conceptual Propositions.
This studio course explores a number of contemporary sculptural theories and practices. Contemporary issues raised in critiques and readings. Completion of VISA 1410 is suggested, but not required. Demos and workshops on a number of tools and materials will be given as needed. Students may take this course more than once, as the problems can be customized for those with more experience. Extensive outside work expected. Please attend first day of class.

VISA 1430. Elm Tree Project.
This is an intensive studio course requiring a considerable out of class time commitment.

VISA 1510. Black and White Photography.
This course offers introduction to traditional black and white 35mm darkroom techniques, including processing film, silver gelatin printing and related techniques. While the class is primarily a studio course, it will be supplemented by weekly slide presentations and discussions of assigned readings. Slide presentations will focus on individual photographers in the history of the medium. Topics of discussion will include photographic genres, the photo essay, editing and sequencing a body of work, personal visions, social and political context, documentary versus art photography. Students may check out 35 mm film camera from the Dept.

VISA 1520. Digital Photography.
A thematic photography course oriented around landscape photography and related art forms. Readings and slide presentations will explore important concepts in the history of landscape photography including the sublime, the picturesque, the document, ideas of place and displacement, war and environmentalism. Class will be discussion, slideshow, studio and critique. Several field trips and exploration of historical photographic methods including cyanotype, pinhole and large format photography. Prior experience in photography preferred not required. A digital SLR type camera may be checked out from the Department.

VISA 1700D. Reframing Documentary Production: Concepts and Questions (MCM 1700D).
Interested students must register for MCM 1700D.

VISA 1700N. Open Source Culture (MCM 1700N).
Interested students must register for MCM 1700N.

VISA 1700P. Radical Media (MCM 1700P).
Interested students must register for MCM 1700P.

VISA 1700R. The Art of Curating (MCM 1700R).
Interested students must register for MCM 1700R.

VISA 1700S. Narrative and Immersion (MCM 1700S).
Interested students must register for MCM 1700S.

VISA 1710. Site and Sound.
This studio course provides an overview of contemporary sound art, facilitates the development of site-based sonic artwork, and encourages a critical approach to sound and audio practice. Work will be developed for and from specific sites with special emphasis placed on modes of listening and the physical characteristics of sound itself. Examples of site-specific sound work in a variety of formats including performance, installation, sculpture, literature, and radio are presented and analyzed.

VISA 1720. Physical Computing.
This studio course is an intensive introduction to electronic devices for use in artmaking and includes hands-on experience working with sensors, motors, switches, gears, lights, simple circuits, microprocessors and hardware-store devices to create kinetic and interactive works of art. Demonstrations, lectures and critical discussion of work will be given to develop concepts and technical skills. Demonstrations, lectures and critical discussion of work will be given to develop concepts and technical skills.

VISA 1730. Exploration in Video Art.
This studio course provides an overview of contemporary video art and video installation practices, facilitates the development of video work in expanded space, and encourages a critical approach to interactive moving image practice. Students will develop a set of video installation pieces for particular spaces and situations beyond the standard single-screen video format. Basic video production and post-production techniques will be covered and complemented by readings and screenings.
VISA 1800J. Exploration in Video Art.
This studio course provides an overview of contemporary video art and video installation practices, facilitates the development of video work in expanded space, and encourages a critical approach to interactive moving image practice. Students will develop a set of video installation pieces by working individually and in groups. The pieces will be developed for particular spaces and situations beyond the standard single-screen video format. Students will learn basic video production and post-production skills using Final Cut Pro, DVD Studio Pro, Jitter, and other tools as needed. The production work will be complimented by technical lectures and demos, readings and discussions, short assignments, and screenings. Prerequisite: VISA 0120. Instructor permission required. Enrollment limited to 20.

VISA 1800K. Microscopy in the Visual Arts.
VISA 1800L. Hybrid Art: Bricolage.
The theme of the course is bricolage; a process which develops novel solutions to problems by making use of previously unrelated knowledge, ideas and objects. We will utilize low tech materials on mid to large-scale three-dimensional work and will foster multidisciplinary studio practice. Students will be encouraged to take risks, cultivate new ideas and expand their creative process. Students must be highly motivated and committed to extensive work outside of class. Preference will be given to students with prior experience in sculpture.
First class List Art, Rm. 323 All other classes at the Tockwotton Studio Monday Wednesday 1:00 - 4:50 PM

VISA 1800M. Sound and Art.
This course will explore sound art as a multidimensional medium situated between physical, psychological and cultural spaces. Students will gain an introduction to the practical, technical and historical aspects of sound art through studio work and will learn about and apply concept development and installation strategies.

VISA 1800N. Video Production.
VISA 1800O. Drawing with Watercolor.
This course will be a rigorous examination of the possibilities of drawing with watercolor. We will do a lot of work outside and there will be an emphasis on unorthodox use of the watercolor medium. Because the basis of watercolor is sound drawing, there will be considerable instruction and practice in drawing fundamentals such as perspective, value, composition, scale, rendering, etc. Recommended prerequisite: VISA 0100, 0110, or comparable foundation level course is expected.

Visual artists don't have agents or managers—you have to do it all yourself. This class covers business basics including tracking inventory and preparing invoices; taking legal precautions like registering a copyright and drafting consignment forms; using promotional tools; and making decisions such as choosing the right venue for your work. Grants, residencies, and relationships with galleries & nonprofit institutions will be discussed in depth. Work will emphasize community the practical, skills to thrive as a visual artist. Enrollment limited to 20 juniors and seniors in Visual Art. WRIT

Will explore experimental musical instrument design, and by extension, experimental musical composition and performance. Students will develop an understanding of the science and art of instrument design through readings, listening exercises, and workshops. Concurrently, students will learn how to conceptualize, design, and fabricate their own experimental instruments using a variety of hand and machine tools. Percussive, stringed, and wind instruments will all be considered. Additionally, a select number of electronic devices and digital processing techniques will also be introduced. Individual and group musical compositions will be developed over the course of the semester, and performed in midterm and final concerts. Enrollment limited to 20. Instructor permission required.

VISA 1800R. Sonic Psychogeography (MUSC 1240A).
Interested students must register for MUSC 1240A.
VISA 1800S. Time Deformations.
This studio course explores modes of electronic media by focusing on time as a primary material. Students will develop projects for specific sites and situations in response to assigned topics individually and in groups. Selected works in video, sound, performance, and online media that make innovative use of temporal strategies will be examined. Prior experience with Max/MSP/Jitter and other audio/video production software preferred. Work will be complimented by technical lectures, readings and screenings. May include field trips to off-campus exhibitions or events. VISA 0120 recommended. Enrollment limited to 17.

This course will explore the connections between the science of visual perception and art and design. A variety of visual systems will be studied, including those beyond human perception. Pivotal visual issues in nature and design such as coloration, contrast, patterning, and the role of edges in nature and design will be central to our work. Through a combination of lectures, visiting artists and scientists, hands-on design assignments and scientific experiments, the class will explore connections between camouflage and signaling communication in the animal world and their adaptive use as shared principles in art, advertising, logos and symbols. The class will pay particular attention to the physics of light, and its effect on visual perception and visual illusion. Enrollment limited to 12.

Work on an approved project leading to the presentation of a portfolio, under supervision of an individual member of the staff. Project proposals must be filed with the department no later than the first week of the semester. Section numbers vary by instructor.

Section numbers vary by instructor.

VISA 2450. Exchange Scholar Program.

VISA XLIST. Courses of Interest to Visual Arts Concentrators.

Watson Institute for International and Public Affairs

Director
Edward S. Steinfeld
The Watson Institute is a community of scholars whose work aims to help us understand and address the world's most pressing issues, including globalization, economic uncertainty, security threats, environmental degradation, and poverty. Focusing on three main areas — development, security, and governance — the Institute leverages Brown's signature interdisciplinary approach to foster innovative, policy-relevant scholarly activities.

The Institute’s core faculty of anthropologists, economists, historians, political scientists, sociologists, and other specialists work across academic disciplines with Brown faculty colleagues, as well as with an ever-changing cohort of visiting scholars and practitioners from around the world. The Institute collaborates with key organizations, such as the United Nations, national governments, and non-governmental organizations to seek practicable solutions to today's global problems.

Watson administers three undergraduate concentrations, Development Studies, Public Policy and International Relations, and houses several others: Latin American Studies, Middle East Studies, and South Asian Studies. It also administers the Master of Public Affairs (MPA) degree program, which prepares students for careers spanning public service, government, NGOs, foundations, and the private sector, and the Graduate Program in Development, which supports interdisciplinary learning and contextual expertise for doctoral students of the social sciences. The Institute is also home to a thriving postdoctoral fellows program.

The Brown International Advanced Research Institutes (BIARI), an early-career professional development initiative that builds transnational knowledge networks among young leaders from the Global South, is located at Watson, where a two-week residency occurs each year. The Choices Program, which develops secondary level curriculum resources and offers professional development to classroom teachers, is also affiliated with the Institute.

Watson is home to several centers focused on area studies: the Brazil Initiative, the Brown-India Initiative, Caribbean and Latin American Studies, the China Initiative, and Middle East Studies. In addition, the recent integration with the Taubman Center for American Politics and Policy further enhances the Institute's policy offerings and efforts to work synergistically in a world where the lines between "domestic" and "international" policy have become blurred. The co-location of these centers, combined with the Institute's thematically driven research, enables Watson to take an interdisciplinary, comparative approach to research and education. In keeping with Watson's mission, such collaboration leads to a deep understanding of the greatest challenges of our time.

The Institute houses and supports two major academic journals: Studies in Comparative International Development and the Brown Journal of World Affairs (BJWA). Founded in 1993, BJWA is a highly regarded scholarly publication in the field of international studies, edited and managed entirely by Brown undergraduates.

Finally, a full agenda of seminar series, conferences, lectures, and workshops each year brings leading scholars and public figures to the Institute to put current events into context, explore emerging global issues, develop policy, and publish research.

More information about the Institute is available at http://watson.brown.edu/.
University Courses

UNIV 0067. Learning to See: An Introduction to Contemplative Photography.
The process of selecting what to record in the photographic image depends upon the state of awareness, the connection with the present moment. The main objective of this course is the union between art and contemplative practice. In particular, this course will introduce the experience of mindfulness to photography. We will explore the relationship between the contemplative states of mind and the creative experience through photography. The following topics will be covered during this course: creativity and the empty mind, introduction to reality and selection, space and time, illusion and ambiguity. Enrollment limited to 20.

UNIV 0080. Meditation and the Brain: Applications in Basic and Clinical Science.
This course draws upon the multi-disciplinary expertise of four instructors to provide a detailed exploration of recent neuroscientific research on meditation combined with guided first-person experiential learning in various meditation practices. The course focuses on the cognitive, affective, and neurophysiological effects of meditation practices and their clinical applications in health, psychiatry and medicine. We will identify persistent methodological challenges as well as the potential solutions for cutting-edge research that can emerge from an informed interdisciplinary perspective.

We begin with the chronicle of a great scientific quest: the 19th-century search for the structure of molecules. A consensus was reached only after many decades of experiments, interpretations and misinterpretations, polemics, and controversies both scientific and personal. Our purpose is to show how theories are shaped and to give insight into the human dimensions of science. We next detail the transfer of the new chemistry to the marketplace, from its beginnings in the synthetic dye industry. Finally, we conclude with the role of chemistry in World War I.

UNIV 0300. The Hispanic Experience in the United States.
This seminar will consider how Hispanics are transforming the United States even as they evolve as a people. We will discuss Hispanicity as an ethnically and racial identity, debate the ethical dilemmas posed by undocumented immigration, the significance of the unprecedented geographic dispersal, and what the burgeoning second generation portends for the future contours of economic inequality. FYS

UNIV 0333. Contemplative Approaches to Living and Dying.
One of the central components of a religious tradition are beliefs about the meaning of human existence—a meaning that is constructed in relation to the significance of one’s inevitable death, the nature of the afterlife, and conceptions of salvation. These core beliefs also deeply inform the ethics, rituals, and contemplative practices of religious communities. Through an investigation of four case studies, this course will explore how different religious traditions orient human life in relationship to a meaningful death. Particular emphasis will be placed on contemplative practices for skillful living and dying and on relating to death through rituals.

UNIV 0456. Stages of the Contemplative Path.
One common metaphor for human life and self-transformation is the journey or the path. Contemplative traditions have also employed this image, offering both concise and expansive maps of the stages of practice and anticipated end goals of the contemplative life. The study of path structures allow us to carefully compare the relationship between specific cognitive, affective, and somatic practices, their resultant states and traits of human experience, and the meaning and value ascribed to them in different historical and cultural contexts.

UNIV 0480. Buddhist Ethical Theory.
Discussions of ethical questions in the classical Buddhist philosophical literature focus not only on how one should act, but also -- perhaps more fundamentally -- on which habits of mind and heart should be cultivated. In this course, students will (1) gain an understanding of Buddhist approaches to ethical questions, (2) learn to compare Buddhist approaches to ethical questions and ethical theorizing with prominent approaches in Western philosophy, and (3) examine whether and how classical Buddhist approaches to ethical questions might improve on and move forward contemporary discussions in the philosophical literature on ethics, and in society more broadly.

UNIV 0500. A Comparative Phenomenology of Mystical Experience.
Mystical experience -- personal engagement with an ultimate reality -- is found in virtually all cultures, in explicitly religious and deliberately secular guises. It has received extraordinary diverse appraisals: some have acclaimed it “the only truth there is,” while others have been executed for asserting it. This course examines the nature of mystical experience and the variety of its manifestations in and out of the world’s major religious traditions. Students will read broadly in primary sources and engage two contemporary theoretical questions: Is mystical experience conditioned by exclusively socio-cultural factors? Is it possible to derive an ethic from mystical experience? Enrollment limited to 16.

UNIV 1000. Cognitive Neuroscience of Meditation.
The course will focus on the history and development of neuroscientific studies of meditation. We will examine the various technological innovations that drove this research, EEG, PET/IMRI, and MEG and the central scientific and philosophical challenges presented by it, including: the epistemological status of correlating subjective measures with brain function; the challenges of carrying out and analyzing data from a longitudinal meditation training study; the nature of neuroplasticity; how the brain’s default network is affected by meditation; the neural oscillatory correlates of attentional processes in meditation; how the James-Lang hypothesis is affected by these cognitive neuroscientific studies. Instructor permission required.

UNIV 1001. The Israeli-Palestinian Conflict: Contested Narratives.
We will compare the radically different narratives that Palestinians and Israelis tell themselves and the world about their struggle over Palestine/Israel. Sources will include historical documents, memoirs, and accounts of the conflict by Israeli and Palestinian historians. We will read works of fiction and view films that present the story of the conflict from both perspectives. Attention will also be paid to efforts by Israelis and Palestinians to transcend their conflicting narratives and attain mutual understanding. All sources in English translation. DPLL LILE WRIT
UNIV 1100. Imagining an Equitable University.
The course studies moments over the past half century in which the University was faced with a need to be more inclusive, with an emphasis on issues of race and gender. Our goal is to create an alternative history of Brown that enables new voices to evaluate how the process of governance has worked. Participation by President Simmons depends on her availability. Interested students should apply using the application found at http://www.brown.edu/administration/presidential_seminar/Applications are due by April 30th.

Considers the ethical tradition in the sciences, and the ways in which ethical issues are engaged in science. Readings and case study examples are drawn from a range of fields, including engineering, chemistry, physics, astronomy and the biological sciences. The seminar has been designated with NSF funding, and is being co-taught at Brown University, Zhejiang University in China and the Indian Institute of Technology in Bombay. The three sections of this seminar will meet together to share international perspectives several times during the semester. Enrollment limited to 25. Not open to freshmen. LILE WRIT

UNIV 1400. The Cultural History of Disability Minorities in the United States.
Due to the efforts of people with disabilities to secure their civil rights, "disability" has begun to be perceived as a social identity and role rather than solely a medical condition. This course analyzes the cultural history of disability, giving attention to cross-cultural comparisons. Broad topics include: concepts of disability; disability and bioethics; images of disability in film, the media, art, and literature; and political movements of people with disabilities.

UNIV 1520. The Shaping of World Views.
To many students, an exclusive emphasis on specialized studies fragments the "world" in which they live. A widespread feeling of loss pervades the minds of students who often come to universities to learn right from wrong, to distinguish what is true from what is false, but who realize at the end of four years that they have deconstructed their freshman beliefs, values, and ideologies, but have created nothing to replace them. This course examines the diversity of worldviews both synchronically and diachronically and surveys various explanations for such diversity. Enrollment limited to 30. Conducted in English. WRIT

UNIV 1700. Transformation of the Research University.
This seminar will focus on recent transformations of the academic, instructional and administrative character of the elite American research universities. Emphasis will be on selected pressure points (such as research funding, diversity, technology, market influence) that drive change and shape the future.
Independent Study Plans

Independent Study Projects

Most academic departments offer students opportunities to work independently with one of its faculty members. Students may approach a professor and request to do a departmental independent study which, if successfully arranged, takes place under the rubric of the sponsoring department’s course code (i.e., ECON 1970 or SOC 1970). When such an option is not available the student may choose to propose an Independent Study Project (ISP) through the College Curriculum Council. Each course proposal must have the approval of a faculty sponsor who shall be responsible for the scrutiny of the proposal, the evaluation of the work done, and the assignment of a grade. The faculty sponsor is not expected to give regular tutorial instruction.

Proposals for non-departmental Independent Study Projects (ISP) must be submitted in accordance with guidelines established by the College Curriculum Council on a form provided by the Office of the Dean of the College. The proposals will be reviewed by the College Curriculum Council to assure the academic quality of the proposed course and to avoid undue duplication. Independent study proposals have deadlines associated with them for each semester. For more information, please visit the Curricular Resource Center (http://brown.edu/academics/college/advising/curricular-resource-center/independent-studies/independent-studies) website.

Group Independent Study Project

Group Independent Studies (GISP) are cooperative inquiries in which participating students bear major responsibility for both planning and conduct of the work. They provide an opportunity for academic pursuits which might not be available in regular courses. They carry course credit.

Each Group Independent Study is sponsored by an instructor who holds a teaching appointment in Brown University and whose central functions are to assess the proposed study, to provide advice during the work, and to be responsible for the evaluation of each student’s work. Group Independent Studies permit instructors to interact with more students than independent studies can realistically permit. A Teaching Assistant or Teaching Associate may sponsor a Group Independent Study if the department chair recommends that he or she be permitted to do so.

Proposals for Group Independent Studies should be made on a form provided by the Office of the Dean of the College. They will be reviewed by the College Curriculum Council to assure the academic quality of the proposed study and to avoid undue duplication. Group Independent study proposals have deadlines associated with them for each semester. For more information, please visit the Curricular Resource Center (http://brown.edu/academics/college/advising/curricular-resource-center/independent-studies/independent-studies) website.

Each group should be sponsored by an instructor holding a teaching appointment at Brown University who is prepared to assess the proposed study, to provide advice during the project, and to be responsible for the evaluation of each student’s work. Normally this person will be a faculty member. Under exceptional circumstances a graduate student with appropriate expertise and teaching experience would be eligible to be a sponsor. In this case, the proposal must be accompanied by a curriculum vitae for the graduate student and a statement of qualification and recommendation from the chair of the graduate student’s department. The chair will assume ultimate responsibility for the academic quality of the GISP. The College will not offer remuneration for sponsors of GISPs.

At the end of each Group Independent Study, a joint student-faculty evaluation report of the accomplishments of the project must be submitted by the faculty sponsor to the College Curriculum Council.

Global Independent Study Project

Brown students studying abroad have the option of crafting a Global Independent Study Project (GLISP) with a Brown faculty member. Students accepted to this program work with faculty who have teaching or research experience in their proposed overseas study destination. Together, the student and the faculty member develop a project proposal that is an integral part of the student’s study abroad curriculum and that, where possible, is connected to the student’s concentration. Project proposals are submitted to the College Curriculum Council for review. Upon successfully completing the global independent study project, students receive one Brown credit. The remainder of the student’s course load abroad is taken through the study abroad sponsor institution.

Group Independent study proposals have deadlines associated with them for each semester. For more information, please visit the Office of International Programs (http://www.brown.edu/academics/college/special-programs/international-study/programs/global-independent-study-glisp) website.
Financial Information

The College — Tuition Regulations

Undergraduate students at Brown are required to accumulate eighth semester, or 32 units of enrollment credit (in order to earn a baccalaureate degree). The eight-semester enrollment requirement is separate from and in addition to any other degree requirements.

1. Tuition rates are set by the Corporation of the University for each semester. Normally, the tuition rates for the two semesters of a given academic year will be the same.
2. Tuition payments for the baccalaureate degree are based on the norm of thirty-two courses, four courses in each of eight semesters. The minimum enrollment requirement is eight semesters, or the equivalent. The minimum tuition requirement for the program leading to the combined degrees of A.B.—Sc.B. is ten semesters of tuition credit. (Note: The Brown Corporation has enacted a provision allowing students in the five-year A.B.—Sc.B. program who complete all academic requirements in nine semesters to terminate their studies at that point, provided the Committee on Academic Standing (CAS) approves the breadth and quality of the student’s program. In that case, the tuition requirement is reduced to nine semesters.)
3. Payment of full-time tuition for a semester entitles the student to enroll in three, four, or five courses for that semester. For full-time degree candidates, tuition charges are set for the semester, not per course.
4. Enrollment Credit for Transfer Credits
   a. Students who are granted credit for Advanced Placement scores and/or transfer credit for courses completed at another college or university prior to enrollment at Brown may apply for up to four semesters of enrollment credit according to the following schedule:

<table>
<thead>
<tr>
<th>Brown Semester Course Credits</th>
<th>Advanced Standing and Enrollment Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
<td>1 semester</td>
</tr>
<tr>
<td>7-10</td>
<td>2 semesters</td>
</tr>
<tr>
<td>11-14</td>
<td>3 semesters</td>
</tr>
<tr>
<td>15 or more</td>
<td>4 semesters</td>
</tr>
</tbody>
</table>

   b. Students who are granted Brown course credits by the Committee on Academic Standing for equivalent work completed at and transferred from another college or university after enrollment at Brown may apply for and may be granted advanced standing and enrollment credit according to the same schedule as in 4(a) above. All transfer credits earned after enrollment at Brown are cumulative. Advanced standing and enrollment credit for this cumulative total of transfer credits will be awarded only in semester-equivalent blocks. In exceptional cases the Committee on Academic Standing may allow a student to transfer the equivalent of one or two Brown semester course credits for work completed during the regular academic year. Tuition credit will be granted for each such course at the rate of one quarter of a full-semester credit subject to the following conditions:
   i. Such courses completed while the student is not currently enrolled at Brown will become part of the cumulative total of any subsequent transfer credit earned by the student and the Table in (a) above will apply.
   ii. If the courses are completed as part of a dual registration arrangement (e.g., a student who is permitted to carry a less-than-normal load of courses at Brown and to pay an appropriate reduced amount of tuition in order to pursue concurrently certain specialized courses at another institution), enrollment credit for such courses will be independent of any other cumulative total of transfer credits earned by the student.
   iii. Once advanced standing has been granted, a student wishing to extend his or her total period of enrollment beyond eight full-time semesters, or the equivalent, must make a special petition to the Committee on Academic Standing. If approval is granted, tuition for each course (for the extended period) will be charged at the rate of one quarter of the full-time semester rate.
   iv. Transfer credit for summer school courses is allowed in accordance with provisions established by the Faculty Rules and the Committee on Academic Standing. When such credit is awarded, no enrollment credit is associated with the transfer credit granted. The academic credit awarded may not be combined in any cumulative total of transfer credits for the purpose of determining advanced standing or enrollment credit.

5. Undergraduate degree candidates who successfully complete four Brown Summer Session courses may apply for a waiver of one semester’s enrollment. See regulations for Brown Summer Session below.
6. An eighth-semester student who owes less than a full-semester tuition credit at the beginning of the eighth semester will be charged the fraction of the full-time tuition charge for that semester which will complete the eight-semester obligation, plus a reduced number of courses. Additional courses will be charged at the rate of one quarter of the semester’s full tuition charge.
7. Regular degree candidate students who must or choose to take courses in semesters beyond the eighth semester in order to complete requirements for the baccalaureate degree will be charged tuition at the rate of one quarter of the semester’s full tuition charge for each course enrollment.
8. Degree candidate students who are given permission by the dean to register for a reduced workload (one or two courses) will be charged one quarter of the semester’s full tuition charge for each course enrollment.
9. Students in the eight-year program leading to a baccalaureate degree and the M.D. degree (Program in Liberal Medical Education) shall make four annual tuition payments at the rate fixed for the College (for years one through four) and four annual tuition payments at the rate fixed for the Medical School (for years five through eight).
10. Students in the Concurrent Bachelor’s-Master’s program are required to fulfill the minimum eight semester, 32 enrollment unit requirement, but can extend study up to nine semesters, 36 enrollment units.
11. The minimum enrollment requirement for the integrated five-year baccalaureate–master’s degree program is eight semesters, 32 enrollment units, while an undergraduate, and a minimum of six enrollment units while in the fifth year in the graduate school.
12. The above regulations cover students who are candidates for a baccalaureate degree. For special students who are not candidates for a degree, a tuition charge of one quarter of the semester tuition rate will be made for each course/credit registered. (Exception - RISD cross-registration students during the fall and spring semesters).

Enrollment Credit Regulations Relating to Brown Summer Session Courses

For undergraduates, Brown Summer Session courses carry a course fee charge; they do not carry enrollment credit. Brown Summer Session courses may not be offered in fulfillment of enrollment requirements on a course-by-course basis for undergraduates. Graduate students, however, do receive enrollment credit for summer courses when they pay the full tuition charge.

A special provision of the enrollment regulations enables undergraduates to offer Brown Summer Session courses, in partial fulfillment of the enrollment requirement, under certain specified conditions: undergraduates who have otherwise fulfilled the graduation requirements at Brown and have been enrolled in seven semesters of full-time study or an acceptable equivalent, plus have taken and passed four Brown Summer Session courses, will be granted, on request, a waiver of the final semester of their enrollment requirement.

The enrollment requirements dictate that courses taken prior to matriculation may not be combined with courses taken after matriculation in order to achieve advanced standing and enrollment credit, hence, Summer Session courses cannot be so combined. In similar manner, summer courses taken elsewhere and transferred after matriculation may not be combined with Brown Summer Session courses to achieve
advanced standing. The maximum number of summer courses from all sources for which a student may receive credit is four, with no more than two in the same summer.

**Estimated Date of Completion (EDOC)**

One goal of the enrollment requirement is to enable the University to manage enrollment in the College more effectively. It is essential that this be done to the maximum extent possible. Accordingly, all currently enrolled students are assigned an expected date of completion (EDOC). This information is sent annually to all students with instructions to confirm the assignments or to work out any necessary adjustment with the Registrar. Any extension of enrollment beyond the student’s official EDOC will have to be applied for by December 1 for the spring semester and June 1 for the fall semester.

**The College — Student Charges**

The University reserves the right to change the rates that apply to all students whenever it is deemed advisable. Published notice of any change will normally be provided in advance.

Charges for 2016-2017 are as follows:

- **Tuition:** The annual tuition charge for the year is $50,224 or eight tuition units. The tuition charge for part-time and special students is $6,278 or one tuition unit, per course.
- **Room:** The dormitory charge for the academic year in the undergraduate residence halls is $8,284 for regular accommodations and $8,784 for dormitory apartments/suites.
- **Board:** All undergraduate, graduate and medical students may elect either a twenty, fourteen, ten, or seven meal contract at an annual charge of $4,916, $4,628, $4,200, or $3,806 respectively. They may also elect a twenty- or fourteen-meal Kosher/Halal meal plan at an annual charge of $5,800 or $5,502 respectively. Consistent with Brown’s commitment to the residential college, all resident undergraduates (except RUE students) are required to participate in a meal plan throughout their first full year of enrollment. Any board plan may be changed once during the first three weeks of each semester with a refund credited to the student’s University account on a prorated basis. A student may increase his or her contract participation at any time during the academic year. A fifty dollar ($50) administrative fee is charged to a student’s University account for any meal plan contract cancellation that occurs after the start of the semester. A ten dollar ($10) fee is applied for any meal plan contract change made after the start of the fall semester. Because services offered are often modified to reflect changes in student life, a current brochure is available from the food services office.
- **Nonresident Fee/Commuter Fee:** Nonresident undergraduate students in co-ops or off-campus housing and those commuting from home are charged a $780 fee for services provided by the University such as Faunce House, security services, and off-campus information and listing services.
- **Health Services Fee:** A $804 fee is charged all degree candidates in residence, both full and part time. This fee is designed to cover costs of providing care at Health Services from late August through Commencement. This fee does not include Health Insurance coverage.
- **Student Health Insurance:** Charge for the academic year is $3,548. Mandatory participation is required in the university group health and accident insurance program for students unless a waiver of participation is granted upon submission of proof of comparable coverage. Waiver deadline is June 1.
- **Student Activity Fee:** A $274 fee is charged to all students for the support of registered student organizations, the activities of the Undergraduate Council of Students, and the Student Union.
- **Readmission Fee:** A $70 fee is charged to all students who re-enroll at the University after having been officially separated for any reason, including leave of absence.
- **Late Registration Fee:** A $15 fee is charged to students who register after their normal early registration period in November for upcoming spring semester and in April for upcoming fall semester. There is an additional charge of $15 per course for all registrations after the second week of classes.

**Transcripts:** Information about ordering transcripts and the associated fees can be found at: http://brown.edu/about/administration/registrar/academic-records/academic-transcript-requests/transcript-ordering-options

**The College — Payment of Charges**

The University utilizes an electronic billing system (E-Bill). Payment of tuition and fees are due by August 1 for Semester I obligations and by January 1 for Semester II obligations. Charges applied to the student account during the semester will be due upon receipt of the monthly electronic statement.

Students who fail to make payment in full by the prescribed deadlines are assessed a late payment charge of 1.5% per month (an annual rate of 18%) on any unpaid balance. Outstanding balances greater than $100 will prevent a student from receiving an official transcript from the University. Outstanding balances greater than $1,000 will prevent a student from pre-registering for any subsequent semester. Students who fail to meet their financial obligation in accordance with established University regulations will have the status of their account reported to the University Student Account Committee for appropriate action, which may include cancellation of eligibility for enrollment and/or dismissal. Students expecting to receive a degree in May are required to settle their accounts by May 1 to retain eligibility for receipt of a diploma. The University reserves the right to refuse to furnish grades, transcripts, certificates, diplomas, letters of honorable dismissal or recommendations, for students who fail to pay their student account balances. The University utilizes the service of a commercial collection agency to assist in the collection of unpaid student accounts.

Upon application, a monthly installment payment plan is available through the Bursar’s Office. Additional information is available in the Bursar’s Office or on the web at http://www.brown.edu/bursar.

Checks in payment of student accounts should be made payable to Brown University in U.S. dollars and mailed to the Cashier’s Office, Campus Box 1911, Providence, RI 02912. Instructions for sending payment via wire transfer are available by contacting the Cashier’s Office at 401-863-2151. Payment may be made online via U.S. personal checking/savings accounts at https://payment.brown.edu.

**The College — Refund of Annual Charges**

1. **Tuition**
   a. A student who leaves the University during or at the end of the first semester shall not be charged tuition for the second semester.
   b. A student who leaves the University (except under conditions noted in (c) below) or changes his/her enrollment status during a semester shall be eligible for tuition payment refund during the first five weeks according to the following schedule:

<table>
<thead>
<tr>
<th>Week of Withdrawal</th>
<th>Percentage Amount of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 2</td>
<td>80 percent</td>
</tr>
<tr>
<td>3</td>
<td>60 percent</td>
</tr>
<tr>
<td>4</td>
<td>40 percent</td>
</tr>
<tr>
<td>5</td>
<td>20 percent</td>
</tr>
</tbody>
</table>

   ii. If a partial refund is made, no portion of the tuition paid and not refunded will be credited to the total tuition required for the degree. When no refund is made, the four tuition units paid will be credited toward the total tuition requirement for the degree, and the number of semesters to which a student is entitled for full-time enrollment will be reduced by one.

   c. A student who is suspended, dismissed, or withdraws when under investigation for misconduct shall not have tuition refunded for the semester in which the action is taken.

2. **Room**

   While residence hall rooms are rented on an academic year basis, students who leave the University or change their status to married...
students during or at the end of the first semester are not charged room rental for the second semester. Students who leave the residence halls during the semester are charged room rental for the balance of that semester unless the residential life office can provide a satisfactory replacement for the vacant space. A satisfactory replacement is deemed to be a student who is not currently living on campus or a student who is living in a “roomsharing” room if the total occupancy of the residence halls is in excess of normal capacity. Prorated room refunds when applicable will be made from a schedule prepared by the Director of Residential Life and will be on file in the Office of Residential Life. A student suspended or dismissed from the University or withdrawing when under investigation for misconduct is not entitled to any refund of room rental charges for the balance of the current semester. Students seeking any further information regarding room charges and/or refunds should contact the Office of Residential Life.

3. **Board**

Brown Dining Services offers flexible meal plans and varied menu and service offerings. The following meal plan contract options, based on meals available per week, are available to all undergraduate, graduate, and medical students: twenty; fourteen; ten; seven; twenty Kosher/Halal; and fourteen Kosher/Halal. Consistent with Brown’s commitment to the residential college, all resident undergraduates (except RUE students) are required to participate in a meal plan throughout their first full year of enrollment.

Any students who wish to change, or upperclass students who wish to cancel their meal contract, can prior to the start of, or during the first three weeks of the fall semester. One change is permitted per semester. Meal plan contracts are in effect for the full academic year. Therefore, contracts may be changed but not cancelled during the spring semester. A credit or debit will be applied to the student’s university account based on a weekly proration of the annual contract price. Additionally, the following fee structure applies:

- a. A fifty dollar ($50) administrative fee is charged to a student’s University account for any meal contract cancellation that occurs after the start of classes in the fall.
- b. A ten dollar ($10) fee is applied for any meal plan contract change made after the start of the fall semester.

4. **Health Services Fee**

A student who leaves the University at any time after the start of the semester is not eligible for a health fee refund.

A student who leaves the University during or at the end of the first semester shall not be charged a health fee for the second semester.

5. **Health Insurance Fee**

Enrollment in the student health insurance plan is for a twelve-month period (August 15th to August 14th). Students who start their enrollment at Brown in the second semester are enrolled from January 15th to August 14th. Prorated refunds are available only to students who separate from the University. Students who wish to request a prorated refund must notify the Office of Risk Management in writing within 30 days of their separation date. Details are available from the Office of Risk Management, Box 1914, (401) 863-1703.

Student account records are maintained in the bursar’s office. Questions concerning the exact amount of debit or credit balance on a student account should be directed to the bursar.

Additional information regarding student charges and payment options, please visit the Bursar’s Office website at: http://www.brown.edu/about/administration/bursar

**The College — Financial Aid**

The Office of Financial Aid is committed to partnering with students and families to explore options to finance the cost of an education at Brown. We assist undergraduate and graduate students, in understanding all aspects of the financial aid application processes for federal, state and institutional need-based grants and loans. Our office also provides information about student employment opportunities both on and off-campus.

At Brown, financial aid is one of our highest priorities. Brown is committed to meeting a family’s full demonstrated financial need with a combination of federal and institutional need-based grants, student employment, and loans. Our financial aid program includes initiatives that in some cases offer awards with no expected parent contribution, and/or no loans. The instructions and links on this website (http://www.brown.edu/about/administration/financial-aid/) will provide you and your family details regarding required application forms and documentation, as well as deadlines and other helpful information. All inquiries concerning scholarships, loans, and student employment should be addressed to the Office of Financial Aid, Box 1827, Brown University, Providence, Rhode Island 02912 or (401) 863-2721.

**The College — Financing Alternatives**

The College is the centralized department for all university-based loan programs. This office administers student loans for undergraduate, graduate and medical students. The University participates in the Federal Direct Lending program for subsidized and unsubsidized Stafford Loans and PLUS Loans. In addition, the University offers alternative Parent Loans and the Tuition Prepayment Program, along with various employee loan programs. Financial counseling is available to the families of Brown students.

If you have any questions regarding these programs or require more information you may contact the Loan Office at Box 1950, Providence, Rhode Island 02912 or call (401) 863-3296; or please visit the Loan Office website at: http://www.brown.edu/about/administration/loans.

**The Graduate School — Tuition Regulations, Student Charges, etc.**

For the current information regarding Graduate School tuition regulations, student charges, payment of charges and financial aid, refunds, and financial support, please visit the Graduate School website at: http://www.brown.edu/academics/gradschool/financing-support.

**Warren Alpert Medical School — Tuition and Financial Aid, Student Charges, etc. PLME**

The tuition for the first four years of the Program in Liberal Medical Education is the same as that of the College listed above. Tuition for the last four years of the PLME is somewhat higher than the College tuition, but consistent with other private medical schools. Tuition is determined each year by vote of the Brown Corporation.

For the current information regarding tuition regulations, student charges, payment of charges and financial aid, refunds, and financial support for the Warren Alpert Medical School, please visit the website at: http://brown.edu/academics/medical/financial-aid.
Academic Facilities and Educational Resources

Libraries

University Library

The Brown University Library supports the educational and research mission of the University by serving as the local repository for and principal gateway to current information and the scholarly record. The library contains more than 3.8 million volumes and 6 million items, including printed and electronic books, periodicals and e-journals, maps, microforms, videos, sound recordings, sheet music, manuscripts, electronic media, government documents, and resources in other formats. Currently the Brown University Library is one of the largest and most notable academic libraries in New England and holds several world-renowned special collections. The University library system includes five libraries on campus and the Library Collections Annex, a high-density storage facility located about four miles from campus. The John Carter Brown Library is an independent research library also located on the Brown campus.

The library web site http://library.brown.edu/ is the principal gateway to the collections and services available for library users at Brown. Josiah, http://josiah.brown.edu/, the Brown University Library online catalog, provides access to information about holdings in all the libraries at Brown. Expenditures for acquisitions in 2008-9 totaled over $8.5 million. The library has receives over 65,000 journal titles and has licenses for more than 300 research databases. The library complements its local collection by providing Brown users with access to over 50 million additional volumes via direct borrowing agreements with consortial partners (a supplement to traditional interlibrary loan services). A growing portion of the library’s resources today are digital, providing users with more immediately accessible information in a format that suits their research preferences.

John D. Rockefeller Jr. Library

The Rockefeller Library http://library.brown.edu/about/rock/, otherwise known as “the Rock,” houses the collections in the social sciences and humanities. On the first floor near the entrance, users will find the circulation desk where they can check out books for borrowing, seek reference assistance, or inquire about library services and policies. The entire building allows for wireless connections to the Brown network and the Internet. Computer clusters are available on Levels 1 and 2; a separate graduate student cluster is available on Level 2. The Rock provides a variety of spaces to suit different work styles, including open, comfortable seating as well as group study rooms in the Laura & David Finn Reading Room on Level 1, an “absolute quiet” study room on Level A, and individual study carrels located throughout the building. The Alfred and Laura Hecker Center for Library Technology, a state-of-the-art classroom for library instruction, is located on Level 1. Josiah, the library’s online catalog, and other search tools and online resources can be searched from workstations located throughout all the libraries as well as from any device with access to the Internet. Books and bound periodicals are shelved together in open stacks arranged by Library of Congress call numbers. The library’s main collection of newspapers is housed in the Library Collections Annex, a high-density storage facility located about four miles from campus. The John Carter Brown Library is an independent research library also located on the Brown campus.

The Rockefeller Library is the location for most of the University’s rare books, manuscripts, special collections and archives. Among the notable materials in “the Hay” are the renowned Harris Collection of American Poetry and Plays, the Sheet Music Collection, the McLellan Lincoln Collection, the Anne S. K. Brown Military Collection, the Lowens History of Science Collection, the papers and work of H. P. Lovecraft, the Smith Collection of books on Magic, and the Annmary Brown Collection of incunabula. Other notable collections include the Hall-Hoag Collection of Extremist and Dissenting Literature, the Katzoff Collection of Gay and Lesbian Literature, the Poulin and Ciaraldi Collections of Comic Books and Illustrated Novels, the Miller Collection of Wit Collection of Modern American Poetry, and the Leab Collection on George Orwell. A detailed listing of special collections in the John Hay Library is available at http://library.brown.edu/collatoz/.

Exhibitions of materials from the collections are mounted year-round. The University archives http://library.brown.edu/collections/archives/, dating from 1763, contain copies of the official records and publications of the University and the papers of many of its departments, officers, and affiliated groups. All materials are paged at the reader services desk for use in the reading room, which is also available for general study. Materials in the library do not circulate outside the building. The Walter L. S. Bopp Seminar Room, a state-of-the-art instruction and meeting space, is located on the third floor of the John Hay Library.

Virginia Baldwin Orwig Music Library

The Orwig Music Library http://library.brown.edu/about/orwig/ houses the general collections of music materials, including books, periodicals, scores, and sound recordings. The study space is particularly convenient for students living in the East campus area. A listening facility for sound recordings, audio cassettes, and compact discs is also available; the recordings do not circulate. Digital audio files may be placed on reserve using OCRA (Online Course Reserves Access), a system that streams required listening assignments to students registered in Brown University classes; see http://library.brown.edu/reserves/ for more information.

Art Slide Library

Located on the fourth floor of the List Art Center for the convenience of its most frequent users, the Art Slide Library http://library.brown.edu/about/asl/ acquires digital images, slides, photographs, printed reproductions, microfiche, reference books, and electronic resources to support the general needs of the Brown University community for visual materials pertaining to art and art-related subjects, including architecture and archaeology. The resources include a growing collection of digital images as well as approximately 300,000 slides, 39,000 photographs, and 10,000 microfiche. In collaboration with the Center for Digital Scholarship, the ASL provides scanning services for faculty who need digital images of visual culture for teaching. A local image database is available via Luna Insight software. Anyone affiliated with the University is welcome to use items from the collections for teaching on campus, student presentations, research, or related educational activities. The staff of the Art Slide Library is available to answer humanities research questions and to provide training in the use of the digital image collections.

John Carter Brown Library

The John Carter Brown Library http://www.brown.edu/Facilities/John_Carter_Brown_Library/ is a separately administered and
independently funded library, operating under its own policies and procedures. In the field of Americana, it is one of the outstanding libraries of the world. Among the some 50,000 volumes printed before 1825 are numerous books and pamphlets describing the growth of the European colonies in the New World and the impact of the discovery and exploration of the New World upon Europe. The library also has an extensive collection of maps dating from 1477 to the mid-19th century. While the resources of the John Carter Brown Library are available to anyone who needs to use them, the library is designed to serve those engaged in advanced scholarly research. Use of the reading room is restricted to those making use of the collections. The John Carter Brown is a closed stack library, and all materials must be paged by the staff. The library regularly mounts exhibitions open to the general public.

Library Services

Access to Library Buildings

The primary goal of the libraries at Brown University is to support the instructional and research needs of the Brown academic community. Currently, the libraries are open and provide services over 110 hours per week during the academic year with additional hours available during reading and exam periods. In addition, the Friedman Study Center in the Sciences Library is open overnight (5 nights per week) for studying. A Brown University identification card or other proof of Brown affiliation is necessary to gain access to the Rockefeller and Sciences libraries. Following is a brief listing and description of some of the library services. More complete information and assistance are available at http://library.brown.edu/ from staff at any of the service points throughout the libraries.

Locating and Using Library Materials

Josiah, the Brown University Library online catalog http://josiah.brown.edu/, and the library’s other search tools and online resources, can be searched from workstations located throughout all library buildings or from any device with access to the Internet. The book stacks in Rockefeller, Sciences, and Orwig libraries are open and allow users direct access to the collections for browsing purposes. Materials shelved off-campus at the Library Collections Annex can be requested for delivery to campus (usually within 24 hours). Details about loan periods are available on the library’s web page. Materials at the John Hay Library must be retrieved by staff from the closed stacks and used within the library; please inquire at the Hay Reader Services Desk for more information.

Library staff provide a variety of general and specialized services to assist students, faculty, and staff members of the Brown community. Library staff promote academic success by advising students and faculty on how to use a wide range of information resources available though the library. Subject specialists are available to consult on research topics, instruct in the use of library resources and tools, evaluate sources of information, and help users navigate the research process.

An increasing portion of the library’s collections is available digitally through licensed or networked resources. The library currently has licenses to over 300 research databases and approximately 52,000 full-text online journals. Detailed lists of electronic titles are available through Josiah and on the library web site. Instructions for accessing licensed content from off-campus are available at http://library.brown.edu/offcampus/

Access to Other Libraries

Beyond the immediate collections available on campus, Brown students and faculty have direct access to more than 50 million items through special borrowing agreements with partner libraries. Titles from these libraries — including Columbia, Cornell, Dartmouth, University of Pennsylvania, Princeton, Yale, and the academic libraries in Rhode Island — can be searched and requested using easyBorrow, the library’s web service for expedited borrowing and delivery of books to the Brown campus. In addition, Brown has reciprocal agreements for on-site access to a number of libraries in the region and throughout the nation. More information about these and other options for obtaining materials from other libraries is available from the library’s web site or from staff at any of the service points throughout the libraries.

Center for Digital Scholarship

The Center for Digital Scholarship (CDS) coordinates the library’s efforts in building its digital collections. CDS focuses on producing digital materials for use in scholarship and teaching efforts at Brown; digitizing “signature collections” from Brown’s world renowned special collections; developing databases, programs, and applications to enhance access to and use of these materials; and providing consultative services for library and academic units undertaking digital projects. A growing collection of digitized materials, faculty projects, databases, search tools, and finding guides is available at the library’s web site: http://library.brown.edu/cds.

Services for Users with Disabilities

The library works closely with the University’s Disability Support Services to accommodate Brown students, staff, and faculty with special needs. The main entrances to the Rockefeller and Sciences libraries are wheelchair accessible. The John Hay Library is also accessible via the entrance at the rear of the building, where a phone is available to gain admittance by calling the staff at the Reader Services Desk. The service desks in the Rockefeller, Sciences, and Hay libraries can arrange to have materials retrieved from the stacks and provide other special services as required for users with physical disabilities. The Rockefeller Library currently has a computer workstation with magnification and reading software for the vision impaired.

Museums

Gardner House

Gardner House, located at 106 George Street, is the University guest house and a historic house museum. It was built in 1806 for Joseph Hale, a mason, and for many years was a single family residence. Later it was partitioned into a multifamily dwelling, and, during the early 1930s, the owner offered room and board to Brown students. In 1932 the house was acquired by Brown University. Shortly thereafter, George Warren Gardner, M.D., a member of the Brown Class of 1894, and his wife Jessie Barker Gardner, offered to donate to the University their home on Orchard Avenue and all their antiques. In return, arrangements were made to restore Gardner House and for the Gardners to occupy it for as long as they lived. In accordance with their agreement with the University, upon their deaths, the house became available to Brown as a historic house museum and a guest house. It has been maintained for these purposes since 1948. In 1979, renovated, Gardner House was reopened as the President’s guest house for distinguished guests of Brown University.

Haffenreffer Museum of Anthropology

The Haffenreffer Museum of Anthropology curates over 100,000 archaeological and ethnographic objects from around the world. The Museum is also the federally designated repository for significant arctic collections from Alaska. The Museum’s Collections and Research Center and offices are located at the museum’s original site on the 375-acre Mount Hope Grant in Bristol, Rhode Island, eighteen miles from Providence–Museum and land having been a gift in 1955 from the heirs of Rudolf Haffenreffer. In 2005, the Museum opened a 2,000 SF gallery on campus, in Manning Hall on the main green. Museum education outreach programs are run from Manning Hall and Giddings House on campus. Since 1955, the Museum has close intellectual and historical ties with the Department of Anthropology, being led by a director with a faculty appointment in the department, offering courses and a master’s degree in anthropology-museum studies, guiding undergraduate and graduate students in co-curation of exhibitions. The gallery in Manning Hall is open Tuesday-Sunday, 10-4. For more information see http://brown.edu/Facilities/Haffenreffer/index.html.
Academic Facilities and Educational Resources

Laboratories

The University provides extensive, modern laboratory facilities designed for undergraduate instruction, graduate instruction, and research. The major laboratory facilities include the following.

Physical Sciences Laboratories

Barus and Holley Building: a seven story building housing both the School of Engineering and the Department of Physics. In addition to classrooms and faculty offices, the building contains over fifty laboratory rooms. These rooms are equipped with the latest scientific apparatus permitting research in fields such as: bio- and nano-mechanics, picosecond ultrasonics, low-temperature physics and superconductivity, surface physics, colloidal physics, liquid crystal physics, solid-state physics, magnetic properties of solids, nonlinear optics, high-energy and elementary particle physics, laser systems, microwaves, servo-mechanisms, instrumentation, solid state electronics, microelectronics, creep and fatigue of materials, materials preparation, thin film science, and research equipment and facilities including an extensive computing network of workstations and minicomputers which are linked via Ethernet to a campus parallel computing facility and to national networks and The MacMillan Undergraduate Science Center houses undergraduate geoscience and environmental science laboratories, office and laboratory space for concentrators, as well as a computer center, well-equipped lecture halls, and a lounge. Planetary Geoscience Laboratory facilities include a sophisticated high-performance research analysis facility, the Brown/NASA Reflectance Experiment Laboratory (RELAB), and an extensive collection of photographs, images, and maps from all planetary exploration missions. Brown/NASA Regional Planetary Data Center makes available to researchers data from the U.S. Space Program. Experimental and analytical labs include: pollen, micropaleontological, and alkenone paleotemperature laboratories, Elzone particle counter, elemental analyzer and the Environmental Stable Isotopes Laboratory for analysis of d15N, d18O, dD and d13C in carbonates and organic samples, several multicollector gas and solid-source mass spectrometers, hydrothermal, gas, and piston cylinder apparatus, electron microprobe/scanning microscope, X-ray fluorescence analysis facility (XRF), an X-ray diffraction unit, a computer controlled rotary shear gas apparatus for frictional sliding experiments, modified Griggs-type solid medium deformation apparatus (3) for high and low temperature and pressures as well as various strain rates. A jointly owned ion microprobe and a campus Electron Microscope Facility for SEM and TEM studies are available, as well as Raman spectroscopes in other departments. We currently have a radiogenic isotope laboratory and a Thermal Ionization Mass Spectrometer for the analysis of (Rb-Sr, Sm-Nd, U-Pb) in whole rocks and minerals. We are building a new state-of-the-art mass-spectrometers, X-ray and electron diffraction systems, several state-of-the-art laser facilities, and equipment for ESCA, Auger and photoacoustic spectroscopy. The laboratories contain an extensive array of computational and graphics workstations, linked via networks to departmental minicomputers, to the university’s mainframe, and to remote databases and supercomputing facilities.

Geo-Chem Building, MacMillan Hall, and Lincoln Field Building: These buildings house the Department of Geological Sciences. In addition to classrooms and faculty and graduate student offices, the buildings contain laboratory space and research equipment and facilities including an extensive computing network of workstations and minicomputers which are linked via Ethernet to a campus parallel computing facility and to national networks and The MacMillan Undergraduate Science Center houses undergraduate geoscience and environmental science laboratories, office and laboratory space for concentrators, as well as a computer center, well-equipped lecture halls, and a lounge. Planetary Geoscience Laboratory facilities include a sophisticated high-performance research analysis facility, the Brown/NASA Reflectance Experiment Laboratory (RELAB), and an extensive collection of photographs, images, and maps from all planetary exploration missions. Brown/NASA Regional Planetary Data Center makes available to researchers data from the U.S. Space Program. Experimental and analytical labs include: pollen, micropaleontological, and alkenone paleotemperature laboratories, Elzone particle counter, elemental analyzer and the Environmental Stable Isotopes Laboratory for analysis of d15N, d18O, dD and d13C in carbonates and organic samples, several multicollector gas and solid-source mass spectrometers, hydrothermal, gas, and piston cylinder apparatus, electron microprobe/scanning microscope, X-ray fluorescence analysis facility (XRF), an X-ray diffraction unit, a computer controlled rotary shear gas apparatus for frictional sliding experiments, modified Griggs-type solid medium deformation apparatus (3) for high and low temperature and pressures as well as various strain rates. A jointly owned ion microprobe and a campus Electron Microscope Facility for SEM and TEM studies are available, as well as Raman spectroscopes in other departments. We currently have a radiogenic isotope laboratory and a Thermal Ionization Mass Spectrometer for the analysis of (Rb-Sr, Sm-Nd, U-Pb) in whole rocks and minerals. We are building a new state-of-the-art mass-spectrometers, X-ray and electron diffraction systems, several state-of-the-art laser facilities, and equipment for ESCA, Auger and photoacoustic spectroscopy. The laboratories contain an extensive array of computational and graphics workstations, linked via networks to departmental minicomputers, to the university’s mainframe, and to remote databases and supercomputing facilities.

Chemical Laboratories: The instructional laboratories and classrooms are housed in MacMillan Hall. The research programs in inorganic, organic, physical, and biochemistry are housed in the offices of the Department of Chemistry are housed in the adjacent Geology-Chemistry building. Facilities include a machine shop, and an electronics shop. The laboratories are equipped with modern instruments for research in chemistry, including NMR, ESR, IR, Raman, UV and mass-spectrometers, X-ray and electron diffraction systems, several state-of-the-art laser facilities, and equipment for ESCA, Auger and photoacoustic spectroscopy. The laboratories contain an extensive array of computational and graphics workstations, linked via networks to departmental minicomputers, to the university’s mainframe, and to remote databases and supercomputing facilities.

Molecular Pathology Core Research Laboratory: The laboratory provides instrumentation and supports personnel in research efforts for both the COBRE mentors and their junior associates, as well as specialty immunohistochemical services for the Department of Pathology. The 1250 square foot facility is equipped with an Arcturus AutoPlex automated laser capture microdissection instrument, Olympus BX41 with CoolSnap Camera from Media Cybernetics and Image Pro-Plus Software, Stratagene MX4000 quantitative Real Time PCR system, BioRad iCycler, Agilent BioAnalyzer, Ventana Discovery automated immunohistochemistry processor, microtome and cryostat, Beecher tissue arrayer and 40 cubic feet of 80 degrees Celsius freezer space for the tissue bank.

MRI Research Facility (MRF): The facility occupies a 3000 sq. ft. research suite located in the Sidney Frank Hall for Life Sciences on Brown’s main campus. The centerpiece of the Facility is a state-of-the-art research dedicated Siemens 3 Tesla TIM Trio. The scanner is equipped with 32 receiver channels for significant gains in signal-to-noise ratio and acquisition speed. The MRI Research Facility provides infrastructure and support to facilitate research and educational activities using magnetic resonance imaging technology. The MRF is affiliated with the University’s Institute for Brain Science and is a resource available both to Brown researchers and those at Brown affiliated hospitals. Ongoing research includes studies of brain structure and function in normal and clinical populations as well as studies of other body systems, non-invasive animal imaging and materials science.

NSF/EPSCoR Proteomics Facility: The facility shall have a broadly-inclusive philosophy to ensure rapid and equal access to the facility’s services for the entire Rhode Island research community. In addition to the acquisition of instrumentation, the NSF/EPSCoR Proteomics Core Facility will undertake the training of research in emerging proteomic techniques, a component that is essential to maintaining a productive and professional level of service. The NSF/EPSCoR Proteomics Core Facility shall have a strong commitment to be at the leading edge of current and developing technologies and provides consultation on their application.

Outcomes and Biostatistics Core: The core participates in a wide variety of activities, including consultation on design and analysis for small pilot projects, development of study design for major projects (e.g. R01 proposals), assistance and advice on database construction and management, collaboration on large projects where outcomes measurement and statistical analysis considerations are nontrivial, development of new statistical methodology, and mentorship for junior investigators and fellows. To request services from the biostatistics core, please contact one of the core co-directors, you should describe your project in detail, explain your statistical needs, and provide pertinent deadlines. A member of the core will respond to set up an intake meeting.

Plant Environment Center: The Center, consisting of research greenhouses, a classroom laboratory and Conservatory, is located at 91 Waterman Street. We provide an educational research facility which is primarily available to those in the Department of Ecology and Evolutionary
Biology, a part of the Division of Biology and Medicine. The facility is comprised of 3 research greenhouses approximately 5,000 sq.ft. used for research experiments and a teaching plant collection for biological science classes. There is also a Conservatory of approximately 2000 sq.ft. The collection includes many plant families, including a diverse collection of Cycads, Orchids, Aroids, and many plants from the Amazon region. Many of these plants have medicinal and ceremonial uses and are part of our Ethnobotanical collection.

In addition to the greenhouse facilities, we have five E7/2 Conviron Plant Growth Chamber units, as well as one eighty square foot walk-in chamber. These units are used by graduate students and professors with very specific cultural requirements for optimal plant growth.

Walter S. Hunter Laboratory houses most facilities for research and teaching in psychology. Psychology is the branch of the life sciences that studies how we perceive, learn about, and remember the world around us, how we develop physically and socially, and how we interact with our fellow humans. Modern psychology studies both human and animal behavior, employs both observational and experimental methods, and incorporates many levels of analysis—including biological and neural, evolutionary, cognitive, and social.

Creative Arts

Perry and Marty Granoff Center for the Creative Arts

The Granoff Center serves as a catalyst for collaboration between and among the arts, sciences, and humanities. Within the Center, creative thinkers from across disciplines can come together to work collaboratively, exchange ideas, and create new art forms.

The center serves as the home for the Brown University Creative Arts Council, which supports the goals of individual creative arts departments and programs, while facilitating a common vision for the arts that transcends discipline and creates unity. The Council serves as a catalyst for innovative collaboration across disciplines and provides a regular forum for communication among all members of the arts community. The Creative Arts Council is for the benefit of students, faculty, staff, alumni, and friends. Through its public activities, it seeks to maximize the visibility of the arts on campus, throughout the local community, and on a national and international level.

For more information on the Granoff Center and/or the Creative Arts Council, please visit: http://brown.edu/academics/creative-arts-council/.

Leeds Theatre

The flexible theatre space in Leeds Theatre allows seating on three sides or in the round. Each year the department of Theatre Arts and Performance Studies produces several productions in Leeds Theatre including various productions as part of the Sock and Buskin mainstage season, the annual Writing is Live Festival, Brown/Trinity Playwrights Repertory Theatre, and the annual student-directed Senior Slot production. It has a seating capacity of 140.

Ashamu Dance Studio

Ashamu Dance Studio serves as the home for the Dance Program at Brown. Measuring approximately 30x80 feet and equipped with mirrors and a sprung floor, it is well-equipped for performances with seats, lights, sound system, and curtains. It has a seating capacity of 100.

Stuart Theatre

Stuart Theatre has a seating capacity of 250. The department of Theatre Arts and Performance Studies produces several productions in Stuart each year including the annual dance concert, and various productions as part of the Sock and Buskin mainstage season.
Summary of Enrollment & Degrees

The total IPEDS enrollment of Brown University degree candidates for Fall 2015 (October 15, 2015) was 8,973 FTE. The breakdown by school was as follows:

The College
6,311 FTE

The Graduate School
2,140 FTE

Warren Alpert Medical School
522 FTE

Summary of Degrees

As of May 2015, there were enrolled the names of 129,239 graduates, both men and women. Of this number 97,330 had received the bachelor’s degree; 26,367 had received advanced degrees; 3,300 had received the degree of doctor of medicine; 2,042 had received honorary degrees.

For historical information regarding student enrollment figures and/or degrees for Brown University, please visit the website of the Office of Institutional Research: http://www.brown.edu/Administration/Institutional_Research/.
Prizes, Premiums, and Honors

Complete details concerning endowed funds from which prizes and premiums are paid and special conditions which must be taken into consideration in making awards may be obtained from the Office of the Dean of the College.

The University reserves the right to withhold any award for any reason it deems valid.

Prizes for Excellence in Preparatory Studies

Prizes for excellence in certain preparatory studies are awarded each year during the first semester to members of the entering class on the basis of examinations in the following fields. Examinations are administered on a seniority basis. The competitions in Greek, Latin, and Mathematics are open to all freshmen. Those in French, German, and Spanish languages, respectively, are open only to those freshmen whose knowledge of the language concerned has been gained through secondary school studies rather than from family or community contacts.

THE PRESIDENT FRANCIS WAYLAND PRIZES, derived from the income of a fund presented in 1843 by President Wayland, and later increased, are awarded each year to those members of the freshman class who upon examination are found to excel in preparatory Greek and Latin.

THE HARTSHORN PRIZES IN MATHEMATICS, derived from the income of a fund presented to the University in 1872 by Joseph Charles Hartshorn of the class of 1841, are awarded each year to the two members of the freshman class who are found to excel in an examination in elementary algebra (through quadratic equations and the binomial theorem) and plane geometry.

THE HYPATIA PRIZES IN MATHEMATICS, derived from the income of a fund named for Hypatia of Alexandria, and presented anonymously in 1951, parallel for women freshmen the Hartshorn prizes for men.

THE ALBERT BUSHNELL JOHNSON PRIZES IN FRENCH are derived from part of the income of the Albert Bushnell Johnson Fund bequeathed to the University in 1949 by Edward K. Aldrich, Jr. and are awarded each year to those members of the freshman class who are found to excel in preparatory French.

THE CAESAR MISCH PRIZES IN GERMAN, established in 1913 by a gift of Mrs. Marion L. Misch, are awarded to the two members of the freshman class who are found to excel in preparatory German.

THE ASA CLINTON CROWELL PRIZES IN GERMAN, derived from the income of a fund established in 1928 by alumnae of the University, are awarded to the two women members of the freshman class who are found to excel in preparatory German.

THE LOPE DE VEGA PRIZES IN SPANISH, established in 1962 by anonymous gift, are awarded to two men of the freshman class who are found to excel in preparatory work in Spanish.

THE GABRIELA MISTRAL PRIZES IN SPANISH, established in 1962 by anonymous gift, are awarded to two women of the freshman class who are found to excel in preparatory work in Spanish.

Prizes and Premiums for Excellence in Undergraduate Studies

THE KIM ANN ARSTARK MEMORIAL AWARD IN POETRY is derived from a fund established in 1971 by Mr. and Mrs. Lester D. Arstark in memory of their daughter. It is awarded annually for a poem or poems “in celebration of life.”

THE DEREK CANFIELD BARKER PRIZE was established in 1994 through a gift from Richard C. Barker '57 and Abbie D. Paterson '57 in memory of their son, Derek. The purpose of this prize is to recognize students who have shown qualities of leadership, who have triumphed over adversity, and who have worked to bring the Brown community together through community service.

THE ALBERT ARNOLD BENNETT, CLASS OF 1872, AWARD FUND was established by an anonymous donor through several gifts made between 1941 and 1949. The fund is in memory of the Reverend Albert A. Bennett, D.D., pioneer missionary to Japan, and is available annually for award purposes, but not continuously for any one object.

THE PHILIP SHERRILL BENNETT PRIZE was established in 1904 by Philo Sherman Bennett for the “best essay discussing the principles of free government.”

THE HONORABLE THOMAS WILLIAMS BICKNELL MEMORIAL AWARD was established in 1963 by the National Society of Sons and Daughters of the Pilgrims as a memorial to Thomas Williams Bicknell. The prize is awarded for an essay in American history.

THE BRAND MUSICAL PREMIUM is derived from a fund established in 1960 by William C. H. Brand as a memorial to William and Mina R. Brand and is divided equally between two seniors of Brown University, one man and one woman, on the basis of merit.

THE TRISTAM BURGES PREMIUM IN ENGLISH, instituted in 1953, is given at the end of the junior year to the woman student “with the highest standing in rhetoric, English composition, and public speaking.”

THE BUXTEHUDE PREMIUM FOR MUSICAL EXCELLENCE was established by a gift from an anonymous donor to provide annual premiums for one or more undergraduates in the junior year.

THE THOMAS CARPENTER PRIZES FOR ELOCUTION, derived from the income of a fund established in 1867 by Thomas Carpenter, are awarded each year to three students to whom are assigned the first, the second, and the third rank of excellence in elocution.

THE THOMAS CARPENTER AND LYDIA CARPENTER PREMIUMS were established in 1869 by Lydia Carpenter, on behalf of her late brother. They are assigned at the end of the academic year to the two members of the senior class who, “already on scholarships, shall, in the judgment of the faculty, unite in the highest degree the three most important elements of success in life—ability, character, and attainment.”

THE HOPE CHATTERTON PRIZE IN MUSIC, to memorialize Hope Chatterton, was instituted in 1946, by anonymous donation. A prize is given in the spring to a woman student who in public audition is deemed to excel in piano performance.

THE TRISTAM BURGES PREMIUM IN ENGLISH, instituted in 1953, is given at the end of the junior year to the woman student “with the highest standing in rhetoric, English composition, and public speaking.”

THE HOPE CHATTERTON PRIZE IN MUSIC, to memorialize Hope Chatterton, was instituted in 1946, by anonymous donation. A prize is given in the spring to a woman student who in public audition is deemed to excel in piano performance.

THE LEALLYN B. CLAPP PRIZE for an outstanding undergraduate thesis in chemistry. The prize honors Professor Clapp, who retired in 1983 after a long and distinguished career in the Brown chemistry department.

THE CLASS OF 1873 PRIZES are derived from the income of a fund presented in 1877 by the class of 1873 and are awarded each year to seniors for essays on such topic(s) as the “faculty may, from time to time, deem most expedient.”

THE CLASS OF 1906 MEMORIAL PREMIUM was established in 1956 by the will of Harry Knowles, Brown 1906. Currently the premium is awarded to a student who has completed with highest distinction the honors program in Russian studies.

THE CLASS OF 1952 PREMIUM is derived from the income of a fund established in 1952 by the Class of 1952, at the College. It is awarded annually to an outstanding student at the end of his or her junior year, on the basis of excellence in scholastic achievement and extracurricular activity.

THE CLARKSON A. COLLINS, JR., PRIZE IN AMERICAN HISTORY is derived from the income of a fund given to Brown University in 1941 by Letta I. Collins in memory of her son. An annual prize is offered for the best paper on any approved topic dealing with the American Merchant Marine or Navy. Competition is restricted to men in the junior or senior class.

THE RUTH ELECTA COLLINS PREMIUM IN FRENCH is derived from the income of a fund established in 1936 by Mrs. Clarkson Abel Collins in Memory of her son, Letta I. Collins, in memory of her son. An annual prize is offered for the best paper on any approved topic dealing with the American Merchant Marine or Navy. Competition is restricted to men in the junior or senior class.
memory of her daughter Ruth Electa Collins. It is awarded annually to a male senior, distinguished for outstanding work in French.

The Curt John Ducas Premium in Metaphysics is paid from income of a fund established anonymously in 1958. The premium is awarded to a freshman, sophomore, or junior who excels in metaphysics and related subjects.

The Robinson Potter Dunn Premium. The income of a premium scholarship fund presented to the University in 1872 by pupils and friends of Professor Robinson Potter Dunn is given, at the end of the junior year, to the student "with the highest standing in rhetoric, English composition, and public speaking."

The Adolph Conrad Ely Premium in German is derived from a fund bequeathed in 1941 to Brown University by Adolph Conrad Ely, teacher, of the class of 1894. A premium is awarded annually to the senior with highest standing in Germanic languages and literature.

The Beth Lisa Feldman Prize in English Composition is derived from a fund established in 1966 by Mr. and Mrs. Robert Feldman. This competition is open to all students of the University. Preference is given to the writing of stories for children.

The William Leopold Fichter Premium in Spanish was given to the writing of stories for children. This competition is open to all students of the University. Preference is given to the writing of stories for children.

The William Ely Prize was awarded annually to the senior who excels in music, music appreciation, or both. It is awarded from income of a fund established in 1907 by the late Mrs. L. Feeton Moore, in memory of her daughter Ruth Electa Collins. It is awarded annually to a woman student who excels in music, music appreciation, or both.

The Minnie Helen Hicks Premium in English is awarded at the end of the senior year to the student who has "the highest standing in the courses in English literature and language." The Minnie Helen Hicks Premium in Art is awarded from income of the Minnie Helen Hicks Fund, for creative work in art by women students.

The Minnie Helen Hicks Prizes in Classical Appreciation, instituted in 1953 from income of the Minnie Helen Hicks Prize Fund, is currently awarded to the woman undergraduate who presents the best paper in the course in Greek art and archaeology or in Greek and Roman history, these being offered in alternate years.

The Minnie Helen Hicks Prizes for Elocution parallel, for women students, the Thomas Carpenter Prizes for Elocution established in 1867 for men students.

The Ratcliffe Hicks Premium in English, established in 1915, from income from the Ratcliffe Hicks Fund of 1907, is awarded at the end of the senior year to the male student who has "the highest standing in the courses in English literature and language."

The Ratcliffe Hicks Prizes and Premiums for Excellence in Debate, established in 1891 by the Hon. Ratcliffe Hicks, of the class of 1864, and by bequest in 1907, are awarded annually for intercollegiate debates and interclass debates.

The David Howell Premium is awarded from income of a premium scholarship fund presented to the University in 1866 by Gammali Lyman Dwight in honor of his grandfather, David Howell. The premium is given at the close of the first semester of the senior year to the student who, "having a good record of deportment, has the highest rank in Mathematics and Natural Philosophy."

The Domenico A. Ionata Fund, established by gifts of the family of Domenico A. Ionata, Class of 1926, provides for a premium to be awarded annually to that senior concentrating in engineering who demonstrates an unusual degree of creativity and imagination in an independent study project.

The JIN Prize Fund was established in 1997 in honor of the late Professor Young-Son Jin and his wife, Mrs. Kyunghee Jin. This prize will be awarded to the most outstanding graduating senior on the basis of academic achievement and service.

The Professor I. J. Kapstein Fund, established by friends, students, and colleagues of Professor Kapstein, provides a premium for that undergraduate who has done the best work in the areas of literature, creative writing, or theater arts.

The James F. Kidwell Prize in Genetics or Population Biology is awarded each year to a graduating biology concentrator for excellence in course work and research in these areas. The prize is in honor of Professor Kidwell.

The Noah Krieger Memorial Fund was established in 1995 by family and friends of Noah Krieger, Class of 1993. Awards from this fund are given annually to one or more seniors studying in the A. Alfred Taubman Center for Public Policy and American Institutions who have demonstrated outstanding accomplishment and intellectual ability.

The Samuel C. Lampert Prizes in International Understanding, first offered in 1943 by annual gift of the Trustees of the Samuel C. and Miriam D. Lamport Foundation, are now awarded from the income of a fund donated to Brown University in 1952 by these trustees. The prizes are offered to undergraduate students for papers on international understanding, with emphasis on cooperation and tolerance.

The Lucius Lyon Prizes in Latin are derived from the income of a fund presented in 1893 by Mrs. Caroline L. Lyon, in memory of her husband, Lucius Lyon, of the class of 1844. The prizes are awarded on the basis of a special examination relating to any or all of the following subjects: the Latin language, Latin literature, Roman history.

The George H. Main '45 Fund, established by gifts of the family and friends of George H. Main, Class of 1945, provides for a premium to be awarded annually to that senior in engineering who is distinguished by his diligence and devotion to studies rather than for high grades and who holds promise of success in his field.

The Muriel Hasenfeld Mann Premium in Music is paid from a fund bequeathed to the University in 1960. An annual award is made to a woman student who excels in music, music appreciation, or both.

The Henry Parker Manning Mathematical Prizes, instituted in 1936 by annual gift, as the "Calculus Prizes," are now paid out of the annual income of a fund established anonymously in 1949, on the ninetieth birthday of Henry Parker Manning, Brown 1883, mathematician and scholar of ancient languages. Competition is restricted to juniors.
THE BISHOP MCVICKAR PRIZES were instituted in 1909 by the Rt. Rev. William Neilson McVickar, Bishop of the Protestant Episcopal Diocese of Rhode Island, 1898–1910, and are now awarded from the income of a fund established in 1923 in his memory by his sister, Miss E. C. McVickar. The prizes are awarded for the best papers submitted under conditions designated by the Department of Religious Studies.

THE ALEXANDER MEIKLEJOHN PREMIUM IN LOGIC is paid from income of a fund established anonymously in 1951. The premium is awarded to a freshman, sophomore, or junior who excels in logic and related subjects.

THE EVA A. MOOR PREMIUM is derived from a fund established in 1967 by the gift of Mrs. Edward M. Kanzerl (Lydia W. Mason ‘31) honoring Eva A. Moor, Pembroke Dean of Admissions 1926–54. It is awarded annually to that woman student of the senior class “whose achievement over her college years gives evidence of the greatest mental growth and who has contributed to the college and to the community.”

THE WALTER JOSEPH NELSON MEMORIAL PREMIUM FOR EXCELLENCE IN MUSIC, instituted in 1957, is paid from an expendable fund given to the University by friends of the late Dr. Walter J. Nelson, Brown 1934.

THE JAMES ALDRICH PIRCE PRIZE is awarded from the income of a fund established in 1927 by Miss Florence Pirce in memory of her brother, a member of the class of 1892. The prize is currently awarded to the male undergraduate who presents the best paper in the course in Greek art and archaeology or in Greek and Roman history, these being offered in alternate years.

THE MORRIS L. POVAR PRIZE IN PHYSIOLOGY OR ZOOLOGY is awarded annually to a senior biology concentrator for outstanding academic performance and research. The prize was established in honor of Professor Povar.

THE ROSE LOW ROME MEMORIAL PRIZE IN POETRY, paid by gift by Mrs. Peter H. Ten Ecyk (Arlene B. Rome, Pembroke ‘43), is awarded annually for the best poem or poems submitted to the English department by an undergraduate or graduate student.

THE SUSAN COLVER ROSENBERGER PRIZES were established in 1919 by Jesse L. Rosenberger, as a memorial to his wife, who was the daughter of Charles K. Colver, of the class of 1842. The awards are to be made under conditions to be laid down by the University.

THE ROSTROPOVICH PRIZE IN MUSIC is awarded to the outstanding graduating string musician in the Brown Orchestra.

THE ROYCE FELLOWSHIP, established by a generous gift from Charles M. Royce, '61, recognizes undergraduates who have gained distinction for their outstanding scholarship, leadership, creativity, and service.

THE HAROLD SCHLOSBERG MEMORIAL PREMIUM IN PSYCHOLOGY is derived from income of a fund established in 1964 by the colleagues, former students, and friends of Harold Schlosberg, professor of psychology and chair of the department, 1954–1964. It is awarded annually to an outstanding senior concentrating in psychology.

THE MURIEL FAIN SHER MEMORIAL PREMIUM IN PSYCHOLOGY is derived from the income of a fund established in 1952 by the friends of Muriel Fain Sher. It is awarded annually to the most outstanding woman student in the senior class “showing the greatest promise in the field of Psychology.”

THE SUSAN ROSS STEINFIELD MEMORIAL FUND was established in 1984 by the family and friends of Susan Ross Steinfield, class of 1961. Awards from this fund are made to seniors who have contributed significantly to the performing arts during their undergraduate years.

MARGARET B. STILLWELL PRIZE awarded each year by the John Russell Bartlett Society for the best collections of books developed by undergraduates attending colleges in the state of Rhode Island. Entry forms available at the John Carter Brown Library.

THE GILBERT STUART PRIZES IN ART have been awarded since 1965, from income of the Gilbert Stuart Prize Fund, established in 1955–56 by friends of Brown University and of for creative work in art.

THE TECHNICAL ANALYSIS CORPORATION AWARDS given annually by Dr. David M. Rosenbaum ’56, President of TAC, to an undergraduate member of Sigma Xi and Tau Beta Pi who best exemplifies the ideal of “whole person” by demonstrating excellence and initiative outside science and engineering.

THE ROHN TRUELL PREMIUM IN APPLIED MATHEMATICS is derived from income of a fund established in 1968 by friends of Rohn Truell, former professor and chair of the Division of Applied Mathematics. It is awarded annually to a member or members of the senior class concentrating in applied mathematics, who during their studies at Brown have achieved high distinction.

THE MARJORIE HARRIS WEISS MEMORIAL PREMIUM IN HISTORY is awarded annually to the outstanding undergraduate woman student majoring in history.

THE ROSAMOND WINSLOW WOODWIND PRIZE established by Mr. and Mrs. Marcellus D. Lemaire and friends of Miss Rosamond W. Lemaire, Pembroke 1961, is given on the basis of a public audition.

Advanced Awards

THE SAMUEL T. ARNOLD FELLOWSHIPS were established in 1964 by Thomas J. Watson, to 1949 and later provost of the University. The fellowships provide unusually promising seniors with a year of foreign travel and independent study following graduation.

THE HARVEY A. BAKER FELLOWSHIPS were established in memory of Harvey A. Baker, class of 1903, by his wife. These fellowships support the first year of graduate or professional study for students who “have high scholastic standings, have participated in college activities, and have shown qualities of leadership” at Brown.

THE ANNE CROSBY EMMER ALUMNAE FELLOWSHIP provides financial assistance to women in the graduating class who continue their education in professional or graduate school. The fellowship was established in 1914 by the Alumnae Association to honor Anne Crosby Emery, the second dean of the Women’s College of Brown University.

THE BERNARD ROY POLLOCK MEMORIAL PRIZE established in 1984 to honor the memory of Bernard Roy Pollock of the class of 1948, is awarded to a graduating senior, accepted at an accredited law school, who “best exemplifies the personal and professional characteristics which made Bernie Pollock an outstanding member of the communities in which he lived and worked.”

THE WILLIAM ROBERT POTTER, 1887, PREMIUM IN CHEMISTRY, was established in 1942 from income of a fund bequeathed by William R. Potter. The premium is awarded “on the basis of a thesis of highest merit submitted by a postgraduate student specializing in chemistry.”

THE BARRY JAY ROSEN PREMIUM IN MOLECULAR BIOLOGY was established in 1966 by friends and associates of Barry Jay Rosen, a graduate student at Brown from 1962–1965, who was awarded the Ph.D. degree posthumously in 1966. The premium is awarded to a graduate student for high achievement in the field of molecular biology.

THE BROWN CHAPTER OF SIGMA XI AWARD FUND was given to Brown University in 1954 by the Brown Chapter of Sigma Xi for an award toward the encouragement of science, whether for research, teaching, or otherwise.

Honorary Societies

Phi Beta Kappa

The Rhode Island Alpha of the Phi Beta Kappa Society was established at Brown University in 1830. Phi Beta Kappa seeks to reward “acquisition of liberal culture; command of cultivated expression in speech and writing; intellectual honesty and tolerance; breadth of intellectual interest; understanding not merely knowledge.” In terms of present day concerns and curricular structures, this is interpreted to mean that Phi Beta Kappa seeks to recognize, and thus to encourage, intellectual distinction among undergraduates, as attested by substantial formal evidence of outstanding academic accomplishment in the course of a broad educational experience. Excessively narrow preoccupation with any discipline or field of study may constitute grounds for disqualification even in cases of unquestionably superior academic performance. At least 40% of a candidate’s course work must be in mathematics, humanities, or the social sciences.
Election to Phi Beta Kappa is very competitive. Although not more than one-sixth of the candidates for the bachelor’s degrees (A.B. and Sc.B.) may receive invitations to become members, in recent years no more than one-tenth of a class has generally been invited into membership.

Additional information is available at: http://www.brown.edu/Administration/Dean_of_the_College/degree/pbk.php

Sigma Xi
The Society of the Sigma Xi was founded in 1886 for the encouragement of original investigation in science, pure and applied. The Brown University Chapter, established in 1900, sponsors lectures in a variety of scientific disciplines during the academic year.

Nominations for membership are made by representatives of the various science departments. From the list of nominees the Board of Electors, meeting in February each year, elects those deemed eligible. This Board consists of the Chapter President, the Chapter Secretary, who acts ex-officio as Chair, and a representative from each of the following departments: Applied Mathematics, Biology and Medicine, Chemistry, Cognitive and Linguistic Sciences, Computer Sciences, Engineering, Environmental Studies, Geological Sciences, Mathematics, Neuroscience, Physics, Psychology.

Tau Beta Pi
The Tau Beta Pi Association, national engineering honor society, was founded at Lehigh University in 1885 to mark, in a fitting manner, those who have conferred honor upon their alma mater by distinguished scholarship and exemplary character as undergraduates in engineering, or by their attainments as alumni in the field of engineering, and to foster a spirit of liberal culture in the engineering colleges of America. Each chapter has full control of its individual affairs, the control being vested primarily in the undergraduate members. An alumni advisory board may act in an advisory and judiciary capacity.

To be eligible for election to membership as an undergraduate, the student must be in either the junior or senior year. To be eligible as a junior, scholastic records must fall within the top eighth of the class and as a senior the top fifth. Distinguished scholarship, while the primary requisite for admission, is not considered the sole criterion. After the scholarship requirements have been fulfilled, the selection is based on integrity, breadth of interest both inside and outside of engineering, adaptability, and unselfish activity. An alumnus, either of Brown University or other accredited engineering schools, may be elected to membership if he or she has a proven record of character, ability, and integrity, the election still being made by the undergraduate chapter.

The Rhode Island Alpha Chapter was installed at Brown University on February 12, 1954. At the time of the installation of the chapter, in addition to the charter members, 128 alumni members were initiated, mostly alumni who would have been eligible for membership in the society had the chapter existed prior to their graduation.

Rosenberger Medal
The Susan Colver Rosenberger Medal of Honor is awarded by designation of the Faculty. Provision for the medal was made in 1919 by Jesse L. Rosenberger as a memorial to his wife, with the stipulation that it be used to recognize “specially notable or beneficial achievement in scholarship, in authorship, in public life of any kind, or relating to the advancement of the public welfare, or for whatever it may be thought best thus to honor and commemorate… .” The recipients and years of past awards are the following:

- William Williams Keen, 1925
- Charles Evans Hughes, 1928
- John Davison Rockefeller, Jr., 1931
- Charles Value Chapin, 1935
- Mary Emma Woolley, 1937
- Fred Tarbell Field, 1940
- Henry Dexter Sharpe, 1944
- Zechariah Chafee, Jr., 1947
- Warren Randolph Burgess, 1953
- Rowland Roberts Hughes, 1955
- Theodore Francis Green, 1956
- Alexander Meiklejohn, 1959
- Waldo Gifford Leland, 1965
- Thomas John Watson, Jr., 1968
- Henry Merritt Wriston, 1976
- Richard Salomon, 1982
- Charles Carpenter Tillinghast, Jr., 1982
- Howard Robert Swearer, 1983
- Otto Eduard Neugebauer, 1987
- Roderick Milton Chisholm, 1992
- Vartan Gregorian, 1997
- Sheila E. Blumstein, 2001
- Artemis A.W. Joukowsky, 2005
- Martha Sharp Joukowsky, 2005
- Claiborne deBorda Pell, 2006
- Stephen Robert, 2007
- Charles C .J. Carpenter, 2009
- Ruth J. Simmons, 2011

Honorary Degrees Conferred by the University
Prior records of honorary degree recipients are listed in archived University Bulletins

Commencement May 29, 2011
- Arianna Huffington, Doctor of Humane Letters
- Katie King Crowley ’97, Doctor of Humane Letters
- Nicholas D. Kristof, Doctor of Letters
- David B. Mumford, Doctor of Science
- John J. Nicholson, Doctor of Fine Arts
- Lynn Ida Nottage ’86, Doctor of Fine Arts
- Lisa Randall, Doctor of Science
- Kenneth Roth ’77, Doctor of Humane Letters
- David R. Scott, Doctor of Science
- Zhao Zhankai (Bei Dao), Doctor of Letters

October 21, 2011
- Herbert M. Kaplan, Doctor of Humane Letters

Commencement May 27, 2012
- Carolyn Bertozzi, Doctor of Science
- Viola Davis, Doctor of Fine Arts
- John Robert Lewis, Doctor of Laws
- Marilynne Summers Robinson, Doctor of Letters
- Sebastian A. Ruth, Doctor of Music
- Diane Sawyer, Doctor of Letters
- Gene Sharp, Doctor of Humane Letters
- Ruth J. Simmons, Doctor of Humane Letters
- Wei Yang, Doctor of Science

Commencement May 26, 2013
- Benjamin Affleck, Doctor of Fine Arts
- Junot Diaz, Doctor of Letters
- Stanley Falkow ’61, Doctor of Science
- Beverly Wade Hogan, Doctor of Humane Letters
- Risa J. Lavizzo-Mourey, Doctor of Medical Science
- Eduardo J. Padrón, Doctor of Humane Letters

Commencement May 25, 2014
- Lee Berk, Doctor of Humane Letters
- Beatrice E. Coleman, Doctor of Humane Letters (Awarded Posthumously)
- Jeffrey Eugenides, Doctor of Letters
- Arthur L. Horwich, Doctor of Medical Science
• Mary Lou Jepsen, Doctor of Science
• Debra L. Lee, Doctor of Humane Letters
• Lois Lowry, Doctor of Letters
• Nalini Moreshwar Nadkami, Doctor of Science
• Thomas E. Perez, Doctor of Laws

Commencement May 24, 2015
• Robert A. Corrigan, Doctor of Humane Letters
• Louise Lamphere, Doctor of Humane Letters
• David E. McKinney, Doctor of Humane Letters
• Tracee Ellis Ross, Doctor of Fine Arts
• Susan Solomon, Doctor of Science
• Kathryn D. Sullivan, Doctor of Science
The Brown Alumni Association

Brown was a transformative and unforgettable experience for our alumni, providing some of the most important intellectual journeys of their lives and creating lasting bonds with other members of this unique community. The Brown Alumni Association (BAA), of which all former matriculated students are automatically members, fosters lifelong connections with Brown and within the alumni community.

Key services to alumni (http://alumni.brown.edu/services)

Alumni expand their career networks through the Alumni Networking Search and the BAA LinkedIn group; look up Brown friends and contacts through the online Alumni Directory and the Brown alumni mobile app; get college search guidance for their children; and enjoy savings on and benefits through valuable products and services.

A worldwide alumni community (http://alumni.brown.edu/community)

Brown's alumni community takes many shapes, including Brown clubs, classes, reunions, student-alumni groups, affinity groups like the Inman Page Black Alumni Council, and more. Hundreds of alumni events (http://alumni.brown.edu/news_events/calendar) around the globe provide opportunities to discover new alumni connections, interact with Brown faculty, network, and explore local highlights. Online communities help alumni to connect with each other and to keep current with the University.

Volunteering for Brown (http://alumni.brown.edu/volunteer) (http://alumni.brown.edu/volunteer)

Alumni volunteers support the continued vitality of the University. They interview applicants, serve as career resources for students and fellow alumni, organize Brown's alumni communities, help to raise funds for the University, and much more.

Explore life after Brown!


Contact information:
Brown Alumni Association
c/o Maddock Alumni Center
38 Brown Street, Box 1859
Brown University
401 863-3307
alumni@brown.edu
Brown University

The College. An undergraduate college for men and women, with courses leading to the degrees of Bachelor of Arts (A.B.), Bachelor of Science (Sc.B.), and a single combined Bachelor of Arts-Bachelor of Science degree (A.B.-Sc.B.)

The Graduate School. A graduate school for men and women, with courses leading to the degrees of Master of Arts (A.M.), Master of Science (Sc.M.), Master of Science in Innovation Management and Entrepreneurship (Sc.M.I.M.E.), Master of Arts in Teaching (M.A.T.), Master of Fine Arts (M.F.A.), Master of Public Health (M.P.H.), Master of Public Policy (M.P.P.), Master of Public Affairs (M.P.A.), Executive Master (E.M.), and the Doctor of Philosophy (Ph.D)

The Warren Alpert Medical School of Brown University. A school of medicine for men and women, with courses and clerkships leading to the degree of Doctor of Medicine (M.D.)
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